

PUPIL PREMIUM STRATEGY STATEMENT

SEPTEMBER 2018 reflecting upon 2017/2018



Key Principles for the use of the Pupil Premium at Catshill Middle School

- The school never confuses eligibility for the pupil premium with low ability, and focuses on supporting disadvantaged pupils to achieve the highest levels.
- The school thoroughly analyses which pupils are underachieving, particularly in English, mathematics and why.
- The school drew, and draws upon, evidence from its own, and others' experience in order to allocate funding to areas 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.
- The school ensures that a designated senior leader, Head of School, plus the Executive Headteacher and governors, have a clear overview of how funding is allocated. They review the difference it is making to the outcomes of pupils on a half-termly basis.
- The school ensures that class teachers and support staff know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating progress.
- The school successfully 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, further enrichment and so on.

The Governing Body rigorously monitors the progress of disadvantaged pupils and the impact of the school's Pupil Premium spending. This is done on a termly basis.

Pupil Premium Funding Received

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2011/12 - £16917 (actual)

2012/13 - £39049 (actual)

2013/14 - £60219 (actual)

2014/15 - £89840 (actual)

2015/16 - £90520 (actual)

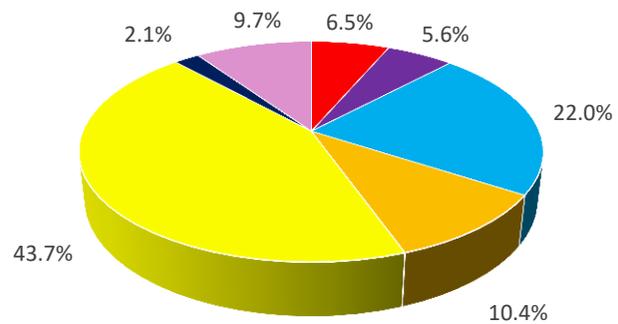
2016/2017 - £79625 (actual)

2017/2018 - £109965 (actual)

What we have done to diminish the differences

Pupil Premium Spend for 2017-18

- Whole school ethos of attainment for all
- High quality teaching for all
- Deploying staff effectively
- Clear, responsible leadership
- Addressing behavior and attendance
- Meeting individual learning needs
- Data driven and responding to evidence



Spend

Daily focussed additional support for PP children through the use of additional adults.
These additional adults are planned for to deliver small group tuition both in and out of class through lessons and interventions.

Impact

Year 5 Numbers/Percentages from GL Assessments. The number in each group is shown in brackets. (July 2018)

Attainment

A Standard Age Score (SAS) puts each child on a scale that is compared with pupils nationally. The average score is 100. The mean SAS is calculated for groups as an overall measure.

Y5 2017-18	National	All (77)	Dis (29)	Adv (48)	MA Dis (11)	SEND (17)	Female (35)	Male (42)	LAC (0)
English	100.0	100.0	95.34	102.8	107.8	84.29	104.8	95.98	-
ARE	56 of 77 (73%) (79% 2016-17)								
Maths	100.0	98.66	93.41	101.8	103.6	88.35	99.94	97.60	-
ARE	57 of 77 (74%) (74% 2016-17)								

Disadvantaged Pupil Progress at CMS 2017/18 (2016/17 data in brackets)

Y5 2017-18	All (77)	Dis (29)
English Expected	90% (90%)	93% (79%)
Maths Expected	88% (85%)	97% (91%)

Y5 Progress (Baseline to End of Year 5)

English - 46% More than expected, 44% Expected, 10% Less than expected (90% expected or better)
Maths - 46% More than expected, 42% Expected, 12% Less than expected (88% expected or better)

Year 6 Progress from entry in Y5 to the end of Y6 in KS2 Tests (SATS). (July 2018)

This compares the expected scaled scores generated after KS1 (Y2) and at the start of middle school (Y5). The actual scores for the cohort are provided.

Subject	Estimate after KS1 (Y2)	Estimate on Entry (Y5)	Estimate (End of Y5)	Actual (end of Y6 SATS)
Maths	103.0	94.03	100.4	101* (rounded)
English	104.0	90.23	100.8	102 (rounded)

There is a significant difference between the estimates produced in Y2 and Y4/Y5. Good progress has been made by pupils from entry to the end of Y6. This progress measure has been used by middle schools on inspection in July 2018. HMI identified that this is good or better progress from entry. This is now a key Ofsted indicator (page 10)

Year 7 Numbers/Percentages from GL Assessments. The number in each group is shown in brackets. (July 2018)

Attainment

A Standard Age Score (SAS) puts each child on a scale that is compared with pupils nationally. The average score is 100. The mean SAS is calculated for groups as an overall measure.

The mean standard scores for English and maths are **significantly higher** than the national average.

Y7 2016-17	National	All (75)	Dis (20)	Adv (55)	MA Dis (9)	SEND (9)	Female (33)	Male (42)	LAC (3)
English	100.0	108.9	101.95	111.38	109.0	97.78	110.91	107.26	89.67
ARE	69 of 75 (92%) (96% 2016-17)								
Maths	100.0	109.8	102.10	112.55	112.50	92.67	111.21	108.62	96.00
ARE	68 of 75 (91%) (93% 2016-17)								

Progress

English - 32% More than expected, 59% Expected, 9% Less than expected (91% expected or better)

Maths - 24% More than expected, 67% Expected, 9% Less than expected (91% expected or better)

Disadvantaged Pupil Progress at CMS 2017/18 (2016/17 data in brackets)

Y7 2017-18	All (75)	Dis (20)
English Expected	91% (88%)	85% (76%)
Maths Expected	91% (87%)	85% (63%)

Year 8 Numbers/Percentages from GL Assessments. The number in each group is shown in brackets. (July 2018)

Attainment

Y8 2016-17	National	All (71)	Dis (20)	Adv (51)	MA Dis (5)	SEND (10)	Female (28)	Male (43)	LAC (1)
English	100.0	107.5	99.55	110.63	115.80	95.71	105.57	108.77	85.00*
ARE	63 of 71 (89%) (86% 2016-17)								
Maths	100.0	112.9	107.50	115.25	117.83	107.59	111.43	113.93	107*
ARE	71 of 71 (100%) (86% 2016-17)								

The mean standard scores for English and maths are **significantly higher** than the national average. *1 pupil

Progress

English - 22% More than expected, 66% Expected, 12% Less than expected (88% expected or better)

Maths - 66% More than expected, 30% Expected, 4% Less than expected (96% expected or better)

Disadvantaged Pupil Progress at CMS 2017/18 (2016/17 data in brackets)

Y8 2017-18	All (71)	Dis (20)
English Expected	88% (67%)	85% (56%)
Maths Expected	96% (83%)	100% (80%)

Y8 progress over 4 years at Catshill in Maths (breakdown to follow as below)	100 % of pupils made expected progress
	60 % of pupils made better than expected progress

		Maths Progress From Entry	
Attainment on entry	Number of pupils	% expected	% exceeded
low	18	100%	64%
middle	33	100%	57%
high	10	100%	56%
School Total	61 of 71 (4 years)	Pupils who spent less than 4 years at CMS = 10. (50% Dis) 80% expected, 10% exceeded and 10% less than expected.	
Disadvantaged		16	38%
SEN		13	50%
Most Able		11	45%
Girls		21	76%

Boys	40	100%	53%
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Y8 progress over 4 years at Catshill in English (breakdown to follow as below)	98% of pupils made expected progress
	31% of pupils made better than expected progress

		English Progress From Entry	
Attainment on entry	Number of pupils	% expected	% exceeded
low	11	100%	18%
middle	37	97%	41%
high	13	100%	23%
School Total	61 of 71 (4 years)	Pupils who spent less than 4 years at CMS = 10. (50% Dis) (7f 3m) 60% expected, 20% exceeded, 20% less than expected	
Disadvantaged		16	94%
SEN		13	100%
Most Able		11	100%
Girls		21	95%
Boys		40	100%

Teaching Staff

Spend	Impact
Additional teacher provision is made to reduce set sizes in KS2. This facilitates the ability to target support at groups/individuals with a significant focus upon PP. 5 sets in English & Maths in KS2	Reducing set sizes in KS2 has had a huge impact on delivering age-specific curriculums to Pupil Premium pupils. (children in their learning)
Support staff team member employed as Pupil Premium Champion with time focussed on direct pupil premium work.	PP champion supports Head of School with issues related to the PP children across all years. This allows direct pupil support and dialogue with families as needed.
Pupil Welfare team (x3) support the emotional stability of PP pupils on a daily basis. This includes daily contact with parents and support agencies to ensure pupils feel good about being in school. In addition a variety of groups are run as part of a Nurture programme to support emotional strength and resilience.	The welfare team are working on a daily basis to support the emotional needs of children and families due to the high profile number of causing concern families at Catshill. In addition the team will signpost families to appropriate support agencies as needed.

Support Staff

Spend	Impact
The full and part-time employment of additional office staff.	Enhanced procedures for monitoring, managing and escalating the attendance of Vulnerable children (including PP). This occurs daily and can include text messages, phone calls and welfare checks at home. These systems have had a positive impact on the safeguarding, attendance of PP children. The absence figure for 2017-2018 PP was 5.9%. This is better than the National Average (6.5%). We have identified the key pupils who impact on these figures as persistent non-attenders and those who have medical reasons and target these with the above procedures and letters of warning.
Early Intervention Services.	Family Support Worker is based at CMS and helping to improve home school partnership with disadvantaged pupils benefitting greatly
Employment of a full-time member of staff as a deputy DSL	The 2017-18 Safeguarding list is made up of 71% PP children.

and Welfare Officer.	Attendance of a school representative at CIN, CP, LAC, Early Help, MET and Stronger Families meetings can occur. Parent meetings, conversations, phone calls and working alongside class teachers and other support staff to ensure that pupils on the Safeguarding List are known, supported and safe in school and at home.
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1:1 Intervention

Spend	Impact
Employment of full-time and P/T TAs to support PP children within the classroom.	Specific interventions planned and delivered for SEN and PP pupils in KS2/3 who need bespoke 1:1 provision: Speed Up (Handwriting Intervention), Dyslexia workshop, Dockside Reading Comprehension, Punctuation Workshop, Fresh Start Phonics, Talkabout (Talking Intervention KS2), Better Reading, Language for Thinking, Clicker 6 (ICT intervention), Lexion, Talkabout (Teenagers KS3), Memory Skills. Detailed impact reports available from SENCO.

Opportunities for Most Able

Spend	Impact
Most able PP focussed activities throughout the year include: Code Breaking – Mathematics UK Maths challenge for MA PP across the school. Spring into Maths MA PP Weekend workshop Science STEM club and external provision from Worcester University. Also Y7 Rocket Science Poetry Slam MA PP Animation club with external animation studio MA PP Electronics club MA PP Chess club French Café – MA KS3 Most Able PP Sports representation activities including targeted MA PP self esteem group.	Most able In Year 8 have outperformed National Most Able in both English & Mathematics and this includes a significant % of PP pupils. Change in attitudes from target group who grew in confidence and physical competence.

Behaviour/Social Intervention

Spend	Impact
<p>Paying for extended hours for the additional adults from 8:00 – 3:30 (beyond the school day)</p> <p>Allocated Teacher and Teaching Assistant hours and resources.</p> <p>Homework Club</p>	<p>This allows for Teachers and Teaching Assistants to be available to speak to parents before and after school. Parents of PP families are often spoken to before and after school and support given on behaviour, sleep issues, family worries etc. These conversations also have an impact on academic attainment and progress as adults are available to discuss ways in which parents/carers can support at home through homework or additional, bespoke home tasks for the individuals. It is difficult to provide hard data for this, but these elements contribute to diminishing differences between PP and Non-PP.</p> <p>Transition Projects for Y4 into Year 5. Enhanced transition targets those who need additional visits. 63% of this group were PP pupils and they attended several sessions with our staff, ensuring that their transition was as smooth as possible to Year 5. In addition similar bespoke transition packages are put in place for pupils transferring to high school at the end of Year 8. Targeted PP children benefit from such support.</p>

Resources

Spend	Impact
<p>Resources</p> <p>Continued Professional Development</p>	<p>Some examples listed.</p> <p>Clicker 6 which supported PP writing.</p> <p>Books for the library identified by PP pupils to inspire them to read.</p> <p>Additional Maths resources have meant that practical session, including models and images, have put Maths into real life contexts, provided PP pupils with the practical resources they need to make links between concepts and can use and apply their knowledge across problem solving and reasoning tasks.</p> <p>Resources for the CPD Training mentioned above for whole school. Attendance of Pupil Premium Champion to Pupil Premium Network Meetings. Both of these impact on whole school leadership and direction for the provision for PP children which in turn has impacted on the data seen above. Specific Attachment training undertaken across the whole school this year to support vulnerable children.</p>

<p>Uniform</p> <p>Extra-curricular opportunities.</p>	<p>When inducting PP pupils to the school they are offered support for uniform ensuring that they have the appropriate uniform for school and PE.</p> <p>Where clubs were oversubscribed and pupils were attending multiple clubs, PP children were provided with additional opportunities to attend.</p> <p>Identified pupils with particular interests have been targeted for specialist visits</p>
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