

Pupil premium strategy statement 2025-2026 – Catshill Middle School

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	420
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	End December 2026
Statement authorised by	Julia Shingler
Pupil premium lead	Danielle Baker
Governor / Trustee lead	Emma Roulston

Funding overview

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

Part A: Pupil premium strategy plan

Statement of intent

Catshill Middle School is a nurturing community that challenges all to succeed through our core values of kindness, aspiration and self-belief. Our mission is to ensure that every pupil—regardless of background—makes sustained academic, social and emotional progress throughout their four years with us. We are committed to fostering a culture in which all pupils strive for excellence and develop the skills, confidence and resilience needed to become lifelong learners.

We recognise that each child is a unique individual. This includes our most severely disadvantaged learners. We firmly believe that education holds a powerful and transformative role in improving life chances, and we are dedicated to using this influence to make a meaningful difference. Through an individualised and needs-led approach, we aim to break down any barriers that may hinder pupils from accessing an excellent education. Our core focus is to close the gap in achievement and attainment for disadvantaged learners, ensuring equity for all.

The Spire Trust Pupil Premium and Attendance Project is a two year project led by senior leaders from all Trust and affiliated schools.



Spire Trust Pupil Premium Pledge

We are committed to ensuring that every young learner has a sense of belonging and the opportunity to achieve personal excellence. Our pledge is to support all pupils, irrespective of their background, by providing a nurturing environment, research-led high quality teaching, targeted academic and pastoral support.

“Remove the deficit discourse around disadvantage and its impact on learning and participation in school life. Disadvantaged pupils and their families are not a problem to be resolved.”



Marc Rowland, Unity Research School

We promote the mantra ‘Every interaction matters. *Every single one.*’

We pledge to:

1. Understand Each Child

- *Ensure every child is part of a setting where caring, positive relationships help them feel safe, nurtured, understood, and truly belong- encouraging excellent attendance.*
- *Observe and assess each child’s unique needs and work closely with teachers, teaching assistants and families to ensure we understand what each pupil requires to thrive.*
- *Promote children’s social skills, confidence and wellbeing, through high quality pastoral support, building cultural capital through opportunities beyond the classroom so that our pupils are ready for the next stage of their education.*
- *Avoid unconscious bias.*

2. Deliver High Quality Teaching and Tailor Support

- *Use adaptation, engagement and assessment for learning to meet the diverse needs of all pupils.*
- *Work with inclusivity and equity at the core of all we do. Classroom provision, interventions and individual support are designed to ensure that every child thrives.*
- *Provide a well-sequenced curriculum enhanced with wider opportunities to develop the whole individual.*

3. Monitor Progress and Provide Clear Communication

- *Regularly track and celebrate each pupil's progress.*
- *Tailor support using ongoing assessments to meet individual needs effectively.*
- *Work closely with parents and carers, offering regular communication to help support learning.*

Through this pledge, the Spire Trust aims to create a nurturing and inclusive environment where every child can achieve their best.

'Every interaction matters. Every single one.'

Successful implementation of our pupil premium strategy will be achieved through a number of key principles in order to provide an enriched relevant, engaging and innovative curriculum.

- We believe that the practitioner is the best intervention. Evidence based strategies will be implemented to ensure the best impact on improving outcomes for our disadvantaged pupils within the classroom- quality first teaching is central to our plan and provision.
- We ensure that the needs of individual children are identified through our pupil premium trackers, tracking a wide range of data sets available to us and speaking to the pupils and those who look after them at home. This ensures we cater for the individual and not the mass. We plan an agreed approach in our school-turning challenges into practical actions.
- 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 our pupils. Our transition offer is designed to support all learners, with additional sessions for our more vulnerable pupils.
- We foster an ethos and belief that **all** pupils, irrespective of background or starting point, can attain well and thrive in wider school life. Every child deserves the opportunity to achieve academic success, and we are committed to providing continuous social and emotional support to pupils and their families.
- We are committed to improving our provision of both curricular and extra curricular opportunities for our disadvantaged learners- ensuring a wider range of experiences and activities are offered.
- Disadvantaged pupils' outcomes are all staff's responsibility at Catshill Middle School. We are aware of, and avoid, unconscious bias. We promote the mantra 'Every interaction matters : 'Every single one'.

We are privileged to work with our children and remain unwavering in our commitment to securing the very best outcomes for every one of them.

Challenges

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

Challenge number	Detail of challenge
1	Attainment is lower for disadvantaged learners than their peers, both in school and nationally. In 2025 year 6 SATS, 20% of our disadvantaged learners achieved the expected standard in RWM compared to 64% non-disadvantaged learners. We also have a high proportion of disadvantaged learners with SEN- 40% of the SEND register are disadvantaged learners.
2	Typically, our disadvantaged children have poor spoken language skills and a more limited range of vocabulary. This links to poorer reading comprehension skills across the curriculum.
3	Whilst whole school attendance is above national average, the attendance for disadvantaged learners is below non-disadvantaged learners within our school. In the year 2024/25, attendance for disadvantaged learners was 91.7% compared to 96.9% for non-disadvantaged learners in KS2. In KS3, attendance for disadvantaged learners was significantly below national at 83% compared to 95.1% for non-disadvantaged learners in our school, this included a higher percentage of persistent absenteeism within this vulnerable group.
4	Disadvantaged pupils have limited "wider" experiences and opportunities in life to draw upon (beyond the school) which can link to a lack of motivation and opportunities for the future. This at times leads to a lack of sense of belonging.
5	There remains a gap in behaviour for learning, with disadvantaged pupils exhibiting less consistent engagement and self-regulation than their non-disadvantaged peers. Disadvantaged learners have an average of 3.11 demerits in comparison to average of 0.6 for disadvantaged learners.
6	Partnerships with the families of disadvantaged pupils are less consistent and successful than those established with non-disadvantaged families.

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
Increase the percentage of disadvantaged pupils reaching expected progress standards in particularly in Maths and also English.	<p>Reading, writing and maths combined data at the end of KS2 will show little difference when compared to peers.</p> <p>Outcomes for disadvantaged pupils will be in line with National benchmarks.</p> <p>Data in all year groups will show progress for pupil premium children is at least the same as their peers and in many cases, accelerated.</p> <p>Maths progress is accelerated and comes in line with Reading and Writing data.</p>

	Where there are gaps, these are reducing.
Develop the spoken language skills of all pupils, across the curriculum.	<p>All pupils, whether disadvantaged or not, use structured and precise spoken language in discussions.</p> <p>Oracy will be fully integrated into daily teaching and learning across all subject areas, with the physical, linguistic, cognitive, and social-emotional strands explicitly embedded throughout the curriculum.</p> <p>Lesson visits and pupil voice will identify increased levels of pupils' use of tier 2 and subject specific tier 3 vocabulary in the correct context.</p>
Increased engagement and reading culture within school leading to improved reading proficiency.	<p>Guided reading sessions demonstrate consistently positive behaviour and high engagement in reading.</p> <p>Improved reading proficiency for all pupils- 90% or above pupils meet or exceed age related expectations for reading fluency.</p> <p>Data shows an increase in reading ages over time and a reduction in pupils reading below their age range.</p>
Improve the attendance of disadvantaged pupils	<p>Attendance of disadvantaged pupils increases and moves to a rate above national FFTD attendance data.</p> <p>The gap between attendance of disadvantaged and non disadvantaged pupils significantly reduces.</p> <p>Reduction in the percentage of persistent absentees across school, particularly disadvantaged KS3 pupils.</p>
Increase opportunities and experiences for pupils- to ensure that they have a range of experiences to draw upon in learning and develop a deeper sense of belonging.	<p>Pupils will be exposed to increased purposeful enrichment opportunities including frequent visits and visitors.</p> <p>The careers curriculum for years 5-8 continues to be developed and embedded to support future aspirations for all learners.</p> <p>School leadership opportunities will be increased and disadvantaged pupils will be identified for key roles in order to deepen a sense of belonging.</p>

<p>Ensure all pupils develop the emotional resilience and learning readiness required to fully engage with the curriculum and achieve strong academic outcomes.</p>	<p>Tracking data from the behaviour system will demonstrate a reduction in behaviour points awarded to disadvantaged pupils, with the gap between disadvantaged and non-disadvantaged pupils diminishing over time.</p> <p>Disadvantaged pupils who need additional support will be identified more quickly and able to access preventative interventions. Welfare, emotional and safeguarding barriers are minimised promoting positive behaviour for learning in the classroom.</p> <p>Attitude to learning for all pupils is positive in lesson observations and pupil voice and learning behaviours are excellent.</p> <p>A reduction in the levels of isolations and suspensions for disadvantaged pupils will be seen.</p>
<p>Families of disadvantaged learners will engage with the school as active partners in supporting their children's learning and development.</p>	<p>Data tracking will show an increased level of engagement from disadvantaged pupils' families leading to a successful partnership between home and school.</p> <p>More opportunities will be created to engage all families in supporting their children's learning journeys at school.</p> <p>Additional opportunities for support beyond the school will be established to further assist families within the community.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 85,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partial funding for pupil premium lead	The will ensure that the strategy is lead and maintained with strong momentum	1-6

Phonics training for all staff and tracking of phonics outcomes	EEF- phonics- +5 months	1,2
CPD- tailored to further whole school T+L strategy, including a specific focus on oracy, feedback, adaption and engagement.	'Good teaching is the most important lever schools have to improve outcomes.' EEF EEF- individualised instruction- +4 months EEF- oral language interventions +6 months EEF- feedback +6 months	1,2
Whole staff CPD run by Marc Rowlands to highlight the barriers faced by disadvantaged learners	EEF highlights: <ul style="list-style-type: none"> • Teachers are more likely to adopt new practices if they understand the rationale and see clear benefits for students. • Staff buy-in improves consistency and sustainability of initiatives. 	1-6
Whole staff CPD for introduction of EEF literacy project- guided reading. Monitoring of projects. Staff participation in project engagement.	EEF- phonics- +5 months EEF- oral language interventions +6 months EEF- reading comprehension strategies +7 months "For disadvantaged learners who may have lower prior knowledge, less exposure to rich language or home reading opportunities, explicitly teaching comprehension — not just decoding — helps them understand and engage with texts more deeply. This contributes to closing the comprehension / attainment gap." EEF	1,2
Additional staffing in English and Maths to allow for targeted support and intervention- greater curriculum time and smaller class sizes (KS2)	EEF (+3 months for reducing class size) EEF (+4 months for smaller group intervention)	1,2,5
Maths teacher development (RL- Maths glow hub)	'Good teaching is the most important lever schools have to improve outcomes.' EEF	1
Year 7 and 8 Maths + English groupings- 1 higher/ 1 lower- 2 mix. Lower group follow an adapted curriculum to allow for success at their	EEF (+4 months for smaller group intervention)	1,2,5

level. Smaller class size in the lower group so the weakest and most vulnerable get the support needed.		
Additional support and professional development for Early Career Teachers	'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is a key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.' EEF toolkit	1,2,4,5
Creation and implementation of the pupil premium working party and PP tracker to ensure individual pupil needs are identified and support is put into place and tracked effectively	"A wide, persistent gap in achievement separates children who grow up in poverty from their better off peers." EEF - tracking and preventing barriers will be key to reducing the 19.2 month learning gap by the end of KS4.	1-6
EF (SENCO support)- increase release time by 2.0 days per week. Time is used to support identification and implementation of actions for SEND pupils.	EEF report: Pupils with SEND are twice as likely to come from disadvantaged homes, too (27% of pupils with SEND are eligible for free school meals compared to 12% of all other pupils) and face a double disadvantage in the classroom	1-6
Fund subject leader time to develop visits and trips across curriculum areas	EEF- Arts participation +3 months EEF- Sports participation +2 months	5
NPQ for MB to develop enrichment for all pupils	EEF- Arts participation +3 months EEF- Sports participation +2 months	5
Develop careers provision across all subject areas, including time needed by LM to develop opportunities across school.	EEF careers review found a consistent pattern, especially that young people from disadvantaged backgrounds are disproportionately likely to have career aspirations that <i>do not match</i> the educational qualifications required for their chosen job — putting them at higher risk of ending up "NEET" (not in education, employment or training)	5-6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a member of staff to launch and run	EEF- SEL- +3 months (+5 months KS3)	4,5

Nurture room and READY room.	“Pupils from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.”	
Recruitment of a qualified teacher to carry out English and Maths year 6 interventions	EEF- small group tuition +4 months	1,2
PP working party creation, implementation and regular meetings- identification of families requiring additional support/ engagement- key adult	EEF- Parental engagement +4 months	6
Power half hour- lunchtime interventions for year 6 Maths pupils at risk of not meeting expected standard	EEF- small group tuition +4 months	1,2,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of nurture space	EEF- SEL- +3 months (+5 months KS3) “Pupils from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.”	5,6
Increase capacity within the pastoral team to support pupil wellbeing and belonging in school.	EEF- SEL- +3 months (+5 months KS3)	3,4,5
Deepen support for stubborn low attendance of our disadvantaged students (increased liaison with release time from EA, home visits by EA/AM/pastoral team,	EEF (+4 months for parental engagement) Clear link between attendance and attainment	3

work with the local authority.		
Communal library use for Family Hub pop up	EEF- parental engagement +4 months	6
Driving the Spire Trust PP working party across schools in and affiliated with The Spire Trust to share good practice.		1-6
Proportional grouping and equity in setting of pupil premium pupils where possible.		1,2,3,5

Total budgeted cost: £ 135,705

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved achievement in national data

There was an overall increase in attainment for the 2024/2025 cohort in Reading, Writing and GPS. The gap narrowed for reading showing a positive impact of the interventions put into place and a whole school focus on reading. The gap also narrowed in writing with more pupils achieving the expected standard in writing, but there is still a significant gap. In GPS, there was an increase again in attainment, for both PP and non PP pupils and the gap slightly narrowed here too. In Maths there was a widening of the gap and a lower proportion of PP pupils achieving expected standard in comparison to their non PP peers- this led to a widening of the gap in terms of combined standards.

KS2 SATS 2025 cohort	Reading National	Writing	GPS	Maths	Combined RWM
Meeting expected standard overall	79% Nat 75%	68% Nat 72%	74% Nat 73%	61% Nat 74%	51% Nat 62%
PP	68%	48%	60%	28%	20%
Non PP	83%	76%	80%	75%	64%
Diff	15%	28%	20%	47%	44%

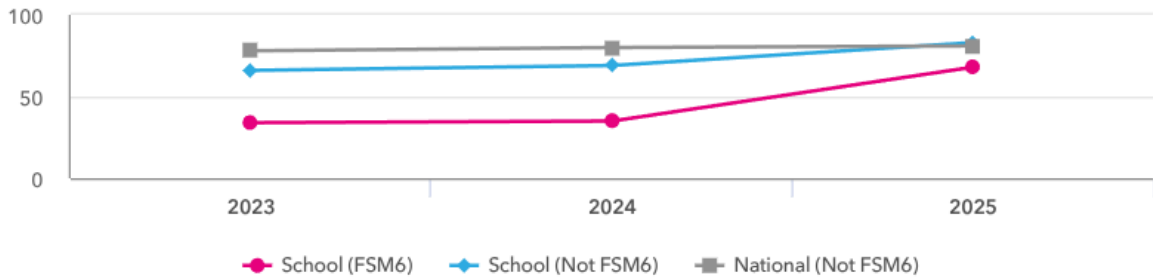
KS2 SATS 2024 cohort	Reading National	Writing	GPS	Maths	Combined RWM
Meeting expected standard overall	60% Nat 74%	61% Nat 72%	58% Nat 72%	65% Nat 73%	51% Nat 61%
PP	35%	35%	38%	38%	27%
Non PP	69%	70%	65%	75%	59%
Diff	34%	35%	27%	37%	32%

*In our year 6 cohort (24/25), there were 84 pupils, of which 25 were pupil premium students (30%). Of the 25 pupils, 13 were SEND pupils (52%)

Reading

KS2 attainment for disadvantaged pupils 2025

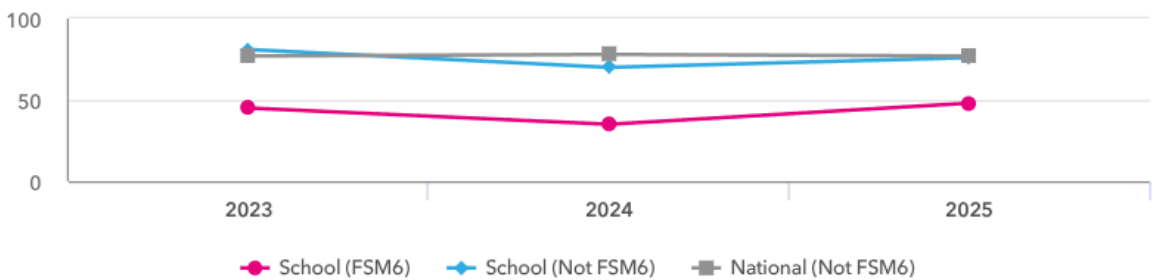
% Expected standard+ Reading DFE 



Writing

KS2 attainment for disadvantaged pupils 2025

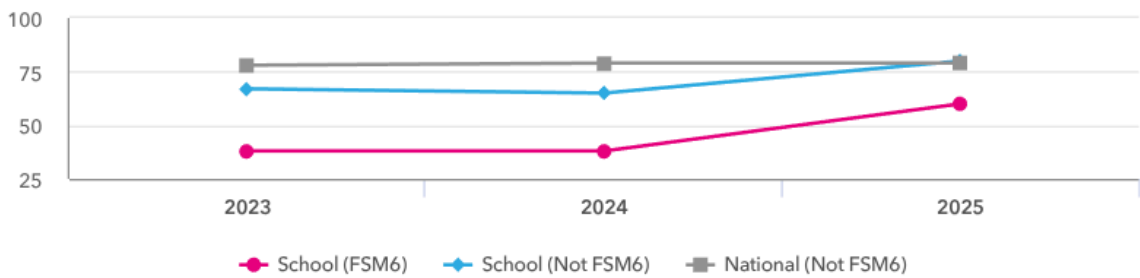
% Expected standard+ Writing DFE 



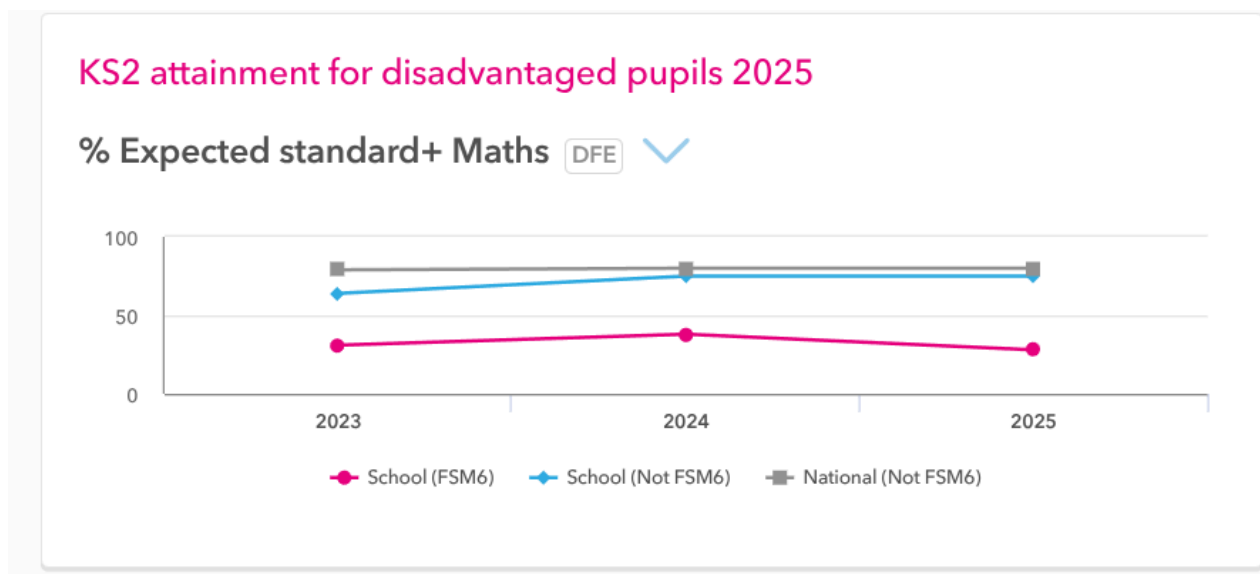
GPS

KS2 attainment for disadvantaged pupils 2025

% Expected standard+ Grammar, Punctuation & Spelling DFE 



Maths



Attendance

	Aut 2025	24-25	23-24	22-23		Aut 2025	24-25	23-24	
KS2 Nat	95%	94.5%	94.3%	93.8%		KS3 Nat	92.4%	91.3%	90.8%
KS2 School	96.4%	95.5%	95.5%	94%		KS3 School	94.1%	91.9%	92.2%
KS2 PP	94.1% Nat 92.4%	91.7% Nat 92.1%	92.1% Nat 91.8%	89.4% Nat 91.3%		KS3 PP	88.8% Nat 87.9%	83% Nat 86.2%	84.8% Nat 85.4%
KS2 Non PP	97%	96.9%	96.7%	95.5%		KS3 Non PP	96.1%	95.1%	94.8%
Gap	2.9%	5.2%	4.6%	6.1%		Gap	7.3%	12.1%	10%
KS2 PA Non PP	4.5%	2.7%	6%	18%		KS3 PA Non PP	11.7%	11.4%	15%
KS2 PA PP	17.8% Nat 25.8%	26.3% Nat 26.6%	29% Nat 28%			KS3 PA PP	32.7% Nat 35.9%	51.6% Nat 41.9%	46% Nat 45%
Gap	13.3%	24%	23%			Gap	21%	40.2%	31%

Analysis of impact of 22-25 strategy

Please note that during this period, there has been a significant change of staff and leadership within the school, as well as the school becoming part of The Spire Trust.

Intended outcome	Review and impact
Improved confidence, enjoyment and engagement for disadvantaged pupils in reading and the wider curriculum.	<p>Success criteria: Gap between reading outcomes and progress data for PP pupils is in line with that of non-PP pupils.</p> <p>Whilst this criteria has not been met, steps have been put into place and the outcomes have seen a narrowing of the gap in KS2 SATs results. Internal data from 24/25 highlighted a continued gap in reading attainment across all year groups.</p>
Improved attendance for disadvantaged pupils	<p>Success criteria:</p> <ul style="list-style-type: none"> -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 have closed. <p>Whilst this criteria has not been met, steps have been put into place and whole school attendance has seen some improvement. There is still a significant gap in PP and non PP attendance gaps. The Autumn 2025 data shows a slight improvement through the steps we have put into place this term.</p>
Raising attainment and progress in English and Maths to ensure that by exit pupils are achieving ARE and that they have made good progress.	<p>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.</p> <p>Year 8 pupil premium pupils made progress in line with non pupil premium pupils across the board in reading, writing and maths. However, the gap between PP and NPP attainment stayed similar across all subjects.</p>

Through changes in the leadership team over the last academic year, new strategies are now in place to tackle the aforementioned challenges. Ensuring equity for our disadvantaged pupils is a key focus across our school improvement plan and staff ethos. We believe that all children should achieve regardless of their socio-economic background and strive to improve our provision for these learners.

