

PUPIL PREMIUM – 2020-21

Overview of barriers inside school and outside of school	<p>The barriers we see in our school are that for a significant number of our vulnerable pupils there is a lack of parental involvement, poor attendance and SEN needs. There are also issues with behaviour and emotional well-being.</p> <p>In school, all staff need to ensure these vulnerable pupils are at the heart of all that we do in terms of teaching and learning and wider opportunities.</p>
Context	<p>Coleshill Heath is a large primary school in the Chelmsley wood area of Solihull serving a community with a number of challenges including:</p> <ul style="list-style-type: none"> High socio-economic deprivation High unemployment <p>The last Ofsted inspection was in 2018. Ofsted judged that personal development, behaviour and welfare and Early Years provision was good but that the school's overall effectiveness, the quality of teaching, outcomes required improvement.</p> <p>With regards to Pupil Premium Ofsted stated: Leaders have identified barriers to learning for disadvantaged pupils and additional pupil premium funding is used in an innovative way. Expenditure of additional funding is managed effectively and the impact of this is assessed, where this is possible.</p>

FUNDING

Total Pupil Premium Funding	£349,640
Number of FSM eligible children	283
Number of eligible LAC	4
Service children	0
Total number of eligible children	287
How does school data compare with national data?	<p>Data relates to the cohort during 2018-19 year due to no formal data being published in 2019-20.</p> <p>The attainment at KS2 for PP children is 7% below the national results for the same group of children.</p> <p>In KS1 the attainment of our Pupil Premium children is 3% above the national average for PP children in reading, writing and maths.</p>

Our Pupil Premium Strategy

Coleshill Heath School is committed to supporting all pupils to overcome any barriers to learning. We recognise that our families have a wide range of needs and they also have many strengths. Our aim is to ensure that all children who are in receipt of the Pupil Premium Grant will make at least expected progress, achieving as well or better than those nationally. In addition to this we expect that all Pupil Premium Pupils will achieve as well as non- pupil premium pupils.

In 2019-20 diminishing the difference and supporting vulnerable children to build their academic resilience continues to be a key aspect of the School Development Plan.

Our core aim is:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers.
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils.

What we expect to see:

Excellent teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- Improve levels of attainment and progress;
- Close attainment gaps relative to school averages;
- Enhance reading, writing, mathematics and communication skills;
- Engage and develop learning through a comprehensive extra-curricular provision;
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- Support pupils in becoming aspirational, confident and successful learners.
- Children able to deal with emotion and well-being with increased resilience.

Review of the 2018-2019 academic year (No formal data for 2019-20)

Impact on progress and attainment of eligible pupils

Key Stage 2 results

Attainment in Reading was above national for PP at KS2 (National 62%, CHS 78%)

Attainment in Writing was above national for PP at KS2 (National 68%, CHS 76%)

Attainment in Maths was above national for PP at KS2 (National 67%, CHS 79%)

Attainment in Reading, Writing, Maths and SPAG increased for PP from last year (R – 54% to 68% W- 71% to 76%, M 57% to 79%, SPAG 57% to 76%)

Progress scores were in line for Reading and Writing at the end of KS2 (R +1.0, M +1.7).

Progress was significantly above for Maths at the end of KS2(+2.8).

Key Stage 1 results

Attainment in Reading was above national for PP at KS1 (National 62%, CHS 72%)

Attainment in Writing was above national for PP at KS1 - (National 55%, CHS 65%)

Attainment in Maths was above national for PP at KS1 - (National 63%, CHS 74%)

EYFS Results

PP children who have achieved GLD has increased 7% this year.

School Wide

End of year attainment has improved for PP children across the school – See Summer Data Report

Forecasted Pupil Premium Spend and Impact

Strategic spending of the Pupil Premium Grant will ensure that pupils will receive support and intervention tailored to their needs. Pupils eligible for Pupil Premium support are clearly identified across all year groups (See Class Profiles).

Qualifying Pupils	Ever FSM	LAC	Service Families	Funding 2020/21	
287	283	4	0	£349,630	
Focus	Pupil Barriers	Strategy and Actions (What and How)	Costs	Desired Outcomes	How will this be measured? Impact and Evidence
Teaching	<p>Low prior attainment in Reading and lack of explicit teaching of reading skills and strategies.</p> <p>Gaps in understanding in reading, writing and maths.</p> <p>Lack of independence and over reliance on support.</p> <p>Gaps in key skills in maths including times tables.</p> <p>Lack of family support</p>	<p>Targeted support for low attaining pupils through a wide range of teaching and learning programmes to improve progress of children and close gaps between PP and non PP.</p> <p>Maintaining of TT rock stars to support times table knowledge.</p> <p>TT Rockstars lunch time clubs</p> <p>Use of focussed intervention to close gaps (Number Sense, Every Child Counts)</p> <p>Use of Maths No Problem and CPD to support staff to</p>	<p>Staffing Cost – See Below</p>	<p>Gaps in expected levels between disadvantaged pupils and others, nationally, reduced to no greater than the national gap</p>	<p>Attainment gaps closed – Evidence to be seen through National Assessment Data, Teacher assessments and standardised assessments (NTS)</p> <p>Times table knowledge increased in every year group.</p>

		<p>use effective teaching strategies.</p> <p>Use of Reading Interventions to support children who are working towards and below year group standards.</p>			
Teaching	Inconsistent teaching can lead to gaps not being closed effectively	<p>Effective CPD to develop a wide range of teaching and learning that develop teacher skills and classroom practice.</p> <p>These include:- Big Writing Training Maths No Problem Training Talk 4 Writing Training TRG Training</p> <p>NQTs support through Unity Training systems.</p> <p>Increased quality first teaching.</p>	<p>T4W - £1795</p> <p>PWP - £995</p> <p>Unity Training – Paid for as part of the Unity group</p>	<p>Improved progress rates for children.</p> <p>Good quality teaching leading to gaps being closed.</p>	<p>Close attainment gaps relative to school averages in most year groups.</p> <p>Results to be seen through data reports showing progress gaps closed for PP children.</p> <p>Improved end of KS results for PP children.</p>
Teaching	Potential lack of depth of understanding of the barriers to learning of specific pupils and how to address them	<p>Staff to identify PP and targeted interventions to support.</p> <p>Staff training to develop understanding of issues through data analysis and pupil progress meetings.</p>	PP Training for new staff – In School - NIL	Earlier interventions will lead to PP children closing gaps and making some accelerated progress.	<p>Close attainment gaps relative to school averages seen in most year groups.</p> <p>Staff able to verbalise and explain the support put in place and the impact it has</p>

		<p>Staff to track progress of underachieving pupils based on prior attainment. Improve progress rates for disadvantaged children by addressing their needs earlier.</p> <p>Progress of PP children checked through learning and standards meetings. This should also be seen through hot marking and verbal feedback in lessons.</p> <p>Interventions to focus on identifying gaps.</p>			had through L&S reviews.
Targeted Academic Support	Potential lack of depth of understanding of the barriers to learning of specific pupils and how to address them				Intervention groups analysis show progress being made and gaps closing between PP and non PP children
Targeted Academic Support	<p>Not all pupils have access to the internet for homework.</p> <p>A lack of parental engagement impacts on pupil's ability to maximise progress e.g Reading at home, completing homework.</p>	<p>Improved resourcing in the enquiry hub to allow PP children to access TT Rock Stars and Education City and other supporting software.</p> <p>Blogging clubs to be run weekly for children to engage in homework and have access to ICT.</p>	<p>TT Rock Stars £50</p> <p>Blogging Platform. £2950</p> <p>Staffing £49520</p> <p>Read theory - NIL</p>	<p>To develop and enhance key skills in an engaging way.</p> <p>Learning inclusive of all children with gaps.</p>	<p>Increased participation and progress through home learning –</p> <p>Data to show increased usage of ICT programs.</p>

		<p>Inclusion manager/ mentor home school support time focussed on under-achieving Pupil Premium children and families.</p> <p>Behaviour and Inclusion team impacts including:</p> <ul style="list-style-type: none"> • Inclusive learning room and inclusion manager and behaviour team. • Early identification and targeted support • RWI groups for support • Alternative provision support • Support from external agencies – CSAWs/SISS • Motivational support to raise aspirations • Targeted projects for specific groups of disadvantaged pupils • LAC support for specific children e.g 627 support for transition. • Behaviour support for children who 			
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		struggle with day to day classroom environment.			
Targeted Academic Support	<p>Pupils not making the expected progress in English and mathematics.</p> <p>Pupils with social communication barriers.</p> <p>Pupils with very low reading ages.</p> <p>Pupils experiencing reading and writing difficulties not only with comprehension but also with reading accuracy.</p>	<p>In depth intervention programmes to close the gaps between PP and non PP children.</p> <p>Investment in more engaging intervention materials to improve enjoyment of intervention.</p> <p>Third Space learning to support PP children in year 5 and 6 to get to the year group standard.</p> <p>Use of focussed intervention to close gaps (Number Sense, Every Child Counts)</p> <p>Fluency project to support reading accuracy.</p>	<p>Third Space Learning – £7164</p> <p>Intervention TAs £139582</p> <p>Intervention Phonics – Tas</p> <p>See cost above</p>	<p>Gaps being closed through intervention with progress being tracked from starting and end points of intervention.</p> <p>Key year group objectives are met by the majority of PP children.</p>	<p>PP gaps being closed in year groups.</p> <p>PP case studies where necessary.</p> <p>Intervention groups lead to pupils closing gaps.</p> <p>NTS increases for scores for PP children in all year groups.</p> <p>Phonics gaps closed.</p>
	Children with High Needs struggling to access main class teaching.	<p>Class Inspire to support children at the levels they are working at.</p> <p>Range of teaching styles and strategies to support the needs of the pupils.</p>	<p>Cost £32198</p> <p>£20156</p>	Children will engage with learning.	Children to make progress from their own specific starting points.

		Year 2 Nurture Group	Cost £20156		
Wider Strategies	Children have had emotional trauma through the periods of lockdown.	Emotion coaching training for all staff to support strategies to deal with behaviours.	Emotion coaching cost £4295	Children will feel supported and behaviours understood.	Lesson observations show strategies being applied.
Wider Strategies	Parents lack of knowledge and skills to support their children	Parent workshops Parent training in basic skills Improved communication: Specific use of DOJO to communicate with parents, increased text service, social media, 1-1 meetings, meet and greet on the playground	Text message system =	Parents will have greater understanding and be enabled to support their children. Communication avenues will be improved.	Parent feedback forms show progress and engagement.
Wider Strategies	Vulnerable pupils lacking confidence with transition	A targeted transition programme for Year 6 pupils takes place during the summer term. This allows any disadvantaged or vulnerable pupils to gain extra support and guidance during the transition phase to Year 7.	NIL	Children will be more confident when going through transition to secondary school	Children able to discuss transition in a positive manner. Feedback forms show positive outcomes.
Wider Strategies	Pupils emotional well-being can affect the progress they make in class.	Adult mentors to work with children to learn strategies to deal with managing their feelings and emotions Inclusion manager to work with individuals, groups and families to support them to	Mentor Cost: £31564	Children will be able to manage their emotions and overcome barriers.	Case studies to show where progress has been made and where needs are still to be met.

		<p>overcome barriers and make progress.</p> <p>Mentors to map and identify progress in learning for the children</p> <p>SEMH support for targeted children, with strategies for pastoral care.</p> <p>Use of pivotal techniques to support consistent behavioural approaches by all staff in school.</p>			
Wider Strategies	Pupils do not fully engage with the wider range of opportunities within school.	<p>Funding 20% of places in each after school clubs run by the school.</p> <p>ICT lunchtime clubs for children who do not have internet access at home for TT Rock Stars.</p> <p>Go Organic team to support a range of social skills and emotional need.</p>	<p>Breakfast Club £2703</p> <p>£17,000</p>	<p>A wide range of extra-curricular activities are on offer to children. This will not be limited to sports activities.</p> <p>A larger proportion of PP children will be involved in after school activities.</p>	<p><i>Ratios of PP to non PP to be recorded and acted upon.</i></p> <p><i>Increased PP children shown and recorded</i></p>
Wider Strategies	Opportunities to develop life experiences are not taken up due to poor engagement.	<p>Targeting children for specific clubs and removing barriers to participation by, for example, subsidising school trips and journeys.</p> <p>Wider range of school visits arranged to develop life experiences.</p>	£5000 subsidy – where appropriate	<p>Subject specific vocabulary will increase based around the school visits.</p> <p>Children will have a greater understanding of the world beyond their own vicinity.</p>	<p>Examples of work/photographs of opportunities given to PP children.</p> <p>PP children will have had the opportunities to attend school trips</p>

Wider Strategies	Pupils ability to control emotions can affect the progress they make in class.	Relax Kids to train children to use strategies to control and regulate their emotions in class and beyond.	Cost £20,000	Children will be able to manage their emotions and overcome barriers.	Case studies to show where progress has been made and where needs are still to be met.
Wider Strategies	Aspirations can be low in PP children.	Careers Days to open opportunities for children to see a range of careers as open to them.	Cost NIL	A greater level of awareness of opportunities available to children.	A wider range of aspirations seen through pupil conversation.