

PUPIL PREMIUM – 2016-17

Overview of barriers inside school and outside of school	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. 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.
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 2016 when Ofsted commented that leaders were focusing on the right areas for improvement and had established systems and strategies to combat the legacy of underachievement. Ofsted judged that personal development, behaviour and welfare was good but that the school's overall effectiveness, the quality of teaching, outcomes and Early Years provision required improvement.</p>
FUNDING	
Total Pupil Premium Funding	£281, 140
Number of FSM eligible children	217
Number of eligible LAC	4
Service children	0
Total number of eligible children	221
How does school data compare with national data?	<p>The attainment of our Pupil Premium Children at KS2 is significantly below that nationally in reading, writing and maths. This year, the gap for progress is narrowing.</p> <p>In KS1 the attainment of our Pupil Premium children is above the national average for 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 2016-17 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:

Outstanding 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.***

DATA

Y6 End of KS2 Data	2017 DATA		GAP 2017
	PP	Non PP	
Expected Progress Reading	58%	57%	+1%
National(2016 data)	53%	71%	
Expected Progress Writing	60%	58%	+2%
National(2016 data)	64%	79%	
Expected Progress Maths	61%	48%	+13%
National(2016 data)	57%	78%	
Attainment in SPAG(S)	50%		
National(2016 data)	61%	78%	
Attainment RWM	59%	41%	+18%
Y2 End of KS1 Data	2017 DATA		GAP 2017
	PP	Non PP	
Expected Progress Reading	50%	80%	-30%
National(2016 data)	62%	78%	
Expected Progress Writing	36%	71%	-35%
National(2016 data)	53%	70%	
Expected Progress Maths	50%	84%	-34%
National(2016 data)	60%	77%	

This demonstrates how wide the gap is and how the school closes that gap as pupils move through the school.

Y1 Phonics Data	2017 DATA		GAP 2017
	PP	Non PP	
Expected Progress Reading	68%	94%	-26%
National(2016 data)	70%	83%	

EYFS data	2017 DATA		GAP 2017
	PP	Non PP	
GLD	51%	81%	-30%
National(2016 data)	70%	83%	

See PP impact intervention reports for the following:

- ✓ **Language link**
- ✓ **Year 2 Phonics**
- ✓ **Year 6 Reading impact report**
- ✓ **Y4 'Gender specific' Lesson Study project**
- ✓ **Inclusion team – impact studies**

Impact Data by year group

Reading						
Group	Y1	Y2	Y3	Y4	Y5	Y6
All other pupils	63%	67%	73%	67%	59%	66%
PP	53%	50%	76%	64%	42%	58%
NON PP	71%	80%	70%	74%	80%	57%
Difference	(+4%)	(-30%)	(+6%)	(-10)	(-38%)	(+1%)
All Boys	45%	65%	67%	54%	50%	39%
PP Boys	35%	41%	100%	38%	25%	37%
Non Boys	57%	83%	56%	69%	75%	42%
All Girls	84%	71%	78%	82%	65%	83%
PP Girls	77%	60%	67%	83%	75%	82%
Non Girls	87%	77%	92%	83%	85%	88%
Writing						
Group	Y1	Y2	Y3	Y4	Y5	Y6
All other pupils	58%	49%	55%	57%	58%	58%
PP	56%	34%	57%	57%	39%	60%
NON PP	58%	71%	53%	56%	84%	58%
Difference	(-2%)	(-37%)	(+4%)	(+1%)	(-45%)	(+2%)
All Boys	42%	45%	42%	39%	50%	52%
PP Boys	41%	18%	67%	31%	25%	37%
Non Boys	44%	65%	33%	46%	75%	50%
All Girls	76%	68%	67%	79%	65%	83%
PP Girls	77%	54%	53%	77%	48%	87%
Non Girls	73%	78%	83%	83%	92%	71%
Maths						
Group	Y1	Y2	Y3	Y4	Y5	Y6
All other pupils	71%	69%	59%	71%	54%	64%
PP	73%	50%	62%	70%	56%	61%
NON PP	68%	84%	56%	73%	39%	48%

Difference	(+5%)	(-34%)	(+6%)	(-3%)	(+17%)	(+13%)
All Boys	58%	66%	46%	65%	50%	45%
PP Boys	59%	47%	50%	61%	25%	54%
Non Boys	57%	78%	45%	69%	75%	35%
All Girls	86%	70%	71%	79%	56%	70%
PP Girls	92%	53%	67%	77%	48%	68%
Non Girls	80%	86%	75%	83%	69%	71%

Attendance

ATTENDANCE DATA – 2016-17			
Year Group	PP	Non PP	GAP
Autumn	95.5%	97.2%	-1.7%
Spring	94.2%	96.4%	-1.8%
Summer	93.3%	95.6%	-2.3%

The headteacher has recently commissioned an external review of attendance and governors ratified a robust policy (July 2017) to be implemented in Autumn. We have appointed new pastoral leads from April 2017 with a remit of ‘pupil premium keyworkers’ and they will focus on hard to reach and vulnerable pupils.

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 PP Registers).

Qualifying Pupils	Ever FSM	LAC	Service Families	Funding 2016/17
221	217	4	0	£281, 140

Focus	Pupil Barriers	Strategy and Actions(what and how)	Costs	Desired outcomes	How this will be measured: Impact and Evidence
Teaching and Learning	<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>Additional Teacher support – see Y6 outcomes</p> <p>Reintroduction of 99 Club to improve mental maths skills.</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>Increased interventions completed.</p>	Year 6 teacher (part time)	Gaps in expected levels in maths between disadvantaged pupils and others, nationally, reduced to no greater than the national gap	<p>Year 6 reading impact report – PP</p> <p>Close attainment gaps relative to school averages in most year groups.</p> <p>Year 6 results show that PP children have achieved higher than non PP in RWM.</p>

Focus	Pupil Barriers	Strategy and Actions(what and how)	Costs	Desired outcomes	How this will be measured: Impact and Evidence
Teaching and Learning	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. These include:-</p> <ul style="list-style-type: none"> • Ruth Miskin Phonics – £1,500 • James Nottingham – £2300 • Kagan - £934 • Unity CPD - £10,752 <p>Increased quality first teaching</p>	£15,486	<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>KS1 – KS2 progress measures improved from 2016-2017</p>
Teaching and Learning	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> <p>Improve progress rates for disadvantaged children by addressing their needs earlier.</p> <p>Progress of PP children checked through pupil progress meetings. This should also be seen through hot marking and verbal feedback in lessons.</p>		<p>Earlier interventions will lead to PP children closing gaps and making some accelerated progress</p>	<p>Close attainment gaps relative to school averages seen in most year groups.</p> <p>Intervention groups analysis and costed for 2017-18 (Provision map software)</p>

Focus	Pupil Barriers	Strategy and Actions(what and how)	Costs	Desired outcomes	How this will be measured: Impact and Evidence
Transition and Parental Support	Pupils are vulnerable due to lack of confidence	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.	Staff time	Children will be more confident when going through transition to secondary school	Children able to discuss transition in a positive manner.
Transition and Parental Support	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	£500	Parents will have greater understanding and be enabled to support their children. Communication avenues will be improved.	Parent feedback forms show progress and engagement. LPPA KPI measures – Summer term report
Mentoring and well-being	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 overcome barriers and make progress	Staffing £45,182 £25,415	Children will be able to manage their emotions and overcome barriers.	Case studies show where progress has been made and where needs are still to be met. Children making continued progress through support and mentoring.

Focus	Pupil Barriers	Strategy and Actions(what and how)	Costs	Desired outcomes	How this will be measured: Impact and Evidence
Support for learning and inclusion	<p>Not all pupils have access to the internet for homework.</p> <p>A lack of parental engagement impacts on pupils ability to maximise progress e.g Reading at home, completing homework.</p>	<p>Mathletics clubs to be run daily for children to engage in homework and have access to ICT.</p> <p>Inclusion manager/ mentor home school support time focussed on under-achieving Pupil Premium children and families</p> <p>Inclusion team impacts including:</p> <ul style="list-style-type: none"> • Inclusive learning room and inclusion manager • Early identification and targeted support • Alternative provision support • Support from external agencies – CSAWs/SISS • Motivational support to raise aspirations • Targeted projects for specific groups of disadvantaged pupils 	<p>£4,740</p> <p>£21,718</p> <p>£1,182/£600</p>	<p>To develop and enhance key skills in an engaging way.</p>	<p>Data for mathletics and homework show an increase from the previous years engagement.</p> <p>Progress seen in participation and quality and quantity of homework completed – seen through British Values homework and mathletics.</p>

Focus	Pupil Barriers	Strategy and Actions(what and how)	Costs	Desired outcomes	How this will be measured Impact and Evidence
Leadership and management	<p>Children who are not making the progress not being identified soon enough.</p> <p>Children not achieving their full potential due to lack of intervention or parental engagement</p>	<p>Additional leadership capacity to support tracking and monitoring measures to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place.</p> <p>Reviewing the impact of all provisions and interventions that are in place.</p> <p>Leading whole school events for disadvantaged pupils including parental engagement and motivational events</p>	<p>Leadership capacity £65,804</p>	<p>More effective approaches to identifying intervention children.</p> <p>Monitoring of PP children is rigorous and support is effective.</p>	<p>Progress seen through intervention groups and gaps being closed for PP children.</p>
Intervention support groups	<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>£13,326</p> <p>Staffing – support staff delivery</p> <p>£91,979</p> <p>Project X Phonics /Rapid £637 £1818</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 certain year groups.</p> <p>PP case studies seen</p> <p>Intervention groups lead to pupils closing gaps.</p> <p>See support staff folders – reading impact</p>

Focus	Pupil Barriers	Strategy and Actions(what and how)	Costs	Desired outcomes	How this will be measured Impact and Evidence
Enrichment activities	Pupils do not fully engage with the wider range of opportunities within school.	Funding 20% of places in each after school clubs run by the school. ICT lunchtime clubs for children who do not have internet access at home for Mathletics. Homework club offered to PP children (Year 6) Unity enrichment includes canoeing, art workshops with pupils and parents, forest school, sporting events.	KDDK £6,163 Extra Sporting Provision £9,942 Breakfast Club £1,000	A wide range of extra-curricular activities are on offer to children. This will not be limited to sports activities. A larger proportion of PP children will be involved in after school activities.	<i>Ratios of PP to non PP to be recorded and acted upon.</i> Increased PP pupil participation by 17% including breakfast club .
Enrichment activities	Opportunities to develop life experiences are not taken up due to poor engagement.	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.	£2000 subsidy	Subject specific vocabulary will increase based around the school visits. Children will have a greater understanding of the world beyond their own vicinity.	Examples of work/photographs of opportunities given to PP children. PP children have had the opportunities to attend school trips and residential.
Enrichment activities	Aspirations, confidence and self-belief can be low in PP children.	Children's University will provide a range of activities in school time for the children to develop aspirations and engagement. Use of collaborative learning experiences will raise confidence and excellence in the school.	£1200 (ADDITIONAL)	A greater self belief will be reflected in attitudes to work and progress.	Children will talk positively about the successes they have. PP children involved in graduation for Children's University at CTC.

