



Colton Hills Community School Pupil Premium Strategy Statement

Pupil Premium Statement 2021-2024

This statement details our schools use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve 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.

Detail	Data
School name	Colton Hills Community School
Number of pupils in school	1006
Proportion (%) of pupil premium eligible pupils	45.4%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Andrea Stephens
Pupil premium lead	Hayley Nutting
Governor	M. Fullard

Detail	2020-2021	2021-2022	2022-2023	2023-2024
Pupil premium funding allocation	£411,900	£460,800	£445,800	£431,500
Recovery premium funding allocation	£69,800	£69,800	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0	£0
Total budget for this academic year	£481,700	£530,600	£445,800	£431,500

Part A: Pupil Premium Strategy Plan



Colton Hills Community School Pupil Premium Strategy Statement

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 goal, 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

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 life-long 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 x 1 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 and there is a strong attention to detail.

Keeping aspirations 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.



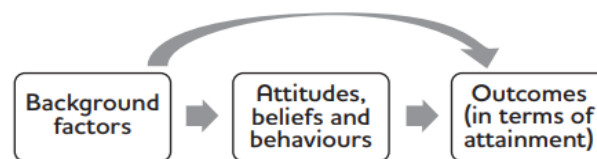
Challenges

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

Challenge number	Detail of Challenge
1	Low Attainment particularly SEND- current year 11 progress data P8 -0.89% % below chronological reading age
2	Mobility- transient student population 28%? This impacts on attendance
3	Disadvantage students start school with less understanding of their aspirations and how to achieve them
4	Low parental engagement
5	Ensuring disadvantage maintain strong study habits in school and independently outside of class
6	Poor access to internet and electronic devices outside of school
7	Poor attitudes to learning, to school and self. Results in challenging behaviour and low motivation leading to poor engagement and FTE

Intended Outcomes

Intended Outcomes	Success Criteria
Raise attainment in basics and all subjects across all year groups including SEND	EM 4+ 65%, EM 5+ 40%, EM 7+ 20%, Att 8 = 46
Improve attendance and punctuality	97%
Keep aspirations on track	0% NEETS
Increase parental engagement with PP	60-70% attendance at parent events
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	PASS data baseline





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Teaching

1

At Colton Hills we will aim to:

Use Cognitive Science informed approach to T&L (supported by CPD) including:

- Knowledge rich curriculum supported by online platforms, textbooks and knowledge organisers
- Whole school implementation of High Performance Learning ACPs
- Explicit teaching of behaviours for learning VAAs

Support pupil and staff knowledge through the department construction of knowledge organisers for each cycle.

Frequent low stakes testing to ensure all pupils, particularly those who are disadvantaged, are on track

Whole school focus on literacy, numeracy and oracy

Effective formative assessment as a central point to teaching and learning

Weekly subject planning and development meetings to deepen disciplinary knowledge and pedagogical practice

QA cycle that supports curriculum development – **3 key questions**

Sustained CPD ensuring that this is subject specific and led by curriculum leaders and involving their teams.

CPD which has a focus on pupil outcomes and is underpinned by robust evidence and expertise

Keep aspirations on track for pupils through 6 weekly student reviews, termly pupil progress

Parent events – online and in person.

The Colton Hills Way of Teaching as a benchmark for every lesson

CPD focus on HPL 7 pillars: feedback, deliberate practice, the mighty Ms, literacy and blended learning

Accelerated reader Y 7,8,9 10, Bedrock KS3, Academic Vocabulary 7-13

Year Leaders – Pupil premium change team. QA and challenge low expectations

HOH – Drive enrichment- interhouse sport to encourage engagement

Deliver Philosophy and Ethics/RE as core – build a sense of community, oracy and values and

2

Targeted Academic Support

Literacy and numeracy interventions (E.g Lexia)

PIXL- ambassadors EBACC training, PLCs to scaffold learning

Bespoke pupil progress parental meetings and action plans to accelerate progress

Academic tutoring small group and 1 to 1 tuition

KS4 Maths, Science and English students targeted for gap intervention

Bespoke inclusion offer for High Tariff students

Year 7 Early catch-up support with specialist teaching

English Mastery programme implemented into KS3

EAL support 1:1 – extended day

KS4 progress clinics with SLT, HOH, SLs, KS4 lead

Nurture support with mental health educare tes

Employ KS2 HLTA to support with Year 7 catch-up

Appoint learning mentor to support KS4

3

Wider Strategies

To enable a blended learning model provide ongoing technical support and CPD for teachers

Ensure our most vulnerable have priority access to learning within the classroom and access to online teaching materials

KS4 access to GCSE Pod, SENACA and Maths platforms

Flexible grouping where possible to support most vulnerable having access to key resources

To support existing and new Year 7s to experience secondary school life. And understand our values and develop social and emotional skills that will prepare them for life at Colton Hills. Year 7 Residential – writing, reading and numeracy retreat.

High Tariff students programme of intervention support two to 6 months external support

Investment in teacher CPD around positive behaviour management strategies

Poverty Proofing Drive Team by Assistant Heads of year

Extended day PO & P6 Enrichment/ cultural capital. Well-being support in this programme

Master classes during holiday



PP and Catch-up Key Priorities identified in School Development plan

Challenge 1: Improve Literacy Skills – (Reading-**6+month**) , vocabulary +5, writing +5 and (oracy **+5 months**)

Challenge 2: Ensuring all students can access online learning at home for independent study **+5 months**

Challenge 1: Professional development 5ps Coaching* NPQs programme to raise expectation and leadership of learning

Challenge 1: Strengthen knowledge gaps and skill in English at KS3 through English mastery programme **+5 months**

Challenge 1: Invest in online learning to support independent work in maths and English at KS3 and KS4 (GCSE Pod?) **+5 months**

Challenge 2: Through Poverty Proofing maintain high attendance for all pupils **+3 months**

Challenge 1: Implement **HPL learning strategies to secure both substantive and procedural knowledge** – ACP **+8 months**

Challenge 1: Invest in **HPL strategies for securing behaviours for learning** – VAAs **+3 months**

Challenge 4: Ensure parental engagement this is high **+ 3 months**

Challenge 1: Improve attainment of all students in particular SEND attainment by raising aspirations

Challenge 1: Ensure staff have data driven seating plans and adopt a targeted approach to questioning to support most vulnerable in the classroom

Challenge 7: Embed the PRIDE values to ensure that we all can articulate them particularly excellence (SEL) **+4 months*****

Challenge 7: Mental Well-being programme to support PSHE programme and adjustments to school day (SEL) **+4 months*****

Challenge 3: Develop a **poverty proofing team**** to support students most in need (SEL) **+4 months**

Challenge 3: Keep Aspirations on track. Metacognition through PIXL PLCs, caeers programmes **+7 months**



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Challenge 7: High tariff behaviour intervention programme over 6 weeks **+3 months**

Challenge 1: Improve the quality of feedback and students responses to it **+8 months**

Challenge 5: 1 to 1 Tuition (**+5 months**), small group tuition (**+3 months**) online and face to face

Challenge 5: P0, P6 Master Classes, Summer Schools, Year 7 residential (learning writing retreats) SEL **+4 months** ***

Teaching	£391,000
Targeted	£71,000
Wider	£68,600
Total 2021/22	£530,600
Allocation 2021/22	£530,600

Total Budgeted Amounts 2021/22



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Teaching £391,000 Number on Roll: 856 Years 7-11 PP: 428 Actions Tier 1	EEF support	Implementation Timeline (pl=plan, Im=Implement, Rv=Review)										£320,000	Lead and Review	Cycle PRAG			
		SIP/Challenge Number	Sept 21	Nov 21	Jan 22	May 22	Sept 22	Nov 22	Jan 23	May 23	June 23			Cost (£)	1	2	3
Improve Literacy Skills – (Reading- 6+month), vocabulary +5, writing +5 and (oracy +5 months) whole school focus (AR, Bedrock)	+6 months	1.8 / 1	Im		Rv	Pl	Im		Rv		Rv	£5,000	AST				
Ensuring all students can access online learning at home for independent study.	+5 months	1.16/1	Pl	Im	Rv		Rv		Rv		Rv	£15,000	HNU				
Professional development for staff to support coaching 5P, R&D projects and NPQs all focus on raising attainment for disadvantaged	Linked to a range of EEF strategies	3.9 3.11/1		Pl	Im							£40,000	DGI				
Strengthen knowledge gaps in English at KS3 through English mastery writing programme. Staff Development	+5 months	1.13 / 1	Im		Rv	Pl	Im	Rv			Rv	£10,000	AST				
Invest in resources to support independent work in maths, English and science at KS3 and KS4 (Seneca, GCSE Pod?)	+5 months	1.16/5	Im		Rv							£30,000	HNU				
Employ a literacy coordinator with TLR 3- appointed to drive AR and Bedrock across keystage 3 and improve standards in writing.	+5 months	1.10/1	Im		Rv							£25,000	AST				
Employ New AHK 4 to Raise Aspiration and lead who school literacy	+5 months	1.12/1			Pl		Im	Rv		Rv		£10,000	AST				
Employ a new learning mentor for KS4 to focus on securing aspirations in years 10 & 11	+5 months	1.12/1	Im		Rv			Rv		Rv		£30,000	AST				



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Employ two HTLAs one for English and one for Maths to work with disadvantaged at KS3 and LPA	+5 months	1.10/1	Im		Rv	PI	Im		Rv		Rv	£60,000	AST			
Ensure all staff set meaningful homework – support and training	+5 months	1.13/1	Im		Rv				Rv		Rv	£10,000	DGI			
Extended school day to maximise learning P6 and P0	+5 months	1.13/5	Im		Rv				Rv		Rv	£40,000	SBL			
Resources and support for Library lessons to build reading comprehension	+6month	3.2/1			PI		Im		Rv		Rv	£20,000	AST			
CPD teaching to the top- high level questioning to stretch and challenge	+6month	3.12/1	PI		Im		Rv		Rv		Rv	£5,000	SBL			
External reviews of the impact of curriculum- SEND, English and RS	Impact review and analysis	1.51/1	Im		Rv		Rv		Rv		Rv	£10,000	AST			
Embedding HPL culture throughout school	+6month	3.1/1	Im	Rv	PI	Rv	PI		Rv		Rv	£5,000	SBL			
Embed a common feedback framework to support students when responding to written work.	+6month	3.51/1	Im	Rv			PI		Rv		Rv	£5,000	DGI			



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Teaching £330,600 Number on Roll: 856 PP:428 Years 7-11 Actions Tier 1	EEF	SIP / Challenge Number	Implementation Timeline: (pl=plan, Im=Implement, Rv=Review)									Cost (£) £71,000	Lead and Review	Cycle PRAG		
			Sept 21	Nov 21	Jan 22	May 22	Sept 22	Nov 22	Jan 23	May 23	June 23			1	2	3
			Through poverty proofing maintain high attendance and engagement for all pupils +3 months Years 7 to 11	+ 5 months	2.20/3	Im		Rv		Rv				Rv		Rv
Implement HPL learning strategies to secure both substantive and procedural knowledge – ACP +8 months Years 7-11	+ 5 months	1.2/1	Pl		Im		Rv		Rv		Rv	HPL 30,000	SBL			
Invest in HPL strategies for securing behaviours for learning – VAAs +3 months Years 7-11	+ 5 months	1.2/1			Pl		Im		Rv		Rv	As above	SBL			
Parental Engagement this is high through flexible meetings online, forum, face to face events + 3 months	+5 months	1.15 3.16/4	Im		Rv		Rv		Rv		Rv	£3000- GoforSch	HNU			
Keep Aspirations on track. Metacognition through PIXL PLCs CPD training +7 months	+ 5 months	1.6 /3	Pl		Im		Rv		Rv		Rv	£1,000	LMC			
Improve the quality of feedback and students responses to it. CPD, +8 months	+ 5 months	3.2/1	Im		Rv		Rv		Rv		Rv	£2,000	DGI			
Keep aspirations on track. Cultural capital- poverty proof visits and fieldwork experiences	+ 5 months	1.6/3	Im		Rv		Rv		Rv		Rv	£10,000	ELO			



Colton Hills Community School Pupil Premium Strategy Statement

Targeted £71,000 Number on Roll: 856, PP:428 Years 7-11 Actions Tier 2	EEF	SIP / Challenge Number	Implementation Timeline: (pl=plan, Im=Implement, Rv=Review)									Cost (£)	Lead and Review	Cycle PRAG		
			Sept 21	Nov 21	Jan 22	May 22	Sept 22	Nov 22	Jan 23	May 23	June 23			1	2	3
High tariff behaviour intervention programme over 12 weeks + 6 months years 7-11	+6 months	2.18, 1.11/7	Im		Rv		Rv		Rv		Rv	£10,000	KFO			
1 to 1 Tuition (+5 months), small group tuition (+3 months) online and face to face	+5 months	1.7/ 5 1.7	Im		Rv		Rv		Rv		Rv	£10,000	SBL			
Tuition (+5 months), small group tuition (+3 months) across all year groups	+ 5 months	1.7/5	Im		Rv		Rv		Rv		Rv	£30,000	SBL			
Strengthen knowledge gaps in English at KS3 through English mastery programme materials +5 months	+5 months	1.12/1	Im		Rv		Rv		Rv		Rv	£2,000	SRO			
Employ a coordinator TLR3 for online tutoring	+5months	1.7/5	pl	Imp		Rv			Rv		Rv	£8,000	SBL			



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Targeted £71,000 Number on Roll: 856, PP:428 Years 7-11 Actions Tier 2	EEF	SIP / Challenge Number	Implementation Timeline: (pl=plan, lm=Implement, Rv=Review)									Cost (£)	Lead and Review	Cycle PRAG		
			Sept 21	Nov 21	Jan 22	May 22	Sept 22	Nov 22	Jan 23	May 23	June 23			1	2	3
			Provide breakfast so all students are ready to learn	+3months	2.21 /1	Imp	RV		RV	Imp	RV				RV	
Make effective use of foundations for the future to support vulnerable boys in year 10 & 11	+3months	2.21 /7	lm		Rv		Rv		Rv		Rv	£5,000	KFO			
Parental Engagement this is high through flexible meetings online, forum, face to face events + 3 months	+5 months	1.15 / 4 3.16	lm		Rv		Rv		Rv		Rv	£3000- GoforSch	HNU/AHK			
Keep Aspirations on track. Metacognition through PIXL PLCs resource packs planners, student materials +7 months	+ 5 months	1.6 /1	lm		Rv		Rv		Rv		Rv	£5,000	DGI			
Improve the quality of feedback and students responses to it. planners, PLCs in class resources +8 months	+ 5 months	3.2/1	lm		Rv		Rv		Rv		Rv	£5,000	DGi			
Cultural capital- poverty proof visits and fieldwork experiences	+ 5 months	1.6/3	lm		Rv		Rv		Rv		Rv	£10,000	HNU			



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Wider £68,600 Number on Roll: 856, PP:428 Years 7-11 Actions Tier 3	EEF	SIP	Implementation Timeline: (pl=plan, Im=Implement, Rv=Review)									Cost (£)	Lead and Review	Cycle PRAG			
			Sept 21	Nov 21	Jan 22	May 22	Sept 22	Nov 22	Jan 23	May 23	June 23			1	2	3	
Master Classes, Year 7 residential (learning writing retreats) SEL +4 months ***	+6 months	1.8, 1.11/5			Pl	Im	Rv			Pl	Im		£20,000	AHK			
Summer school, Year 10 post WEX support and Year 11 & 12 induction. Year 7 summer experience. Targeted	+5 months	1.16 1.18/5			Pl	Im	Rv			Pl	Im		£20,000	HNU/Rja			
PO Library breakfast club Targeted readers KS3	+ 5 months	3.9 3.11/5	Im		Rv		Rv			Rv		Rv	£1000	AST			
P6 catch-up programme lectures and tuition support –resources Years 7 & 10/11	+5 months	1.13/5	Im		Rv		Rv			Rv		Rv	£4,600	SBL/RJA			
Develop a poverty proofing team CPD** to support students most in need (SEL) +4 months (uniform, books, summer school, master class support)	+4 months	2.8/3	Im		Rv		Rv			Rv		Rv	£13000	HNU			



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KS3 Mental Well-being programme to support PSHE programme and adjustments to school day (SEL) +4 months*** All Years	+4 months	3.11/7	Im		Rv		Rv		Rv		Rv	£5,000	KFO			
Embed the PRIDE values to ensure that we all can articulate them particularly excellence (SEL) +4 months***	+4 months	3.1/7	Im		Rv		Rv		Rv		Rv	£5,000	KFO			



Part B: A Review of this Academic Year

Statement of Success Year 7

Use of funding to ensure		RAG	20/21	21/22	22/23
1	Average reading age	PP	10.00		
		NPP	10.14		
2	Students on track for 4+ Eng & Maths	PP	44%		
		NPP	48%		
3	Students on track for 5+ Eng & Maths	PP	33%		
		NPP	33.7%		
4	Students on track for 7+ Eng & Maths	PP	14%		
		NPP	13%		
5	Students on track for Maths 4+	PP	68.8%		
		NPP	72.4%		
6	Students on track for English 4+	PP	45.3%		
		NPP	50%		
7	Students on track for Maths 5+	PP	46.9%		
		NPP	46.9%		
8	Students on track for English 5+	PP	35.9%		
		NPP	41.8%		
9	Attendance of disadvantage students at least matches that for other students nationally	Dis	93		
		Nat	87%		
10	All disadvantage able to access online learning during pandemic	dis	93		
		Nat	45%		



Part B: A Review of this Academic Year

Statement of Success Year 8

Use of funding to ensure:		RAG	20/21	21/22	22/23
1	Average reading age	PP	10.64		
		NPP	10.34		
2	Students on track for 4+ Eng & Maths	PP	40.4%		
		NPP	34%		
3	Students on track for 5+ Eng & Maths	PP	27.65%		
		NPP	26%		
4	Students on track for 7+ Eng & Maths	PP	16%		
		NPP	14.29%		
5	Students on track for Maths 4+	PP	48.9%		
		NPP	64.9%		
6	Students on track for English 4+	PP	55.3%		
		NPP	41.1%		
7	Students on track for Maths 5+	PP	36.2%		
		NPP	39.3%		
8	Students on track for English 5+	PP	42.6%		
		NPP	32.1%		
9	Attendance of disadvantage students at least matches that for other students nationally	PP	90%		
		Nat	87%		
10	All disadvantage able to access online learning during pandemic	PP	88%		
		Nat	45%		



Part B: A Review of this Academic Year

Statement of Success Year 9

Use of £ ? to ensure		RAG	20/21	21/22	22/23
1	Average reading age	PP	10.45		
		NPP	11.21		
2	Students on track for 4+ Eng & Maths	PP	36.8%		
		NPP	51.16%		
3	Students on track for 5+ Eng & Maths	PP	25%		
		NPP	29%		
4	Students on track for 7+ Eng & Maths	PP	4%		
		NPP	8.1%		
5	Students on track for Maths 4+	PP	47.4%		
		NPP	60.5%		
6	Students on track for English 4+	PP	44.7%		
		NPP	60.5%		
7	Students on track for Maths 5+	PP	35.5%		
		NPP	45.3%		
8	Students on track for English 5+	PP	34.2%		
		NPP	37.2%		
9	Attendance of disadvantage students at least matches that for other students nationally	PP	93		
		Nat	87%		
10	All disadvantage able to access online learning during pandemic	PP	100		
		Nat	45%		



Part B: A Review of this Academic Year

Statement of Success Year 10

Use of £ ? to ensure		RAG	20/21	21/22	22/23
1	Average reading age	PP	10.45		
		NPP	11.21		
2	Students on track for 4+ Eng & Maths	PP	44%		
		NPP	40.2%		
3	Students on track for 5+ Eng & Maths	PP	20.7%		
		NPP	20.7%		
4	Students on track for 7+ Eng & Maths	PP	1%		
		NPP	2.2%		
5	Students on track for Maths 4+				
6	Students on track for English 4+				
7	Students on track for Maths 5+				
8	Students on track for English 5+				
9	Attendance of disadvantage students at least matches that for other students nationally	PP	93%		
		Nat	87%		
10	All disadvantage able to access online learning during pandemic	PP	88%		
		Nat	45%		



Part B: A Review of this Academic Year

Statement of Success Year 11

Use of £ ? to ensure		RAG	20/21	21/22	22/23
1	Progress 8	PP	0.03		
		NPP	0.58		
2	% of students attaining 4+ Eng & Maths	PP	36.14%		
		NPP	45.45%		
3	% of students attaining 5+ Eng & Maths	PP	20.48%		
		NPP	28.8%		
4	% of students attaining 7+ Eng & Maths	PP	4.8%		
		NPP	9%		
5	Eng P8	PP	-0.37		
		NPP	0.37		
6	Ma P8	PP	0.03		
		NPP	0.58		
7	Ebacc P8	PP	0.26		
		NPP	0.86		
8	Open P8	PP	0.15		
		NPP	0.64		
9	A(8)	PP	38.37		
		NPP	51.49		
10	Students Maths 4+				
11	Students English 4+				
12	Students Maths 5+				
13	Students English 5+				
14	Attendance of disadvantage students at least matches that for other students nationally	PP	90%		
		Nat	87%		
15	All disadvantage able to access online learning during pandemic	PP	100		
		Nat	45%		



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