

Pupil Premium Strategy Statement for Collingwood College

This Statement details the College's use of Pupil Premium funding to help improve the attainment of its disadvantaged students.

It outlines the Pupil Premium Strategy, how the College intends to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
College name	Collingwood College
Number of students in school	1483 KS3/4 143 KS5
Proportion (%) of Pupil Premium eligible students	20% (311/1521)
Academic year/years that our current Pupil Premium Strategy Plan covers (3-year plans are recommended)	2024 - 2026
Date this Statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Karen Watling
Pupil Premium lead	Nicola Everson
Governor / Trustee lead	Chris Richards

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£286,000
Total budget for this academic year	£286,000

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 2024/2026 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 disadvantaged 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 embed adaptive teaching strategies (know your students, retrieval, modelling, active independent practice, response to feedback) into classroom practice.
3. 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). Early intervention strategies from Year 7 that identify Key Marginal students (an internal sub-group of Pupil Premium (PP students) to reduce barriers to learning and enhance parental engagement.
4. To improve attendance in line with the College Improvement Plan (CIP) for PP students.
5. To improve the literacy skills of our students in all subject areas.
6. Financial support for Free School Meal (FSM) students and those who have applied for the Hardship Fund.
7. Implement the pastoral curriculum to promote a culture of consistency and positive behaviour

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. To continue to diminish the Attainment 8 gap from 1.7 in 2023/2024. (Attainment 8 gap 2-24/2025 – 1.4)
2	Improving Attendance: Attendance for FSM6 students 2024/2025 was 83.2% (National 86.2%), compared to 92.4% (National 93.3%) for non-FSM6 students (Fischer Family Trust – [FFT]).
3	Reducing Low Level Disruption: To reduce the number of PP students being sent to the Reflection Room – 20% of students attending the Reflection Room (more than twice) were PP students in 2024/2025 (This is proportional to the cohort)
4	Reduction in Suspensions: To reduce the number of suspensions for PP students – 68% of suspensions in 2023/2024 were PP students (55.4% in 2024/2025).
5	Literacy: To improve literacy skills for all PP students via the use of SPARX Reader (Year 8 2023/24 - 53% PP students had a reading age less than 12 years of age improve to 31% of Year 8 2024/25).
6	Supporting Mental Health and Well Being

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 style="list-style-type: none"> • Difference in progress and attainment is diminished. • Quality First teaching is embedded in every department. • PP students are known and regularly tracked to ensure progress. • Intervention programmes are in place across departments. • Learning walks show literacy and adaptive teaching is active across the College.
Improving Attendance	<ul style="list-style-type: none"> • Meet the PP attendance target set out in the College Improvement Plan. • To be in-line or better than national data. • Key Marginal/Mentoring programme improve attendance • A culture where attendance is everyone's responsibility (See Attendance strategy 2025)
Reducing low level disruption/suspensions	<ul style="list-style-type: none"> • Reduction in the number of disadvantaged students with suspensions with a range of strategies e.g. the use of bespoke alternative provision and improved SEN support/CPD. • Reduction in the number of students attending the Reflection Room via improved Attitude to Learning (ATL) and clear understanding of classroom expectations.
Literacy skills improve as a result of targeted intervention	<ul style="list-style-type: none"> • PP students are identified for intervention via a LUCID test. • Year 7 students attend Aspire for additional support with literacy.

	<ul style="list-style-type: none"> • College Literacy Plan is embedded. • PP students are exposed to more high-quality reading experiences via the tutor programme and class experience such as word of the week • Students are involved with the Literacy Gold programme. • KS 3 students have access to SPARX Reader. • Sustained writing is observed in learning walks in over 70% of lessons
Students show both academic and emotional resilience	<ul style="list-style-type: none"> • Intervention for PP students is varied, bespoke and meets the needs of the student. • Intervention shows impact. • Implementation of adaptive teaching strategies are evident in students learning. • Alternative provision supports students to sustain learning. • Students are aware of the mental health support available and access a variety of provisions. • KS2 to KS3 transition package reduces anxiety during the first term as evidenced by attendance data.

Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £112,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Quality First Teaching	<p>High quality teaching achieves high quality results. The Education Endowment Foundation (EEF) states that <i>'good teaching is the most important lever schools have to improve outcomes for disadvantaged students'</i> – A targeted CPD programme that is based on student progress data and developmental observations of teaching staff at department and whole College level. This ensures that all staff are up to date with more impactful strategies for certain students or groups of students – Subject Masterclasses, Best Practice items at leadership meetings, whole College Inset day (outside speaker), internal training programme (reducing Reflection Room attendance) and external training as required.</p> <p>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.</p> <p>Adaptive teaching methods are integrated into the experience of every child in every subject and identifiable during Learning Walks.</p> <p>Staff Inquiry Questions (IQ's) are linked to exam performance and based on a forensic examination of student performance at KS3 and</p>	1,2,5

	<p>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.</p> <p>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.</p> <p>A member of staff is responsible for embedding Literacy into the secondary curriculum. <i>'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'</i> Maria Dawes, CEO, SAfE (Schools Alliance for Excellence).</p>	
Additional Staffing in English, Maths and Science to reduce class sizes	<p>High levels of progress in literacy and numeracy for all students eligible for PP funding and equality of progress with all students. Funding for one extra set in Year 9,10 and 11 in core subjects.</p> <p>English - Smaller class sizes for key students will allow for effective wave 1 strategies (in class support) to be implemented.</p> <p>Science - Smaller class sizes that focus on the correct Science entry level will allow for effective wave 1 strategies to be implemented.</p> <p>Maths - Reduced set sizes for identified classes to allow the class teachers to focus learning on targeted students.</p> <p>As students gain in confidence within the classroom, they engage and low-level disruption is diminished, therefore leading to less Reflection Room attendees.</p>	1,2,5

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

Budgeted cost: £83,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Champion appointed for English, Maths and Science	<p>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 at all Key Stages.</p> <p>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, Tuesday – Science, Wednesday – English).</p> <p>KS3 interventions include – Science skills tutoring after College with Science tutor/PP Learning Support Assistant (LSA), Maths PP LSA foci on selected students (by PP Co-ordinator) in class, home learning club in the library, SPARX maths and SPARX reader for English, Literacy gold, registration interventions with SEN team for English and Maths, Aspire.</p> <p>PP Champion for Maths to promote the use of SPARX to encourage independent learning and embedding of Maths skills.</p> <p>PP English Champion to ensure PP students regularly access SPARX Reader and an improvement in reading ages is evident.</p>	1, 2,3,4,5

	To identify disadvantaged 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 via extra in-College tuition with subject teachers.	
PP English, Maths and Science Learning Support Assistant (LSA)	<p>EEF identifies small group withdrawal as one of the most effective tools for improving student performance <i>'the average impact of the small group tuition is four additional months' progress, on average, over the course of the year.'</i></p> <p>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.</p> <p>The intervention addresses learning gaps identified from teacher-led assessment data/Personalised Learning Checklist (PLCs)/in-class testing and mock examinations.</p> <p>Service Pupil Premium Students are monitored for underperformance supported by the PP LSA's.</p>	
Non-Core targeted academic support	Michell Miller 'How to study talk' in October for Year 11 students prior to the mock exams and Years 9/10/11 parents after College.	1,2
Tutoring	<p>Year 11 – English and Maths Saturday revision prior to the exam, specialist core subject teaching during the college day February half term to May.</p> <p>Year 10 – PRC revision sessions February half term or Easter – prior to the exam.</p> <p>All PP LSA's are trained tutors as per the National Tutoring Programme.</p> <p>Occasional tutoring is used to support learning via external tutoring organisations (Equal Education, Fleet Tutors or Surrey on Line) to re-engage attendance.</p>	1, 2,5,6

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

Budgeted cost: £90,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support	<p>Attendance over 95% during a school year significantly improves students' progress and attainment. We are aiming to be in line or better than national data (FFT) for all groups of students.</p> <p>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.</p> <p>Every child in every lesson every day – supported by HIVE strategies such as; Emotional Literacy Support Assistant (ELSA) support, check in/Check out, literacy interventions etc. The use of the Student Support team to ensure that students out of lesson are encouraged back into their lesson and changing student thinking about attendance, allow for a bespoke approach to reducing barriers to attendance.</p>	1,2,3

	<p>Form Tutors to monitor and support attendance below 95%, engagement, and readiness to learn through an effective tutor programme covering; Careers, literacy, numeracy and reading to improve attendance.</p> <p>The Year Manager and Attendance Manager monitor attendance and ensure that procedures are followed up promptly when a PP student's attendance falls below 90% e.g. phone calls home/meetings with parents/providing the right timetable/LA inclusion officer contact etc.</p> <p>Contact with external agencies such as; Higher Education Outreach Network (HEON), allow students to explore University options, apprenticeships, and vocational pathways.</p> <p>Rewarding and celebrating good attendance through Attendance Awards, Celebration evenings and Red Carpet events.</p> <p>Mental Health support and Well-being are vital to ensure a student attends College. Working with the Year Manager, Mental Health Support Team (MHST), Eikon and external agencies to ensure good emotional support.</p>	
Contribution to Pastoral team	<p>Strong pastoral support that enables academic and emotional progress for students who are PP has shown impact on both attendance and academic progress.</p> <p>Service Pupil Premium Students require support to cope with disruptions to their learning due to movement between postings, 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.</p> <p>Pastoral Support Assistants offer 6 x 1:1 mentoring sessions for service children where requested or required.</p> <p>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, ELSA, HIVE or Alternative Provision.</p>	1,2,6
Disadvantaged fund	<p>Pupil Premium Conferences in Years 9 to 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.</p> <p>Key Marginal Workshops in the Summer term enable Years 7 and 8 Key Marginal PP students to think beyond the classroom and aim higher. The workshops were on; STEM (Science, Technology, Engineering and Maths), Raising Aspirations, Reading for Pleasure, Improving your Attendance and supporting Mental Wellbeing.</p> <p>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.</p> <p>Extra-Curricular Activities - Funding support for a variety of extracurricular activities allows PP students to fully experience school 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).</p> <p>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 alternative solutions are sought.</p>	6

	<p>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.</p> <p>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).</p>	
Alternative Provision	<p>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.</p> <p>Evidence shows that an individual targeted approach to finding the right provision for a student has improved their chances of success e.g. Farnborough College of Technology (FCOT), STEPS, Fast Forward Vocational Training, Mane Chance Horse Sanctuary, or Normandy Therapy Garden.</p>	1, 2, 3, 4, 5, 6
Year 7 – 10 Reading Project	<p>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.</p> <p>Years 7 to 10 students gain universal access to ambitious and appropriately pitched texts from an agreed reading canon. They have three opportunities a fortnight during the Tutor programme to be read to by the Form Tutor or to read out loud.</p> <p>One member of staff is responsible for monitoring literacy across the college. This is regularly reported on at SLT meetings. See 'EEF Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)'. </p>	1,5
Whole College PP Co-ordinator	<p>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 leads to an improved academic attainment and progress.</p> <p>The Key Marginal mentor system provides emotional and academic support for a sub-group of PP students. 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 (CIP data reflects high parental engagement).</p>	1, 2, 6
Raising Aspirations	<p>81% of PP students progressed to post 16 education or apprenticeships/employment in 2025 (82% in 2024). 1 PP student NEET in 2025 compared to 7 in 2024</p> <p>Careers – Careers interview offered, Bi-Annual Careers Fair and Work Experience (WEX) in Year 10, along with Year 9/10/11 Achievement Conferences and Year 10 Taster Day with sixth form to raise aspirations.</p> <p>One visit to a university in Year 9 or 10 or 11 along with onsite speakers from Further and Higher education.</p> <p>1:1 Ambassadors from Royal Holloway to offer learning advice for 16 Year 9 PP English and Maths students, twice per term.</p>	1, 2, 6

Total budgeted cost: £286,000

Part B: Review of the previous academic year

Outcomes for disadvantaged students

The 2024/2025 cohort of Pupil Premium students came with a range of complexities, that affected both their progress, attendance and resilience.

2025 Pupil Premium Data (Internal Data)

	2024/2025 Pupil Premium (42 students*)
Basics 4+	40%
Basics 5+	21%
5+ Grades (Grade 4+ inc. EM)	36%
5+ Grades (Grade 5+ inc. EM)	17%

*Pupil Premium students who sat GCSE exams

Attainment 8 (A8) Data for Pupil Premium Students at Key Stage 4 (Internal Data) 2024/25

	2024/2025 Pupil Premium (42 students)
A8	3.5
A8 Gap	1.4

The attainment 8 figure is slightly improved since 2023/24 where it was 3.4. Additionally, the Attainment 8 gap has closed slightly since 2023/24, where it was 1.7.

Pupil Premium Progress 8 Gap 2024/25 (Internal data)

2020/21	2021/22	2022/23	2023/24	2024/25
-1.01	-0.57	-0.92	-0.7	N/A*

*No Key Stage 2 data available but internal data showed -0.64

The College is delighted to see that the PP gap for progress is diminishing for those students **that sat exams**.

Outcomes for Disadvantaged Students

The recent IDSR report (2025) has confirmed that the Attainment 8 (A8) figure for the last three years is in line with national expectations compared with national disadvantaged students. Furthermore, the A8 figure for English, Science, Ebacc and Open the bucket is in line with comparative national figures. This confirms that the disadvantaged students have access to an inclusive, broad and challenging curriculum offer at Collingwood College.

Disadvantage students make progress in line with national data. The Progress 8 (P8) figure (IDSR 2025) for the last three years is in line with national expectations compared with national disadvantaged students. Also, the P8 figure for at least the last two years for Maths, Science, Ebacc, English, and the Open the bucket is also in line with comparative national figures. The value-added figure for languages this year was above average.

Attendance Data 2024/2025 compared to National Data (FFT)

	2024/25 Collingwood Attendance Data	2024/25 National Attendance Data (FFT)	2024/25 Difference School/National
Non-FSM6 students	92.4	93.3	-0.9
FSM6 students	83.2	86.2	-3.0
Gap (FSM6 and None FSM6)	9.2	7.1	

Note; FFT data enables weekly tracking of attendance this may differ slightly to the IDSR

Autumn term 2025 data shows the gap between National Attendance Data (FFT) and Collingwood College Data (FFT) is showing a reduced gap for FSM6 students at -1.5. Implying that strategies are showing impact. Year 7 and 10 are above National data (+0.3 and +1.5 respectively).

Suspension Data 2023/24 and 2024/25 (Internal data)

	Number of Suspensions (PP/Whole Cohort)	Number of days lost to Suspensions (PP/Whole Cohort)
2023-2024	138/203 (68%)*	237/358 (66.2%)
2024-2025	127/229 (55.4%)	208.5/422 (49.3%)
Improvement from 23/24 to 24/25	-12.6%	-16.9%

*Percentage of students who were PP in brackets

The college is delighted that the number of suspensions and days lost to suspensions for Pupil Premium students has reduced in 2024/2025 compared to 2023/2024.

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

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 via MHST (Mental Health Support Team)
External Agency Support for Careers and Pathways	Higher Education Outreach Network (HEON) – provided English and Maths Ambassadors to work with selected Service Premium students in year 9, University visits and residential visits.
Year 10 - 11 SLT Mentor/Conferences	All Year 10 and 11 Service Premium Students have an academic mentor to support them through their GCSE exams. 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

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 Year 11

Tutoring 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 Years 7 - 9

SLT Mentoring Programme for Years 10/11