PUPIL PREMIUM – 2017-18

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	Coleshill Heath is a large primary school in the Chelmsley wood area of Solihull serving a community with a number of challenges including: High socio-economic deprivation High unemployment 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.

FUNDING

Total Pupil Premium Funding	£326,730
Number of FSM eligible children	239
Number of eligible LAC	4
Service children	0
Total number of eligible children	243
How does school data compare with national data?	Fisher Family trust data shows that our PP children scored in line with national for attainment at the end of KS2 and were in line for progress over KS2. In KS1 the attainment of our Pupil Premium children is above the national average for reading, writing and maths.

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 2017-18 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.

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 and Class Profiles).

Qualifying Pupils	Ever FSM	LAC	Service Families	Funding 2017/18
243	239	4	0	£326,730

Focus	Pupil Barriers	Strategy and Actions(what and how)	Costs	Desired outcomes	How this will be measured: Impact and Evidence
Teaching and Learning	Low prior attainment in Reading and lack of explicit teaching of reading skills and strategies Gaps in understanding in reading, writing and maths. Lack of independence and over reliance on support. Gaps in key skills in maths including times tables. Lack of family support	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 Additional Teacher support – Year 6 split into 3 classes – To increase support for vulnerable year group. Development of 99 Club to improve mental maths skills. TT rock stars to support times table knowledge. Increased interventions completed and analysed. Reasoning to be developed within year groups with support from Bright Pi Bright Pi support for gaps in learning.	£31802.50- Staffing TT Rock stars - £50	Gaps in expected levels in maths between disadvantaged pupils and others, nationally, reduced to no greater than the national gap	Attainment gaps closed – Evidence to be seen through Teacher assessments and standardised assessments Times table knowledge increased in every year group. Evidenced through times table assessments

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Teaching and Learning	Inconsistent teaching can lead to gaps not being closed effectively	Effective CPD to develop a wide range of teaching and learning that develop teacher skills and classroom practice. These include:- Big Writing Training Bar Modelling Talk 4 Writing Training Bright Pi support for teaching in year groups. Increased quality first teaching.	Big Writing training £6190.80 T4W training -£2799.90	Improved progress rates for children. Good quality teaching leading to gaps being closed.	Close attainment gaps relative to school averages in most year groups. Results to be seen through data reports showing progress gaps closed for PP children.
Teaching and Learning	Potential lack of depth of understanding of the barriers to learning of specific pupils and how to address them	Staff to identify PP and targeted interventions to support. Staff training to develop understanding of issues through data analysis and pupil progress meetings Improve progress rates for disadvantaged children by addressing their needs earlier.		Earlier interventions will lead to PP children closing gaps and making some accelerated progress	Close attainment gaps relative to school averages seen in most year groups. Intervention groups analysis show progress being made and gaps closing between PP and non PP children and

		Progress of PP children checked through pupil progress meetings. This should also be seen through hot marking and verbal feedback in lessons. Interventions analysed and costed through provision mapping software.			costed for 2017-18 Provision map software. Data shown through provision map and data reports
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.		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.
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	NIL	Parents will have greater understanding and be enabled to support their children. Communication avenues will be improved.	Parent feedback forms show progress and engagement.
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	Staffing - £85184	Children will be able to manage their emotions and overcome barriers.	Case studies to show where progress has been made and

		emotions			where needs are still to be met.
		Inclusion manager to work with individuals, groups and families to support them to overcome barriers and make progress.			
		Mentors to map and identify progress in learning for the children			
		SEMH support for targeted children, with strategies for pastoral care.			
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	Not all pupils have access to the internet for homework. A lack of parental engagement impacts on pupils ability to maximise progress e.g Reading at home, completing homework.	Improved resourcing in the enquiry hub to allow PP children to access Mathletics and other supporting software. Mathletics clubs to be run daily for children to engage in homework and have access to ICT. Inclusion manager/ mentor home school support time focussed on under-achieving Pupil Premium children and families. Behaviour and Inclusion team	Mathletics £1950.48 Staffing - £45390	To develop and enhance key skills in an engaging way. Improved behaviour in school through support. Learning inclusive of all children with gaps.	Increased participation and progress through home learning – Data to show increased usage.

Focus	Pupil Barriers	Strategy and Actions (what and how)	Costs	Desired outcomes	How this will be measured
		impacts including: • 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. • Behaviour support for children who struggle with day to day classroom environment.			

					Impact and Evidence
Leadership and management	Children who are not making the progress not being identified soon enough. Children not achieving their full potential due to lack of intervention or parental engagement	Use of Provision mapping to identify progress and gaps for between groups of learners. Reviewing the impact of all provisions and interventions that are in place. 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. Parents events such as Maths workshops to support parents when helping their children. Leading whole school events for disadvantaged pupils including parental engagement and motivational events	Provision Mapping - £695 Staffing - £2438	More effective approaches to identifying intervention children. Monitoring of PP children is rigorous and support is effective.	Year on year progress for PP children – To be reported at Assessment points. See data reports.
Intervention support groups	Pupils not making the expected progress in English and mathematics. Pupils with social communication barriers. Pupils with very low reading	In depth intervention programmes to close the gaps between PP and non PP children. Investment in more engaging intervention materials to improve enjoyment of intervention.	Staffing - £209,545.30 Third Space learning - £2079	Gaps being closed through intervention with progress being tracked from starting and end points of intervention. Key year group	PP gaps being closed in year groups. PP case studies Intervention groups lead to pupils closing gaps.

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	ages. Pupils experiencing reading and writing difficulties not only with comprehension but also with reading accuracy.	Third Space learning to support PP children in year 6 to get to the year group standard.		objectives are met by the majority of PP children.	PIRA and PUMA increases for scores for PP children in all year groups.
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. Unity enrichment includes canoeing, art workshops with pupils and parents, forest school, sporting events.	Breakfast Club **£729.99**	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.	*Ratios of PP to non PP to be recorded and acted upon.* *Increased PP children shown and recorded.*
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.	£5000 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 will have had the opportunities to attend school trips and residentials.
Enrichment activities	Aspirations, confidence and self-belief can be low in PP children.	Children's University will continue to provide a range of activities in school time for the children to	£1080 (ADDITIONAL)	A greater self belief will be reflected in attitudes to work and	Children will talk positively about the successes they have.

		develop aspirations and engagement. Use of collaborative learning experiences will raise confidence and excellence in the school.		progress. PP children to be involved in graduation for Children's University at CTC.