

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	The Coleshill School
Number of pupils in school	1052
Proportion (%) of pupil premium eligible pupils	21
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	September 2021
Date on which it was reviewed	February 2022
Statement authorised by	Ian Smith Childs
Pupil premium lead	Karen Robinson
Governor / Trustee lead	Michael Blinko

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,560
Recovery premium funding allocation this academic year	£33,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,280
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£259,480

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

The percentage of students who are eligible for the Pupil Premium funding is slightly below the national average, as 21% of our students qualify as disadvantaged.

The focus of this plan is to reduce the gap in outcomes for these students. To this end, our Disadvantaged Plan focuses on addressing the key challenges to improving the outcomes for our disadvantaged students.

Our ultimate objectives for our disadvantaged students are as follows

**Priority 1** Continue to focus on the delivery of quality first teaching through a ‘knowledge engaged’ curriculum, as this is proven to have the greatest impact on improving outcomes for pupils from a disadvantaged background. This will also address our school priority of improving the attainment of our non-disadvantaged students.

**Priority 2** To ensure that we are improving standards of literacy, by focusing on supporting students with a reading age below their age-related expectation, as well as a focus on reading in the classroom.

**Priority 3** A sharp focus on providing academic support, to allow our students to “catch up” with missed learning. We will thus provide small group tutoring for students in numeracy and literacy, as well as utilizing the Covid recovery grant by making use of external providers to focus on supporting our disadvantaged students in all year groups.

**Priority 4** A strong focus on cultural capital, by offering development and support opportunities outside the classroom. Thus we are re-introducing a wide variety of extra-curricular activities, to promote aspiration so that our disadvantaged students receive enrichment that plays to their strengths and talents.

**Priority 5** A continued focus on maximising future outcomes for disadvantaged students, by ensuring that they make full use of our careers program.

**Priority 6** Improving the learning behaviours of our DA students. In the return to the new normal, we need to support our disadvantaged students by encouraging them to re-engage with learning. Thus we have enhanced our DA mentoring sessions by focusing on student passports that identify how our DA students learn best. Sharing this information with all class teachers will support them in planning for DA students.

**Priority 7** A continued focus on improving the attendance of our disadvantaged students. Thus our Phase Teams work together with the Attendance Officer, working as a team on a staged intervention plan to support students in their return to 'normal' and ensure that they continue to make progress, always aiming to reduce the gap in outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Addressing the gap in attainment</b> This has always been a priority for our school but the Covid 19 pandemic has affected disadvantaged students disproportionately. We need to support our students to catch up academically whilst taking into account the additional hardships they have had to face. This is essentially our Covid recovery plan.
2	<b>Addressing the gap in attendance</b> Encouraging full attendance was a challenge for us before Covid 19, but is now even more so. Thus we need to support our families in their journey back to school in order to ensure that they can catch up on lost learning time.
3	<b>Enhancing Cultural Capital</b> We will endeavor to run a full set of extra-curricular activities, in order to enrich the curriculum for our disadvantaged students. This will require support for those students who cannot afford trips and expeditions.
4	<b>Improving learning behaviours after the pandemic</b> We need to support our disadvantaged students to re-engage with learning in the classroom, which for some students will mean a high level of pastoral support and encouragement this year.

## 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
1. To ensure that our DA students are knowing more and remembering more, in order to make progress	Year 11 disadvantaged students are targeted to achieve a minimum of least FFT50 in attainment
2. To ensure that our DA students, particularly those on FSM, are attending and enjoying school	Improved attendance and engagement behaviour to match pre-Covid levels
3. To broaden the minds and horizons of all DA students through the curriculum and cultural capital	Support engagement in extra-curricular activities, as well as using the careers programme to focus on Destination outcomes
4. To support our DA students to be effective Coleshill learners, through effective learning behaviours following the pandemic	Reduced exclusions for DA students Improve engagement in terms of attitude to learning
5. Covid 19 Recovery Plan- to ensure that disadvantaged students with identified gaps in maths and English are supported with tutoring (both internal and external), with specific content identified by subject leaders. Interventions in other subject areas are used to identify and close knowledge gaps.	All identified students in maths and English are offered either external tutoring with the National Tutor Programme or internal support with small group catch-up sessions. At least 75% participation rate and positive student voice responses. Detailed departmental analysis using assessment data supports identification of key groups of students to ensure targeted intervention.

## 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: £14,800 + £91, 416

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional staffing and reduced class sizes in Core subjects</b> to support curriculum provision £91,416</p> <p><b>Recovery curriculum</b></p>	<p>Additional staffing in core subjects enables small group sizes in <b>English</b> to support Year 7 weaker readers and to provide an additional Year 11 English group. The reduction in these group sizes allows a greater focus on disadvantaged students.</p> <p><b>Maths</b> intervention assistant appointed to work across key stages. Evidence of significant impact on reading age and progress.</p> <p>With this level of support in maths and English, we can ensure that we deliver a strong recovery curriculum to catch up on lost learning. Reduction in class sizes has a positive impact of +2months on average – especially where they allow higher quality interactions and the minimizing of disruption. (EEF July 2021)</p>	1
<p><b>Alternative curriculum</b> provided for vulnerable students to support progress and learning behaviour</p>	<p>Additional teachers recruited for support of alternative curriculum teaching in Key Stage 4, raising motivation and ensuring that our most vulnerable disadvantaged students are successful in their courses, as well as preventing exclusion.</p>	1,2,4

<b>Reduced class sizes at KS4 by providing additional staffing across the curriculum</b>	Additional staffing across the curriculum has allowed for reduced class size in option groups at Key Stage 4. This is justified by evidence of an improving trend in several subjects at GSCE and BTEC for our disadvantaged students.	1
<b>Curriculum resources including revision guides for KS4</b>	Many of our DA students will not have access to revision guides and materials at home. For this reason, we will purchase revision packs and additional resources in Core subjects for all disadvantaged students. Learning devices have been issued to ensure that all disadvantaged students are able to access MS Teams, in order to continue learning online in case of students who need to self-isolate.	1
<b>Using the RADY approach, subject leaders ensure high targets and appropriate challenge for our disadvantaged students</b>	RADY research shows that adjusting targets for students addresses disadvantage and highlights that the attainment gap will not close if targets are set that widen it. (RADY project)	1
<b>Develop reading, writing and Oracy across departments</b>	To support our students with literacy, we will have an initial focus on reading at tutor time, using visualizers to support student learning. We will then move to enhance reading in subject areas.  The EEF toolkit has identified a focus on reading as delivering very high impact, which should enhance the progress of our disadvantaged students	1
<b>Metacognition –use of Pupil Passports to share learning preferences with teachers, evidenced on CLIPs</b>	As part of the DA learners project last year, we found that talking to students about their barriers to learning was highly effective in improving classroom engagement. Thus we aim to develop Pupil passports for all disadvantaged students, with seating plans adjusted to ensure the best learning environment for our students. This type of student support is also identified in EEF research as having high impact on student progress.	1
<b>Targeted questioning</b>	As part of the DA learners project last year, we found that the impact of using targeted questioning in English lessons was highly effective. This is a key focus of our Quality First Teaching	1

	strategy, making use of seating plans to identify key disadvantaged students and 'cold calling' with specific questions designed to engage them in learning.	
<b>Modelling</b> - "I do", "We do", "You do" supported by use of visualizer	As part of the DA learners project last year, we found that the impact of using visualisers to deconstruct questions and provide model answers by annotating was highly effective, both in terms of student data and from student voice carried out during the project.	1
First and frequent <b>feedback</b> for DA students	To prioritise our disadvantaged students, we mark their assessment first, and we check their work more frequently. The EEF toolkit identified feedback as having very high impact on student progress EEF toolkit- very high impact	1
Delivery of <b>Cultural Capital</b> through the curriculum	In every department, we ensure that the curriculum takes into account Cultural Capital, identified by the EEF toolkit as providing moderate impact on student progress	3

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

Budgeted cost: £116,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Academic tutoring</b> for Year 11 DA students in all subjects	Provision of small group intervention for year 11 at this time has proved effective in recent years in ensuring that students who are operating below their target grade are given support and encouragement. We will prioritise disadvantaged students in this process, in order to maximize their chance of reaching their target grade. Phase Leaders will liaise with subject leaders to target students for mentoring/intervention and create bespoke plans for each student. If these interventions are precisely targeted, they will have an enhanced impact, as evidenced by the DA learner's project carried out last year in school.	1

<p><b>Academic tutoring</b> for Year 11 DA students in English and maths</p>	<p>In order to focus on support for these key GCSE subjects, we have appointed a Numeracy assistant who can provide small group intervention for all year groups, with Year 11 as a priority. We will also make use of additional teaching time to provide Literacy support for our high focus disadvantaged students.</p>	<p>1</p>
--	--	----------

<p><b>Recovery curriculum</b></p> <p>Tuition programmes from external providers in GCSE Maths and English</p>	<p>We have utilized the National Tutor Programme to ensure that our year 11 students receive additional support in both mathematics and English. This is being delivered by PET-Xi, who have shown evidence of strong performance in the past in delivering this type of support. We have therefore been able to tailor our support to suit our students by focusing on the specific topics delivered, as well as ensuring adequate challenge</p> <p>We have tailored the provision according to the needs of our students.</p> <ol style="list-style-type: none"> <li>1. Our <b>Higher ability</b> disadvantaged students will receive 15 hours of tutoring. This will take place for one hour per week for the 15 weeks starting January 2022. The mathematics groups will be targeted at Higher level, using topics selected by teachers as essential for additional focus. The English groups will focus on specific topics required to target Bands 6 and above. Students are taught in groups of three by experienced practitioners, during school time. Regular monitoring by subject leaders and student voice will be used to ensure attendance is maintained at a minimum of 75% and high quality support is provided.</li> <li>2. Our <b>Middle ability</b> disadvantaged students will receive 15 hours of tutoring through a 3-day Booster programme. There is a separated programme for English and maths. This programme is aimed at supporting students in preparing for examinations by focusing on key topics identified by the departments.</li> <li>3. Our <b>most vulnerable</b> students will receive 15 hours of tutoring through a 3-day 'Positive Futures' programme. On this programme they will receive support in maths and English, as well as motivational sessions to ensure that we secure the next step of their education and avoid them becoming NEETS</li> </ol>	<p>1</p>
---	--	----------

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

Budgeted cost: £ 36,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enrichment programme to enhance cultural capital</b></p>	<p>Enhanced Cultural Capital will support social mobility. To this end, we are offering a range of enrichment opportunities to our disadvantaged students. On all enrichment programmes we ensure that at least 20% of the cohort is disadvantaged students. Funding is used for enrolment on the programmes, with key staff appointed to support the students to complete the awards.</p> <p>In Years 7-9, The Children’s University has proved effective in previous years at encouraging our disadvantaged students to aspire by focusing on specific talents outside the classroom.</p> <p>In Years 9 and 10, we have enrolled students on the Bronze and Silver Arts Award. This is another programme that has provided enrichment for our disadvantaged students</p> <p>In Year 10, we have enrolled students on the Duke of Edinburgh Bronze award.</p>	<p>3</p>
<p><b>Destinations</b> at KS4 and KS5</p> <p>All Y10 and 11 DA given early careers advice and support to raise aspirations</p>	<p>Our school holds the Careers Mark Gold award. The ATLP DA learners project showed that a focus on careers support and guidance has high impact on student progress in our school. Thus we ensure that year 11 disadvantaged are given at least two careers interviews, and that Year 10 are supported at an early stage with a careers focus in tutor time, followed by work experience later on in the year.</p>	<p>3</p>
<p><b>Learning behaviours</b></p>	<p>Our Phase Leaders have been appointed to support disadvantaged students with improving learning behaviours. Each Phase has a different focus, tailored to</p>	<p>4</p>

	<p>the age-specific needs of our students. In all three Phases, Phase Leaders, Progress Leaders and DA champions use data analysis to identify students in need of support. They then work with students on behavior interventions, as well as coordinating subject specific support with curriculum leaders. Thus we have a level of pastoral as well as curriculum support designed to close the gap for these students. The EEF toolkit identifies a high level of impact as a result of this type of support.</p>	
<p><b>Peer mentoring</b></p>	<p>In our school we have established a strong culture of student leadership in previous years. To this end, we are utilising the following programmes to enhance student learning behaviours. At least 20% of all student mentors are disadvantaged students.</p> <p>Programme 1: using Year 11 leadership team to support our new year 7 students with settling into their tutor group in the Autumn Term.</p> <p>Programme 2: using Year 13 students mentor Year 11 HAPs, focusing on sharing good practice in exam preparation.</p>	
<p><b>Encouraging a Culture of engagement</b></p> <p>Improving attendance amongst DA students- <b>see attendance plan</b></p> <p>Fully <b>equipped</b> for learning-PE kit, revision guides, knowledge organisers</p>	<p>DFE figures show evidence of strong relationship between attendance and achievement for all students. Covid-19 has had a detrimental effect on attendance, so we are focusing on using a variety of measures to enhance attendance and get our students back to the classroom. Our school attendance officer prioritises DA attendance, but also works with outside agencies to ensure that any student who cannot attend school for health reasons is supported at home.</p>	

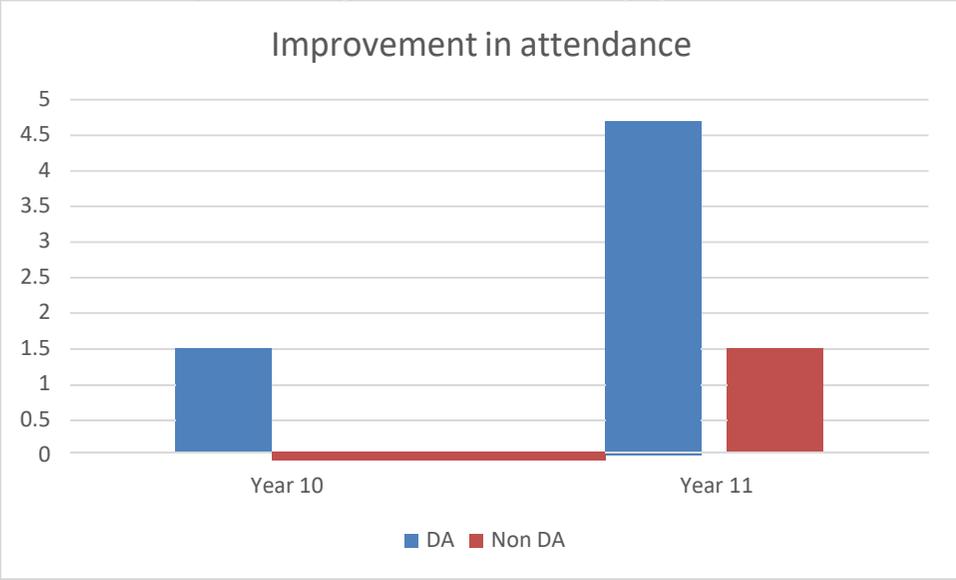
**Total budgeted cost: £ 259,480**

**Part B: Review of outcomes in the previous academic year. The next section details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.**

Strategy	Description	Cost	Impact
<b>Intervention support for Pupil Premium students in the classroom</b>	<p>Quality First Teaching includes:            CLIPs and seating plans,            Targeted questioning            DIRT and yellow boxing            Red Zone            Do-it-now            Modelling- I do, We do, You do            Live marking and feedback using visualisers</p> <hr/> <p>CPD – Instructional coaching model used to support Quality First Teaching</p>	<p><b>Staffing costs to ensure consistently good quality of teaching</b></p> <p><b>Approax £35,000</b></p>	<p>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.</p> <p><b>Although the strategy of Quality First Teaching benefits all students, the focus on high quality do-it-now and red zone will serve to improve outcomes for our DA learners. To ensure that this happens, DA students are prioritised in targeted questioning, and always included on CLIPs and in work scrutiny as a priority group.</b></p>



<p><b>Data tracking, evaluating and intervention</b></p>	<p>Progress Team – including</p> <p>5 Progress Leaders, one per year group, appointed to support and champion disadvantaged students in each year group.</p> <p>4 Disadvantaged Champions to work with key groups of students in KS3 and Y11.</p>	<p><b>5 x £2,827</b></p> <p><b>4 x £1,500</b></p>	<p>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. During remote learning, the team worked to maintain contact with DA students and supported with IT provision (laptops). Thus DA students were able to access remote teaching using MS Teams. As a priority, regular contact was maintained with DA parents throughout lockdown. Progress leaders liaised with subject teachers to advise on suitable websites and on provide work packs as an additional support mechanism, with hard copies of completed work sent to relevant teachers.</p> <p>On returning to school, the most vulnerable students were mentored to ensure a smooth re-integration to lessons, with regular teacher consultation so that they could catch up with work that was missed.</p> <p><b>Thus every effort was made to ensure that our DA students did not fall behind.</b></p> <p>Ofsted March 2020: “Leaders provide information with helpful information about pupils’ needs. Teachers usually use this information well when planning activities.”</p> <p>Ofsted March 2020: “Pupils typically behave well in lessons and demonstrate positive attitudes to lessons.”</p>
--	---	---	---

<b>Improving attendance amongst DA students</b>	Subscription to ACE to work with students who have persistent absences	<b>£2,800</b>	<p>There were no national attendance figures for schools from 2020-2021 due to Covid-19. However internal figures below show improvement in attendance from September- December 20220 and March –July 2021. <b>Thus the provision for DA students impacted more significantly on attendance than for non DA students, reducing the attendance gap.</b></p>  <table border="1"> <caption>Improvement in attendance</caption> <thead> <tr> <th>Year</th> <th>DA</th> <th>Non DA</th> </tr> </thead> <tbody> <tr> <td>Year 10</td> <td>1.5</td> <td>0</td> </tr> <tr> <td>Year 11</td> <td>4.7</td> <td>1.5</td> </tr> </tbody> </table>	Year	DA	Non DA	Year 10	1.5	0	Year 11	4.7	1.5
	Year	DA		Non DA								
	Year 10	1.5		0								
	Year 11	4.7		1.5								
Uniform support	<b>£3,320</b>											
Bus passes	<b>£9,500</b>											
Free school meal provision	<b>£21,795</b>											
			<p>Ofsted March 2020.</p> <p>“Most pupils enjoy school and attend regularly.”</p>									

<p><b>Subject interventions</b></p> <p><b>KS4 English and literacy provision</b></p> <p><b>KS4 Maths</b></p> <p><b>KS4 Science</b></p> <p><b>Additional curriculum support for students in KS4; Y10 &amp; Y11</b></p>	<p>English graduate to deliver English and literacy in small groups for DA students in Y11</p> <p>Revision guides and calculators for maths</p> <p>Revision guides for science</p> <p>Peripatetic music lessons</p> <p>Stationary and art resources</p> <p>Other revision materials</p> <p>Supporting college placements and <b>alternative provision</b> for students</p>	<p><b>£16,010</b></p> <p>£600</p> <p>£700</p> <p>£2500</p> <p>£300</p> <p>£500</p> <p>£75,000</p>	<p>In order to support our DA SEND students, we carried out the following interventions</p> <ol style="list-style-type: none"> <li>1. Grouping of students to increase teacher: student ratio in core subjects</li> <li>2. Reading recovery program in year 7- as a result several DA sub-11 students were moved back into the mainstream curriculum. The other DA students in the group all made progress and the majority made more than expected progress</li> <li>3. Reading intervention program for students in year 8- the children in this group have built their confidence and developed greater fluency</li> <li>4. Social skills program</li> </ol> <p>This works across all key stages to support a range of children with additional needs to access personalised education. Students who attended alternative provision secured work related skills in construction, mechanical engineering and hair and beauty, as well as achieving GCSEs in maths, English and science. These students have all gone on to further education and employment post 16. We successfully used this process to support children staying in education and thus improving their life chances and avoiding the use of exclusion.</p>
<p><b>Staffing</b></p>		<p>£30,000</p>	<p>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. <b>Thus there is a clear and coherent plan for the Pupil Premium allocation.</b></p>

## Externally provided programmes- not applicable for our school

*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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*