Pupil Premium Strategy Statement 2025 - 2026

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Colmers School & Sixth Form College
Number of pupils in school	1153
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Peter White
Pupil Premium lead	Peter White
Governor Lead	Dace Parkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£669,545
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£669,545

Part A: Pupil premium strategy plan

Statement of intent

At Colmers, it is our ambition to ensure every student benefits from a successful education regardless of starting point or circumstance. As a school serving an area of significant disadvantage, we commit to addressing the barriers that many of our students face, in particular as a result of social and economic disadvantage. We believe that every one of our students has the potential to achieve academic and personal success and that by robustly tackling identified challenges, we can ensure that gaps for our disadvantaged students are eradicated.

The context of the post-pandemic cost of living crisis has heightened the challenges faced by many of our children and families. This plan is designed to address the long-term underachievement of disadvantaged students in the local area and to consider the specific, immediate issues that have arisen as a result of increased economic disadvantage on top of lost learning / personal development opportunities during the pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Gap between progress and attainment rates of disadvantaged students compared to their non-disadvantaged peers
2	Lower than expected progression of high prior attainment disadvantaged students targeted grades 9-4
3	Low academic expectations, in particular for disadvantaged boys students with SEND high attaining disadvantaged students
4	Overrepresentation of students with below average reading ages and weak oracy among our disadvantaged students
5	Disproportionate loss of learning during the pandemic for our disadvantaged students
6	Gaps in personal development resulting from lack of trips and visits during the pandemic
7	Significantly lower attendance of disadvantaged students compared to non-disadvantaged
8	Significantly increased incidence of mental health challenges and social / emotional difficulties for disadvantaged students

9	Lower rates of home learning linked to digital divide and environmental factors (space at home, caring obligations etc.) for disadvantaged students
10	Higher rates of suspension for disadvantaged 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
Outcomes at KS4 for PP students are broadly in line with non-PP students and in line with the LA Average	PP A8 score within 0.5 of non-PP PP Boys within 0.5 of PP Girls PP students remain in teaching groups commensurate with prior attainment as they progress through the school.
Attendance for PP students is broadly in line with their non-pp peers	PP attendance within 1% of non-PP PP PA within 3% of non-PP
Progression of PP students to Level 3 pathways and then university increases	PP numbers progressing to Level 3 increases year on year
High PA PP students outcomes are in line with high PA non-PP students	PP A8 score for HPA PP and non-PP are within 0.1
PP students are confident in their abilities and have high expectations of themselves as a result of staff maintaining high expectations	Lesson visits, book looks and student voice indicate high expectations among and of PP students. In particular PP boys and HPA PP students are ambitious and on track to attain in line with non-PP peers
PP students demonstrate improved emotional resilience as a result of effective intervention	Impact assessment of interventions evidences improved resilience and attendance.
PP students engagement in home learning increases as a result of providing laptops and internet for those without	Home learning increases (SAM learning and Mathswatch metrics are level for pp and non-pp students
PP students learning gaps are reduced as a result of increased engagement in independent learning, home learning and targeted intervention through our tutoring programme	Over 70% of additionality programme is targeted to PP students and leads to impact on outcomes. PP and non-PP students utilisation of key independent learning resources – GCSE Pod, SAM Learning, MathsWatch, Tassomei – is broadly in line.
PP students' reading ages improve as a result of whole class reading approaches and targeted support through Thinking Reading	Average improvement in reading ages for PP students exceeds improvement for their non-PP peers

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: £112,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the support for all staff to improve their teaching through i) Additional leadership capacity to implement teaching and learning framework focused on direct instruction model to reduce the gap ii) Professional Learning Communities (PLCs) and Professional Learning Journals as part of every teacher's professional learning	EEF – i) Collaborative learning approaches +5, high impact, low cost, limited research ii) Importance of improving Feedback +5 high impact,. Low cost, extensive research EEF guide to the Pupil Premium: "*good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive impact on children eligible for Pupil Premium"* Education Policy Institute Report – 2020: key findings- high quality CPD for teachers has a significant effect on pupil learning outcomes and has a greater effect on pupil attainment than other interventions a school may consider.	1,2,3,4
Invest in a range of leadership opportunities for staff to sustain and improve learning, behaviour and personal development: this to include National Professional Qualifications	EEF implementation guidance report: leadership with a specific focus and related targets is a successful strategy for school improvement	1,2,3,4,

Reading Matters: tiered strategies to support reading across and beyond the curriculum specifically: • Maintain reading & call and response every lesson • Maintain Friday Form Reading and increase availability of class reading books	Thinking Reading approach to reading in lessons – evidence of impact from the programme Oral language interventions - EEF + 6 high impact, low cost Reading in every lesson – EEF +6 high impact, low cost EEF guidance report into improving Literacy in secondary schools: recommendation 3 states that teachers should develop pupils' ability to read complex academic texts.	1,2,3,4,7
Increase homework completion and independent learning: use of SAM Learning, GCSE Pod, Tassomei and Maths Watch, extending the provision of laptops for home learning and providing revision resources for all students in yrs 11 and 13.	EEF – Homework +4, high impact, low cost	1,2,5,9

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

Budgeted cost: £86,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic tutoring: Access project 5 for 5 intervention and Secure 4 programmes Aim Higher programme	EEF one to one tuition +5 and oral language interventions +6	1,2,3,5,9
Thinking Reading and Lexia interventions delivered to students with RA more than 2yrs below chronological	Evidence of impact of both programmes when implemented with fidelity.	1,3,4,5,9
Library Study Centre development and staffing to support reading for pleasure, independent learning and one to one support	EEF Making Best Use of Teaching Assistants: recommendation 1 suggests taking a wider view of how TAs can support learning and improve attainment throughout the school EEF – Homework +4, high impact, low cost	1,2,3,4,5,7, 8,9

Develop the use of quality resources including online learning resources to offer targeted academic support and reduce workload	EEF research: technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs	1,2,3,5,9

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

Budgeted cost: £515,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased pastoral support in every year group through maintaining 5 Senior Pastoral Support Workers and 1 PSW	EEF toolkit: behaviour interventions +4	1,3, 7, 8,10
Increase numbers of students reading for pleasure through development of book loans from school library	Library loans, completion rates of reading challenges, views of YouTube read along.	1,4,9
Restructured attendance team to drive increased attendance and reduce PA: additional attendance apprentice	EEF using Pupil Premium Effectively: a focus on non-academic interventions such as attendance is particularly important now, given the impact of COVID-19	1,7,8
Intervention programmes to address SEMH needs and build resilience including ELSA and Bounce	EEF toolkit: behaviour interventions +4	1,8
Colmers Counselling Service in-house team of trained counsellors to support students with mental health issues	EEF using Pupil Premium Effectively: a focus on non-academic interventions such as attendance is particularly important now, given the impact of COVID-19	1,7,8
Additional Attendance welfare officer to meet increased demand around safeguarding and families in need of Early Help	EEF toolkit: behaviour interventions +4	1, 6, 7, 8, 9, 10
Core Colmers Entitlement to trips and visits across 5 years	The Outdoor Education Advisers Panel (OEAP): conclusion to research is that trips and visits can positively impact on young people's attitudes, beliefs, self-esteem, interpersonal skills, social skills and attainment	1, 6, 7, 9

Subsidise enrichment opportunities and resources for PP students, including through Aim Higher, Access project, D of E, student leadership roles, music tuition.	EEF toolkit: outdoor learning +4 with greater impact for vulnerable pupils	1,3,6
Provide uniform, equipment, breakfast, bus passes, laptop and internet connection to remove barriers for any student in need	Impact of pandemic and cost of living crisis evident among increasing numbers of students: removal of these barriers is essential for them to access their education.	1, 7, 9

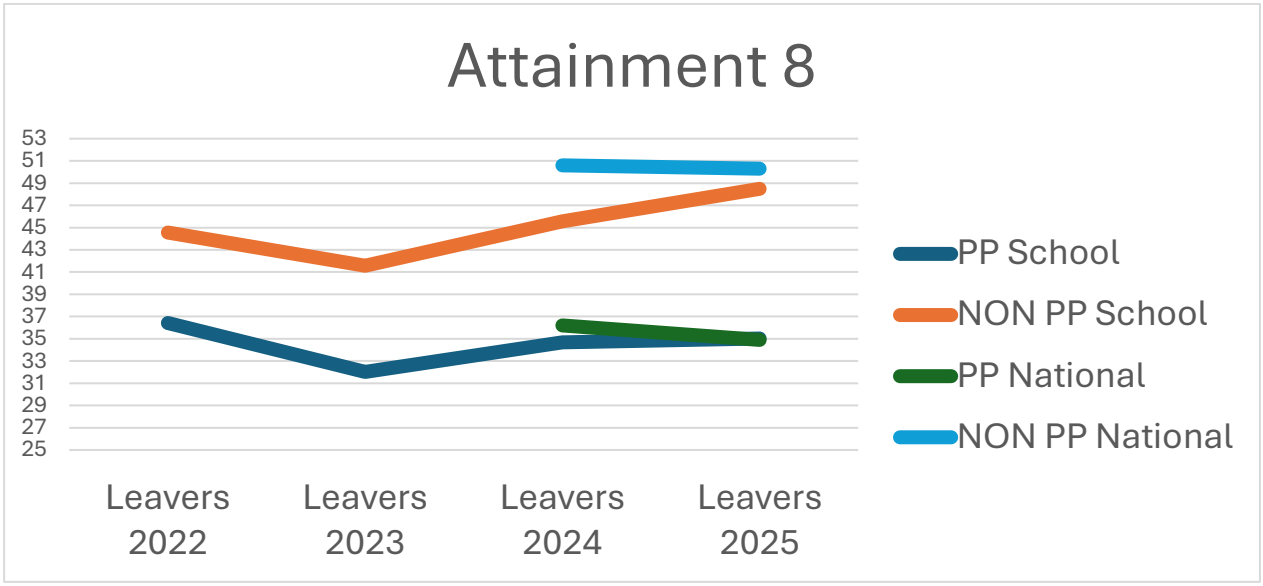
Total budgeted cost: £714,925

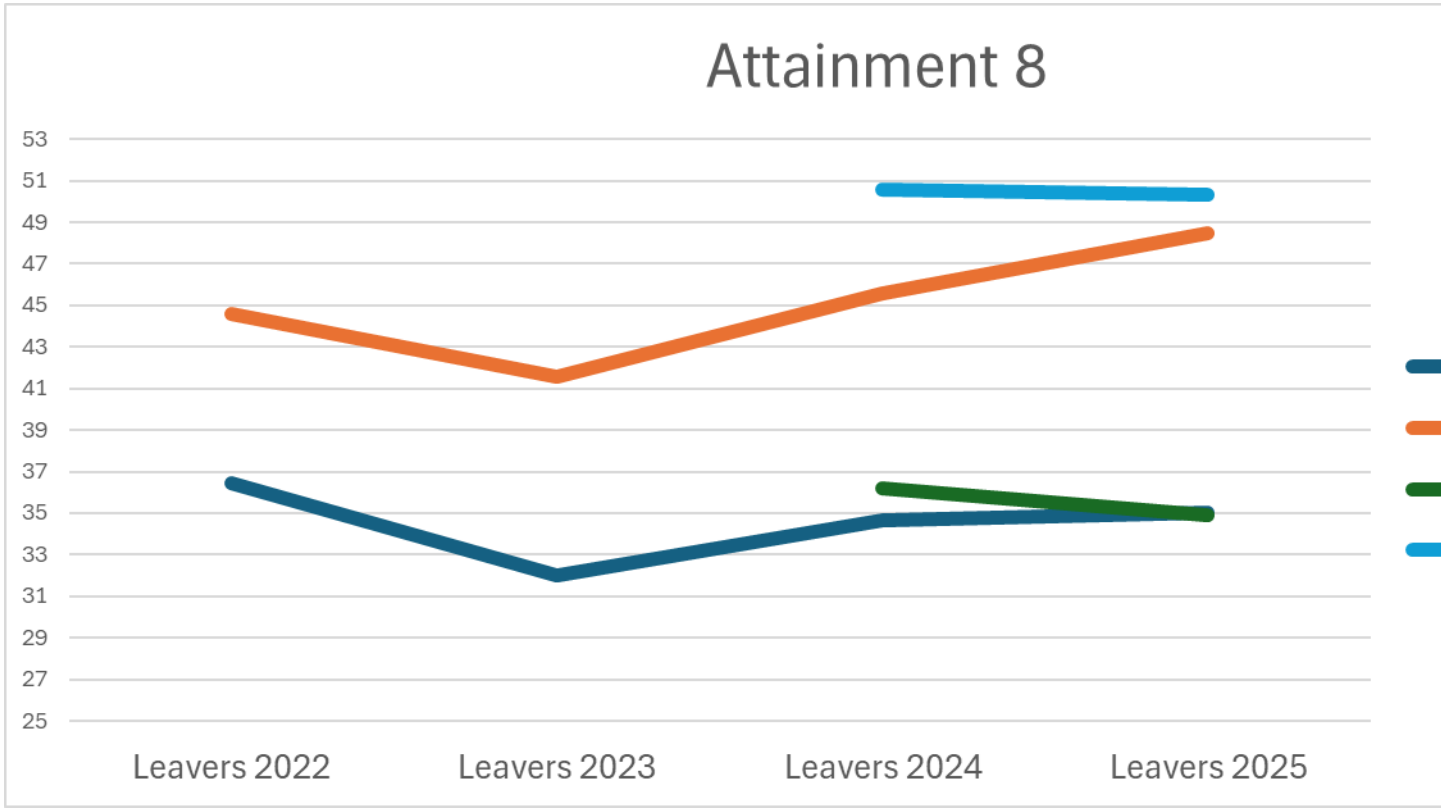
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

The overall academic outcomes do not reflect some of the individual success stories that the strategy has achieved over the last year. Whilst it is pleasing to have exceeded the national average for A8 for PP pupils and to have moved closer to the national average for Non PP, the in school gap between PP and Non-PP has increased, btu is lower than the gap nationally. This remains a priority focus for the school and has become the centre piece of all our school improvement work.

	Attainment 8	Leavers 2022	Leavers 2023	Leavers 2024	Leavers 2025
	PP School	36.42	32.02	34.68	35.02
	NON PP School	44.56	41.57	45.56	48.49
	PP National			36.2	34.9
	NON PP National			50.6	50.3
	School Gap	8.14	9.55	10.88	13.47
	National Gap			14.4	15.4





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

Thinking Reading	Thinking Reading
Duke of Edinburgh Scheme	D of E
The Access Project	The Access Project
Aim Higher	University of Birmingham