

# Catshill Middle School - Pupil premium strategy statement 2024-25

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	425
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	22/23 (review), 23/24 (review), 24/25
Date this statement was published	December 2024
Date on which it will be reviewed	Termly
Statement authorised by	The Governing Body
Pupil premium lead	Kate Gallinagh
Governor / Trustee lead	Catherine Shearwood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£138,600

# 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. Our Federation has an agreed Pupil Premium Pledge which ensures that these pupils are always a high focus. 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 'Kindness, Aspiration and Self Belief' is at the forefront of all we do and focusing this on the most 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 that they acquire the knowledge and cultural capital they need to succeed in life. As a three tier school it is essential that we work closely with both our first school and high school partners to ensure a seamless journey for all our 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 disadvantaged 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 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 attainment in reading on entry and lack of reading outside of school.
2	Raising attainment in English and Maths to ensure that by exit pupils are achieving ARE and that they have made good progress.
3	Understanding the importance of good attendance across the school including disadvantaged students and reducing PA for parents and pupils. Figures for the academic year 2023/2024 show that attendance for disadvantaged pupils is lower than for non disadvantaged Whilst the whole school attendance is higher than National, attendance for disadvantaged pupils is below the government target of 97%
4	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 attainment and progress in English and Maths to ensure that by exit pupils are achieving ARE and that they have made good progress.	The gap between outcomes for disadvantaged pupils and non-disadvantaged pupils have closed and disadvantaged pupils are achieving ARE in Y8 on exit. Pupil premium pupils make progress in line with other pupils.

## 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.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	2
Purchase of an assessment system (Educater) and 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

## Targeted academic support

Budgeted cost: £98,600

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: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	<p>1,2</p>
<p>Specific focus of small group support (through setting) and catch up programmes. Additional support and training for the SENco. 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 an additional teacher 1 day per week to support Y6 English boosters. Recruitment of a teacher to deliver interventions/cover teachers to deliver interventions. SENCO structures interventions to support students across the school. Close liaison with Chads Grove Special School occurs weekly for assessment support, provision mapping and professional dialogue. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2,4</p>

## Wider strategies

Budgeted cost: £5,000

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 attendance officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. WCF have identified that with their support they are able to support schools with improved attendance strategies for students</p> <p><a href="https://www.worcestershire.gov.uk/WCEducationServices/info/30/education-wel-fare-service">https://www.worcestershire.gov.uk/WCEducationServices/info/30/education-wel-fare-service</a></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: £ 138,600**

## 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 2023 to 2024 academic year.

2023-24 outcomes	Y6 Statutory Assessment (scaled score)		
	Re	Wr	Ma
PP	96.5	97.6	96.2
NPP	102.9	100.9	101.2
Gap PP/NPP	6.4	3.3	5.0

Attainment									
Year Group	Reading		Writing		Maths				
<b>5</b> (STAR Data)	All 51%	NPP 56%	PP 32%	All 66%	NPP 71%	PP 39%	All 53%	NPP 59%	PP 29%
<b>6</b> (2024 SATs)	All 60%	NPP 73%	PP 30%	All 60%	NPP 72%	PP 23%	All 78%	NPP 69%	PP 30%
<b>7</b> (STAR Data)	All 45%	NPP 56%	PP 16%	All 61%	NPP 70%	PP 35%	All 68%	NPP 75%	PP 44%
<b>8</b> (GL Data)	English			Maths					
	All 54%	NPP 63%	PP 33%	All 61%	NPP 68%	PP 44%			

**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.

### 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

<b>Programme</b>	<b>Provider</b>
Accelerated Reading	Renaissance Learning
TT Rockstars	Maths Circle Ltd
Spelling Shed	Education Shed
White Rose Maths	White Rose
White Rose Science	White Rose Science

Signed:

*J Shingler*

**Julia Shingler**  
**Headteacher**

*C. Shearwood*

**Catherine Shearwood**  
**Chair Gov**