

Pupil Premium Strategy Statement: Coal Clough Academy 2024- 2027

This statement details our school's use of pupil 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	152
Proportion of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	5/10/24
Date on which it will be reviewed	Half Termly
Statement authorised by	H.Clarke Head Teacher
Pupil premium lead	D.Yates Assistant Head Teacher
Governor / Trustee lead	Dan Jones

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,335
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in the academic year 2021 to 2022 can be carried forward to the academic year 2022 to 2023. Recovery premium received in the academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£49,335

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. High quality teaching, targeted academic support, and supporting wider strategies in a tiered approach ensures an effective PP strategy.

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.

Targeted Academic Support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. The LINK creates a structured small group of interventions that link to classroom teaching and the curriculum.

Wider Strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes.

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 & Science at GCSE, student wellbeing and supporting attendance. We are also committed to pathways provision and improving outcomes for our most able pupil premium students.

We record and monitor everything around our disadvantaged pupils, via live dashboards which highlight academic, attendance, and non-academic data. We ensure this holistic approach builds a comprehensive and individualised picture of each pupil.

Analysis is used to indicate areas of need followed by wide-ranging diagnostic assessment. We assess; we never assume, but we always aspire. 'We share—and gather—insights from key stakeholders including teachers, parents, and pastoral staff. Collectively, this builds a deeper understanding of barriers faced by pupils. Extensive knowledge informs how—and when—to intervene with subject-specific help, precisely targeted interventions, or wider support relating to attendance and wellbeing

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.

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 enriching 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
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	NEET data – The challenge is to reduce NEET numbers for 2024/2025 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
<i>Close the gap in attainment and progress of both disadvantaged pupils and their peers.</i>	<i>To raise awareness of DP students across the school</i>
<i>Decrease the amount of suspensions in school including DP students and reduce the in school gap</i>	To actively monitor all suspensions with Pastoral and LAMBSS meetings and track patterns with individual pupils
<i>Improve the attendance and punctuality of DP students & reduce the school gap.</i>	Allow students use of the DP Minibus to encourage attendance and punctuality. Weekly incentives for 100% Attendance
<i>Have an holistic approach across all areas within school,</i>	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 Continue to ensure that improving attendance of all pupils is high priority and support and high quality interventions in place to support PA pupils	<ul style="list-style-type: none"> Continually monitor daily attendance and target early intervention to support Early intervention for PA pupils with support around transport and uniforms 	1,2,3,4
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	<ul style="list-style-type: none"> 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 To further develop teachers to use assessment data effectively to support the planning and delivery of lessons 	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Counselling	<ul style="list-style-type: none"> Offering an extra layer of support and chance to offload within school 	1,2,3,4
NEST	<ul style="list-style-type: none"> Offsite nurturing therapy on a 1-1 or 2-1 basis 	1,2,3,4
English teacher and Reading lead	<ul style="list-style-type: none"> Targeted interventions on a whole school approach 	1,2,3,4
Sports Coach	<ul style="list-style-type: none"> To encourage healthy habits and support pupils' health and mental health 	1,2,3,4
Cover Supervisor	<ul style="list-style-type: none"> Consistent member of staff to bring a settled approach across school 	1,2,3,4
Off site tutoring	<ul style="list-style-type: none"> Support pupils needs beyond the classroom and providing interventions within groups or 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	<ul style="list-style-type: none"> Weekly rewards targeted at pupils' attendance, behaviour and wellbeing. 	1,2,3,4

<i>Rewards Trip</i>	<ul style="list-style-type: none"> Weekly rewards targeted at pupils' attendance, behaviour and wellbeing. 	1,2,3,4
<i>Wellbeing events</i>	<ul style="list-style-type: none"> Working alongside our Wellbeing Champion within school to target pupils who are struggling with the challenges stated above. 	1,2,3,4
<i>Residential</i> s	<ul style="list-style-type: none"> Funded residential for DP students. 	1,2,3,4
<i>Uniform</i>	<ul style="list-style-type: none"> Provide uniforms to DP students who are in need. 	1,2,3,4
<i>Breakfast club</i>	<ul style="list-style-type: none"> 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
- EdStart
- 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, coloured paper, overlays or access to electronic devices)
- Reading books/ ipad reading materials
- Revision books subject specific to personalised programmes studied
- School transport to and from sessions to support with attendance to these sessions

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 classes

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

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
Therapeutic	NEST
Coaching/Mentoring	EdStart
Key Counselling	Counselling weekly supporting mental health and wellbeing