

Please note that this version is for information only – A live version is in use in school and regularly updated

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

**Pupil premium action plan template**

Coal Clough Academy School's Pupil Premium Action Plan 2022 - 2023			
Headteacher name:	Holly Clarke	<b>Signature:</b>	
Chair of Governors name:	Daniel Milton	<b>Signature:</b>	

Pupil Premium Profile <i>Coal CLough Academy</i>	
Number of eligible pupils:	Currently at
Amount per pupil:	£950
Total pupil premium budget:	

Executive Summary
-------------------

*Strategies to be implemented*

- *To raise attainment & progress of PP students across the curriculum*
- *Improve numeracy and literacy levels to support the students across the curriculum through our SEND programme*
- *Analyse PP data further to identify specific groups within the PP cohort*
- *To increase attendance of PP students with specific focus on KS3/4 students and their peers?*

*The overall aims of the plan:*

- *Close the gap in attainment and progress of both disadvantaged pupils and their peers.*
- *Decrease the amount of suspensions in school including PP students and reduce the in school gap.*
- *Improve the attendance and punctuality of PP students & reduce the school gap.*
- *Have an holistic approach across all areas within school,*
- *Solihull to target parental engagement with the outcome of improving attendance and relationships*

Strategy	Outcomes and Success criteria	Staff Responsible	Action to be taken	Completed	Review date	Cost per pupil	Total cost	Impact
----------	-------------------------------	-------------------	--------------------	-----------	-------------	----------------	------------	--------

<p>To raise awareness of PP students across the school</p>	<p>Staff are aware of pp students and how CCA are targeting these students to close the gap</p>	<p>SLT/JG</p>	<ul style="list-style-type: none"> <li>• Lists to be shared of PP students</li> <li>• Staff CPD on how CCA are addressing PP students</li> <li>• <b>Highlighted on school registers for all staff to see</b></li> </ul>		<p>Autumn term 1</p>	<p>£0</p>	<p>£0.00</p>	<p>Highlighted on every register for staff to be made aware immediately of PP pupils</p> <p>Targeted interventions highlighted pupils</p> <p>Staff can now easily identify which Pupils are pupil premium and target appropriately due to action identified.</p>
<p>Attendance: Develop strategies to address the attendance of specific PP students and their peers.</p>	<p>To increase attendance by 10% in both NPP students and PP students therefore closing the gap</p>	<p>JG</p>	<p>Offer targeted family support - Solihull approach</p> <p>PP budget identified to target PA pupils and transport now in place</p>		<p>Spring2</p>			<p>Attendance (JG) to monitor on a weekly basis.</p> <p>To measure the impact of strategies put in place weekly to monitor closing the gap of PP and NPP students.</p> <p><a href="#">Weekly PP tracking</a></p>

<p>Attendance: Develop Incentives to encourage the attendance of PP students and their peers.</p>	<p>To increase attendance by 10% in both NPP students and PP students therefore closing the gap</p>	<p>DY</p>	<p>-To offer incentives which encourage and maintain PP students attendance -offer whole school rewards weekly/half termly/annually - Vouchers - Rewards trips -Head Teacher Awards -Friday treats</p>	<p>In progress</p>	<p>Spring 2</p>			<p>Attendance JG to monitor on a weekly basis for each pupil making sure both PP and NPP have an opportunity to achieve set incentives</p>
<p>Attendance: To raise attendance with intervention (CCA+) pp students</p>	<p>To increase attendance with PP CCA+ students by 5%  Reduce 1-1s  <b>Monitored weekly through provisions</b></p>	<p>JG</p>	<ul style="list-style-type: none"> <li>• To increase students hours</li> <li>• To broaden the curriculum</li> <li>• <b>Provisions have been streamlined and have seen an increase of 20% of 1-1 provisions given an extended timetable</b></li> </ul>	<p>In progress</p>				<p>JG/CW To be discussed weekly at provisions and every child on 1-1 or bespoke timetable to be reviewed.  <a href="#"><u>Pupil Provisions Weekly Tracker</u></a></p>

<p><i>Pupil Post 16 progression and strong careers information, advice and guidance.</i></p>	<p><i>If successful this will help pupils to recognise the areas that they may need to develop for their future careers. The aim will be for 100% of all Year 11 pupils to progress on to employment, further education or training.</i></p>		<ul style="list-style-type: none"> <li>• <i>Regular CEIAG's Interviews.</i></li> <li>• <i>Every Pupil Premium pupil has a clear post-16 plan in place by the end of Year 11.</i></li> <li>• <i>Ensure all PP pupils can access inspirational events and experiences involving careers.</i></li> <li>• <i>Transition for every child to enable success for progression onto Post 16.</i></li> <li>• <i>Staff and Parental involvement in school and on the school website.</i></li> <li>• <i>All children will know up to date labour market information before they leave.</i></li> </ul>	<p><i>On - going</i></p>			<p><i>SLT and Careers advisor to monitor on a half termly basis. Impact is measured by year group. We measure impact on CEIAG action plans which are completed termly for KS4. Impact for KS3 is measured by engagement in career events throughout the year and through PSHE sessions.</i></p>
<p><i>Targeted out of class Interventions to promote engagement.</i></p>	<p><i>Success if PP students attainment and reduce the gap with NPP.</i></p>	<p><i>Link</i></p>	<p><i>Students can access out of class intervention activities to raise engagement and attainment throughout PP students.</i></p> <p><i>Art Therapy</i></p> <p><i>After school clubs</i></p> <ul style="list-style-type: none"> <li>• <i>Burnley FC</i></li> <li>• <i>Mentoring</i></li> <li>• <i>Emotional Literacy</i></li> <li>• <i>Lego Therapy</i></li> <li>• <i>Music Sessions</i></li> <li>• <i>Intensive Therapeutic Therapies</i></li> <li>• <i>Equine Therapy</i></li> <li>• <i>Daily 1-1 sessions</i></li> </ul>	<p><i>On - going</i></p>			<p><i>SLT to monitor impact of interventions and engagement across the curriculum</i></p> <p><i>Impact on to be tracked on Edukey for all PP pupils to be identified and targeted for the end of the Spring Term 2</i></p> <p><a href="#"><u>Targeted Interventions</u></a></p>

			<ul style="list-style-type: none"> <li><i>Dyscalculia Sessions</i></li> </ul> <p><b>Personal Development coaches to mentor PP pupils on a weekly basis</b></p> <p><b>To be monitored on EduKey</b></p>					<i>Wider Opportunitites</i>
<i>Breakfast Club</i>	<p><i>Success if PP students attendance is increased by 10%</i></p> <p><i>Ensure children are ready for the start of the days learning</i></p>	<i>JG</i>	<p><i>To target PP students together with NPP students to ensure we are closing the gaps in attendance.</i></p> <p><i>Theme breakfast to be introduced to support whole school learning.</i></p>	<i>On - going</i>				<ul style="list-style-type: none"> <li><i>JG to monitor attendance</i></li> <li><i>All PP pupils have access to Breakfast and Lunch Provision. Due to this provision we have seen an increase in attendance and punctuality in PP pupils.</i></li> </ul>

<p>Lunchtime provision</p>	<p>Success if PP students engage in activities and decrease lunchtime incidences.</p>	<p>DY Lunchtime staff</p>	<p>Staff to offer arrangements of Lunchtime activities to engage pupils. Staff to target PP students.</p> <p><b>FB to offer sport activities</b></p> <p><b>DH - PPlay therapy for targeted pupils</b></p>					<ul style="list-style-type: none"> <li>• SLT and pastoral to monitor effectiveness of lunchtime activities</li> <li>• All PP pupils have access to lunchtime provisions which helps to engage in a more settled afternoon of learning.</li> </ul>
<p><b>Parental involvement.</b></p> <p><b>Solihull approach to be started with parents</b></p>	<p>Success if parents become more involved and more aware of the needs of their children.</p>	<p><b>Emerging Leaders and SLT</b></p>	<p><b>Communication with home.</b>  <b>Form tutor phone call home to prioritise PP students first.</b>  <b>Transport for parent consultation day to prioritise PP families.</b></p>	<p><b>On - going</b></p>				<ul style="list-style-type: none"> <li>• <b>SLT to monitor parental involvement across all key stages</b></li> </ul> <p><b>DY to organise</b></p>

<p><i>Uniform</i></p>	<p><i>Success if PP students are inclusive in school life/ pupils feel part of the school with the same uniform.</i></p>	<p><i>SC</i></p>	<p><i>To Make sure all PP students have access to free school uniforms. PP students can access free replacement uniforms if needed.</i></p>	<p><i>On - going</i></p>				<ul style="list-style-type: none"> <li><i>SC to lead on school uniform and issuing to the students who require it. All PP students have access to a full uniform within school.</i></li> </ul>
<p><i>Rewards 6Rs</i></p>	<p><i>Success if, decrease in number of PP incidences.</i></p>	<p><i>HC/DY</i></p>	<p><i>Headteacher awards to be targeted at 1 PP student and 1 NPP student.</i></p>	<p><i>On - going</i></p>				<ul style="list-style-type: none"> <li><i>HC and DY to monitor incidences over the school and the PP area</i></li> </ul>



<p>Reading intervention</p>	<p>Success if PP students target increases their reading age by one year.</p> <ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Reading attainment and progress for those specific Pupil Premium children.</li> </ul>	<p>CW / KB</p>	<p>To target PP students in specific groups to start the scholastic programme to increase reading ages. Track PP students reading age over the course of the Scholastic programme to increase reading ages. Diagnostic Reading Assessments taking place through the Link team each week following on from the Reading scheme.</p>	<p>On - going</p>				<p>CW to review the impact of the scholastic reading intervention</p> <p><a href="#">1. Reading Action Plan 2021_23</a></p>
<p>Literacy and numeracy interventions</p>	<p>Success if gaps narrow across all core subject areas.</p> <p>Raise the profile of reading for pleasure across PP students and NPP students.</p>	<p>CW, DY PB, RB</p>	<p>This will guide pupils in following a curriculum that is appropriate for their individual aspirations. The resources and conversations will support pupils in achieving across both english and maths.</p> <p>Friday maths and english intervention sessions to target PP students. Analyse the progress data to see impact of the interventions for PP pupils.</p>	<p>On - going</p>				<p>CW and SEND to monitor interventions across the school which will also be tracked through Edukey highlighting every PP and NPP's interventions.</p>

<p><i>English and Maths intervention for those PP children who are below expected.</i></p>	<p><i>Success if PP students raise attainment and close the gap with NPP.</i></p>	<p><i>CW /DY/PB</i></p>	<p><i>Students can access intervention sessions within lessons using the current in class support focusing on core subjects. Working on closing the gap for years 9 and 10. Lower years are receiving directed Phonics sessions every lesson with our new phonics programme building on phonics knowledge. Numeracy booster sessions are also taking place twice a week. PP pupils who are below target will have the first opportunity to access these classes.</i></p>	<p><i>On - going</i></p> <p><i>Awaiting assessment data and analysis</i></p>				<ul style="list-style-type: none"> <li>• <i>SEND and HOD of departements to measure the impact of interventions half termly.</i></li> <li>• <i>To be tracked through Edukey - measuring the impact of interventions on all PP pupils.</i></li> </ul>
<p><i>Ambitious Target Setting via Edukey</i></p>	<p><i>Success if, gaps continue to narrow, particularly among more able disadvantaged children.</i></p>	<p><i>DY / CW</i></p>	<p><i>PP students targets will be reviewed on a termly basis aimed at raising aspirations for PP students. This will be targeted via Edukey</i></p>	<p><i>On - going</i></p>				<p><i>DY and CW to review this termly to raise aspirations for all pupils</i></p>

<p>Targeted PP students in class to raise attainment and engagement</p>	<p>Success if gaps continue to narrow, particularly among more able disadvantaged children.</p> <p>Highlighted on register with pupil engagement via SIMs</p> <p><b>Personal Development coaches</b></p>	<p>ALL teaching staff DY CW</p>	<p>To track data for all PP students and measure the impact of engagement and attainment across ALL subjects.</p> <p>The English department targets PP through QFT therefore will target PP pupils with direct TA support. Additional questions and extra check ins</p> <p>Additional culture capital experiences for PP pupils. The Maths department identifies PP students via seating plans on SIMs. This allows them to target in class with extra questions and support throughout lessons. Staff offer catch up lessons to pupils who have missed lessons and are also going to trial using in class support to take PP students out of lesson for 10 minutes to target what they have missed. Staff are hoping to track gaps in learning specifically for PP students.</p>	<p>On - going</p>				<p>DY and CW to monitor on a weekly basis across certain key stages.</p>
---	--	---------------------------------	---	-------------------	--	--	--	--

<p><i>School enrichment clubs</i></p>	<p><i>Success if PP students attend enrichment clubs every week. Helps to build confidence and self-esteem. Opportunities to access support for learning</i></p>	<p><i>SF</i></p>	<p><i>Promote enrichment clubs to targeted PP students. Encourage students to develop good relationships with staff during enrichment clubs to increase attendance.</i></p>	<p><i>On - going</i></p>				<p><i>DY to create and monitor an extra curricular calendar for PP and NPP pupils.</i></p>
<p><i>Well-targeted and effective CPD sessions for all staff targeting PP students. E.g Anger management</i></p>	<p><i>Improved whole school staff awareness and approach with these identified pupils. Success if reduced behavioural incidents. Improved relationships between staff and the pupil.</i></p>	<p><i>Pastoral Staff /DY</i></p>	<ul style="list-style-type: none"> <li>• <i>Staff CPD training sessions to support students' needs will be especially targeted at PP students.</i></li> </ul>	<p><i>On - going</i></p>				<ul style="list-style-type: none"> <li>• <i>DY and Pastoral to measure impact termly on effectiveness of targeted interventions</i></li> <li>• <i>CPD delivered for pupils on PP and highlighted via SIMs</i></li> </ul>

<p><i>Trips, residential and school activities</i></p>	<p><i>Success if PP pupils feel the same as their peers. PP pupils are included in residential/school activities.</i></p> <p><i>Feedback from parents and pupils.</i> <i>PP students attend trips and residential</i></p> <p><i>Army residential for PP pupils</i></p>	<p><i>SLT</i></p>	<p><i>Number of PP students is proportional to the number of NPP students who attend residential and other trips or workshops e.g. wasted. Residential trip opportunities available.</i></p>	<p><i>On - going</i></p>	<p><i>2</i></p>		<ul style="list-style-type: none"> <li>• <i>SC to monitor funding for trips so PP students access the full curriculum</i></li> <li>• <i>Residential for PP pupils completed for KS3/4 at no cost.</i></li> <li>• <i>Second Residential booked in for early 2023.</i></li> </ul>
<p><b>Access to different resources:</b> <i>Stationery</i> <i>Reading books</i> <i>Revision books</i></p>	<p><i>Success if gaps continue to narrow, particularly among more able disadvantaged children and engagement is evident in class.</i></p>	<p><i>CW</i></p>	<p><i>Resources will be bought and used to ensure children are able to access the curriculum. These can be things such as pencil grips, writing slopes, different coloured books.</i></p> <p><i>All PP pupils have access to pencil cases within each lesson</i></p> <p><i>Revision booklets at reduced cost for PP pupils</i></p>	<p><i>On - going</i></p>			<ul style="list-style-type: none"> <li>• <i>SC and ST to revise termly the funding for resources.</i></li> </ul>

To have a Staff PP advocate and SLT advocate.	<i>Success if PP students attendance increases and attainment increases.</i>	<i>DY</i>	<i>Staff will be responsible for checking in with students, communicating with parents and keeping track of selected PP students.</i>	<i>On - going</i>				<i>Review Termly With JG highlighting the impact via weekly tracking of PP attendance.</i>
---	--	-----------	---	-------------------	--	--	--	--