# Pupil premium strategy statement

## This statement details our school’s use of pupil premium 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 | 485 |
| Proportion (%) of pupil premium eligible pupils | 47% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-27 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Nicole Fowles |
| Pupil premium lead | Rachel Thomas |
| Governor / Trustee lead | Dr Rafi |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £416,246 |
| 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 | £416,246 |

# 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 across the school by ensuring pupils needs are catered for within the classroom and through intervention; * 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. * Ensuring pupils have access to mentor support and external support where needed. |

## 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 | Attendance and engagement - There can be a lack of parental engagement within the community that the school serves |
| 6 | Poor attendance and persistent absence. Some PP children show lower attendance levels. Attendance levels below national for all. |
| 7 | Issues with mental health of children across the school |
| 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 a priority within the classroom ensuring that pupils close any gaps. | Teaching across school is consistently effective and having a positive impact on pupil outcomes – This will be evidences through learning walks, pupil book looks and learning and standard reviews.  Quality first teaching is improved through staff CPD.  Adaptive teaching strategies to be implemented to support learning. |
| Increased focus on improved language and oracy skills seen across the school. | Oracy is given greater priority with improved oracy skills seen across school.  Children to leave EYFS with greater language skills. |
| Ensure that pupils consistently achieve highly, particularly the most disadvantaged. | PP children to close gaps and make accelerated progress.  Early interventions to be put in place to close gaps sooner.  Targetted evidenced interventions to support the closing of gaps. |
| 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. | Performance in end on unit quizzes and teacher assessments to show PP pupils to be in line with Non PP.  Year Group outcomes for pupils are met by the majority of PP children.  Explicit teaching of metacognitive strategies to be evidences through observations and book looks. |
| Improve and sustain reduction in behaviour incidents for all children including disadvantaged. | Embedded approaches to support SEMH and High Needs Pupils.  Support gained from outside agencies where needed. |
| To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils | Sustained high attendance from 2025/26 demonstrated by:  Improved overall attendance.  Gaps closed between PP and Non PP pupils of attendance.  PP Attendance (2024-2025): 90.38% |
| 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: £150,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality first teaching improved through staff CPD:  Talk 4 Writing  Maths Mastery | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.(EEF) | 2 |
| Continued focus on feedback as a driver for improving outcomes for pupils. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>  Providing feedback is a well-evidenced and has a high impact on learning outcomes. | 2 |
| Continued NPQ training to implement new initiatives to drive improvements in standards. | 4 members of staff have completed NPQs (2024- 2025)  1 member of staff currently completing 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> | 8 |
| Use of TAs to ensure academic progress  Evidence based interventions used to close gaps for learners. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. | 2 |
| 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.  RWI spelling to build upon phonic knowledge in KS2 | <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. | Quality First Teaching developed - 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 |
| Wellcomm assessment, language and communication programme used to support communication in EYFS | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  Oral language approaches can have an impact of +6 months progress. | 1 |
| Trauma informed training for all staff to support the needs of the pupils within our school population. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  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. | 7,8 |
| Further training on metacognitive strategies to be included with CPD for staff and children supported with explicit teaching. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  The potential impact of metacognitive strategies and self regulation approaches is high (+7 Months) (EEF) | 2 |

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

Budgeted cost: £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. | 2 |
| Lead Practitioners supporting for focus children in English and Maths. | <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. | 2 |
| Additional class in Y2 to support emotional regulation and outcomes. | <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. | 2 |
| Alternative provision support | One child to attend Apollo. | 2,8 |
| Reading+ 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 |
| Continued use of high quality standardised diagnostic assessments. Expectations made clear 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: £136,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Trauma informed approaches applied from training to support pupils.  Support from outside agencies to ensure strategies are implemented for behaviour.  Emotion coaching training for staff to promote effective relationships | <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.  It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their less vulnerable peers.  Universal Design for learning training (Dr James Galpin). | 7,8 |
| Improved communication:  Opportunities for parents to attend workshops. 1-1 meetings | <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 |
| Employment of dedicated CSAWS advisor to improve attendance of all children with weekly meetings to support monitoring and follow up with parents. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  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  Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. | 6 |
| 4 current adult mentors to work with children to learn strategies to deal with managing their feelings and emotions e.g  Zones of Regulation & Superflex | <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>  There is evidence across a range of different interventions with high impact for approaches that focus on self-management. | 4,7,8 |
| SEMH support for targeted children, with strategies for pastoral care. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  There is evidence across a range of different interventions with high impact for approaches that focus on self-management. | 7,8 |
| Targeting children for specific clubs and removing barriers to participation by, for example, subsidising school trips and journeys.  Discretionary funding to support trips and visits.  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)  There is a positive impact of physical activity on academic attainment (+1 month).  There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. We currently have 15 clubs on offer. | 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>  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. | 4,7,8 |
| Dedicated inclusion team to work with disadvantaged and vulnerable families, especially those on the holistic high needs register. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  Parental engagement has a positive impact on average of 4 months additional progress. | 6 |
| Collaborative approaches working with other schools to foster positive outcomes and relationships – MAT projects. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning>  Collaborative learning approaches have a positive impact, on average. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective collaborative learning can lead to learning gains of +5 months over the course of a year. | 2,3 |

**Total budgeted cost:** £416,246

# 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 2024 to 2025 academic year.

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| Outcomes 2024/25  PP pupils attained 67% GLD  Phonics PP pupils 65% (80% national)  KS1 Reading PP pupils 69%  KS1 Writing PP pupils 67%  KS1 Maths PP pupils 67%  KS2 Reading PP pupils 83%, above national.  KS2 Writing PP pupils 69%, above national.  KS2 Maths PP pupils 72%, above national. |

## 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 |
| Reading + | Discovery Education |
| RWI | Ruth Miskin Training |

## 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 |