# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 | 591 | 546 |
| Proportion (%) of pupil premium eligible pupils | 54.3% | 59% | 53% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-24 | | |
| Date this statement was published | March 2022 | | |
| Date on which it will be reviewed | Annually | | |
| 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 | | £408,105 | | £407, 400 |
| Recovery premium funding allocation this academic year | £23,091 | | £41, 470 | | £41, 578 |
| 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 | £449,575 | | £448,978 | |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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. |

## 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. | Teaching across school is consistently evaluated as highly effective and having a positive impact on pupils’ achievement – To be evidenced in learning walks, pupil book looks and learning and standards reviews.  Gaps in expected levels between disadvantaged pupils and others, is reduced.  Statutory end of KS data show gaps reduced.  Improved progress rates for children.  Statutory end of KS data show progress is in line with national.  Good quality teaching leading to gaps being closed.  Teacher assessment shows that outcomes gaps are closed between PP and Non PP. |
| Improved language and oracy skills seen across the school. | Improved oracy skills seen across school.  Children to leave EYFS with greater language skills. This is evidenced by a greater proportion achieving the ELG for Speaking (66% in 2021) |
| Ensure that pupils consistently achieve highly, particularly the most disadvantaged. | Earlier interventions will lead to PP children closing gaps and making some accelerated progress.  Evidenced through progress scores at the end of KS. |
| 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. Clear start and end point assessments to be embedded.  Key year group objectives(KPI) are met by the majority of PP children.  Performance in end of unit quizzes in line for PP and Non PP. |
| Improve and sustain reduction in behaviour incidents for all children including disadvantaged. | Reduction in incidents for PP and Non PP.  Embedded approaches to support SEMH and High Needs Pupils.  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 £155,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Quality first teaching improved through staff CPD: Formative assessments.*  *Maths Hub Support*  *T4W training for T4W team.* | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.(EEF) | 1,2,3, 7 |
| NPQ training to implement new initiative to drive improvements in standards. | DHT and AHT completing NPQH  AHT completing NPQH and research school project on metacognition and self-regulation.  2 members of staff completing NPQLBC.  4 members of staff beginning NPQs | 2 |
| CPD focusing on positive behaviour strategies, and how to support children at a personalised level, through clear structures/routine, and a consistent, but flexible approach. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  Both targeted interventions and universal approaches have positive overall effects (+4 months)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> |  |
| *Use of TAs to ensure academic progress* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> |  |
| Continued use of a systematic DFE validated phonics programme (RWI).  Dedicated time for daily high quality teaching of reading and phonics across all three key stages. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. | 1,2,3 |
| Allocated leadership time for English and Mathematics subject leaders to monitor and moderate teaching and learning impact for disadvantaged pupils. | Teachers working in collaboration with the subject specialists will improve classroom practice and pedagogy. It will support the planning of careful and precise next step interventions. | 1&2 |
| CPD on Wellcomm assessment and language and communication programme, and how to support communication in EYFS. |  | 1 |
| Feedback project developed with teachers to give learners chance to improve learning. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 2 |

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

Budgeted cost: £ *120000 £130,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Year 6 support teacher for small group teaching for focus children in maths and English | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Small group tuition has an average impact of four months’ additional progress over the course of a year. |  |
| 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>  On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. | 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 – NTS testing data verified and age related expectations achieved. | <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 £140,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Emotion coaching training for staff to promote effective relationships.  PACE training to be undertaken by all staff and PACE approaches used widely. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. | 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 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. | 4,5,6 |
| Employ dedicated CSAWs advisor to improve attendance of all children.  Weekly meetings to support monitoring and follow up with parents. | High level of vulnerable pupils in the school needing swift support Impact of social and emotional issues on learning can be minimised through targeted inclusion support  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 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.  Outcomes – 2021/22  PP GLD 58% below national of 65%  Phonics outcomes – PP 83% above National of 76%  KS2 - KS2 reading PP pupils 81% , attained above national 74%.  KS2 writing PP pupils 68%, in line with national 69%  KS2 maths PP pupils 74%, attained above national 71%  KS2 GPS PP pupils 77%, attained above national 72%  Outcomes 2022/23  PP pupils attained 68% GLD  Phonics 80% phonics (79% national), PP 79% - in line with national  KS1 reading PP pupils 60%  KS1 writing PP pupils 58%  KS1 maths PP pupils 62%  KS2 reading PP pupils 76%, above national 73%.  KS2 writing PP pupils 65%, below national 71%.  KS2 maths PP pupils 73%, in line with national 73% |

## 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 |