

Catshill Middle School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Catshill Middle School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 (review), 22/23 (review), 23/24
Date this statement was published	December 2023
Date on which it will be reviewed	Termly
Statement authorised by	The Governing Body
Pupil premium lead	James Thompson
Governor / Trustee lead	Catherine Shearwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,480
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£25,377
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£183,857

Part A: Pupil premium strategy plan

Statement of intent

At Catshill Middle School, we aim to ensure that all pupils, regardless of their backgrounds, make sustained progress academically, socially and emotionally throughout their four years. We want pupils to strive for excellence, and develop the ability to learn for life. We understand that for some pupils there are greater challenges, be those academic, social or indeed in terms of their aspirations. Where pupils are vulnerable and/or disadvantaged, we aim to remove barriers to learning and aid pupils to overcome the challenges they face. The mantra of "Achievement, Challenge & Opportunity" is at the forefront of all we do and focusing this on the disadvantaged is paramount.

This plan lays out how we will use the school's pupil premium funding, to support pupils to fulfil their potential, be fully prepared for the next stage of their education and ensure they acquire the knowledge and cultural capital they need to succeed in life. As a three tier school it is essential we work closely with both our first school and high school partners to ensure a seamless learning journey for all pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The school thoroughly analyses which pupils are underachieving, particularly in English, Mathematics and Science, and why. We draw upon evidence from its own, and others' experience in order to allocate funding to activities that are most likely to have an impact on improving pupils' achievement.

The school uses achievement data regularly and robustly, to check whether interventions or techniques are working and makes adjustments accordingly. The school does not simply use data retrospectively to see if something has worked. We ensure that class teachers know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating progress. Pupil progress meetings are used to interrogate data and the related needs of individual pupils. The school uses pupil premium funding to tackle a range of issues, e.g. attendance, behaviour, confidence, resilience, reading, factors outside of school, professional training for staff on helping disadvantaged pupils, effective teaching and learning, literacy support, targeted support, and further enrichment.

Challenges

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

Challenge number	Detail of challenge
1	Low confidence in reading on entry and lack of reading outside of school.
2	Raising of attainment in English & Maths to ensure that by exit pupils are achieving ARE.
3	Understanding the importance of good attendance across the school including disadvantaged students and reducing PA for parents and pupils.
4	Low aspirations of some pupils and parents. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved confidence, enjoyment and engagement for disadvantaged pupils in reading and the wider curriculum.	Gap between reading outcomes and progress data for PP pupils is in line with that of non-PP pupils.
Improved attendance for disadvantaged pupils	97% attendance target to be achieved. PA students focused upon on a weekly basis using school staff and external support where appropriate. Ensure those students arriving out of normal transfer are as supported as possible. Gap in attendance outcomes for disadvantaged pupils has closed.
Raising of attainment and progress in English & Maths to ensure that by exit pupils are achieving ARE.	The gap between outcomes for disadvantaged pupils and non-disadvantaged pupils have closed and disadvantaged pupils are achieving ARE in Y8 on exit.

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer observation cycle set up to further improve QFT across the school with a focus on Rosenshine's Principles of Instruction and improving feedback to learners.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2

Targeted academic support

Budgeted cost: £108,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff and purchase of resources to further implement Keep Up Phonics to secure stronger phonics teaching for all pupils with continued staff training Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (lower 20% readers)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>1,2</p>
<p>Specific focus of small group support (through setting) and catch up programmes within normal lessons and after school. Additional support for the Inclusion Leader. Targeted interventions for academic achievement through existing school programmes. support through one to one or small group work.</p>	<p>Highly successful programmes impacting attainment and progress in all year groups for disadvantaged pupils with a focus on English and Maths. Recruitment of additional teacher 1 day per week to support Y6 English boosters. SENCO structures interventions to support students across the school. Close liaison with Chadsgrove Special School occurs weekly for assessment support, provision mapping and professional dialogue. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,4</p>

Wider strategies

Budgeted cost: £40,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and costs of full-time attendance officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>WCF have identified that with their support they are able to support schools with improved attendance strategies for students</p> <p>https://www.worcestershire.gov.uk/WCEducationServices/info/30/education-wel-fare-service</p>	<p>1,2,3,4</p>
<p>To provide high quality and varied range of extra-curricular activities such as clubs, experiences and trips.</p>	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment and socialisation opportunities These challenges particularly affect disadvantaged pupils, including their attainment</p>	<p>4</p>
<p>To provide an opportunity to access a breakfast club to support families with attendance needs</p>		<p>3</p>

Total budgeted cost: £183,857

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

2022-2023 outcomes	Y6 Statutory Assessment (scaled score)		
	Re	Wr	Ma
PP	98.2	96.8	97.0
NPP	103.6	101.3	102.2
Gap PP/NPP	5.4	4.5	5.2
Value added (progress from KS1)	-5.6 -2.5	-2.9 -0.7	-6.9 -3.0

Summary: Gaps between PP and NPP pupils remain wide and currently PP pupils are making less progress than NPP pupils and therefore the gap is widening.



GL and SATS PP Analysis for Attainment and Progress 2022- 2023

Year Group	English		Maths	
	Attainment % ARE PP/NPP (Y5/7/8 GL/Y6 SATs)	Progress % expected or better progress PP/NPP (TA assessments/Y6)	Attainment % ARE PP/NPP (Y5/7/8 GL/Y6 SATs)	Progress % expected or better progress PP/NPP (TA assessments/Y6)
Y5	All 76% PP 61% Non PP 83%	All 80% PP 70% Non PP 85%	All 78% PP 64% Non PP 84%	All 90% PP 92% Non PP 89%
Y6	All 59% PP 34%	All 58% PP 36%	All 56% PP 31%	All 55% PP 32%

	Non PP 66%	Non PP 65%	Non PP 64%	Non PP 63%
Y7	All 77% PP 64% Non PP 82%	All 69% PP 58% Non PP 74%	All 76% PP 64% Non PP 80%	All 90% PP 80% Non PP 98%
Y8	All 96% PP 88% Non PP 100%	All 91% PP 89% Non PP 90%	All 91% PP 83% Non PP 96%	All 87% PP 79% Non PP 93%
Summary: In most year groups PP underperform compared with non PP pupils in both attainment and progress. However, in Y5 PP pupils made better progress than NPP pupils in maths. In Y8 PP pupils made progress in line with NPP pupils in English.				



GL Y5 Assessment result analysis 2022-2023

(Attainment on Entry and at the end of Y5 = 10 months between assessments) **Disadvantaged** data compared

Date	Maths Baseline	Maths End of Y5	Maths Progress	English Baseline	English End of Y5	English Progress
2022 -23 (Disadvantaged)	89.8 (82.3) (Gap = -7.5)	99.3 (94.2) (Gap = -5.1)	+9.5 (+11.9) (Gap closed by +2.4)	95.6 (85.3) (Gap = -10.3)	100.5 (92.2) (Gap = -8.3)	+4.9 (+6.9) (Gap closed by +2.0)

Summary: The gap for Y5 pupils in 2023 closed in English and Maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Century Tech – personalised AI driven programmes of study	Century Tech
Academic Mentor provision-Sept 2022	National Tutoring Programme
Accelerated Reading	Renaissance Learning
TT Rockstars	Maths Circle Ltd
Spelling Shed	Education Shed

