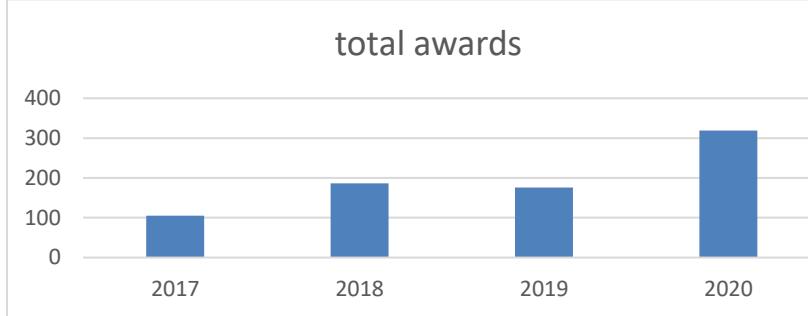


<u>THE COLESHILL SCHOOL'S PUPIL PREMIUM IMPACT STATEMENT 2019/20</u>			
Total number of pupils in the school		1210	
Number of PP-eligible pupils:		247	
Amount per pupil:		£935	
Total pupil premium budget:		£230,945	
Strategy	Description	Cost	Impact
Theme 1: Intervention support for Pupil Premium students in the classroom	Quality First Teaching in class includes: CLIPs, annotated seating plans, no hands rule questioning, differentiated Learning Intentions, DIRT and yellow boxing Red Zone Do-it-now Live marking	£4,000	The progress team works with DA students in each year group, working with teachers to ensure that they are supported and receive quality first teaching. Ofsted March 2020: "Whole school approaches such as 'do-it-now tasks' and 'red zone work' are encouraging pupils to remember what they have been taught.
	CPD - Instructional coaching used to support successful intervention strategies for disadvantaged students		
Theme 2:	TLR for a curriculum enrichment co-ordinator	£1,650	Our Children's University programme is thriving- the growth in number of students achieving awards is increasing year on year.

Intervention support for students outside the classroom to enhance Cultural capital	<p>to improve participation of DA students in after school and Children's University. Funding for registering DA students was provided by PP fund.</p>	 <table border="1"> <thead> <tr> <th>Year</th> <th>Total Awards</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>~100</td> </tr> <tr> <td>2018</td> <td>~180</td> </tr> <tr> <td>2019</td> <td>~180</td> </tr> <tr> <td>2020</td> <td>~300</td> </tr> </tbody> </table>	Year	Total Awards	2017	~100	2018	~180	2019	~180	2020	~300	<p>Ofsted March 2020: "The school places as much emphasis on personal development as on their academic success. There are many activities, visits and leadership opportunities beyond the classroom. Most pupils take part. Staff check that no pupils are missing out."</p> <p>Although students were not able to complete their CU awards in 2020 due to Covid-19, all DA students in years 7, 8 and 9 were enrolled and the Coleshill school is recognised as an area of good practice in the Multi-Academy-Trust.</p>
Year	Total Awards												
2017	~100												
2018	~180												
2019	~180												
2020	~300												

<p>KS4 disadvantaged students to have priority careers interviews with CIAG and follow up meetings during year to consider their next steps</p>	<p>£3,500</p>	<p>There were no NEETS in 2020 from our Y11 disadvantaged students. All disadvantaged students went on to either further education or employment. This was a successful strategy of prioritising them across the year to support with applications and interviews.</p> <p>In Year 11 all disadvantaged students took part in work experience in year 10 and were given at least one careers interview in year 11, as well as taking part in a practice interview day. The emphasis on destinations should help to continue the trend of securing next steps for all our most vulnerable students.</p> <p>In year 13 five DA students went on to secure places at University. These five students were both the first generation in their family to attain a university place. Another student has secured employment after completing A levels.</p> <p>There were 2 DA students in the Dean Burton Football Academy. All of these students passed the level 3 Extended Diploma in Sport. They both went on to study Sport and exercise science at University as well as playing football for semi-professional teams.</p> <p>In 2020 the school was awarded with The National Standard in Careers and is a regional leader in careers education.</p> <p>Ofsted March 2020: "The school has a strong careers education programme, with national recognition."</p>
---	----------------------	--

Theme 3: Data tracking, evaluating and intervention	Progress Team – including 5 Progress Leaders, one per year group, appointed to support and champion disadvantaged students in each year group. 4 Disadvantaged Champions to work with key groups of students in KS3 and Y11.	5 x £2,725 4 x £1,500	<p>Reports for each year group have shown individual successes with students including improved progress in subjects, increase in Achievement points, reduction in behaviour points and improved attendance.</p> <p>Ofsted March 2020: "Leaders provide teachers with helpful information about pupils' needs. Teachers usually use this information well when planning activities."</p> <p>DA champions worked with small groups of students in Y11 and Y9 as mentors to improve behaviour, attendance, achievement across the year.</p> <p>Ofsted March 2020: "Pupils typically behave well in lessons and demonstrate positive attitudes to lessons."</p>												
Theme 4: Improving attendance amongst DA students	Subscription to ACE to work with students who have persistent absences	£2,800	<p>The table below shows absence figures for disadvantaged students for Autumn/Spring 2019/20</p> <table border="1" data-bbox="923 859 1911 1017"> <thead> <tr> <th></th><th>Percentage absence</th><th>Percentage persistent absence</th></tr> </thead> <tbody> <tr> <td>School</td><td>7.04</td><td>20.48</td></tr> <tr> <td>National</td><td>8.07</td><td>24.57</td></tr> <tr> <td>Difference</td><td>1.03</td><td>4.09</td></tr> </tbody> </table>		Percentage absence	Percentage persistent absence	School	7.04	20.48	National	8.07	24.57	Difference	1.03	4.09
	Percentage absence	Percentage persistent absence													
School	7.04	20.48													
National	8.07	24.57													
Difference	1.03	4.09													
Uniform support including items needed for field trips.	Ofsted March 2020.														
Providing bus passes to disadvantaged students on a monthly basis based on attendance targets	£1,600	"Most pupils enjoy school and attend regularly."													
Charges for school dinners															

Theme 5: subject interventions KS4 maths and English	Additional teaching during tutor time	<p>The charts below show comparisons between DA and non DA students in 2019 and 2020, focusing on the gaps in attainment and progress.</p> <p>To support them in achieving their target grade the target 4/5 DA students were provided with an extra 20 minutes each day where experienced mathematics teachers and/or English teachers supported by focusing on key areas of weakness. The impact of this can be seen in the chart below, which shows the reduction of the gap in students achieving 9-4 in English and maths.</p>

Revision guides and calculators	£631.23	<p>The chart below shows the reduction of the Attainment 8 gap between DA and non DA students</p> <p>A bar chart titled "Chart Title" comparing Attainment 8 scores for DA (blue) and Non DA (red) students in 2019 and 2020. The y-axis represents the Attainment 8 score, ranging from 70 to 88. In 2019, the DA student score is approximately 76 and the Non DA student score is approximately 83. In 2020, the DA student score is approximately 82 and the Non DA student score is approximately 87.</p> <table border="1"><thead><tr><th>Year</th><th>DA</th><th>Non DA</th></tr></thead><tbody><tr><td>2019</td><td>~76</td><td>~83</td></tr><tr><td>2020</td><td>~82</td><td>~87</td></tr></tbody></table>	Year	DA	Non DA	2019	~76	~83	2020	~82	~87
Year	DA	Non DA									
2019	~76	~83									
2020	~82	~87									

	Graduate used to deliver support in small groups for disadvantaged students in Y11	£16,010									
	Pixel membership to support key stage 4 in all subject areas giving the latest platform	£4,050									
Additional curriculum support for students in KS4; Y10 and Y11	Peripatetic music lessons	£290									
	Revision guides for Geography and Science	£163	<table border="1"> <caption>Year 11 Attainment Data</caption> <thead> <tr> <th>Year</th> <th>DA</th> <th>Non DA</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>~4.2</td> <td>~4.8</td> </tr> <tr> <td>2020</td> <td>~4.9</td> <td>~5.2</td> </tr> </tbody> </table>	Year	DA	Non DA	2019	~4.2	~4.8	2020	~4.9
Year	DA	Non DA									
2019	~4.2	~4.8									
2020	~4.9	~5.2									

	Supporting college placements and alternative provision for students	£48,100	<p>This works across all key stages to support a range of children with additional needs to access personalised education. It has been particularly successful in preventing permanent exclusions for disadvantaged students. We currently have five Year 11 students in alternative provision who would certainly have been excluded but who are now making good progress towards obtaining 5 GCSE subjects.</p> <p>Students who attended alternative provision secured work related skills in construction, mechanical engineering and hair and beauty alongside a good curriculum offer. Every Y11 student made it to the end of the year, with a positive destination. We successfully used this process to support children staying in education and thus improving their life chances.</p> <p>The table below shows exclusion figures for disadvantaged students for Autumn/Spring 2020</p> <table border="1"> <thead> <tr> <th></th><th>Permanent Exclusion rate</th><th>Fixed Term Exclusion rate</th></tr> </thead> <tbody> <tr> <td>School</td><td>0.4</td><td>11.24</td></tr> <tr> <td>National</td><td>0.5</td><td>24.93</td></tr> <tr> <td>Difference</td><td>0.1</td><td>13.69</td></tr> </tbody> </table> <p>Ofsted March 2020: Some pupils study for all or part of the week away from school at an Alternative Provider – this keeps the pupils engaged in learning."</p>		Permanent Exclusion rate	Fixed Term Exclusion rate	School	0.4	11.24	National	0.5	24.93	Difference	0.1	13.69
	Permanent Exclusion rate	Fixed Term Exclusion rate													
School	0.4	11.24													
National	0.5	24.93													
Difference	0.1	13.69													
Theme 6: Parental engagement	Working to increase attendance of DA Parents at Parents' Evenings and events run throughout the year.	Cost included in Progress Team	The strategy to improve parental engagement in year 11 included regular phone calls, emails and one-one meetings with the Progress team. This approach proved to be very successful and will be extended to all year groups in the next year.												
Staffing	For all DA students		In order to support all of our DA students, we allocate funding for an Assistant Headteacher to plan, direct and lead the DA strategy in school. Thus there is a clear coherent plan for the Pupil Premium allocation.												

Staffing	For DA/SEND students	In order to support our SEND DA students in KS3, there are a range of reading intervention groups, with high number of DA students. The intervention focuses on the a national reading programme that accelerates progress, incorporating 1:1 and small group work. We also maximise the level of TA support available, so that students in core subjects have a higher teacher: student ratio Thus our SEND/ DA students are provided with the additional support needed to allow them access to the curriculum.
-----------------	----------------------	---