**Pupil Premium Strategy Statement: Coal Clough Academy**

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

| **Detail** | **Data** |
| --- | --- |
| Number of pupils in school | 140 |
| Proportion (%) of pupil premium eligible pupils | 55% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/2024  2024/2025  2025/2026 |
| Date this statement was published | 30/10/23 |
| Date on which it will be reviewed | Half Termly |
| Statement authorised by | H.Clarke |
| Pupil premium lead | J.Green |
| Governor / Trustee lead | Dan Jones |

Funding Overview

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £30,015 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in the academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £30,015 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

| Our intention is that pupil premium students at Coal Clough Academy achieve as well as their non -disadvantaged peers in all subjects. We aim to achieve this by working together to overcome all barriers to our students’ success, and not accepting social disadvantage as a predeterminer of any student’s life chances.  Our pupil premium strategy will focus on key areas, informed by our specific context at Coal Clough Academy and robust evidence. We are committed to supporting all our students to reach their potential. Quality first teaching delivered by expert practitioners and targeted interventions across all areas will benefit all students, but will benefit disadvantaged students most of all, therefore this is at the heart of our strategy.  As part of our commitment to supporting our SEND students to achieve outcomes at least in-line with that of their peers, we will ensure DP students with SEND are identified and supported with relevant and evidence-informed interventions.  Our strategy plan will focus on improving reading skills, English & Maths GCSE at Grade 3 & 4+, student wellbeing, attendance, PA attendance. We are also committed to pathways provision and improving outcomes for our most able pupil premium students.  Our approach will consider pupil premium students as individuals, as well as providing support for common challenges. We will utilise external evidence, and also our own diagnostic assessments to ensure our actions can be adaptive and proactive wherever possible. We will ensure all stakeholders work together effectively to achieve our intent, and will monitor implementation and impact thoroughly and frequently. Our robust action plan and impact is shared with all shareholders, visible on the school website and involves an all school approach. |
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Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| **Challenge Number** | **Detail of Challenge** |
| --- | --- |
| 1.Cultural capital/enrichment | Coal Clough Academy provides a broad range of opportunities for pupils to develop and stretch their talents and interests. We have an amazing vocational offer which all pupils can access alongside their core subjects. This includes Motor vehicle, Cooking, Art, Outdoor Education, Sport. We also offer enrichment packages for students - JSA Therapies, games club, BFC in the community and many in house interventions in our reflection areas around school. |
| 2.Reading | Pupils with a low reading age (compared to their chronological age) will struggle to access subjects across the curriculum and it is a significant barrier to learning. |
| 3.NEET Cohort - Post 16 - | NEET data – The challenge is to reduce NEET numbers for 2022/2023 with all of our pupils, including the most disadvantaged. |
| 4.Attendance | To improve attendance back to or above pre- pandemic levels.  Many of our pupils experienced significant difficulties after the pandemic returning to regular school attendance. At Coal Clough we are supporting every pupil to overcome their individual barriers to fully engage with education. |

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| **Intended outcome** | **Success criteria** |
| --- | --- |
| *Close the gap in attainment and progress of both disadvantaged pupils and their peers.* | *To raise awareness of DP students across the school* |
| *Decrease the amount of suspensions in school including DP students and reduce the in school gap* | To actively monitor all suspensions with Pastoral and LAMBSS meetings and track patterns with individual pupils |
| *Improve the attendance and punctuality of DP students & reduce the school gap.* | Allow students use of the DP Minibus to encourage attendance and punctuality. |
| *Have an holistic approach across all areas within school,* | All pupils have access to interventions and opportunities within school. |

**Activity in this Academic Year**

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, Recruitment and Retention)

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| **Priority 1**  To continually review the planned curriculum to ensure sequential development of knowledge to drive academic ambition | · To continually review the quality of the curriculum to improve learning outcomes for students.  · SLT and CL’s review to judge the quality of education: *how well are we doing*  · Develop opportunities for CLs to experience ‘leading class curriculum developments, best practice at national and subject level.  · To provide time for departmental CPD time to focus on CPD-Curriculum and CPD-Knowledge to match the improvement priorities within T&L and curriculum. | 1,2,3,5,6 |
| **Priority 2**  Continually develop teachers to implement consistent, high-performance delivery of the teaching and learning priorities where adaptive teaching is at the centre of the work we focus on | · Use and embed the very best research drive pedagogy to improve consistent approaches to teaching delivery & classroom practices.  · To have a relentless focus on the quality of teaching & learning by providing high quality developmental feedback from Learning Walks (LW).  · To further develop teachers to use assessment data effectively to support the planning and delivery of lessons. | 1,2,3,5,6 |

Targeted Academic Support (for example, Tutoring, One-to-One Support, Structured Interventions)

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Key Counselling | Offering an extra layer of support and chance to offload within school. | 1,2,3,4 |
| *JSA* | Offsite nurturing therapy on a 1-1 or 2-1 basis. | 1,2,3,4 |
| *English teacher and Reading lead* | Targeted interventions on a whole school approach. | 1,2,3,4 |
| *Sports Coach* | To encourage healthy habits and support pupils' health and mental health. | 1,2,3,4 |
| *Cover Supervisor* | Consistent member of staff to bring a settled approach across school. | 1,2,3,4 |
| *TA 2 x 5* | Support pupils needs within the classroom and outside providing interventions within groups and individually. | 1,2,3,4 |

Wider Strategies (for example, related to Attendance, Behaviour, Wellbeing)

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| *Headteacher award* | Weekly rewards targeted at pupils' attendance, behaviour and wellbeing. | 1,2,3,4 |
| *Rewards Trip* | Weekly rewards targeted at pupils' attendance, behaviour and wellbeing. | 1,2,3,4 |
| *Wellbeing events* | Working alongside our Wellbeing Champion within school to target pupils who are struggling with the challenges stated above. | 1,2,3,4 |
| *Residentials* | Funded residentials for DP students. | 1,2,3,4 |
| *Uniform* | Provide uniforms to DP students who are in need. | 1,2,3,4 |
| *Breakfast club* | Breakfast club provided for all pupils who attend CCA. | 1,2,3,4 |

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

| **Strategy/ Outcomes and Success criteria/ Action taken** | | |
| --- | --- | --- |
| **Attendance**  The development of strategies to address the ESBA of specific DP students.   * Focused work has been in place to ensure that pupils have transport in place from home to school aiding the barriers to education. * We have had a high priority on raising the attendance of DP where meetings with families, supported visits to school where pupils have had huge gaps in their education. * Offer targeted family support - Solihull approach where x2 staff have attended training to enable them to deliver this specific family work * Regular weekly home visits in place to support the relationship between school and home, these have resulted in an increase in pupils attending and accessing personalised timetable to focus on re engagement | | |
| **CEIAG**  Pupil Post 16 progression and personalised careers information, advice and guidance  This helps pupils to recognise the areas that they may need to develop for their future careers. The aim was for Year 11 pupils to progress on to employment, further education or training   * Regular careers meetings. * Every DP has a clear post-16 plan in place by the end of Year 11 * DP are seen first by careers advisors as a priority group * Ensure all DP pupils can access inspirational events and experiences involving careers * Additional workshops are run in the Autumn term after school leaving age to support pupils on their post 16 journey to ensure there is sustained destinations | | |
| **Targeted SEMH Interventions** to promote engagement through cognition and learning and SEMH  This work ensures that the gap in attainment between non DP and DP reduces across the school.  Students can access out of class intervention activities to raise engagement and attainment throughout DP students.   * Extra curricular clubs such as: Cooking, Construction, Biking, Motor Vehicle, Gym access, football training and team games, IT games club * Burnley FC Inspires programme * Mentoring * The school triage system supports pupils who are not classroom ready in aiding them to self regulate and begin their learning journey that day   **Targeted Academic Intervention** groups for English and Maths for DP children who are below expected in their core subjects.  The success of these students is evident through their engagement in lessons and their academic attainment. Students accessed intervention sessions mornings and afternoons with intense maths and english booster sessions.  In addition the pupils have access to the following materials to support their progress in core subjects, aiming to secure positive outcomes through the assessments of GCSE subjects and Vocational options:   * Revision Stationery for the home provided (Pencil grippers for additional needs, writing slopes and coloured paper) * Reading books * Revision books subject specific * School transport to and from sessions to support with attendance to these sessions | | |
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| **School enrichment clubs/ Extra curricular**  DP encouraged regularly to attend extra sessions provided by the school. Sessions such as:  Trips, residential and school activities encourage social skills, team building and resilience across our attendees.  Across social times such as breakfast club we have high uptake in engagement in games, sport activities and competitions opportunities to meet with staff, build new friendships and support pupils across other year groups | | |
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Externally Provided Programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| **Programme** | **Provider** |
| --- | --- |
| Equine Therapy | JSA Psychotherapy |
| Coaching/Mentoring | BFC in the community |
| Key Counselling | Counselling weekly supporting mental health and wellbeing |



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