

Catshill Middle School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	370
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, 23/24
Date this statement was published	September 2022
Date on which it will be reviewed	Termly
Statement authorised by	The Governing Body
Pupil premium lead	James Thompson
Governor / Trustee lead	Bakul Kumar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£128485

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.

We have a range of tried and tested strategies which we constantly review and revise as needed.

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	Low aspirations of pupils, including LAC/PLAC
3	Understanding the importance of good attendance across the school including disadvantaged students and reducing PA.
4	Low parental engagement, understanding of the importance of attendance and aspirations of pupils
5	Raising of attainment in English & Maths to ensure that by exit pupils are achieving ARE.

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.	Greater confidence reading aloud to staff, greater use of library and Renaissance reading by disadvantaged pupils. Ensure staff are directed appropriately to support students effectively.
Higher aspirations of pupils, including LAC/PLAC	Evidence of higher self-esteem through PP meetings, attendance at recovery intervention programmes. Pupil voice utilised to capture outcomes.
Improved attendance for disadvantaged pupils	96% 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.
Improved attachment, improved emotional resilience & reduced anxiety to ensure pupils re-engage with their learning as restrictions are removed and a secondary curriculum model can be fully delivered across the school in all 4 year groups. Motivating students to learn.	Evidence of a good relationship with at least one key adult. Greater emotional resilience – fewer emotional concerns, more able to self-regulate, co-operate and focus in school. Increased staff available to support students throughout the school who enter some form of crisis. Highly trained staff in Trauma, Social Work & Family support (WT1,2,3)
Raising of attainment in English & Maths to ensure that by exit pupils are achieving ARE.	The gap between outcomes for disadvantaged pupils and all 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.

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

Teaching

Budgeted cost: £ 40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase additional numbers of teaching specialist for English & Maths. September 2022 2 x Maths specialists & 1 x English Specialists have been appointed. Also an Academic Mentor utilising the NTP. Students not achieving ARE at Y6 will have enhanced support from September 2022.</p>	<p>Highly successful with disadvantaged pupils in all year groups making progress. The school is also seeing increased library usage for disadvantaged pupils due in large part to the focus of AR reading time, staff and librarian supported pupils' reading and choice of books. Pupil voice confirmed pupils are enjoying their reading more and this is leading to increased progress and fluency.</p> <p>Work in conjunction with a national support school (Aston Fields Middle) to support strategies focused on improving the outcomes of disadvantaged pupils. https://www.gov.uk/guidance/get-school-to-school-support-from-system-leaders</p> <p>Monitoring to focus on disadvantaged pupils Pupil Progress Meetings to focus on Disadvantaged pupils Opportunities to enhance the curriculum and stimulate engagement explored in all subjects Effective use of Teaching Assistants https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf Recent evidence is also being drawn upon during the year.</p>	<p>1,2,4,5</p>

	https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance	
<p><i>Careers advice (using Xello), engagement in sporting activities/teams and other clubs, trips and visits supporting the wider curriculum. Supporting disadvantaged pupils to apply for positions of responsibility. Lunchtime club to support SEMH and wellbeing of LAC/PLAC & other invited disadvantaged pupils. Re-engaging pupils in learning through the recovery curriculum and recovery intervention and greater time for PSHE and emotional and mental health issues within the classrooms, including the appointment of a new Mental Health practitioner</i></p>	<p>Disadvantaged pupils attending a variety of activities and contributing well. Attendance at extracurricular events has increased for the group. Parents/carers engage with school through safe & well calls and this has improved engagement and built positive relationships for the future..</p> <p>Continuous monitoring allows school to assess if activities that are planned to support the curriculum are appropriate and have the desired impact.</p> <p>Identified access to mental health practitioners to assist students & families</p> <p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p>	1,2,3,4,5
<p><i>Targeted CPD for staff to ensure staff continue to be fully supported to support disadvantaged pupils' wellbeing, reading and attendance, including CPD on mental health and wellbeing, the role of the tutor and supporting literacy across the curriculum. CPD for curriculum leaders through the BMSLP to support all pupils through well-structured & sequenced curriculums designed for COVID recovery</i></p>	<p>Highly successful support for staff enables pupils to feel safe and supported at school. Pupils are making good progress across the curriculum even following the national lockdowns caused by the pandemic. As we approach a more stable period, the school plans to capitalise over the coming 3 years to ensure we build on our staff's expertise in building a better future for our disadvantaged learners.</p> <p>Regular professional dialogue between specialist teachers across Bromsgrove utilising the strength of the Bromsgrove Middle School Learning Partnership (BMSLP) will ensure that best practice, developments in pedagogy & practice as well as moderation & assessments can be achieved. The functioning of this group is similar to MAT support and</p>	1,2,3,4,5

	demonstrates that the school is not working in isolation at any level.	
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Targeted academic support

Budgeted cost: £47,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>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.</i>	Highly successful programmes impacting attainment and progress in all year groups for disadvantaged pupils. Setting in English & Maths impacts upon outcomes for all learners; it helps particularly with the disadvantaged cohort by the time they exit in Year 8. 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.	1,2,3,5
<i>Support all pupils through Century Tech, small group after-school tuition by school staff (school-led tutoring x 3 evenings), targeted support following the appointment of an “Academic Mentor” - NTP application. CMS to now fund appointment of AM at 40%, NTP to fund 60%. Start date September 2022.</i>	Approach initially run through the summer term of 2021. Pupils’ progress and attainment tracked to ensure pupils’ individual targets were met, using both internal assessment and externally marked GL Assessments. Government identified school-led tutoring in place. 85% of those attending are disadvantaged. Government led support now widened so Catshill has applied for an academic mentor. https://nationaltutoring.org.uk/academic-mentors/academic-mentor-faqs	1,2

Wider strategies

Budgeted cost: £40,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted resources including English/Maths/SEND and Attendance Strategies and Meetings. Targeted careers advice (Xello). Increased access to technology to improve pupil engagement in learning outside of the classroom including when self-isolating (Chromebook loan facility). Safe and well calls/visits to the doorstep utilised to engage with parents/carers and support pupils.</i></p> <p><i>Attendance support commissioned from Worcestershire Children First Education Welfare Officer (EWO) Team</i></p> <p><i>Support through one to one or small group work on social & emotional needs – using our pupil welfare team who offer support for vulnerable learners</i></p> <p><i>Ensuring opportunities for PP pupils are</i></p>	<p>The school was also ambitious in supporting disadvantaged learners, especially LAC/PLAC during the closure of school and where appropriate pupils continued to attend school with our key worker provision. Resources and technical support was always available and includes home visits where necessary. This continues even now the school is fully open.</p> <p>Engagement of students using Century Tech when out of the classroom has risen. Students feedback that the programme is supportive to learning & progression for English, Maths & Science.</p> <p>A member of the welfare team (WT2) has been trained as a Family support worker to engage with families in the home.</p> <p>WCF have identified that with their support they are able to support schools with improved attendance strategies for students https://www.worcestershire.gov.uk/WCF-EducationServices/info/30/education-welfare-service</p> <p>Available adults to support students who are struggling to emotionally regulate is crucial. Trauma Informed Schools UK identifies the necessity for this and Catshill has invested heavily in this approach by training a member of the welfare team (WT1) https://www.traumainformedschools.co.uk/</p> <p>Funding available for PP pupils to participate in after school activities, visits etc</p>	<p>1,2,3,4,5</p>

<i>maintained during the school year</i>		
<p><i>Increased resources including staffing recruitment to support attendance and student welfare.</i></p> <p><i>A Welfare Team (WT) of 4 highly trained adults (WT1,2,3,4)</i></p> <p><i>1 x FSW/DDSL</i></p> <p><i>1 x Trauma Informed</i></p> <p><i>1 x Mental Health</i></p> <p><i>1 x Inclusion support</i></p>	<p>Having an available adult for home visits, phone calls and meetings significantly supports the aim of 96% attendance for all pupils.</p> <p>Inclusion support manager appointed (Sept 22) to support the inclusion leader on a daily basis.</p> <p>Mental Health practitioner appointed to support pupils/families - national lead training booked for Autumn 2022.</p>	3,4,5
<i>Educational Psychologist appointment</i>	<p>Our appointed EP will work alongside staff and students to best support engagement with education and consider longterm strategies to support staff in being able to support students and families. This includes significant staff training for the whole school as well as individualised support packages where deemed necessary.</p> <p>https://www.worcestershire.gov.uk/WCF EducationServices/info/55/educational-psychology</p>	2,3,4,5
<p><i>Remote parent evening provision to improve attendance & engagement by families</i></p> <p><i>Consider additional parental engagement strategies during the year.</i></p>	<p>Using school cloud attendance at parent evenings rose for face to face (virtual) to 87% in 2020/2021, all other parents/carers contacted by other means - phone, email, epraise. The first of these in Autumn 2021 saw a 89% turnout.</p> <p>In Jan 2022 this figure has risen to 94% following the additional admin support allocated to support families with appointments.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	4,5
<i>Speech & Language Specialist employed to deliver support across the school.</i>	<p>Specialist SALT support is directed across the school and a high proportion of disadvantaged students have targeted access. The “communication trust” clearly identifies the importance of skilled SALT provision by trained professionals, specialist TAs and effective CPD for staff.</p>	1,2,4,5

Total budgeted cost: £128,485

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 2021 to 2022 academic year.

As the data analysis shows us below the pupil premium cohort Y8 2022 achieved outcomes comparable or better on exit compared to national pupil premium outcomes.

English

	<i>Below Ave/Very Low</i>	<i>Average</i>	<i>Above Av/Very High</i>
<i>National</i>	23%	54%	23%
<i>Catshill</i>	23%	39%	40%

Maths

	<i>Below Ave/Very Low</i>	<i>Average</i>	<i>Above Av/Very High</i>
<i>National</i>	23%	54%	23%
<i>Catshill</i>	12%	54%	36%

English 2022

Analysis of group scores (by free school meals)

The table and bar chart below show the distribution of scores for the group against the national average.

Description	Very low	Below average		Average			Above average		Very high
		74–81	82–88	89–96	97–103	104–111	112–118	119–126	
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	1%	6%	4%	13%	16%	13%	10%	15%	19%
N	0%	6%	2%	14%	14%	16%	12%	14%	20%
Y	6%	6%	11%	11%	22%	6%	6%	17%	17%

Maths 2022

Analysis of group scores (by free school meals)

The table and bar chart below show the distribution of scores for the group against the national average.

Description	Very low	Below average		Average			Above average		Very high
		<74	74–81	82–88	89–96	97–103	104–111	112–118	
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	0%	5%	6%	18%	18%	11%	5%	14%	23%
N	0%	2%	8%	21%	17%	8%	6%	13%	25%
Y	0%	12%	0%	12%	24%	18%	0%	18%	18%

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

Further information (optional)

Catshill Middle School's Pupil Premium Strategy continues to be successful over four years and impacts on improving achievement and opportunity for disadvantaged pupils. Pupils supported by the Pupil Premium are making progress across their 4 years at this middle school. Our relationships have flourished with our parents/carers and this has helped us support their children to an even greater extent.