

Pupil premium strategy statement – Colton Hills Community School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1154
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Julie Hunter
Pupil premium lead	Bethan Ruth
Governor / Trustee lead	Jeanette Vincent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£573,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£573,025

Part A: Pupil premium strategy plan

Statement of intent

Our school's visionary statement in Many Minds, One Mission and so it is our intention for all pupils, irrespective of their background or the challenges they may face to make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. This includes progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils such as those who are looked after, young carers, new to the country or have a social worker.

At the heart of our approach is high-quality teaching. This will focus on areas in which being disadvantaged requires the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be two-pronged. It will be responsive to common challenges and individual needs whilst also pre-empting these. It will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help our pupils excel. To ensure they are effective we will:

- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure disadvantaged pupils are challenged in the work they are set.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in both maths and English GCSE is generally lower than that of both their non-disadvantaged pupils and national figures. 50.3% passed with Grade 4 maths and English GCSE of which 40.4% were Pupil Premium.</p> <p>Based on current assessment data, we predict that the similar trends and gaps will still exist in summer 2026 exam data. One of the school's priorities is to get all students, and especially PP students, closer to national attainment figures.</p>
2	<p>Assessments and observations with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects</p> <p>In September 2024, on entry to year seven in the last three years, between 17.3% of our disadvantaged pupils arrived as Low Prior Attainers (LPA) - suggesting they are below age-related expectations - compared to 9.4% of non-disadvantaged pupils. Total number of KS3 pupils in September 2024 was 640. This gap persists during pupils' time in our school.</p>
3	<p>Our observations suggest many lower attaining disadvantaged pupils lack the space to complete high-quality homework when set pieces requiring access to technology and/or the right resources to do it. Notably, support in spending enough time on homework, monitoring the amount of quality work produced and meeting deadlines.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for pupils, such as anxiety, depression and low self-esteem. Further compounded by speech, language and communication needs as well as neuro-divergent needs. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Pupils accessing special services and the access to support services remains high. Some pupils are currently receiving small group interventions to differing degrees.</p>
5	<p>Our attendance over the last three years indicates that attendance among disadvantaged pupils has been between 5.3% lower than for non-disadvantaged pupils. The average whole school attendance for the last three years was 91.5%.</p> <p>Last year 36.2% (national figure of 41.9%) of disadvantaged pupils have been 'persistently absent' compared to 19.2% (national figure of 18%) of their non-disadvantaged peers during that period. bb</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in English and maths combined. Getting to national figures or above.	KS4 performance measure in 2026/7 demonstrate that disadvantaged pupils achieve in-line with national figures for English and maths at grade 4 or above and are moving towards national figures for 5 or above.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading ages of Pupil Premium students have improved, and those with the lowest reading ages receive a better diet that improves their reading fluency. Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved homework completion among disadvantaged pupils across all subjects.	Teacher feedback and data suggest disadvantaged pupils' completion of homework is in line with those who are non-disadvantaged. This feedback will be supported by improved homework completion rates across all classes and subjects.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing 2026/27 demonstrated by; - <ul style="list-style-type: none"> - Qualitative data from student voice, pupil and parent surveys and teacher surveys and observations. - Higher attendance in lessons. - Pupils' actions and presentation are more reasonable and proportionate in relation to the challenges they face. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/7 demonstrated by: <ul style="list-style-type: none"> - Overall unauthorised absent rates for all pupils being no more than 2.5% and therefore below historical national averages, also that the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. - The percentage of pupils who are persistently absent being below 15%, which would be significantly lower than their peers nationally according to national average figures.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £294,814

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a 'Colton Hills Canon' for reading. Training will be provided to staff on how to ensure reading is taught effectively for the canon to have impact.	Acquiring disciplinary reading skills for literacy is key for students as they learn new, more complex concepts in all subjects. Improving Literacy in Secondary Schools	1 2 3
Developing a homework club ethos within the school to ensure pupil premium students have access to a quiet working space and secure internet connection; provide a member of staff on hand to help advise with the homework tasks.	Having access to a quiet working space, secure internet connection and a trusted adult to help with homework will provide pupil premium pupils with what they need to succeed in their homework. Studies show it can add 5 months. Homework EEF	1 2 3 4 5
Enhancement of our maths and English Key Stage Four curricula and intervention strategy. Support fully resourcing English and maths to do so. Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools	To teach maths and English well departments need to be fully resourced. Reviews on how best to teach maths: EEF Improving Literacy in Secondary Schools EEF	1 2 3
SEND and inclusion: Recruiting and retaining staff Purchasing of intervention materials Training staff to be qualified to use these materials effectively to be able to measure pupils	Create a positive and supportive environment for all pupils, without exception. Build an on-going, holistic understanding of your pupils and their needs. Ensure all pupils have access to high quality teaching. Complement high quality teaching with carefully selected small group and one-to-one interventions.	1 2 3

<p>demonstrable progress from start point to end point.</p> <p>Purchase more time of the specialist services like the educational psychologist.</p> <p>Pupils will have a greater sense of achievement in preparation for adulthood.</p> <p>Inviting guest speakers from the community who are champions for sessions/workshops who are success stories having had similar challenges.</p>	<p>Work effectively with teaching assistants.</p> <p>Special Educational Needs in Mainstream School Recommendations EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £178,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide.</p> <p>Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Making a difference with Effective Tutoring</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1 2 3
<p>Delivering well-evidenced teaching assistant interventions for pupils that require additional support.</p>	<p>In England, positive effects have been found in studies where teaching assistants delivering high quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	1 2 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £99,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a 'Thrive' intervention it is a therapeutic approach to help support children with their emotional and social development. Includes practical strategies and techniques. It is built around online assessments which identify children's emotional development and provides action plans for their individual needs.	There is evidence to suggest that Thrive can support positive behaviour in schools and helps staff to understand the emotional needs that often drive challenging behaviours. Thrive Approach research based therapy	4 5
Embedding good practice set out in the DfE's guidance on working together to improve school attendance . Staff training and release time to develop and implement procedures. Attendance officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5
Drama, dance and music activities as well as other subjects delivered through extra-curricular activities and cultural trips.	As well as being valuable in itself, arts participation can be a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF Physical Activity and Learning Toolkit EEF	1 2 4 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools, we have identified a need to set aside a small amount to respond quickly to needs that have yet not been identified.	All

Total budgeted cost: £573,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

	Non-Pupil Premium	Pupil-Premium	National Data for Pupil-Premium*
A8	4.3	35.43	4.6
Average A8	3.92	3.54	4.6
Average KS2	100	99	105**
Average P8	0.00	-0.14	Not available
9-7	6%	3%	16%
9-5	35%	17%	46%
9-4	64%	40%	60%

*FFT source for national statistics.

**105 was the average across the three test 2018 results

The data demonstrated that for the non-Pupil Premium students there is a gap of 3% between the highest grades available of 9-7. Non-Pupil Premium students did 18% better at gaining the grades 9-5 and there is significant gap of 24% between non-Pupil Premium and Pupil Premium students when gaining grades 9-4. All these deficits are reflected in the overall Average A8 figures where non-Pupil Premium scored 0.76 of a grade higher than their Pupil Premium peers. These significant differences in attainment need to be closed within the next three academic years so that Pupil premium students can be brought in line. The biggest gap can be seen is between those non-Pupil Premium and Pupil Premium attainment grades 9-4, where there is a significant gap again of 24%.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that included in the performance data will have experience some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that nationally Pupil Premium scored 4.6 and at Colton Hills Community School it is 3.54, significantly under national figures. The data also suggests that nationally Pupil

Pupil Premium students score higher than at our school for grades 9-5. For grades 9-4 nationally Pupil Premium scored 40% at Colton Hills Community School with non-Pupil Premium scoring 24% higher. This means that Pupil Premium scored significantly below their peers. Non-Pupil Premium students entered with an average SAT score of 100, Pupil Premium were 99 (just below meeting benchmark threshold) with national being significantly higher at 105. It does need to be noted here that the [changes in how free school meal eligibility is calculated](#) may mean that this year's cohort of disadvantaged pupils is not really comparable with earlier cohorts. Whereas in the past disadvantaged pupils were those eligible for free school meals in the past 6 years, this year it is those eligible in the last 7 years. This makes it difficult to be sure how the disadvantage gap has really changed over time.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that this is an area we also need to concentrate efforts on improving persistent non-attendance and lateness to school.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we at present are working hard to be on course to achieve the outcomes set out by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that where a clear, thorough strategic plan to raise attainment of disadvantaged students has not led to significant improvement as yet, disadvantaged pupils did not make the expected attainment they were capable of and should have had access to. The application of the EEF's strategic models needed to be more thoroughly implemented for this to have happened.

We have now reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Programme to target study skills	Elevate
Raising confidence in public speaking	Talk the Talk
Programme to target Yr 11 study skills	Karim Al-Abass
Tutoring programme targeting English and maths skills	Pet-Xi

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- Embedding more effective Assessment for Learning strategies within lessons. [Diagnostic assessment EEF](#).
- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. KPO check this is correct.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award and Cadets), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why actively undertaken in the previous year had not had the degree of impact that was expected.

We triangulated evidence from different sources of data including exams and assessments, engagement in book scrutiny, conversations with some parents, pupils and teachers, to identify the challenges faced by disadvantaged pupils. We also began to research schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have now implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.