

Pupil premium strategy statement

School overview

Detail	Data
School name	The Coleshill School
Number of pupils in school	1049
Proportion (%) of pupil premium eligible pupils	25.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	September 2022
Date on which it was reviewed	
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	£247,235
Recovery premium funding allocation this academic year	£34,416
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£281,651

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 25% 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 continue to offer 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 destination 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 post pandemic classroom, we need to support our disadvantaged students by adapting our practice to ensure that they are prioritised. Thus Adaptive Practice for disadvantaged students is a school priority, evidenced by classroom learning intervention plans (CLIPS).

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	Addressing the gap in attainment This has always been a priority for our school but the Covid 19 pandemic has affected disadvantaged students disproportionately. We still need to support our students to catch up academically whilst taking into account the additional hardships they have had to face. Therefore, in addition to existing strategies to raise attainment, we will continue to implement our Covid recovery plan.
2	Addressing the gap in attendance Overcoming barriers to attendance barriers 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	Enhancing Cultural Capital Cultural Capital is key them of our curriculum. We will also 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	Improving learning behaviours post pandemic 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 for Da students to match the national average for non -DA
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 learning are supported with tutoring (both internal and external), with specific content identified by subject leaders.	All identified students in Year 11 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing and reduced class sizes in Core subjects to support curriculum provision</p>	<p>Additional staffing in core subjects enables small group sizes in English to support Year 7, 8 and 9 weaker readers. The reduction in these group sizes allows a greater focus on disadvantaged students.</p> <p>Maths 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>	<p>1</p>
<p>Alternative curriculum 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. We will also support Alternative Provision placements for students needing external support.</p>	<p>1,2,4</p>

<p>Reduced class sizes at KS4 by providing additional staffing across the curriculum</p>	<p>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.</p>	<p>1</p>
<p>Curriculum resources including revision guides for KS4</p>	<p>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. From January 2023, IPADs will be issued to all students, which will allow them to access MS Teams and other digital learning platforms that support Independent revision.</p>	<p>1</p>
<p>Develop reading, writing and Oracy across departments</p>	<p>To support our students with literacy, we will continue our focus on reading at tutor time, using visualizers to support student learning. We will also continue to enhance reading in subject areas.</p> <p>The EEF toolkit has identified a focus on reading as delivering very high impact, which should enhance the progress of our disadvantaged students</p>	<p>1</p>
<p>Metacognition –use of Pupil Passports to share learning preferences with teachers, evidenced on CLIPs CAT 4 tests - JSI</p>	<p>As part of the DA learners project in 2020-2021, we found that talking to students about their barriers to learning was highly effective in improving classroom engagement. Thus we aim to ensure that with seating plans adjusted to ensure the best learning environment for our DA students. This type of student support is also identified in EEF research as having high impact on student progress.</p>	<p>1</p>
<p>Targeted questioning</p>	<p>As part of the DA learners project carried out in 2020, 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 strategy, making use of seating plans to identify key disadvantaged students and 'cold calling' with specific questions designed to engage them in learning.</p>	<p>1</p>

Modelling - “I do”, “We do”, “You do” supported by use of visualizer	As part of the DA learners project, 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. This is now a vital part of our school Literacy policy.	1
First and frequent feedback 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 Cultural Capital 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic tutoring 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>Academic tutoring for KS4 DA students in Core subjects</p>	<p>This year we are using catch-up funding to support our DA students, prioritizing DA students in Years 10 and 11 in the first part of the year.</p> <p>DA students in need of catch-up support to achieve their target grades in Core subjects are first identified by Faculty leaders.</p> <p>We have appointed specialist tutors in English, mathematics, MFL and Science to work with students on highly structured catch-up programmes that prepare students for GCSE success.</p>	<p>1</p>
<p>Aspire to Achieve</p>	<p>In order to ensure that our DA students in Year 11 are maximising their learning opportunities, we need to provide tailored support outside the classroom. This will initially take the form of a tutoring workshop programme in preparation for the first set of trial examinations, focusing on the three R's</p> <p>Reading – with specific subject mentoring in Core subjects aimed at deconstructing examination questions</p> <p>Revision – with a strong focus on goals and aspirations, leading to preparation for each of the three examination sessions</p> <p>Resilience - with guidance on 'how to revise', to support DA students in developing their learning outside the classroom</p>	<p>1</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment programme to enhance cultural capital</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 will endeavour to ensure that at least 25% 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. We track attendance and engagement of DA students on these 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 Year 9 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 previously enrolled students on the Duke of Edinburgh Bronze award. This will now progress to support for DA students on the Silver award in Year 11.</p>	<p>3</p>
<p>Destinations 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 students 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>Learning behaviours</p>	<p>Our Phase Leaders have been appointed to support disadvantaged students with improving learning behaviours. Each Phase has a different focus, tailored to the age-specific needs of our students. In all three Phases,</p>	<p>4</p>

	<p>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>Peer mentoring Sixth form with y11 once a week Literacy ambassadors – y11/12 reading with y7 Sixth form with ks3 groups Hope mentors with vul students in tutor time</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. We will endeavour to ensure that at least 25% of all student mentors are disadvantaged students, by targeting DA students to secure their involvement in the programme.</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 to mentor Year 11 HAPs, focusing on sharing good practice in exam preparation.</p>	
<p>Encouraging a Culture of engagement</p> <p>Improving attendance amongst DA students- see attendance plan Fully equipped 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: £281,651

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 2021 to 2022 academic year.

In order to review impact, we have focused on the intended outcomes for the previous year

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

Strategy	Description	Cost	Impact
Intervention support for DA students in the classroom	<p>Quality First Teaching – focusing on Adaptive Practice for DA students</p> <p>CLIPs and seating plans</p> <p>Targeted questioning</p> <p>DDI Assessment and modelling using the I do, We do, You do strategy</p> <p>Live marking and feedback using visualisers</p>	<p>Staffing costs to ensure consistently good quality of teaching</p> <p>£54,000</p>	<p>Although the strategy of Quality First Teaching benefits all students, the focus on Adaptive Practice 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.</p> <p>In terms of impact data, our most significant successes were in the following curriculum areas</p> <ol style="list-style-type: none"> 1. Disadvantaged students taking triple science achieved higher than their FFT50 estimates on grade 4+, 5+ and 7+. For example, 100% of all disadvantaged students taking Physics achieved a grade 5 or above compared to the FFT50 estimate of 72% and 50% achieved a grade 7 or higher compared to the FFT50 estimate of 31%. 2. In Computing, 60% of DA students gained Band 5 or above, in comparison with their FFT target of 35% 3. In Spanish, 67% of DA students gained Band 4 or above, in comparison with the FFT target of 57%

Subject interventions KS4 English and literacy	Intervention assistant to deliver mathematics and numeracy support in small groups for DA students in Y7-11	£19,560	<p>In mathematics, this allowed us to deliver Entry Level Certificate qualifications for our most vulnerable students, as well as supporting weaker students to access mainstream lessons. This was delivered in a two-fold system, by supporting students in the classroom as well as in small intervention groups. Eight students in all gained entry level qualifications in mathematics this year. This would not have been possible without this degree of support. One vulnerable student also gained GCSE mathematics, which has allowed him to enter our sixth form.</p>
Curriculum resource provision KS4 maths KS4 Science	Revision guides and calculators for mathematics Revision guides for science	£1,200	<p>We continue to provide resources for our DA students so that they are properly equipped for learning in the classroom.</p>

Intended outcome	Success criteria
2. To ensure that our DA students, particularly those on FSM, are attending and enjoying school	Improved attendance and engagement behaviour for DA students to match the national average for non -DA

Strategy	Description	Cost	Impact
Improving attendance amongst DA students	Subscription to Seesaws And ACE to work with students who have persistent absences	£9,500	<p>Although there are no national attendance figures available for comparison, in school our overall attendance for DA students at 87.5%, was lower than that of non- DA students at 90.4%. Attendance is a major priority for us, and we have increased our focus on tracking and planning attendance support for those students, falling below our expected level of 95% for all students.</p>

Intended outcome	Success criteria
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

Strategy	Description	Cost	Impact
Additional curriculum support for students in KS4 Y10 and 11	<i>Supporting college placements and alternative provision for DA students</i>	£94,000	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 GCSE and Functional skills qualifications 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 permanent exclusion.
Careers advice and support	KS4 DA students to have priority careers interviews with CIAG and follow up meetings during the year to consider their next steps		<p>In Year 11 all disadvantaged students were given at least two careers' interviews, as well as taking part in several careers' activities. The emphasis on destinations has allowed us to continue the trend of securing next steps for our disadvantaged students.</p> <p>In 2020 the school was awarded with The National Quality Mark in Careers Education</p> <p>We are particularly proud of KS5 DA students in 2021-22. Just over 15% of the year group were disadvantaged. Of these, 100% went on to gain either a Level three apprenticeship or university place.</p> <p>Two of these students gained A* A* A, with one student using the Sutton Trust application process to gain a place at the prestigious Brown University in the US, and the other gaining a place at The University of Warwick to study Engineering. This is a measure of our bespoke student-centred guidance. All students and their families were supported throughout.</p> <p>Thus, the impact of Careers guidance and support is shown by the growing success of our DA students at KS5.</p>

<p>Intervention support for students outside the classroom to enhance Cultural capital</p>	<p>TLR for a curriculum enrichment coordinator to improve participation of DA students in after school and Children’s University.</p> <p>Arts Award support for Year 9</p> <p>The Duke of Edinburgh Award support for Year 10</p>		<p>Our Children’s University programme continues to thrive. In the past year, all DA students in years 7 and 8 were enrolled and the Coleshill school now leads on Children’s University for the Multi-Academy-Trust. Our students attended a graduation ceremony at the University of Birmingham, and 23% of these students were DA.</p> <p>In order to enhance our curriculum provision last year, we introduced the Arts Award for our students in year 9. 74 students gained the Award of whom 20% per DA.</p> <p>In order to enhance the resilience of our students last year, we re-launched the Duke of Edinburgh Award. Although DA students have not previously been engaged with this award, we made a considerable effort to promote the Bronze Award with our Year 10. 10% of students who followed the dofe programme and passed the expedition section were DA, and we are aiming to increase this number next year.</p>
---	--	--	--

Intended outcome	Success criteria
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

Strategy	Description	Cost	Impact
Data tracking evaluating and intervention to improve learning behaviour and engagement	Phase Leaders x 3 Progress Leaders x3 DA Champions x 2	£22,960	<p>The progress team comprises Phase Leaders, progress leaders and DA champions. In each Phase, they work with DA students to ensure that they are supported and receive quality first teaching.</p> <p>The impact of this last year can be evidenced by the number of fixed term exclusions, or suspensions, for DA students. Initially there was a sharp rise in suspensions due to disruptive behaviour, showing the effects of Covid on student behaviour. The Phase team identified students at risk of exclusion and then worked with them to identify how they could improve their learning behaviour. This was then shared with subject teachers, leading to improved behaviour in the classroom.</p> <p>The summer term showed a sharp fall in the number of DA suspensions, which is continuing to fall this year.</p> <p>Thus, every effort is made by the Phase Teams to ensure that our DA students do not fall behind their peers.</p>

Intended outcome	Success criteria
5. Covid 19 Recovery Plan- to ensure that disadvantaged students with identified gaps in learning are supported with tutoring (both internal and external), with specific content identified by subject leaders.	<p>All identified students in Year 11 are offered either external tutoring with the National Tutor Programme or internal support with small group catch-up sessions.</p> <p>At least 75% participation rate and positive student voice responses.</p> <p>Detailed departmental analysis using assessment data supports identification of key groups of students to ensure targeted intervention.</p>

Strategy	Description	Cost	Impact
Use of NTP and external providers to support students with catch-up	<p>DA students in Year 11 received support via a variety of programmes, according to their specific requirements</p> <p>DA HAP students in Years 7-11 received support in maths and English</p>	£26,184	<ol style="list-style-type: none"> 1) Higher ability students, for whom there is usually the most significant gap in attainment, received 8 hours of tutoring in mathematics and English in a teacher-student ratio of 1:3 2) Middle ability students attended between 15 and 30 hours of Booster sessions aimed at targeting band 4 & 5 in maths and English 3) The most vulnerable students attended a 'Positive Futures' programme which focused on destinations as well as maths and English support. This programme was also offered to vulnerable DA students in Year 10 in the summer term, to prepare them for a positive start to Year 11. 4) Higher ability students in years 9 to 10 received 8 hours of tutoring in English in a teacher-student ratio of 1:3 5) Higher ability students in years 7 to 10 received 8 hours of tutoring in mathematics in a teacher-student ratio of 1:3

Staffing		£32,000	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 and coherent plan for the Pupil Premium allocation.
-----------------	--	----------------	--