

THE COLESHILL SCHOOL'S PUPIL PREMIUM IMPACT STATEMENT 2017/18

Total number of pupils in the school	825
Number of PP-eligible pupils:	174
Amount per pupil:	£935
Total pupil premium budget:	£162,690

Strategy	Description	Cost	Impact									
Improving teaching	Quality First Teaching in class includes: CLIPs, annotated seating plans, no hands rule questioning, differentiated Learning Intentions, DIRT and yellow boxing	£4,000	<p align="center">Bar chart shows progress and attitude to learning for Y9 more able students</p> <table border="1"> <caption>Data for Bar Chart</caption> <thead> <tr> <th>Are students disadvantaged?</th> <th>Sum of Av Progress</th> <th>Sum of Av ATL</th> </tr> </thead> <tbody> <tr> <td>no</td> <td>2.6</td> <td>2.8</td> </tr> <tr> <td>yes</td> <td>2.7</td> <td>2.6</td> </tr> </tbody> </table>	Are students disadvantaged?	Sum of Av Progress	Sum of Av ATL	no	2.6	2.8	yes	2.7	2.6
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no	2.6	2.8										
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CPD - Research Lesson Study Cycle used to support successful intervention strategies for disadvantaged students												

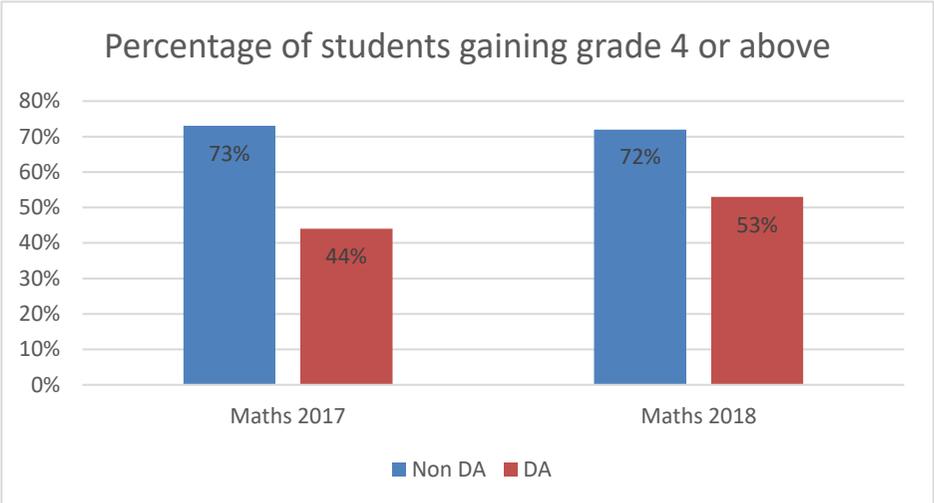
In Year 9 the impact from the Quality First Teaching can be seen from the graph above. The progress for disadvantaged more able students was stronger than their non-disadvantaged counterparts in 2017-18. This was also seen in Y7 data from the summer term

Disadvantaged	Pupil Premium	Overall	23	2.75
		Low	12	2.5
		Middle	9	3.03
		High	2	2.97
	Non-Pupil Premium	Overall	197	2.85
		Low	38	2.61
		High	38	2.9

2018, which showed that the disadvantaged more able and middle ability students were out performing their non-disadvantaged peers.

High expectations and aspirations for DA students	TLR for a curriculum enrichment co-ordinator to improve participation of DA students in after school and Children's University. Funding for registering DA students was provided by PP fund.	£1,500	<p>There were 12 DA students who were enrolled on the Children's University scheme and achieved a Bronze Award. 3 DA students achieved their Gold Award and graduated in the summer.</p> <p>The take up of before school basketball was popular again and continued to support the improvement in attendance in Y9 that we had seen in 2016-17.</p> <p>Participation in extracurricular events and programmes saw an increase and remains a focus for the Progress Leaders this academic year.</p>
	KS4 disadvantaged students to have priority careers interviews with CIAG and follow up meetings during year to consider their next steps	£7,793	<p>There were no NEETS in 2018 from our Y11 disadvantaged students. All disadvantaged students went on to either further education or employment. This was a successful strategy of prioritising them across the year to support with applications and interviews. There were no NEETs in from the 5 disadvantaged students in Y13.</p> <p>In Year 10 all disadvantaged students were prioritised and supported to arrange work experience for them. The emphasis on destinations should help to continue the trend of securing next steps for all our most vulnerable students. 100% take up and success rate</p>

Data tracking, evaluating and intervention	5 Progress Leaders, one per year group, appointed to support and champion disadvantaged students in each year group. 2 Disadvantaged Champions to work with key groups of students in KS3 and Y11.	5 x £2,500 2 x £1,500 £350 £600	Reports for each year group have shown individual successes with students including improved progress in subjects, increase in Achievement points, reduction in behaviour points and improved attendance has been evidenced. DA champions worked with small groups of students in Y11 and Y8 as mentors to improve behaviour, attendance, achievement across the year. There were many individual successes as the DA Champions became a key contact for families and encouraged a more positive relationship to develop. Additional revision resources were provided by Y11 DA Champion to support in class revision for core subjects during tutor time. NuLogical alternative provision one day a week for Y8 boys to improve behaviour, attitude to learning and attendance which has had a significant impact on those who took part and is continuing this year.								
	Subscription to ACE to work with students who have persistent absences	£2,800	<p>Graph to show attendance from 2017-18</p> <table border="1"> <caption>Attendance Data from 2017-18</caption> <thead> <tr> <th>Category</th> <th>Attendance Percentage</th> </tr> </thead> <tbody> <tr> <td>National FSM 2017</td> <td>91.50%</td> </tr> <tr> <td>FSM</td> <td>93.23%</td> </tr> <tr> <td>Non-FSM</td> <td>96.01%</td> </tr> </tbody> </table>	Category	Attendance Percentage	National FSM 2017	91.50%	FSM	93.23%	Non-FSM	96.01%
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Providing bus passes to disadvantaged students on a monthly basis based on attendance targets	£1,600										
KS4 maths	Maths graduate to support Y11 DA students during lessons and to work 1:1	£9000	53% of our DA cohort in 2018 achieved a grade 4 or higher, which was an increase of 9% from the previous year.								

	Additional teaching during tutor time		<p>The in school gap reduced also reduced by 9%, between the disadvantaged and the non-disadvantaged students achieving a band 4 or higher.</p>  <p>Percentage of students gaining grade 4 or above</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Non DA</th> <th>DA</th> </tr> </thead> <tbody> <tr> <td>Maths 2017</td> <td>73%</td> <td>44%</td> </tr> <tr> <td>Maths 2018</td> <td>72%</td> <td>53%</td> </tr> </tbody> </table>	Year	Non DA	DA	Maths 2017	73%	44%	Maths 2018	72%	53%
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Maths 2017	73%	44%										
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	PIXL subscription	£3000										
	Higher Level Teaching Assistant supporting in lessons and delivering small group intervention and 1:1	£24,000										
	Revision guides and calculators	£250										
	Additional maths lessons taught by teacher during PE/option withdrawal	5 x £1,500										
KS4 English	HLTA to deliver English and literacy for disadvantaged students in Y11 x 5 lessons per fortnight as they were withdrawn from PE and option	£24,000	<p>79% of the Y11 DA students improved their banding or maintained their banding across the year.</p> <p>44% of the Y11 DA students achieved a band 4 or higher in their English GCSE, which is a decrease from the previous year.</p> <p>The work with the more able DA students was successful with 6 students making more than 2 or more grades progress across the year.</p>									
	English graduate used to support in class with both more able and less able in Y11 and Y10	£9,000										

Revision guides and theatre visits

£309

The Y10 data from July 2018, shows that the year group is projected to exceed the results from 2017, particularly the 32 disadvantaged students.

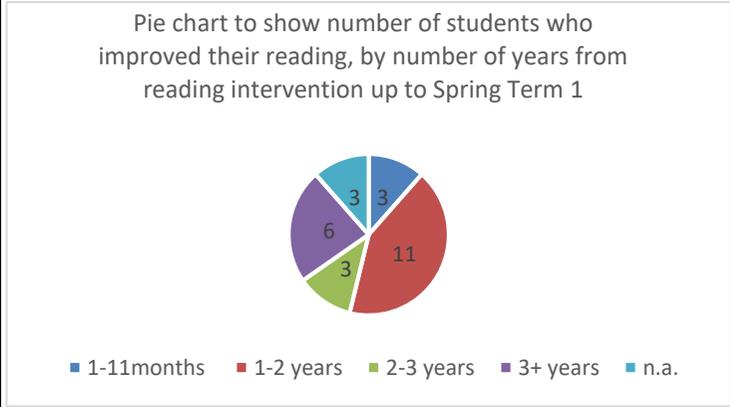
Subject	Cohort Number	APS	9-1 %	9-4 %	9-5%	9-7 %
English Language	32	4.81	97%	81%	38%	9%
English Literature	32	4.94	97%	75%	53%	13%

A KS3 Catch Up Champion

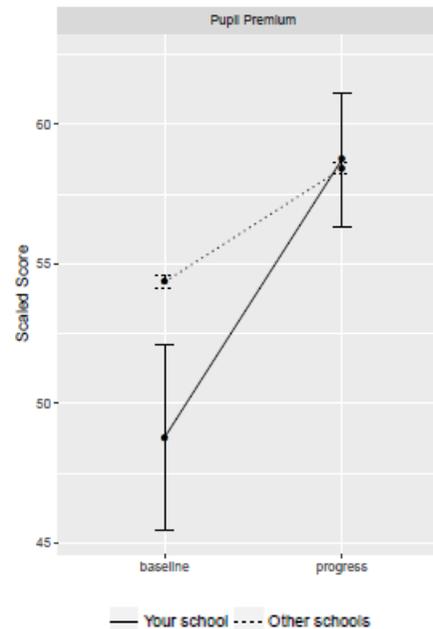
1. Reading programme for Y7, Y8 and Y9 during tutor time
2. Catch Up Event to engage parents of key students
3. KS3 withdrawal work with less able students from non-Core subjects
4. Support work with Alternative Provision in KS4 with VCERT

£24,000

Initial plans were to tackle the weakest readers in Y8 and Y9 following an intensive programme of intervention up to Christmas, which involved tutor time and withdrawal from lessons, up to 3 a fortnight.



Of the 26 students the improvements are shown in this pie chart. 20 students no longer needed the intensive work in Spring Term 1.



In the Year 7 Proof of Progress Tests, the results for Coleshill School showed that the progress made across the year with our disadvantaged students was higher than the mean progress in the other 64 comparison schools.

Additional curriculum opportunities for students in KS4; Y9, Y10 and Y11	VCERT in Food and Cookery for 8 Y11 students Taught by Catch Up Champion, SENDCO and Technology teacher	£1,000	The coursework was verified by external assessor in January and the work was strong, however the final examination was only passed by 2 students at Level 2, as they had to pass every section. Overall the students learned valuable life skills including cooking and organisation. There is a group in Y10 currently completing the VCERT. The teaching is now taught by a food technology teacher, with support from the Inclusion Team, to ensure thorough preparation for the examination unit.
	Additional literacy and numeracy lessons delivered in GLC for 7 Y11 students	Cost included in above costs for HLTAs	We were able to support the less able students in completing their core GCSEs and improving their attendance by offering small group teaching using HLTAs to deliver additional English, maths and science.
	Supporting college placements and alternative provision for students in KS4	£15,000	Students who attended alternative provision secured work related skills in construction, mechanical engineering and hair and beauty. These students have all gone on to further education and employment post 16. Every Y11 student made it to the end of the year, with a positive destination.
Top slice funding	An amount is reserved for subject claims for effective intervention/enrichment throughout the year such as peripatetic music lessons, field visits etc	£10,000	16 students were in receipt of peri music lessons across the year and all key stages. 3 students were music GCSE students and so this supported their performance grades. DA results improved in 6 GCSE subjects such as art, biology, chemistry, physics, health and social care, and Btec Sport.
Total spend		£161,202	