# Pupil Premium Strategy Statement for Collingwood College

This statement details our College'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 |
|---|---|
| School name | Collingwood College |
| Number of pupils in school | 1556 KS3/4<br>195 KS5 |
| Proportion (%) of Pupil Premium eligible pupils | 19% (302/1556) |
| Academic year/years that our current pupil premium strategy plan covers | 2023 - 2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Eden Tanner |
| Pupil premium lead | Nicola Everson |
| Governor / Trustee lead | Chris Richards |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil Premium funding allocation this academic year | £245,295 |
| Recovery Premium funding allocation this academic year | £63,500 |
| Pupil Premium (and recovery premium) funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £308,795 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

**Disadvantage should never be a barrier to educational achievement. Our vision is that all students no matter what their background should receive a first-class College experience and in turn achieve excellent outcomes.**

**Our main areas for improvement for 2023/2024 are focused firmly on the following:**

- Improving academic outcomes for disadvantaged students.
- Enacting a robust curriculum that meets the needs of our students.
- Improving attendance for Pupil Premium (PP) students.
- Improving literacy across all subject areas.
- Supporting behaviour and mental health.

**Our Objectives**

1. Quality First teaching is embedded across the teaching team supported by high quality Continuing Professional Development (CPD) using research as laid out by the Education Endowment Fund (EEF).
2. To ensure metacognition is embedded in students' learning and classroom experience.
3. Thorough tracking and monitoring of student progress and attainment clearly identifies key groups e.g. Key Marginal students, students underperforming in Core subjects, negative Progress 8 (P8) data or failing to achieve 5+ GCSE's (inc. English/Maths).
4. Early intervention strategies from Year 7 – identifying Key Marginal students to reduce barriers to learning and enhance parental engagement, improving literacy and numeracy through our Aspire Programme and improving attendance through our Reading programme.
5. To improve attendance in line with the College Improvement Plan for PP students.
6. To improve the literacy skills of our students in all subject areas.
7. Financial support for Free School Meal (FSM) and Hardship fund students.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Attainment and Progress:** Difference in the progress of PP learners compared to non-PP learners (P8 -0.70 for PP students compared to +0.22 for non-PP students – Fischer Family Trust (FFT). The gap is -0.92 as this is a complex group. The more realistic gap is; PP -0.12 and non-PP 0.22. So a gap of -0.34. |
| 2 | **Supporting Mental Health and Well Being:** Ensuring that a recovery curriculum is in place for PP students to support mental health and wellbeing. |
| 3 | **Improving Attendance:** Attendance for PP students 2022/2023 was 85% (National 85.3%) compared to 92.1% (National 90.7%) for whole cohort (FFT). |
| 4 | **Reducing Low Level Disruption:** To reduce the number of PP students being sent to the referral room – 29% of PP students attended in 2022/23 (34% of students attending referral were PP students). |
| 5 | **Reduction in Suspensions:** To reduce the number of suspensions for PP students (71% of Suspensions in 2022/23 were PP students). |
| 6 | **Literacy:** To improve literacy skills for all PP students in line with non-pp students |

# 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 |
|---|---|
| Diminish the difference in progress between PP learners and non-PP learners | <ul><li>Difference in Progress and attainment is diminished;</li><li>Quality First teaching is embedded in every department;</li><li>PP students are known and regularly tracked to ensure progress;</li><li>Catch up and intervention programmes are in place across departments.</li></ul> |
| Students show both academic and emotional resilience | <ul><li>Intervention for PP students is varied, bespoke and meets the needs of the student;</li><li>Intervention shows impact;</li><li>Implementation of Metacognition strategies are evident in students' learning;</li><li>Students are aware of the mental health support available and access a variety of provisions;</li><li>Alternative provision supports students to sustain learning;</li><li>KS2 to KS3 transition package reduces anxiety during the first term as evidenced by attendance data.</li></ul> |
| Literacy skills improve as a result of targeted intervention | <ul><li>PP students are identified via LUCID test;</li><li>Year 7 students attend Aspire for additional support with literacy;</li><li>College literacy plan is embedded;</li><li>PP students are exposed to more high quality reading experiences via the tutor programme and class experience such as word of the week.</li></ul> |

| | |
|---|---|
| Attendance | • Meet the PP attendance target set out in the College Improvement Plan<br>• To be in-line or better than National data |

# 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: £90,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Support Quality First Teaching | High quality teaching achieves high quality results. The Education Endowment Foundation (EEF) states that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' – A targeted CPD programme that is based on student progress data and developmental observations of teaching staff. This ensures that all staff are up to date with more impactful strategies for certain students or groups of students.<br><br>Heads of Department (HOD) to use regular assessment at KS3 and KS4 to adapt the curriculum maps, scaffold learning and to ensure key skills, concepts and knowledge are embedded for every subject.<br><br>Metacognition skills are integrated into the experience of every child in every subject.<br><br>Staff Inquiry Questions (IQ's) are linked to exam performance and based on a forensic examination of student performance at KS3 and KS4. Staff training is departmental based via Masterclasses that allow HODs to focus on the key elements of their curriculum or respond to gaps in learning identified by their assessment data.<br><br>Gatsby Benchmarks require that the curriculum is linked to careers. A breadth of careers within the classroom will be explored to allow PP students to understand the range of opportunities available to them, broaden their future pathways and raise their aspirations.<br><br>A member of staff is responsible for embedding Disciplinary Literacy into the secondary curriculum. 'We have learned that we must systematically invest in and improve the literacy of our children. Literacy is the fundamental building block of and facilitates access to learning' - Maria Dawes CEO SAfE (Schools Alliance for Excellence). | 1, 5, 6 |
| Additional Staffing in English, Maths and Science to reduce class sizes | High levels of progress in literacy and numeracy for all students eligible for PP and equality of progress with all students.<br><br>Science – smaller class sizes has led to improved GCSE results for PP students (53% gaining two Sciences in 2023 compared to 48% in 2019).<br><br>English - Smaller class sizes for key student will allow for effective wave 1 strategies to be implemented. Bottom sets limited to 16 and pro classes to 20 students (2 Pro classes in Year 10 & 11). Year 9 have an additional set on each side of the timetable to reduce class sizes for PP/non-PP students. | 1, 5, 6 |

| | Science - Smaller class sizes that focus on the correct science entry will allow for effective wave 1 strategies to be implemented. Two extra sets created in Years 9 & 10.<br><br>Maths - Reduced set sizes to 16 in lower ability classes to allow member of staff to focus learning on targeted students.<br><br>As students gain in confidence within the classroom, they engage and low-level disruption is diminished, therefore leading to less reflection room attendees. | |

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

Budgeted cost: £92,309

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| PP Champion appointed for English, Maths and Science | Improved student progress for underperforming students in English, Maths and science (see data section).<br><br>To recommend effective wave 1 and wave 2 interventions, alongside rigorous tracking and monitoring to ensure that the right PP students are targeted after every reporting period.<br><br>Effective interventions include; Walking Talking Mock at strategic points in the year, registration sessions for PP subgroups e.g. 3/4 borderline students/aiming for 7+, after College catch up/revision sessions on set days (Monday Maths, Wednesday English and Science Tuesday/Thursday registrations).<br><br>PP Champion for Maths to promote the use of SPARX to encourage independent learning and embedding of Maths skills.<br><br>To identify 10 PP students in English, Maths and Science who are at risk of not getting grade 4 or better. To target intervention at this group of students. | 1, 3, 4, 5, 6 |
| PP English, Maths and Science Learning Support Assistant (LSA) | EEF identifies small group withdrawal as one of the most effective tools for improving student performance 'the average impact of the small group tuition is four additional months' progress, on average, over the course of the year'.<br><br>PP Co-ordinator to identify underperforming PP students against ALPS progress data and ensure that wave 1 or wave 2 interventions are put in place e.g. in class support, small group withdrawal, registration revision sessions or targeted workshops/exam skills sessions either face to face or online.<br><br>The intervention addresses learning gaps identified from teacher-led assessment data/PLCs/in-class testing and mock examinations.<br><br>Service Pupil Premium Students are monitored for underperformance supported by the PP LSA's for core subjects. | |

| Intervention Cover Supervisors | Intervention Cover Supervisor works with all subjects across the College to provide either in class support to identified students, withdraw small groups to work on specific skills or to cover the class for a short period of time during a lesson to allow the class teacher to work with a small group of students. The class teacher must identify the students who require support or have gaps in their learning and progress is tracked and reviewed each half term. | 1, 6 |
|---|---|---|
| Non-Core targeted academic support | Digital Drama Theatre has proven to support students.<br><br>Michele Miller 'How to study talk' in October for Year 11 students prior to the mock exams and year 9/10/11 parents after College. | 1, 6 |
| Tutoring | Power up days – Easter programme for PP Students in year 10/11 to access two days intensive revision with their core and option teachers.<br><br>Additional days with English Tutor for students in year 11 prior to mocks and exams. | 1, 6 |

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

Budgeted cost: £125,986

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance support | Attendance over 95% during a school year significantly improves students' progress and attainment.<br><br>Appointing a Family Support Worker alongside the Attendance Manager allows for close working relationships with families to ensure that attendance data does not fall below National data. Promoting Elsa support, Soft Starts to the day, the use of the Student Support area and changing student thinking about attendance allow for a bespoke approach to reducing barriers to attendance.<br><br>Tutors to monitor and support attendance, engagement, and readiness to learn through an effective tutor programme covering; Careers, literacy, numeracy and reading.<br><br>The Attendance Manager monitors attendance and ensure that procedures are followed up promptly when a PP student's attendance falls below 95% e.g. phone calls home/Meetings with parents/providing the right timetable/LA inclusion officer contact etc.<br><br>Contact with external agencies such as; Higher Education Outreach Network (HEON), allow students to explore University options, apprenticeships and vocational pathways.<br><br>Rewarding and celebrating good attendance.<br><br>Mental Health support and Well-being are vital to ensure a student attends college. Working with the Year Manager, Mental Health Support Team, Eikon and external agencies to ensure good emotional support. | 2, 3 |

| | | |
|---|---|---|
| Contribution to Pastoral team | Strong Pastoral Support that enables academic and emotional progress for students who are PP has shown impact on both attendance and academic progress (see case studies).<br><br>Service Pupil Premium Students require support to cope with disruptions to their learning due to movement between posting, support to cope if a parent has been sent abroad or support to form friendship groups. The Directory of Staff for Service PP Students has 6 members of staff who have either been in or have a relation who works in the forces. They offer emotional or practical support for families as needed.<br><br>The Forces Employment Charity supports our Service Premium students by providing CV workshops, pathway talks and careers interviews.<br><br>Pastoral Support Assistants offer 6 x 1:1 mentoring sessions for service children where requested or required.<br><br>A quick response to parental or students concerns diminishes any further issues and significantly improves mental wellbeing and behaviour. Along with the right emotional or practical support e.g., referrals to The Mental Health Team onsite, Eikon, Emotional Literacy Support Assistant (ELSA), Accelerated Learning Centre (ALC) or Alternative Provision. | 2, 3, 5 |
| Disadvantaged fund | Pupil Premium Conferences in Year 9 – 11 expose PP students to Post 16 pathways, resilience techniques, revision advice and goal planning. Evidence shows over 87% of Pupil Premium students value these annual events.<br><br>Key Marginal Workshops in the Summer term enable Year 7 and 8 Key Marginal PP students to develop skills in team building, finance, public speaking and to identify strategies to aid their mental well-being.<br><br>Revision guides/Core texts/curriculum resources/Uniform reduce the disparity between PP and non-PP students as they are given the same access to classroom and revision tools. This in turn leads to engagement and reduces the barriers to attendance.<br><br>Extra-Curricular Activities - Funding support for a variety of extracurricular activities allows PP students to fully experience College life without barriers; such as Duke of Edinburgh, Curriculum trips, PE options and music lessons. Research shows that extracurricular activities are important for developing soft skills as well as being associated with a range of other positive outcomes such as attendance, achievement, and leadership skills (Social Mobility Commission research).<br><br>Where the cost of transport to College is a barrier to attendance, the hardship fund will support the cost for a short period of time while alterative solutions are sought.<br><br>Access to IT through the loan of a College laptop (where financial hardship prevents the family purchasing their own) will enable students to access Edulink and OneNote platforms for learning, alongside the use of packages such as SPARX and Kerboodle learning for English, Maths and Science.<br><br>Cultural Capital enables exposure to cultural experiences e.g., theatre visits, careers visits, university visits etc., allowing for a wider variety of opportunities with future pathways (see website). | 3 |

| | | |
|---|---|---|
| Alternative Provision | Allowing identified students to have access to a range of alternative provisions on a needs basis allows students to engage better with school, gain a qualification or improve their mental health. This enables them to improve engagement and attendance.<br><br>Evidence shows that an individual target approach to finding the right provision for a student has improved their chances of success e.g. Farnborough College of Technology (FCOT), STEPS, Storyy Group, Fast Forward Vocational Training, Pyrford outreach, Mane Chance Horse Sanctuary, or Normandy Therapy Garden. | 1, 2, 3, 4, 5, 6 |
| Year 7 – 9 Reading Project | Reading is the key determiner for academic success. Closing reading gaps, exposing students to tier 1/tier 2 vocabulary and building confidence will improve engagement and progress across the curriculum. This in turn will improve attendance for our PP students.<br><br>Year 7 – 9 students gain universal access to ambitious and appropriately pitched texts from an agreed canon. They have three opportunities a fortnight during the Tutor programme to be read to by the Form Tutor or to read out loud.<br><br>One member of staff has completed the Disciplinary Literacy Project with SAfe (Schools Alliance for Excellence). See 'EEF Improving Literacy in Secondary Schools \| EEF (educationendowmentfoundation.org.uk)' | 3, 6 |
| Whole College PP Co-ordinator | The Whole College PP Co-ordinator oversees the Key Marginal Programme (a sub-group of PP). College based evidence has shown better engagement with parents and improved academic attainment and progress.<br><br>The Key Marginal mentor system provides emotional and academic support for a subgroup of PP. These students are identified as being FSM/Vulnerable or at risk of underperforming on entry to the College. Parental engagement is improved due to regular termly conversations, the student Pen Profiles allow Form Tutors to share strategies to support Key Marginal students in lessons and Department Heads monitor this sub-group. | 1, 6 |
| Raising Aspirations | 86% of PP students' progress to post 16 education or apprenticeships/employment compared to 94% of the cohort.<br><br>1:1 interview with HEON and/or Careers Lead, Bi-Annual Careers Fair and WEX in Year 10, along with Year 9/10/11 Achievement Conference and Year 10 Taster Day with sixth form to raise aspirations.<br><br>One visit to a university in year 9 or 10 or 11 along with onsite speakers from Further and Higher education.<br><br>1:1 Ambassadors from Royal Holloway to offer learning advice for 30 year 9 PP English and Maths students once per term. | 1, 3, 6 |

## Total budgeted cost: £308,795

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

The data below compares the 2018/19 data (pre-covid) with the return to normality for external examinations in 2022/23 (post-covid). The 2022/23 cohort of PP students came with a range of complexities that proved when students attend Collingwood College, they achieve above the National average at GCSE level or equivalent for disadvantaged students as in table below:

# FFT Analysis 2023 – Disadvantaged (ever 6)

|  | Disadvantaged(2019) | Disadvantaged (2023) 43 | Disadvantaged (2023) 33 |
|---|---|---|---|
| **Maths and English(4+)** | 30% | 44% | 56% (43%NA) |
| **Maths and English(5+)** | 26% | 28% | 35%(25%NA) |
| **5+Grades(grade4+)(EM)** | 28% | 42% | 53% (38%NA) |
| **5+Grades(grade5+)(EM)** | 26% | 28% | 35%(24% NA) |

The recovery curriculum was put in place, has enabled them to attain higher and achieve English and Maths GCSE where they attended and engaged with education. Students attained above national averages in all headline figures.

**Attainment 8 & Progress 8 Data for Pupil Premium Students at Key Stage 4 (FFT data)**

|  | 2018/19 | 2022/23 Disadvantaged (43 students) | 2022/23 Disadvantaged (33 students) |
|---|---|---|---|
| A8 | 3.4 | 3.4 | 4.3 |
| P8 | -0.28 | -0.7 | -0.12 |

This group of Disadvantaged students were a complex group. There were high levels of anxiety, struggles to return to college post covid and careful management was needed to enable students to cope with at least 5 GCSE examinations. Consequently, not all students had complete buckets for their progress 8 score due to a reduced curriculum offer. The table above shows the FFT data with all 43 students included compared to the same group

with 10 students with complex needs, removed.  Highlighting that when students attend, they achieve at least a grade 4 over their 8 qualifying subjects in their GCSE examinations.

**STEPS data for Year 7 & 8. Expected sub levels of progress based on KS2 SATS or Internal data 2022/2023 – June Report**

| STEP (PP) | Year 7 | Year 8 |
|-----------|--------|--------|
| **English** | 2.7 | 6.1 |
| **Maths** | 2.4 | 5.4 |
| **Expected** | 3.0 | 6.0 |

**Attendance Data 2018/19 compared to 2022/23 and National Data**

| | 2018/19 Collingwood Attendance Data | 2022/23 Collingwood Attendance Data | 2022/23 National Attendance Data (FFT) |
|---|---|---|---|
| All students | 93.0% | 92.1% | 90.7% |
| Pupil Premium students | 87.9% | 85%* | 85.3% |
| Gap | 5.1% | 7.1% | 5.4% |

The attendance for all Collingwood students was 92.1% compared to 90.7% for the National Attendance Data. This accentuates the gap between PP and all students at Collingwood.  In reality, our PP students' attendance (0.85%) is very close to the PP National data (85.3%).   This is due to the implementation of our outward facing attendance team supporting students since the return from covid.

# Externally provided programmes

| Programme | Provider |
|-----------|----------|
| Partnership in Excellence | Pixl |
| SAfE | Schools Alliance for Excellence |
| National College | Extensive Training packages for staff |

# Service pupil premium funding (optional)

| Service Premium Strategies | |
| --- | --- |
| Directory of Staff | Staff with forces backgrounds support our Service Premium students as needed e.g. through mentoring, coaching or emotional or academic support |
| Pastoral Support | Form Tutors/Year Managers/Assistant Year Managers know their students and understand the family backgrounds best. Bespoke support is offered either as 1:1 mentoring with a member of staff, Eikon or the Forces Employment Charity. |
| External Agency Support for Careers and Pathways | The Forces Employment Charity – supports our Service Premium students with career pathway choices, CV building, residential experiences and links with Service based mental health support.<br><br>Higher Education Outreach Network (HEON) – provided English and Maths Ambassadors to work with our Service Premium students in Year 9, University visits and residential visits. |
| Year 11 SLT Mentor/Conferences | All Year 11 Service Premium Students get an academic mentor to support them through their GCSE exams.<br><br>Service Premium Students are invited to attend three conferences in years 9 -11 where they will gain knowledge about potential post 16/18 pathways, revision skills and overcoming academic barriers to learning. |
| Financial Support | All Service Premium Students receive KS4 revision guides for the core subjects, one PE option funded, Power Up day revision sessions funded and exam remarks funded. Laptops are provided if parents are unable to fund these for their child. |

# Further information (optional)

Our Pupil Premium strategy is supported by the use of;

**Mental Health support**

Mental Health Support Team (MHST), EIKON (Mentoring programme), ELSA

**Additional Academic Support**

Aspire – Small group additional literacy and numeracy lessons for students in year 7

School Led Tutoring programme

National Tutoring Programme for Looked After Children

**Additional Literacy Support**

Literacy Gold packages

**Additional College activities**

Extra-Curricular clubs

Personal Development Days

Student Leadership opportunities

Character Education Programme

Key Marginal Programme for Year 7 - 10

SLT Mentoring Programme for Year 11