

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	
Proportion (%) of pupil premium eligible pupils	
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)	Sept 2021 – Sept 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	JHU
Pupil premium lead	HNU
Governor / Trustee lead	M Fullard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£543 000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£147 384
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£690 384

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for disadvantaged students?

To provide all students with high quality learning experiences every day. Through this we maximise academic attainment so students can thrive. Our pupil premium funding is based on the following principles; the strategy covers 3 years, the PP strategy is embedded into a broader strategic strategy, the approaches selected are based on strong educational evidence. The strategy is divided into the following four key priorities

- Quality First teaching – embedding a high-performance learning philosophy and ensuring KS3 is the cognitive and intellectual powerhouse of the school. We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in high quality evidence based CPD approaches. We practice key techniques (metacognition, feedback collectively as a staff every week during our department meetings.) Further to this, we invest in research and development projects to boost our knowledge and skill in improving outcomes for the most disadvantaged groups through ambition institute. We are embedding the HPL philosophy. We know through research that far more students are capable of high performance; this is at the forefront of our agenda. By changing the beliefs about what students can achieve and by systematically building their cognitive competencies and values, we aim to significantly enhance student outcomes, post-school destinations and their lifelong love of learning. This will be established through a structured programme of support and continuous coaching and development throughout our journey towards becoming an accredited World Class School
- Highly tailored Intervention: We find out where the basic skills gaps exist among students as soon as they arrive in Year 7 and deploy our best teachers to help close these gaps. We have smaller class sizes in core subjects to support students in accessing key stage 3 material. In addition to our 50 x1 hour lessons, we run five 20-minute morning breakfast and library sessions during period 0, five weeklies 20-minute reading sessions, four weekly 1 hour highly tailored year 11 intervention sessions and two hours of enrichment to build cultural capital.
- Poverty Proofing the school experience: At Colton Hills we seek to poverty proof the school day by removing stigmas, barriers to learning to ensure that all students can participate and secure excellent outcomes. We have thought carefully about what barriers to learning our students are experiencing, and how

to remove or, at least, minimise them. For example, we have employed learning mentors and Assistant HOY to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing, or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students must be ready to learn. Our uniform is very professional and offers students elements of choice, but students are expected to wear it with pride.

- Keeping ambitions on track: It's our aim at Colton Hills that students will acquire the grades to go to and through university. We continuously expose students to university experiences and ambitious aspirational programmes. To support existing and new year 7s to experience secondary school life we have a weeklong summer school. They understand our values and develop social and emotional skills that will prepare them for life at Colton Hills. We also have Year 7 Residentials, holiday masterclasses, a visiting lecture programme – writing, reading and numeracy retreats.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment (3.7) still exists despite a narrowing gap for progress between our disadvantaged students and non-disadvantaged students at a national level.
2	Attendance (high levels of mobility/transient students)
3	A high proportion of students begin CHCS at below expected levels in core subjects
4	Maintaining effective parental engagement
5	Ensuring disadvantaged students maintain strong study habits in school and independently outside of class
6	Some students begin CHCS with low ambitions for themselves. FSM students sometimes lack the cultural capital opportunities available to other students which means that they are not always aware of potential career pathways.
7	Inconsistent attitudes to learning, to school and self. Results in challenging behaviour and low motivation leading to poor engagement

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
Raise attainment in basics and all subjects across all year groups including SEND	Close the gap for basics and achieve our target of 4+ 70% 5+50% 7+ 20% To maintain and improve the attainment gap of 0.1 and narrow the progress 8 gap further. Maintain the standard of our PP students achieving the national non PP progress 8 score.
Improve attendance and punctuality	Achieve our target of 95% attendance and 0% PA
Ensure all students have high expectations/ambitions for themselves	0% NEETS
Ensure excellence evenings are well attended so that parents and guardians are well informed regarding financial support	60-70% attendance at excellence evenings
Improve engagement with independent learning	90% completion rates and above
Improve access to internet to reach online platforms	All students have access to the internet/ a device outside of school especially SEND
Improve attitudes to learning through poverty proofing and attitudinal interventions reduce behaviour issues	Reduced sanctions for uniform, behaviour and equipment

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: £ [151 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed

Developing high-quality teaching and providing staff with professional development particularly linked to the HPL approach and metacognitive science.	Link to EEF metacognition-and-self-regulation Supporting the attainment of disadvantaged pupils.pdf	1 5 6
Independent study is one of the schools main priorities. Embedding of VAAs and ACPs for all students so that they become expert learners would disproportionately support disadvantaged students,	Link to EEF metacognition-and-self-regulation Supporting the attainment of disadvantaged pupils.pdf	1 5 6
Providing knowledge organisers and revision resources for students to enable independent study,	Link to EEF metacognition-and-self-regulation Link to EEF - homework Supporting the attainment of disadvantaged pupils.pdf	1 5
Provision of homework club so that students who do not have access to online platforms do not fall behind.	Link to EEF - homework Supporting the attainment of disadvantaged pupils.pdf	1 5
Quality feedback for students through use of technology (visualisers) and mentoring for staff.	Supporting the attainment of disadvantaged pupils.pdf EEF - LINK teaching-assistant-interventions	1 5
Recruitment and retention of high quality teaching in core subjects	guidance-for-teachers/pupil-premium	1 3 5
Ensuring that students are well equipped for learning and that this is not a barrier for them. Curriculum leaders can bid for funds for equipment and other resources to support learning	guidance-for-teachers/pupil-premium	1 3 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [122 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Maths and English HLTAs to support in delivering interventions and Tas for one to one support	Supporting the attainment of d isadvantaged pupils.pdf	1 3

	EEF Link - teaching-learning-toolkit/small-group-tuition EEF LINK /small-group-tuition	
Bedrock and other literacy interventions	EEF - LINK oral-language-interventions EEF LINK reading-comprehension-strategies EEF LINK /small-group-tuition	1 3 5
Maths interventions including Freckle package	EEF LINK mastery-learning	1 3
Support of year leaders and AHLs	_Supporting the attainment of disadvantaged pupils.pdf EEF LINK behaviour-interventions EEF LINK social-and-emotional-learning	1
Upskill middle leaders in use of data analysis	The Pupil Premium - How schools are spending the funding.pdf	1 3
Ring fence a portion of the funding to be spent on individual students (Via a bidding system from middle leaders)	Research/The Pupil Premium - How schools are spending the funding.pdf	1 3 5

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

Budgeted cost: £ [270000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reshape 'excellence evenings' into 'excellence evenings' where tutors make contact parents throughout the year. Underachieving PP students are made a priority for parental meeting or contact via phone	EEF LINK parental-engagement	4

Deployment of attendance officer to make home visits Invest in other intervention strategies and incentives to boost attendance	Supporting the attainment of disadvantaged pupils.pdf	2
Ring fenced budget for trips and cultural visits	Supporting the attainment of disadvantaged pupils.pdf EEF LINK arts-participation	6
University visits and deployment of careers Advisor	Supporting the attainment of disadvantaged pupils.pdf	6
Uniform and equipment poverty proofing fund	Supporting the attainment of disadvantaged pupils.pdf	1 2 5 7
Support for the CHCS inclusion unit 'The Hills'. Students who are SEND/Disadvantaged		

Total budgeted cost: £ [543 000]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For our year 11 cohort of 2022/2023 these were our GCSE results

	CHCS disadvantaged	Local non-dis average	National non-dis Average
P8	-0.07	0.23	0.13
A8	3.7	5.1	5.2
% 4+ Eng/Ma	42%	70%	73%
% 5+ Eng/Ma	25%	49%	52%
% entering Ebacc	12%	30%	43%

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.