# 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

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| Detail | Data |
| School name | Coleshill Heath School |
| Number of pupils in school  | 564 |
| Proportion (%) of pupil premium eligible pupils | 54.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-24 |
| Date this statement was published |  |
| Date on which it will be reviewed |  |
| Statement authorised by | Nicole Fowles |
| Pupil premium lead | Andrew Russell |
| Governor / Trustee lead | Mel Fitter |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £375,185 |
| Recovery premium funding allocation this academic year | £23,091 |
| 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 | £398,276 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*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.

*How does your current pupil premium strategy plan work towards achieving those objectives?** 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.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Disadvantaged pupils typically enter EYFS with social, linguistic and communication skills below those of pupils nationally. |
| 2  | Attainment and progress in reading, writing and maths |
| 3 | Many disadvantaged pupils do not experience a range of opportunities beyond what is available locally and do not develop a good general knowledge or wider perspective in order to apply understanding to their learning, develop a good vocabulary and generate and articulate ideas and opinions. |
| 4 | The school is situated in Chelmsley Wood, North Solihull and serves an area of high deprivation. Turbulence in families’ situations affects both attendance and the emotional resilience of disadvantaged pupils and ability to self-regulate. |
| 5 | There can be a lack of parental engagement within the community that serves the school. |
| 6 | Poor attendance and persistent absence, family confidence and concerns following the pandemic. |
| 7 | Issues with mental health of children across the school as an impact of lockdown affecting resilience of pupils. |
| 8 | Behaviour |

## 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.

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| Intended outcome | Success criteria |
| Quality first teaching is maintained, which supports pupils to close any further gaps which have occurred due to school closures for COVID-19. | Gaps in expected levels between disadvantaged pupils and others, is reduced.Improved progress rates for children.Good quality teaching leading to gaps being closed. |
| Improved language and oracy skills seen across the school. | Improved oracy skills seen across school. Children to leave EYFS with greater language skills. |
| Ensure that pupils consistently achieve highly, particularly the most disadvantaged. | Earlier interventions will lead to PP children closing gaps and making some accelerated progress. |
| A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed. Focusing on supporting metacognition to develop skills to equip children for life. | Gaps being closed through intervention with progress being tracked from starting and end points of intervention. Key year group objectives are met by the majority of PP children.Performance in end of unit quizzes in line for PP and No PP |
| Improve and sustain reduction in behaviour incidents for all children including disadvantaged. | Reduction in incidents Improved learning behaviours seen in classrooms.Pupil voice shows improved behaviours. |
| To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils | Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being reduced so in line with peers  |
| To achieve and sustain a high level of engagement of PP children and families.  | Improved participation in clubs from PP children.Increased attendance in parent sessions e.g parent workshops.Opportunities for PP children to participate in enrichment activities including residentials. |
| Children to have a range of strategies to deal with their regulation of emotion. | Improved learning behaviours seen in classrooms through lesson observations. |

## 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: £140000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Quality first teaching improved through staff CPD: Formative assessments, Use of TAs to ensure academic progress,* Collaborative lesson design workshops. Coaching models being implemented in school, NPQ training to implement new initiative to drive improvements in standards.Learning Behaviours | DHT and AHT completing NPQHAHT completing NPQH and research school project on metacognition and self-regulation.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 1,2,3, 7 |
| Continual use of a systematic DFE validated phonics programme (RWI). | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1,2,3 |

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

Budgeted cost: £ *120000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Alternative provision support |  | 2,8 |
| Third Space learning to support PP children in year 5 and 6 to get to the year group standard. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2 |
| Sustaining use of YARC testing to track progress of pupils in reading. | <https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests> | 2 |
| Purchase of high quality standardised diagnostic assessments training for staff to ensure interpreted and administered correctly | <https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests> | 1,2 |

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

Budgeted cost: £ *140000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Emotion coaching training for staff to promote effective relationships. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 6,7 |
| Improved communication: Specific use of DOJO to communicate with parents, increased text service, social media, 1-1 meetings, meet and greet on the playground |  | 4,5,6 |
| Employ dedicated CSAWs advisor to improve attendance of all children |  | 6 |
| Adult mentors to work with children to learn strategies to deal with managing their feelings and emotions | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring> | 4,7,8 |
| Reimplementation of pivotal behaviour approach across the school. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 4,8 |
| SEMH support for targeted children, with strategies for pastoral care.  | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 6,8 |
| Targeting children for specific clubs and removing barriers to participation by, for example, subsidising school trips and journeys. Wider range of school visits arranged to develop life experiences. | [Aspiration interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions) | 3 |
| Relax Kids to train children to use strategies to control and regulate their emotions in class and beyond | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 4,7,8 |
| Dedicated inclusion team to work with disadvantaged and vulnerable families | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 6 |

**Total budgeted cost: £** *400000*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| Due to COVID-19, many of our previous outcomes were not realised by the end of 20/21 and were therefore carried over into 2021/22. We aimed to mitigate the detrimental effect of school closures on all our children including those in receipt of Pupil Premium funding by ensuring a purposeful and fully reviewed curriculum, including recovery curriculum, we took the opportunity to further develop staff CPD around Quality First Teaching. Through this approach we were able to identify gaps and teach appropriately to them. |

## Externally provided programmes

*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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |