

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	The Coleshill School
Number of pupils in school	1061
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-4 2024-5
Date this statement was published	
Date on which it was reviewed	November 2024
Statement authorised by	Rebecca Brindley/Ian Smith Childs
Pupil premium lead	Sarah Cardwell
Governor / Trustee lead	Michael Blinko

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306, 468
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£306, 468

Part A: Pupil premium strategy plan: Statement of intent

The Pupil Premium is additional funding given to all state schools in England. This statement details TCS use of Pupil Premium and recovery premium for the academic year to improve the attainment of our disadvantaged pupils. Our moral purpose is focused on ensuring that all pupils, regardless of background and/or circumstance, achieve their potential and leave TCS as successful individuals who will thrive within society reaching outcomes at or above National Average. This continues our whole school approach of 'vulnerable first' in which all staff have vulnerable students at the forefront of their thinking and decision making and take responsibility for championing disadvantaged pupils at each opportunity. Essential to the success of closing the gap is being able to accurately identify students and intervene as appropriate. We therefore utilise available data throughout the year to retain a 'live' approach to supporting the disadvantaged students of The Coleshill School.

This plan is achieved by following the Education Endowment Foundations clear and precise plan, in line with the 3-part model; with 50% directed at quality-first Teaching; 25% on small group or individual support; and 25% on wider school approaches.

With data taken from the January 2024 census: 27% of students from TCS are disadvantaged which is equal to the National Average of 27.1%. As a school, in line with our School Improvement Plan and our values to ensure all students **Be Kind, Work Hard, Take Responsibility** we have based the Pupil Premium Strategy on five core priorities to meet the five core challenges we face.

1. Improving student outcomes for all vulnerable student groups to exceed academic performance in line with/exceeding National Average.
2. Improve the key skills of literacy and numeracy for all students so students can access the full curriculum offer at TCS.
3. Improve attendance, particularly those persistently absent from school in line with non-disadvantaged peers and national average.
4. Reduce suspensions and negative behaviour points for vulnerable students.
5. Strengthening well-being support and enhancing engagement in school.

Challenges

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

Challeng enumber	Detail of challenge
1	<p>Academic outcomes for disadvantaged students are below their non-disadvantaged peers.</p> <p>The Coleshill School is set on the edge of Coleshill Village. Our cohort serves a varied community with students coming from a geographical spread. Approximately 45% of our cohort arrive from Chelmsley Wood, Smiths Wood and Kingshurst. These areas in Birmingham have higher than average levels of deprivation. They remain some of the most deprived wards in the country. Evidence from the Education Policy Institute states students from disadvantaged backgrounds are, on average 18months behind their peers by the time they sit their GCSEs. We know that fewer opportunities may be afforded to students who arrive to us from these areas of disadvantage including access to experiences beyond the classroom that broaden their knowledge and skills. We are therefore aware that a significant number of students start their time with us at an instant disadvantage.</p>
2	<p>An increasing number of disadvantaged students arrive with low levels of literacy and mathematical fluency impacting on their academic outcomes.</p> <p>Data arriving with students on entry shows us that disadvantaged students often achieve below national average in their SATs for English and Maths. The Education Endowment Foundation identify literacy as a 'gateway skill' with clear links between early literacy fluency and later academic success. This means that disadvantaged students, owing to their lower literacy skills may face a challenge in accessing our curriculum offer.</p>
3	

	<p>Disadvantaged student engagement and school attendance is below that of their non-disadvantaged peers.</p> <p>We know that attendance to school remains a concern post pandemic. National levels of attendance to school are currently around 5% less than pre-pandemic levels. This number is even greater for disadvantaged students. A range of factors affecting young people have directly affected their passion to attend school. The lack of social belonging and additional external pressures are directly affecting poor attendance.</p>
4	<p>Suspensions and negative behaviour points for disadvantaged are higher than non-disadvantaged peers.</p> <p>We know the Children’s Commissioner reports a strong link between deprivation and behaviour issues within schools. Emotional regulation, and the ability to manage stressful situations and conflict are skills that need to be carefully fostered. Disadvantaged students often have less access to social and emotional support at home, which can lead to greater challenges in regulating themselves in school.</p>
5	<p>The link between mental health and safeguarding concerns and disadvantaged students is greater than their non-disadvantaged peers.</p> <p>Disadvantaged students face greater adversity compared to their non-disadvantaged peers. These issues range from poverty, parental separation and complex family circumstances to financial crisis.</p> <p>Students facing these concerns are more likely to have poor mental health which may lead to anxiety and depression and low self-esteem. This negativity in adolescence will transfer to adulthood if not addressed.</p>

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 improve the academic outcomes of disadvantaged students particularly at KS4.	Improved outcomes for disadvantaged students across all GCSE subjects. The gap between disadvantaged and non-disadvantaged peers should be significantly reduced. In 23/24 Progress 8 for Disadvantaged was marginally improved to -1.25 with Attainment 8 score as 2.8. Our aim this year is to improve the Attainment 8 of PP to national average (which is 3.9)
2. To improve disadvantaged students literacy and numeracy skills.	To make demonstrative improvements in students' literacy and numeracy skills from KS2 entry to KS4 outcomes. All disadvantaged students to reach age related expectations in English and numerical fluency at KS3. Disadvantaged students should reach age-related expectations at KS3. Targeted literacy and numeracy interventions in place for disadvantaged students through a proactive approach in KS3 and exam fluency focus offer at KS4.
3. To improve disadvantaged students attendance and as a result, their engagement in belonging to TCS	Disadvantaged students' attendance to be in line with non-disadvantaged peers. All attendance at The Coleshill School should be aligned to or greater than national average. Persistent absence remains our biggest focus with this reducing within the disadvantaged cohort inline with National Average.

<p>4. To reduce suspensions and negative behaviour points for disadvantaged students</p>	<p>Reduced exclusions for disadvantaged students in line with their non disadvantaged peers and below national average. Reduced negative behaviour logs for disadvantaged students in line with their non-disadvantaged peers. Improved attitude to learning with an increase in SPIRIT points for disadvantaged in line with their non-disadvantaged peers. All of these will be measured through Class Charts</p>
<p>5. To further enhance the wellbeing of disadvantaged students with a proactive trauma informed approach exemplified by all staff, in all interactions.</p>	<p>Our school based services to prioritise support for disadvantaged students. Any additional services used by the school to again, prioritise support for disadvantaged students. This is to improve student levels of self-regulation and improve students' social skills and sense of belonging.</p>

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>£23,000</p> <p>Development of The Coleshill Learning Principles.</p> <p>These are:</p> <ul style="list-style-type: none"> - Knowledge Retrieval - Intentional Monitoring - Direct Instruction - Modelling of the Right Knowledge - Checking for understanding so misconceptions do not persist - Independent Deliberate Practice (Red Zone) - Review and Upgrade of Work - Home Learning. <p>These principles demonstrate quality first teaching. They will ensure that our most disadvantaged students make progress in each lesson.</p> <p>We have front loaded our CPD offer since September 2024 to support staff at all levels. Using the platform, Steplab we have quality assured the work that has taken place through Learning Walks, Book Looks and Student voice. StepLab contains our own ATLP Toolkit, and a step-by-step guide from Tom Sherrington's 'Teacher Walkthrus'.</p>	<p>'Supporting the attainment of disadvantaged pupils' (2015) identified that one of the key strategies for successful schools was a focus on high quality teaching.</p> <p>EEF Toolkit – the impact of teacher feedback is 5+ additional months progress over the course of the academic year in secondary schools.</p>	<p>1</p>

Staff have access to carefully selected steps, that breaks down each technique. As part of our Quality of Education implementation plans, to support Disadvantaged Students we have focussed on:

- Intentional Monitoring of our vulnerable children. This has meant annotating seating plans to know our disadvantaged students, and monitor them intentionally during the lesson to identify any gaps for learning.
- Checking for understanding through questioning to ensure our vulnerable children demonstrate powerful knowledge and skills through deliberate practice and assessment opportunities.
- We recognise metacognitive and self-regulatory strategies provide high impact. Through our curriculum offer, we have built opportunities for children to reflect on and monitor their own strengths and weaknesses through the learning principles at TCS.
- Disadvantaged children are highlighted on seating plans and will form part of staff decision making when selecting students to feedback. Movement around the classroom is done to provide feedback to DA students at an appropriate stage of the lesson.
- After assessments students use upgrade activities to address misconceptions. This provides timely feedback and opportunity to make improvements. Staff ensure that Disadvantaged students act upon feedback given and complete upgrade tasks by checking compliance during upgrade activities.
- Development of know/show charts at KS3 provides a framework for staff to use to provide high quality feedback.

Having utilised 'StepLab' to provide a comprehensive platform for coaching and developing staff at all levels, we are able to offer

<p>specialised CPD to the right staff.. This bespoke approach to CPD has students at the heart of our actions. Staff work on a clear target, with demonstrable steps supported by their Subject Leads and Line Managers.</p>		
<p>£0</p> <p>iPad issued to every disadvantaged student under the Learning Futures Scheme</p> <p>The ATLP believes in equality of education for all learners. In 2022, iPads have been issued to all students, allowing them to access a range of digital learning platforms to support independent learning and revision. The Learning Futures initiative ensures disadvantaged pupils receive the same technology as their non-disadvantaged peers both in and outside of the classroom. Retaining this offer ensures students have access to a range of online resources and apps. Through this access to technology, students develop important digital literacy skills that are crucial in the modern world and preparing them for a technology-driven future.</p>	<p>Across the Arthur Terry Learning Partnership (ATLP) the Learning Futures initiative provides digital equity for all learners fostering independence both inside and outside of the classroom.</p> <p>Learning Futures – The Arthur Terry Learning Partnership (atlp.org.uk)</p>	
<p>£1000</p> <p>Restorative approach to behaviour culture at TCS.</p> <p>In September we have undertaken a full redevelopment of the behaviour curriculum through The Coleshill Way. This has been launched with restorative practice at the centre of all our actions as a staff body. These Emotion Coaching strategies have been given to de-escalate situations and support students to resolve challenging situations and make informed and wise choices.</p>	<p>There is evidence to suggest that tailored programmes reduce overall disruption and challenging behaviour in school:</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>4,5</p>

<p>We conducted the following actions:</p> <ul style="list-style-type: none"> - Purchasing the app 'Class Charts' as a platform to use for all praise, consequence and parental communication. This clearly identifies all Pupil Premium students in classes and allows simple allocation of praise within lessons that is visible to home to improve Parental engagement. - All staff receive scheduled and ongoing trauma informed practice CPD to develop constructive interactions between staff and students. - All students have received training on 'The Coleshill Way' to teach them expected behaviours to support them to be successful. - Alongside the wider use of restorative practice, mentors and Heads of Year tailor specific interventions for learners prioritising the disadvantaged. - Several Teaching Staff have enrolled on the NPQBC qualification to develop their understanding and practice of supporting our school community. The impact of this stretches beyond these individuals who are supporting in CPD delivery to the wider staff body. 		
<p>Retention of the Alternative Curriculum Leader £68,679</p> <p>Some students at The Coleshill School have struggled to access the full curriculum offer. To enable all students to be successful, we continue to retain our Alternative Curriculum teacher supporting students alongside our wider curriculum offer. The alternative curriculum is designed to assist students at both KS3 and 4, supplementing the broader educational opportunities available to help students efficiently grasp a wide range of</p>	<p>Guidance from the Education Endowment Foundation and EEF promotes the importance of alternative approaches to curriculum for students.</p>	<p>1,2,4,5</p>

<p>subjects. It fully embraces the principles of the Thrive Approach, aimed at nurturing self- esteem, resilience, and confidence as a learner. This program also targets the improvement of students English and Maths proficiency, bridging any learning gaps and facilitating smoother access to the mainstream curriculum. In KS4 the pupils undertake an NCFE vocational course which encompasses practical and academic skills to achieve a progress 8 qualification. It aligns to further vocational offers available Post 16</p>	<p>Promoting Alternative Thinking Strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Development of Librarian and continuation of The Coleshill School Literacy Strategy £49,000 (£35,000 staffing, £7,000 AR, £7,246 Bedrock) Reading is fundamental and foundational, not only for academic success, but also for life beyond the classroom. Through the ability to read students can absorb information, understand complex concepts, and express their ideas effectively. Given its importance, significant resources have been invested in literacy at The Coleshill School, some funding of which has been drawn from pupil premium.</p> <p>One such evidence of this commitment is the school's reading programme, which aims to give every pupil an opportunity to develop reading, oracy, and literacy skills in a dedicated timetabled lesson. Over the course of the year, students access and are exposed to numerous genres, a wide range of books and other text forms. As part of the programme, pupils in Year 7-9 sit an NGRT reading test once a year tracking their progress and attainment, unless they are part of targeted reading intervention, where the testing is more frequent.</p> <p>Sub 9 readers in Year 7. Students are offered an adapted curriculum aimed at improving reading ages rapidly. Year 12</p>	<p>Learning Principles at The Coleshill School are based on Rosenshines Principles of Instruction</p> <p><i>The EEF toolkit has identified the importance of focused reading. Developing students reading age ensures the highest level impact to enhance the progress of disadvantaged students. EEF and DfE report.</i></p>	<p>1, 2</p>

<p>Literacy Leaders are reading 'A Monster Calls' to a group of Year 7 students who are just below their expected reading age, with the support of the School Librarian. The Transition Lead delivers the form time reading programme to a small intervention group of Year 7 students just below the expected reading age.</p> <p>Accelerated Reader and Bedrock are homework platforms used by Key Stage 3 students. Accelerate Reader fosters independent reading of books that are appropriate for the student. Bedrock enables quality teaching of tier 3 vocabulary across curriculum areas, ensuring students develop their communication skills and improve elements of language that are crucial to reading comprehension.</p> <p>During the timetabled reading lessons in KS3, our Librarian targets/supports all students, prioritising disadvantaged, to ensure the love of learning and reading flourishes. Small group Y11 intervention with HHA on a Friday. One hour a fortnight with underachieving DA students.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>£14, 895</p>		<p>1,2,3,4,5</p>

<p>Develop students' numeracy skills Additional interventions through Maths Tutor</p> <p>KS2 data evidence the low numeracy skills of our students, in particular Disadvantaged Students. Numeracy Implementation plan outlines the strategies in place to support these students to access our curriculum. The Pupil Premium budget has been utilised to support those disadvantaged students accessing a numeracy intervention. A member of staff works with a small number of students to support them in and outside of their Maths lessons to develop their Maths Fluency</p>	<p>EEF Evidence of significant impact on reading age and progress. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Development of Progress Leaders, Phase Leaders and Raising Standards Leads</p> <p>£22,048</p> <p>In a proactive effort to support disadvantaged students, teaching staff have been appointed to roles within the school. These staff members are leveraging available data to identify and address barriers to student success. Using the attainment, attendance and behaviour data that is regularly updated allows necessary support and interventions to be in place to best support our disadvantaged cohort.</p> <p>Working with our children: - A Phase Leader in Year 7/8</p>	<p>EEF Report: A schools Guide to Implementation - key strand: identify and cultivate leaders of implementation.</p>	

<ul style="list-style-type: none"> - A Phase Leader in Year 9/10 - Progress Leader in Year 11 and 12 <p>From November 2024 we have appointed two Raising Standards leads working in Year 10 and Year 11.</p> <p>Each of these appointments is to support students at The Coleshill School. The caseload for each leader prioritises Disadvantaged Students.</p>		
<p>Development of Strategic Leads in SEND and launch of the SPIRIT room</p> <p>£32,000</p> <p>In September 2024 we have created a room within our SEND department designated room for vulnerable students. This is run by our newly appointed Strategic High Needs Lead. This timetable for the room offers pre-planned wider strategies targeting students with additional for interventions specific to their needs. This ensures they can access the curriculum in a way that is tailored to them. This room provides a safe and supportive environment where individualised interventions, such as sensory breaks, targeted support, and personalised resources, are readily available.</p> <p>We are addressing these potential barriers to learning, ensuring students remain engaged and make progress alongside their peers. This approach fosters inclusion, reduces anxiety, and helps SEND learners build</p>		<p>1,2,3,4,5</p>

<p>confidence and skills to succeed in the wider classroom.</p>		
<p>Peer Mentorship £0</p> <p>Students from Year 7-10 will receive a peer mentor to support them throughout the year. Data based on their attendance to school, and their acquisition of behaviour points is used to select students for this scheme. Members of the Sixth Form Student Leadership are trained to deliver these sessions which are reviewed halftermly.</p>	<p>Peer mentoring is a proven way to instill belonging amongst the school community. EEF Toolkit: Self-regulation strategies have high impact (7+ months)</p>	<p>1,2,3,4,5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Bus Pass and Transport Support £20,000</p> <p>For disadvantaged students, transportation can be a significant financial burden, especially for those living in areas far from the school. To improve students' attendance levels at The Coleshill school we issue bus passes to disadvantaged students when requested. Providing a bus pass to those students travelling a significant distance ensures that transportation costs do not become a barrier to education. This initiative aligns with the school's commitment to inclusivity and equal access to learning opportunities. This support is critical in reducing absenteeism and promoting academic success.</p>	<p>Attendance directly relates to academic attainment. Supporting the attainment of disadvantaged pupils (Nov 2015) clearly states that children have to be in school before they can access their learning. DfE research published in 2016 (Absence and Attainment at Key Stages 2 and 4) found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils cannot access the range of other support available if they do not attend school regularly</p>	<p>1,3,5</p>

<p>Attendance Power Up Breakfast £3,000</p> <p>At TCS we offer a free breakfast from 8-8.25 daily. The intent of the breakfast offer is to address several key issues that directly affect both educational outcomes and overall well-being of our disadvantaged cohort.</p> <p>Starting the day with breakfast offers the following benefits:</p> <p>Improves student well being through nutrition and cognitive function: A study by the <i>School Food Trust</i> found that students who ate breakfast performed better in class, demonstrating improved focus and behaviour throughout the school day.</p> <p>Fostering positive relationships with school: We encourage Sixth Form Mentors to attend the breakfast alongside students in Year 7-11. This gives an opportunity for students in older years to engage with students in a more informal setting, helping to build relationships.</p>	<p>DfE guidance EEF Incentive Projects</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5</p>
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<p>Attendance Retention of CeeSaws Support £9,446</p> <p>Our Attendance team are working closely with the Early Help Teams utilising both local and outside local authorities. This means we not only support our students with an integration plan to improvement of attendance, but this also allows us to offer further support to the whole family unit. This early help comprises:</p> <ul style="list-style-type: none"> - We jointly hold Early Help and Family Support Worker Meetings - Referrals to the D.W.P which has enabled families to receive financial guidance. - Weekly student lists are sent to Tutors requesting wellbeing check-ins when applicable <ul style="list-style-type: none"> • Weekly student list to HOY's for wellbeing check-ins if applicable <p>Outside agents CeeSaws are employed and used to prioritised target support to Disadvantaged students and their families. This organisation utilises structured systems to monitor, evaluate, and encourage student attendance effectively. CeeSaws (Collaborative Early Engagement and Student Attendance Warning Systems) focus on early intervention, offering support to students at risk of poor attendance. Moreover, the system fosters a culture of accountability and shared responsibility, aligning with educational best practices for improving attendance outcomes. We employ one representative for one day a week to support our wider attendance team.</p>	<p>Evidence shows that such systems can significantly improve attendance by identifying patterns and providing timely, personalized interventions.</p>	<p>1,3,4,5</p>
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<p>Attendance and Wellbeing Retained the Family Support Worker £41,102</p> <p>In the Spring of 2024 we appointed a Family Support Worker. The intention of this post was to help raise attendance and enhance parental engagement and a sense of belonging amongst students. By addressing the root causes of absenteeism and fostering stronger connections between families and the school community, the FSW has a case load of students who are disadvantaged and have low attendance to school. The barriers some families face of mental health issues, financial stress, or lack of trust in institutions often impact student attendance to schools. The parental workshops the FSW is delivering is actively supporting this cohort and our families.</p>	<p>Any barriers to school which may affect attendance and overall wellbeing will be directly addressed.</p>	<p>3,4,5</p>
<p>Cultural Capital Investment in the Children’s University</p> <p>Continued funding for the Children's University is essential to our mission of raising student engagement and prioritising student well-being. This initiative provides children with opportunities to explore learning beyond the traditional classroom setting and fostering a love for knowledge through various extracurricular activities. By encouraging participation in workshops, clubs, and community projects, we help students develop new skills, build confidence, and form meaningful connections with peers. This holistic approach not only enhances academic motivation but also supports emotional and social development, ensuring that children feel valued and engaged in their educational journey. Ultimately, our investment in Children's University reflects our commitment to nurturing well-rounded individuals who are excited about their future.</p>	<p>Enhanced cultural capital supports social-mobility for disadvantaged pupils in line with their non-disadvantaged peers.</p> <p>EEF Toolkit</p>	<p>3,4,5</p>

<p>Attendance and Belonging Uniform Support £6,000</p> <p>We fund uniform for some disadvantaged students. This is a key initiative that aligns with the school's commitment to inclusion, equality, and reducing barriers to education. We believe uniform promotes equality and reduces social stigma by reducing socio-economic disparities. It fosters a sense of belonging and encourages a sense of responsibility. The support is via a Clive Marks voucher issued at the start of the school year.</p>	<p>Any barriers to school which may affect attendance and overall wellbeing will be directly addressed.</p> <p>DfE</p>	<p>1,4,5</p>
<p>Cultural Capital Music Lessons £2,500</p> <p>The music department offers a series of peripatetic music lessons to students. Pupil Premium students can receive 50% of their course costs covered. This is supported on an individual basis via application to the school. For disadvantaged students, the cost of private music lessons can be prohibitive, potentially denying them opportunities that their peers may have. By offering a subsidy, we are promoting inclusivity and equality, ensuring all students, regardless of their socio-economic background, can benefit from a well-rounded education.</p>	<p>EEF Report: Life Skills and Enrichment. In line with limited research guidance these activities will either include a learning focus or be in addition to (not instead of) academic support. EEF Toolkit: The average impact of arts participation on other areas of academic learning appears to be about an additional three months progress.</p>	<p>1,5</p>
<p>Cultural Capital Technology lesson resources £300</p> <p>Through application to the school, families can receive additional support</p>	<p>Enhanced cultural capital supports</p>	<p>1,5</p>

<p>to purchase resources to allow students to take part in Food Technology lessons. Subsidising the cost of food for practical technology lessons for disadvantaged students ensures that all students, regardless of their financial situation, have equal access to learning opportunities. In subjects like food technology, where students need ingredients to participate in lessons, the cost can be a significant barrier for those from low-income families. By covering or reducing these costs, the school ensures that disadvantaged students can fully engage in practical learning, which is crucial for developing skills in cooking, nutrition, and other life skills. Students are provided with a supermarket food voucher to allow them to purchase the resources to take part in for the lesson.</p>	<p>social-mobility for disadvantaged pupils in line with their non-disadvantaged peers. EEF Toolkit</p> <p>Research supports this approach, as studies have shown that access to practical, hands-on learning experiences is key to improving engagement and educational outcomes. The <i>National Education Union</i> and <i>The Children's Society</i> highlight that without such support, disadvantaged students are at risk of being excluded from valuable educational experiences, which can impact their long-term skills development and self-esteem.</p>	
<p>Cultural Capital Financial Support for School Trips £3,000</p> <p>Financial support is given to some Disadvantaged Student families on discussion with the school to enhance engagement in school. This supplement for wider curriculum offers such as school trips broadens the experiences of our most vulnerable students and enriches their knowledge and understanding of the curriculum. This support is given for statutory curriculum trips to families from the school and is offered on a proportional subsidy basis of the overall trip costs.</p>	<p>Research from organizations like <i>The Children's Society</i> and <i>The Sutton Trust</i> highlights the importance of extracurricular and off-site learning in enhancing engagement, building</p>	<p>1,2,3,4,5</p>

	confidence, and providing students with a broader perspective on the world.	
<p>CAIG and destinations £10,000</p> <p>Our whole school career offer has been recognised through a National Award. We are proud of the provision we provide for all students.</p> <p>This includes:</p> <ul style="list-style-type: none"> - An independent dedicated careers advisor to provide 1-on-1 support and guidance for all students in Y10 and 11. Disadvantaged students receive additional support throughout KS4. - All Year Groups from 7-13 take part in National Careers week. This annual event showcases employer and educational providers with a range of opportunities for all students. - University visits (Birmingham, Coventry, Keele, Aston, Cambridge, Cardiff) for students are available, with places for disadvantaged students prioritised. - Careers-focused assemblies throughout the year with additional activities during National Careers Week for all students with disadvantaged students prioritised. - Careers-focused lessons and activities embedded into the curriculum across all year groups. This is delivered through the Future Fridays tutor programme. 	<p>EEF Guidance Gatsby Benchmark 100% 1 Student NEET – case study</p>	<p>3</p>

<p>-All students have a Unifrog account that measures careers interactions and skills quizzes. This is used to tailor next steps and guidance for students depending on their future career plans. Extensive additional support is given to our disadvantaged students to complete their Unifrog accounts.</p> <ul style="list-style-type: none"> - As students transition to KS5, we aim to increase awareness and understanding of educational and career options for disadvantaged students. We have seen an improved post-16 recruitment within our own Sixth Form. 		
<p>Cultural Capital Student Leadership</p> <p>We have established a strong culture of student leadership at The Coleshill School. Our Student Leadership Groups are well established and foster a sense of belonging based around our SPIRIT praise points. With over 300 students currently in Student Leadership positions, over a quarter of these are disadvantaged students.</p> <p>In addition, we are utilising the following programmes to enhance student learning behaviours.</p> <p>Programme 1: Using the Year 13 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 and revision techniques.</p>	<p>EEF Guidance Toolkit</p>	<p>3</p>

<p>Programme 3: Leading on whole school events across Year 7 - 13 earning AQA unit leadership awards.</p>		
<p>Improving parental engagement</p> <p>In the Autumn Term, we will deliver Parental Information sessions for Year Groups. Disadvantaged parents and their families are given priority invites. The evenings will share a range of strategies for ways in which parents can support their child at school, and ways in which the school will cultivate their success. Throughout the year, there are a range of additional sessions calendared for parents where disadvantaged pupils will receive priority invites. These will include a range of workshops not based at TCS to engage students and their families within our wider communities.</p>	<p>EEF Toolkit; parental and community involvement programmes are associated with improvements in school ethos or discipline</p>	<p>1,2,3,4,5</p>
<p>Peer Mentorship £0</p> <p>Students from Year 7-10 will receive a student mentor from Year 12 to support them throughout the year. Data based on their attendance to school, and their acquisition of behaviour points is used to select students for this scheme. Members of the Sixth Form Student Leadership are trained to deliver these sessions which are reviewed halftermly.</p>	<p>Peer mentoring is a proven way to instill belonging amongst the school community. EEF Toolkit: Self-regulation strategies have high impact (7+ months) We utilise Parent View at opportunities throughout the year to gauge feedback on all elements of the school including our Student Leadership.</p>	<p>1,2,3,4,5</p>

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 2023 – 2024 academic year.

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

1. Intended outcome	Success criteria
To improve the academic outcomes of disadvantaged students particularly at KS4.	<p>Year 11 DA students to demonstrate improved outcomes on all headline figures.</p> <p>Any gap between disadvantaged and non-disadvantaged peers should be reduced to no greater than 10%</p> <p>All disadvantaged students to reach age related expectations at KS3</p>

Strategy	Description	Cost	Impact
Quality Adaptive Teaching	<p><i>Use of Top 5 signature strategies in the classroom.</i></p> <p>Although the strategy of Quality Adaptive Teaching</p>		<p>Marginal improvements were made with a score of -1.25 for disadvantaged students.</p> <p>At KS3 our internal data demonstrated disadvantaged students were moving in line with non-disadvantaged peers in many subjects in</p>

	benefits all students, the focus on Adaptive Practice improves outcomes for our Disadvantaged Learners. To ensure that this happens, we employ signature strategies in the classroom, our Top 5.		outcome data by the end of Year 9. Focusing on identification and knowledge of disadvantaged students, teachers created annotated seating plans for all classes. This ensured these students were known by the teacher, and prioritised first for all questioning, live marking and teacher interactions.
	Alternative curriculum for DA SEND		80% of the students on Alternative Curriculum were disadvantaged. Of these all achieved or exceeded their targets on the NCFE and AQA awards alongside their English and Maths qualifications. Case Studies available.
2. Intended outcome		Success criteria	
2. To improve disadvantaged students literacy and numeracy skills		To make demonstrative improvements in students' literacy and numeracy skills from KS2 entry to KS4 outcomes. All disadvantaged students to reach age related expectations in English and Maths at KS3.	

Strategy	Description	Cost	Impact
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<p>Literacy and Numeracy Strategy</p>	<p>Students received small group intervention in Maths and English. This was a targeted intervention in addition to their curriculum offer.</p>	<p>NTP allocation in full. £79,398</p>	<p>Maths 115 students received a form of intervention over the year focussing on building confidence and numeracy fluency in KS3 maths.</p> <p>70% of these students were DA and 26% SEND. These focussed on:</p> <ul style="list-style-type: none"> - Entry Level Certificate in KS4 Maths (all students graded) - Target 4 in KS4 Maths - HAP students in KS4 (54% of students increased by 1 grade or more over the course of the academic year) <p>English</p> <p>Using the NGRT data, students in Year 7 below age related expectation were placed on the reading recovery programme. All students made progress with some retaining support to develop reading confidence.</p> <p>The NTP funding was used to support KS3 readers requiring further support. From the 16 students supported, there was an average increase in reading age of 1 year and 1 month throughout the 5 month period of intervention.</p> <p>Specific intervention was given for Year 11 students. All 12 students were selected because they were DA and had a reading age that was sub 10. There was an average increase of 1.5 grades between their outcomes in the 2024 March mock-examinations and the 2024 GCSE examinations.</p>
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Impact data				
Intake 2024/2025 - current Y7				
	Autumn			
Year group total - 225	214			
SAS Score +100	132			
SAS Score 86-99	47			
SAS Score -85	34			
Making expected or better progress	119			
Intake 2023/2024 - current Y8				
	Autumn 2023	Spring	Summer 2024	
Year group total - 222	115			130
SAS Score +100	71			78
SAS Score 86-99	27			35
SAS Score -85	87			16
Making expected or better progress	59			47
Intake 2022/2023 - current Y9				
	Autumn 2022	Spring	Summer	Autumn 2024
Year group total - 209	190			183
SAS Score +100	97			109
SAS Score 86-99	46			42
SAS Score -85	47			32
Making expected or better progress	70			70

The intervention both in and out of the classroom has resulted in a positive impact on SAS scores across each year group for our children.

The first wave of literacy at The Coleshill School consists of Quality first teaching and the school’s timetabled reading lessons; there are three further waves:

1. First wave: Quality First Teaching and timetabled reading lessons – targeted at all students. Tutor reading for all.
2. Second wave: ‘Fresh Start’ – a catch-up phonics programme for Year 7 students.
3. Third wave: Reading intervention with the School Librarian.
4. Fourth wave: Reading with Sixth Formers (mentors) with Year 7 students

3. Intended outcome	Success criteria
3. To improve disadvantaged students attendance and as a result, their engagement in belonging to TCS	Disadvantaged students attendance to be in line with non-disadvantaged peers. All attendance should be aligned to or greater than national

	average. Any gap between disadvantaged and non-disadvantaged will be no greater than 1%. Targeted invites for all school activities presented to raise students' engagement prioritised for disadvantaged students
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Strategy	Description	Cost	Impact
Attendance Strategy	Alongside the work of staff in school, a subscription to CSAWS to work with students and families who are persistently absent.	£54,960	<ul style="list-style-type: none"> - CAWS had an allocated caseload and made regular follow-ups on students with more than three days of absence without reasons provided. Attendance made 194 home visits to support and identify students struggling to attend school to identify any barriers to returning and putting support in place where required. - Alongside the SEMH Lead, Autism Lead and FSW 53 successful attendance meetings, where improvements or re-integration plans were agreed with Parents/Carers and students. - 145 cases that required further support or escalation to W.A.S were made in 23/24.

4. Intended outcome	Success criteria
4. To reduce suspensions and negative behaviour points for disadvantaged students	<p>Reduced exclusions for disadvantaged students in line with their non disadvantaged peers. Reduced negative behaviour logs for disadvantaged students in line with their non-disadvantaged peers.</p> <p>Improved engagement in terms of attitude to learning with an increase in SPIRIT points for disadvantaged in line with their non-disadvantaged peers.</p>

Strategy	Description	Cost	Impact
Behaviour for Learning Strategy	<p>A redevelopment of the behaviour curriculum with restorative practice at the centre of all our actions as a staff body. TIASS CPD for all staff to develop constructive interactions between staff and students. Alongside the wider use of restorative practice, mentors and Heads of Year tailor specific interventions for learners. Bespoke support plans for disadvantaged students to prevent suspensions and prevent repeat suspensions if one does take place. Support from Solihull Alternative Provision Multi Academy trust to ensure support plans are impactful</p>	<p>£1000</p>	<p>Suspensions remained high with 60.4% of suspensions being for disadvantaged students.</p> <p>This was a total of 107 suspensions in the academic year for disadvantaged pupils. 31 students received repeat suspensions which equated to 105 suspensions overall. All students receive a bespoke reintegration plan following a suspension which identifies support, intervention and mentoring required to support their return to school.</p> <p>Throughout the academic year, the number of disadvantaged students receiving both detentions and placement in our reflection room (internal suspension) reduced each term. In the summer term, disadvantaged students in the reflection room accounted for 32% of all students compared to 39% and 45% in the Spring and Autumn terms respectfully. Detentions for disadvantaged students followed a similar pattern with 52% of all detentions in the Autumn term being for disadvantaged students which then decreased to 41% in SPRING and 34% in Summer.</p> <p>A significant increase in the number of behaviour logs was partly seen through the use of ClassCharts to monitor and support student behaviour. Parent communication and awareness increased through the use of the app and the push notifications parents receive when a behaviour is recorded therefore increased our overall number. Over 86,000 praise points were logged for disadvantaged students on class charts during the summer term. This surpassed a total of 52,000 points logged for disadvantaged students throughout the entire previous academic year. Warning 3 logs for disruption increased for disadvantaged student from Autumn to Spring term last academic year but dropped during Summer term with</p>

			<p>a total of 33% of all Warning 3's logged being for disadvantaged students. This is compared to 51% in the spring term and 40% in the Autumn term.</p> <p>The analysis of suspension data reveals that while disadvantaged students are disproportionately suspended, this highlights our need for targeted interventions to support these students better in 24/25. Fixed-term suspensions are the most common. Understanding the reasons behind these, such as disruptive behaviour and defiance of authority we will be guiding more effective support strategies this academic year. Notably, the increase in suspensions during the Spring and Summer terms suggests that additional support during these periods will be beneficial. By addressing underlying issues through targeted support, trauma-informed practices, and restorative justice, we can create a more inclusive and supportive environment, ultimately reducing suspension rates and fostering better outcomes for our disadvantaged students.</p>
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Intended outcome	Success criteria
5. To further enhance the wellbeing of disadvantaged students with a proactive, TIASS approach exemplified in all interactions.	School based services to prioritise support for disadvantaged students. Additional services to prioritise support for disadvantaged students.

Strategy	Description	Cost	Impact
Safeguarding Policy, Personal Development Strategy	We have established a strong culture of student leadership at the school. Disadvantaged students are targeted initially to secure their involvement in the programme. We know from data analysis of previous		<p>FSW - 63.7% of the student who received emotional coaching for the academic year 2023/2024 were DA students.</p> <p>Sycamore Counselling - 52% DA</p> <p>Mental Health School Team - 41% DA</p> <p>School Nursing Team - 63% were DA</p>

	<p>years My Concern that many of our disadvantaged students have required additional support. As a result, we anticipated some of this by targeting external counselling to disadvantaged students as priority.</p>		<p>Due to the level of support provided within school, our students are able to thrive in multiple areas of their development. As a result of the support given, students are equipped to face challenges, build relationships and thrive at school.</p>
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