

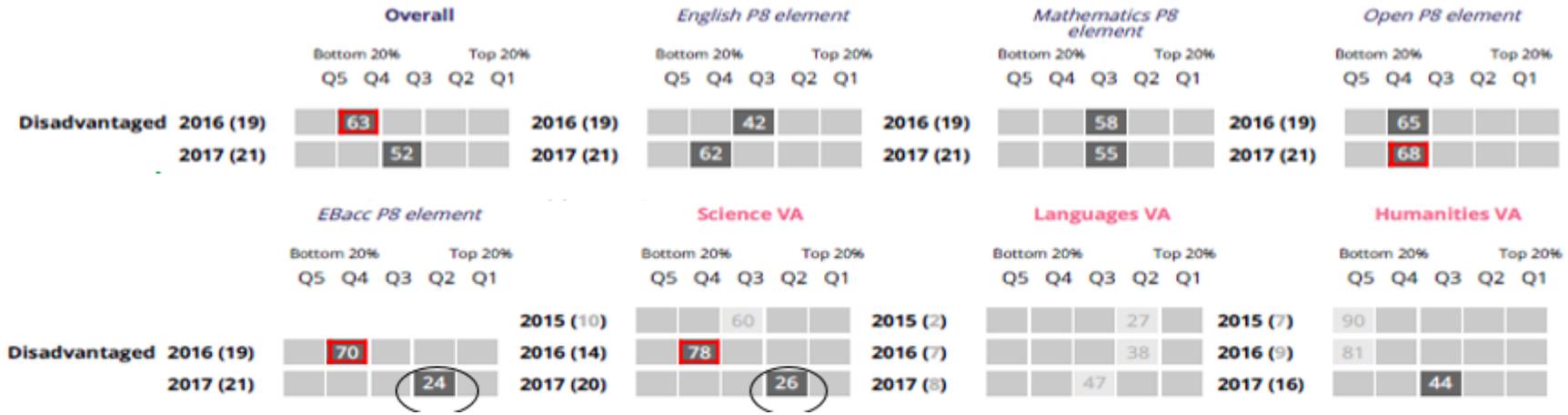
THE COLESHILL SCHOOL'S PUPIL PREMIUM ACTION PLAN 2018/19

Total number of pupils in the school	1210 – funded on 943 (year 7-11)
Number of PP- eligible pupils:	Actual October 2018 - 224 (year 7-11) Number of eligible students 192
Amount per pupil:	£935
Total pupil premium budget:	£179,053

Evidence of school performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	<p>Ofsted May 2016:</p> <p>Continue to improve the outcomes for disadvantaged pupils so that gaps between their achievement and attendance and those of other pupils in the school and nationally are eradicated by ensuring that:</p> <ul style="list-style-type: none">–Leaders focus clearly on checking that the quality of teaching and support for disadvantaged pupils is consistently effective, particularly in key stage 4–Strategies to promote regular attendance with pupils and their parents are effective, so that more pupils attend school every day
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Summary of school's performance data 2017



The figures above show The Coleshill School's performance from the Ofsted Inspection Data Summary January 2018. It compares the outcomes of our DA students with national trends. It shows the data as quintiles; there was an improvement in the overall P8 score of our DA students as shown in the first table and in the EBacc elements, specifically science and the humanities. The overall P8 score for our DA students was -0.4, which was the national average for these students in 2017. Please see separate DA Analysis for Y11 2018 which will be uploaded when the IDSR is released.

Current DA profile October 2018	Year Group	% of Year Group	Number of DA students	Boys	Girls	HAPs	MAPs	LAPs	SEND
	7	27	59	29	30	5	34	20	13
	8	25	54	29	29	7	29	22	16
	9	21	47	22	26	3	32	13	12
	10	17	32	16	16	9	21	2	8
	11	20	32	32	9	23	17	11	3

School's pupil premium statement:

The percentage of students who are eligible for the Pupil Premium funding is below the national average, as 20.3% of our students qualify as disadvantaged.

One of the key areas of development for the school, as outlined by the Ofsted in 2016 is to ensure quality assurance is in place to check the teaching and support of the disadvantaged students, particularly in KS4, to reduce the gap in outcomes for these students. Our Disadvantaged Plan focuses on a series of themes that recognise the key to improving the outcomes for our disadvantaged students' lies in the improved classroom practices of our teachers delivering quality first teaching and ensuring that we are offering chances for students to "catch up" with any missed learning.

We also focus on the whole child, by offering development and support opportunities outside the classroom. To this end we have a comprehensive mentoring plan in all year groups. This allows us to personalise the support for FSM students in terms of the requirements of each individual. We have a strong focus on extra-curricular activities, and provide encouragement and support so that DA students receive enrichment that plays to their strengths and talents. Finally, it is essential that we focus on maximising future outcomes for FSM students, by ensuring that they make full use of our careers program.

Whilst we understand that to narrow the achievement gap between our students we need to focus across the key stages, we have clear subject plans in place for the core subjects in Year 11, to maximise the progress of our disadvantaged students. These are outlined in detail on our plan and show strategies such as small group specialist teaching to target disadvantaged students; increasing teaching capacity to reduce class sizes in the groups with large portion of disadvantaged students; providing additional equipment and revision tools.

We will continue to focus on improving the attendance of our students who qualify for FSM, as their attendance is not as high as our non-disadvantaged students. The Year Leaders and Progress Leaders will work together with our Attendance Officer to improve the attendance of our disadvantaged students, using the Tutors and themselves to work in a staged intervention plan.

Key for plan: DA = disadvantaged students, SLT = Senior Leadership Team, QA = Quality Assurance, SL = Subject Leaders, PL = Progress Leaders, LDs = Learning Directors (AHTs), CLIP = Class Intervention Plan, TDP = Team (subject) Development Plans, NEETS = Not in Education or Employment,

Strategy	Outcomes and success criteria	Responsibility	Milestones and dates	Review date	Resources/Cost On-going costings to be added
Theme 1: In class interventions- whole school any subject <ul style="list-style-type: none"> • CLIPs • Annotated seating plans • No hands rule targeted questioning • differentiated learning Intentions • DIRT and yellow boxing • Red zone • Do-it-now • Live marking 	<ol style="list-style-type: none"> 1. CLIPs target DA students, (Core subjects will have CLIP per group, but other subjects will have one CLIP per year group.) 2. Presentation of books 3. Teacher marking focusing on literacy via Red zone, yellow boxing and completion of missing work 	<p>Class teachers produce CLIPs and annotated seating plans</p> <p>Subject Leaders to QA in department</p> <p>SLT to QA through book looks, lesson observations and learning walks</p>	<p>Book look week 3</p> <p>SLT Appraisal observations Oct 2018</p>		<p>Research Lesson Study Cycle x 2 per year (4 x 60 mins CPD plus 30 mins obs) = £4,000 (majority of case studies are DA students)</p> <p>Joint planning department time and case studies conferences for CPD.</p>
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Theme 2- outside the classroom interventions <ol style="list-style-type: none"> 1. Increasing participation in extra-curricular /enrichment activities 2. Destinations at KS4 and KS5 3. Peer and staff mentoring programme 	<p>Increasing students in sports club, school show, Children’s University (>20), student leadership</p> <p>No NEETS 2019 Y10- all DA students to have work experience in July 2018 Y11- all DA students to have careers meeting before Xmas and a follow up in Jan 2019 Y11 HAP students to have peer mentors from Y12, focusing on sharing good practice All DA students have staff mentors, focusing on individual needs</p>	<p>PL & NBL as extra-curricular Co-ordinator</p> <p>SJO, EBI, SCL</p> <p>EBI, SCO</p> <p>SPA</p>	<p>December check notes from SCL and prioritise any concerns- review plan by Easter to ensure Y10 DA students have places</p>	<p>January 2019</p> <p>Review numbers to encourage participation; Graduation April 2019</p>	<p>Free registration for DA students £150</p> <p>TLR for extra-curricular coordinator = £1500</p> <p>Careers guidance funding – 40% = £3500</p>

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<p>Theme 3: Data Tracking, Evaluation and Interventions</p> <ol style="list-style-type: none"> Target data to use FFT20 which indicates “high” progress; Progress Leaders target students for mentoring/intervention and create bespoke plans Progress Leaders keep clear Provision map of additional support Additional intervention from 3 x KS3 champions 1 x Y11 champion Subject Leaders to use wave 2 support with class teachers 	<p>Students to have targets in their exercise books and data should show at least “G” for progress at KS3 and in KS4 the students should show they are in line with FFT20 targets</p> <p>Progress Leaders have clear plans for intervention See individual Year group TDPs 2018-19 for specific success criteria Improved progress with targeted students from data</p> <p>Subject TDP to include success criteria for subjects</p>	<p>KRN to lead Progress Team Meetings Progress Leaders to analyse and present data to SLT & MLs at each collection point – identify key students and actions PLs to ensure their records show interventions and impact SLT year links to work with PLs and evaluate work</p> <p>Subject Leaders to track progress across year and with their QA</p>	<p>Fortnightly Progress Team meetings</p> <p>Presentation to MLs once every half term</p> <p>Information on Staffroom noticeboard</p> <p>See Data calendar for year group focus</p>	January 2017	<p>Progress Leaders; TLR 2a (5 x £2,721 = £13605)</p> <p>KS3 champion x 3 £1500 = £4500</p> <p>Y11 Boys mentor = £1500</p>
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<p>Theme 4: Improving attendance amongst DA students</p> <ol style="list-style-type: none"> Attendance data from 2017 was 93.3% for DA students, against a national average of 92.2%. However, the national average for all students was 94.6%. We will aim for a gap of <2% between attendance figures for DA in our school and non DA students Nationally. We will also have a particular focus on FSM attendance. 	<p>Improved attendance in DA students to 94%+ (whole school target is 96%) particularly focusing on</p> <p>Improved attendance of FSM students</p>	<p>TRA to identify FSM attendance and report to Year Leaders, Tutors and Progress Leaders Tutors to lead on cases 91% to 96% Year Leaders to lead on cases 80% - 91% Progress Leaders focus on key DA attendance concerns</p>	Weekly attendance meetings for year groups	Half termly report to governors	<p>ACE subscription = £2,800</p> <p>Bus passes = £4500</p> <p>FSM Service = £75 per annum</p> <p>FSM Service charge at £3.20 per student x 224 = £7168</p> <p>Charges for actual FSM meals from Catering Company at £1.11 per student per day : Estimated total £15000</p>

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Theme 5: Subject interventions					
KS4: provision in Y11 Directed time for all DA students TA to support in non-Core lessons at KS4; including Product Design	Improved progress of DA students in non-Core subjects	subject teachers	January exam results	March 2019	Revision stationary and art resources: approx £300 Salary % for staff working with DA students: TA HLTA Assistant Senco AHT DA DHT = £85000
Maths 1. Maths Tutor groups Target 4, 5 and more able 2. Seeking graduate support 3. Calculators and work books provided 4. Directed time small group focus for DA	DA targets 4+ 83% 5+ 64% 7+ 30%	KRN, SGO, SBU,CKI	December data 2019	March 2019	Revision guides = £500 Calculators = £100 Maths Graduate support = £10000
English 1. DA students have been provided with revision guides for all texts in Literature 2. Tickets to performances are free to DA students 3. Graduate support	DA targets (based on FFT 20) 4+ 85% 5+ 70% 7+ 27%	DMA, SLA	December 2018	March 2019	Revision guides = £500 English Learning Coach support 80% = £16010
Science 1. Revision resources have been provided for Science	DA targets for Trilogy science 4+ 76%		December data 2018		Revision guides = £500

2. Increase of time for intervention to ensure accessibility for DA students - lunch and before school sessions	5+ 58% 7+ 18%				
Strategy	Outcomes and success criteria	Responsibility	Milestones and dates	Review date	Resources/Cost
Theme 6: Parental Engagement Improve communication between school and home for DA students by using Progress Leaders, Year Leaders and SLT	Increasing attendance of parents at Parents' Evenings evidenced through attendance statistics Communication logs between PL, YL, SLT and DA families Attendance at Directed Time for DA students is over 90%	YL to compile attendance data PL to collate statistics for DA PL to ensure calls are made to DA students prior to Parents eve	Statistics to be produced after each Parents' Eve – see calendar for specific dates JMO to collate the lists	January 2019	
Access to Information Website used to keep parents up to date Group texts and letters sent home to ensure all families are aware of how to apply for FSM	Website up to date with spending plans Increasing numbers for FSM	KRN/CCH JMO to update key staff with details of updates throughout the year	Nov – spending spending for 2018-19 February – review DA plan	Half termly	Estimated amounts for other adhoc support : Peri Lessons = £5500 School Uniform = £700 Trips Support = £1145 Revision Guides (other subjects) = £500
Total spend					£179053