

Pupil premium strategy statement 2021-22



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Colne Park High School
Number of pupils in school	1100
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 To 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Mrs C Eulert Headteacher
Pupil premium lead	Mr J Allen Assistant Headteacher
Governor / Trustee lead	Mr A Hawthorn Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,642.50
Recovery premium funding allocation this academic year	£40,238
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£291,880.50

Part A: Pupil premium strategy plan

Statement of intent

Colne Park High School is an inclusive learning community where “*No One Gets Left Behind*” and students are given opportunities to learn and succeed within a safe, well-ordered environment. We aim to raise the aspirations and attainment of disadvantaged pupils through a range of evidence informed experiences which complement their learning and expand cultural capital.

We are committed to all students making at least good progress. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those that are high attainers. We realise that the gap has widened during the pandemic and will target resources at raising the attainment of disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Pendle being in the most deprived 20% of the lower-tier local authorities within England on the IMD rank of average rank measure (data shows that the area has got relatively worse since 2015 on this measure). With, Whitefield in Colne the most deprived ward in England on the Living Environment domain. Pendle is also in the 20% most deprived areas in England for the health deprivation and disability rank of average rank measure and the living environment rank of average rank measure. For the employment deprivation rank of average rank Pendle is in the 20% most deprived areas in England for this measure. (*2019 deprivation analysis*)

Quality first teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support in school. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-pupil premium pupils in our school. Implicit in the intended outcomes is the intention that non-pupil premium pupils' attainment will be sustained and improved alongside progress for their pupil premium peers.

Our approach will be evidence informed alongside research conducted by the EEF. Throughout the academic year the progress of pupil premium students will be closely monitored with a three tiered approach to assessment; regular low stakes assessment, half termly diagnostic assessments and termly summative assessments in order to act early to intervene and ensure pupil premium students are challenged in the work they are set. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school

Through effective use of this additional funding, Colne Park High School is fully committed to ensuring that the individual needs of each entitled child is met. As a result of the additional funding, the school expects that eligible pupils will make better progress and achieve higher standards than would have been likely without it. This will be demonstrated by a narrowing of the Progress 8 gap. A key focus of the strategy will be to improve Pupil Premium outcomes:

- the % of eligible pupils achieving at least a grade '5' in English and Mathematics

- the % of eligible pupils achieving the English Bacallaureate
- the % of eligible pupils achieving their FFT20% Benchmark in English
- the % of eligible pupils achieving their FFT20% Benchmark in Mathematics

The Pupil Premium Strategy Statement is a working document and outlines a whole school approach in which staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Progress of pupil premium students in comparison to non pupil premium students is a concern. Outcomes for pupil premium students in 2019 showed a 0.44 P8 gap, 2020 showed a 0.83 P8 gap, 2021 showed a 0.44 P8 gap. In previous years progress of high ability pupil premium has been a concern 2019 1.02 P8 gap and in 2020 the gap was 0.64. However, in 2021 the P8 gap reduced to 0.24.
2	Attainment at the end of Year 11 in English and Maths is lower for disadvantaged students compared to their peers. However, in 2021 the gap narrowed. 2019 +5 E&M gap 30% and +4 E&M gap 27% 2020 +5 E&M gap 23% and +4 E&M gap 44% 2021 +5 E&M gap 16% and +4 E&M gap 17%
3	Limited access to learning resources such as ICT at home. Through our communication with pupils and families, evidenced in our home learning surveys there was a greater need for ICT support during the pandemic for disadvantaged students than their peers.
4	Our observations and data from attendance at parent evenings suggests that pupil premium parental engagement is lower than their peers.
5	Lower attendance rates for pupil premium students compared to non-pupil premium students. During the academic year 2020-21 school attendance was lower than previous years 93.3% but pupil premium was significantly lower 87%. Persistent absence 2019-20 13.7 raised to 2020-21 18.6%. However, pupil premium persistent absence increased from 27.1% to 39.8%. Our observations indicate that absenteeism is negatively impacting the progress of pupil premium students.
6	Lower than expected Reading levels on entry for pupil premium students. On entry to Year 7 (2019 last valedated data) 33% of our disadvantaged pupils arrive below age related expectations compared to 24% of non PP students
7	Lower than expected numeracy levels on entry for pupil premium students. On entry to Year 7 (2019 last valedated data) 30% of our disadvantaged pupils arrive below age related expectations compared to 17% of non PP students. Assessment, observations and discussion with KS3 students indicate disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.
8	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted

	<p>by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations</p>
9	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</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
Improve attainment among disadvantaged pupils across the curriculum and by the end of year, particularly in English and Maths and increase in pupil premium students entered at EBacc	<p>By the end of our current plan in 2024/25, 40% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last year this figure was 22%</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 40. • an EBacc average point score of 3
To achieve improved wellbeing for all pupils, including those who are disadvantaged and sustain this over time.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities including the DofE, particularly among disadvantaged pupils • qualitative data from student voice, student and parent surveys and teacher observations.
Stronger pupil premium parental engagement through formal and informal communication.	<p>Stronger parental engagement between school and disadvantaged families through increased email and face to face communication targeted attendance at Parent Evenings and events such as the Year 11 Success Fayre.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced to 3.5%. • the percentage of all pupils who are persistently absent being below 13% and the figure among disadvantaged pupils being no more than 20%.
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved numeracy skills amongst disadvantaged pupils across KS3	<p>Numeracy tests show improved skills amongst disadvantaged students and the gap between disadvantaged pupils and their non-disadvantaged peers is reduced.</p>

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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a comprehensive continued professional development programme for all staff focusing on subject pedagogy.</p> <p>Allocation of CPD time for faculties to focus on evidence based teaching strategies e.g WALKTHRU's and Great Teaching Toolkit - Evidence Review</p>	<p>Great Teaching Toolkit - Evidence Review June 2020 'CPD must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential' Teacher Development Trust - Developing Great Teaching</p> <p>WALKTHRU's Tom Sherrington</p> <p>Focus on practice and retrieval (EEF Guidance Report on Metacognition and Self-Regulation, Dylan Williams – Formative Assessment Strategies).</p>	1, 2
<p>Developing metacognitive and self-regulation skills in all pupils with a whole school approach to WALKTHRU's</p> <p>It will first be rolled out whole school and then developed as a faculty focus in allocated faculty CPD time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: EEF T&L Toolkit - Metacognition and self-regulation 7+ months</p>	1, 2
<p>Whole school plan for Reading including weekly focus allocated session in RISE to model reading aloud with tutor to model fluency</p> <p>Including exposure to a diverse cannon of literature.</p>	<p>Ofsted Review of Reading</p> <p>EEF T&L Toolkit – Parental Engagement - 4+ months</p> <p>EEF T&L Toolkit – Phonics - 5+ months</p> <p>EEF T&L Toolkit – Reading Comprehension Strategies 6+ months</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject EEF Guidance Report Improving Literacy in Secondary Schools.</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Why closing the Word Gap Matters – Oxford Language Report word-gap.pdf (oup.com.cn)</p>	6
<p>Develop a broad and rich vocabulary curriculum to address current deficiencies in the vocabulary of disadvantaged students with the development of Tier 2 and 3 subject specific</p>	<p>'over four years, research has recorded that an average child in a professional family accumulated experience of almost 45million words; in a working-class family, 26 million words: and in a family receiving welfare, 13million words'. Meaningful</p>	6

language to provide improved access to the curriculum in all areas with a whole school approach including 'Words of the Week during RISE	<p>differences in the experiences of young children Hart and Risley Landmark Study 1995</p> <p>On average reading comprehension approaches improve learning by an additional six months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. EEF T&L Toolkit Reading Intervention Strategies: High impact low cost based on extensive evidence 6+ months</p>	
Purchase of standardised diagnostic GL assessments for Reading and CAT4D. In addition to the development of in house standardised assessments. Training will be provided for staff to monitor in house variation in identifying gaps	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests - Assessing and Monitoring Pupil Progress - EEF	1, 2, 6, 7
We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p>	7

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

Budgeted cost: £ 96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release staff to develop a cross phase approach with KS1 to KS3 within the Trust	EEF T&L Toolkit - Collaborative learning approaches: high impact low cost based on extensive evidence 5+ months	6 and 7
Allocation of an additional English and Maths teachers to reduce the number of students in class and release experience staff for withdrawal.	Research with other successful schools and school experience of the merit of quality first teaching in the use of marking, feedback and homework. EEF T&L Toolkit – Small group tuition - rating: moderate impact low cost based on moderate evidence 4+ months	1, 2, 6 and 7

	Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase. EEF T&L Toolkit – small group tuition - rating: Moderate impact +2 months	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers targeting 167 of 65% PP	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF T&L Toolkit rating: One to One tuition: high impact for moderate cost based on moderate evidence +5 months	6 and 7
Mentoring programme for students in KS3 with the allocation of two tutors per from group to release staff. Year focus lead (Year 7&8 LORIC, Year 9 DofE and Year 10 Employability) Academic mentoring of targeted students in identified in Year 10 progressing into Year 11 2021-22 98 students of which 36% are PP	EEF T&L Toolkit rating: Mentoring 2+ months	8 1 and 2

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

Budgeted cost: £ 70,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - Attendance support worker to intervene with PP pupils in school and support home visits. Development of risk registers and attendance tracking sheets	FFT data shows that schools with significantly reduced persistent absence levels have higher attainment. FFT Datalab Report	5
Develop approaches to engage 'hard to reach parents' as partners in their child's learning. Targeted communication through email to disadvantaged families and improve communication through all social media outlets. Establish an online system of appointments at parents evening to target parents who don't usually attend increasing engagement.	EEF T&L Toolkit – Parental Engagement - rating: moderate impact low cost based on extensive evidence 4+ months Research shows that the more parents get involved with school the more likely their child will: <ul style="list-style-type: none"> • Achieve better grades • Score more highly in tests • Higher attendance rate • Improved social skills • More likely to complete homework • Have a more positive attitude to school 	4

	<ul style="list-style-type: none"> • More likely to graduate from Higher education <p>(Parent Partnership Research)</p>	
Contingency fund for acute issues e.g uniform, shoes, basic stationary, support for trips and visits including end of year museum and cultural attractions to expand cultural capital	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	4 8 9
<p>Raise the aspirations of disadvantaged pupils through a range of experiences which complement their learning and expand cultural capital</p> <p>Through our PD days and curriculum enrichment design a programme of additional activities which provide key social, economic, and creative development.</p> <p>Intrinsic PD running 3 days a week throughout the year.</p> <p>Appointment of a lead teacher of careers JTI and a weekly allocated period called 'Future You' as part of RISE to raise aspirations.</p>	<p>There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental experience of higher or further education.</p> <p>The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.</p> <p>The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extra-curricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>Whilst there is no direct focus on cultural capital within the EEF T&L toolkit, there are evaluations of approaches which are linked to it.</p>	8 9
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This is led by school mental well being workers (1 full time and 1 part time)	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	8 9
Provision of laptops to support independent learning of PP students. Successful bids for devices were made to the DfE. Devices have been distributed to PP students during bubble	Student survey, parental MS Forms Survey and 1-1 interview with JAL to ascertain need.	4

closures to support home learning.		
Establish a Team around the Disadvantaged Cohort (TAD) to effectively remove or minimise barriers to their learning. Allocation of a lead practitioner with the responsibility of raising pupil premium achievement and monitoring quality of education. Lead the Disadvantaged Team that includes FSM champions and PSWs	Research from other successful schools where this has made impact. Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear. Internal reviews of leadership. The EEF and last external PP audit indicated the merit of quality first wave teaching in the use of marking, feedback and homework. This will be evidenced in work scrutiny documentation	8 9
As part of TAD - staffing in the Pastoral Welfare Team to work closely with PP students, mentoring and supporting to improve attendance, behaviour for learning and achievement. As our PP cohort is 30% of the whole school, we allocated this towards their salary	Previous success at school backed up by EEF and Sutton Trust research . Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear.	8 9

Total budgeted cost: £ £291,880

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our outcomes for Year 11 last year showed a narrowing of the pupil premium gap in terms of both progress and attainment.

Gaps Year 11 Outcome			
	2021	2020	2019
Progress 8 gap	-0.44	-0.83	-0.44
Attainment 8 gap	-8.03	-17.6	-13.4
English & Maths (9-7)	-5%	-13%	-12%
English & Maths (9-5)	-16%	-28%	-30%
English & Maths (9-4)	-17%	-44%	-36%

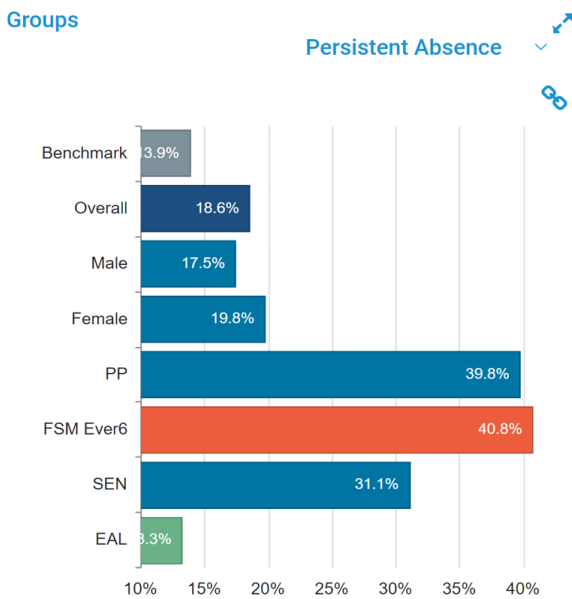
The % of pupil premium students leaving with a 4+ in E&M increased to 60% and 5+ in E&M increased to 31%. EBacc pupil premium entry was 22%, which is higher than 2020 18% and 2019 13% but still below the target we had aimed for. Successes in last year's plan such as small group interventions in English and Maths at KS4 and literacy and numeracy interventions in KS3 will be adapted for the current strategy.

Although overall attendance in 2020/21 was lower than in the preceding years (all pupil 93.3% and pupil premium 87%) it was higher than the national average for all and pupil premium according to FFT national attendance. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils.

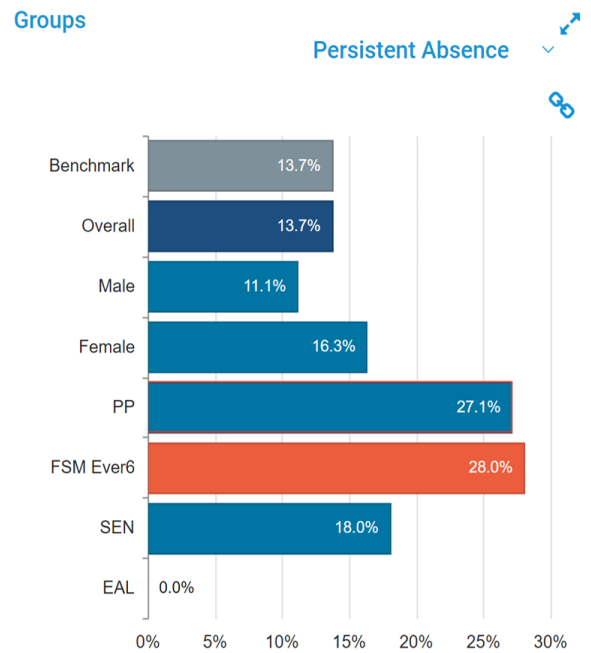
However, a major concern last year was the % of pupil premium students that were persistently absent. Persistent absence of pupil premium students increased during the previous year at a

higher rate than their peers (all pupils 13.7% to 18.6% and pupil premium 27.1% to 38.9%)
Which is why attendance is a focus of our current plan.

Persistent Absence By Group 2020-21



Persistent Absence By Group 2019-20

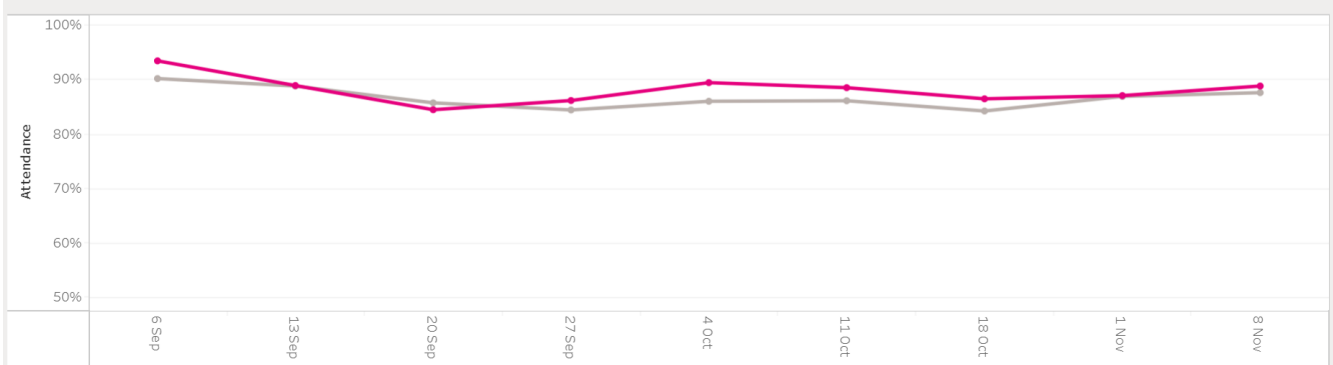


Currently this academic year 2021-22 PP attendance is above national averages according to FFT.

	1 st Nov	8 th Nov	YTD
School PP Attendance	87.09%	88.8%	88.2%
FFT PP National Attendance	86.9%	87.5%	86.6
Difference	+0.2%	+1.2%	+1.6%

Attendance summary

School attendance (pink line) | FFT national attendance (grey line)



Our assessments demonstrated that wellbeing, mental health, and pupil behaviour were significantly impacted in the last 12 months, primarily due to COVID-19-related issues. The impact

was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions and monitoring procedures where required. The success of interventions and staffing in the pastoral team and mentoring will be built on in our current plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We currently have 7 service pupil premium students (0.6%). There has been no separate strategy for these 7 students. However, in May 2021 a dedicated member of staff has been identified to support these students. Each of the 7 students has a monthly review to check in on their wellbeing and support with anxiety and loss when a family member is deployed. Referrals as required are then made to the Student Wellbeing Team.
What was the impact of that spending on service pupil premium eligible pupils?	All 7 students have good attendance and are making good progress in school. 4/7 students attend extracurricular clubs on a regular basis.

Further information (optional)

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