

PUPIL PREMIUM STRATEGY STATEMENT **SEPTEMBER 2017 reflecting upon 2016/2017**



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

Pupil Premium Funding Received

2011/12 - £16917 (actual)

2012/13 - £39049 (actual)

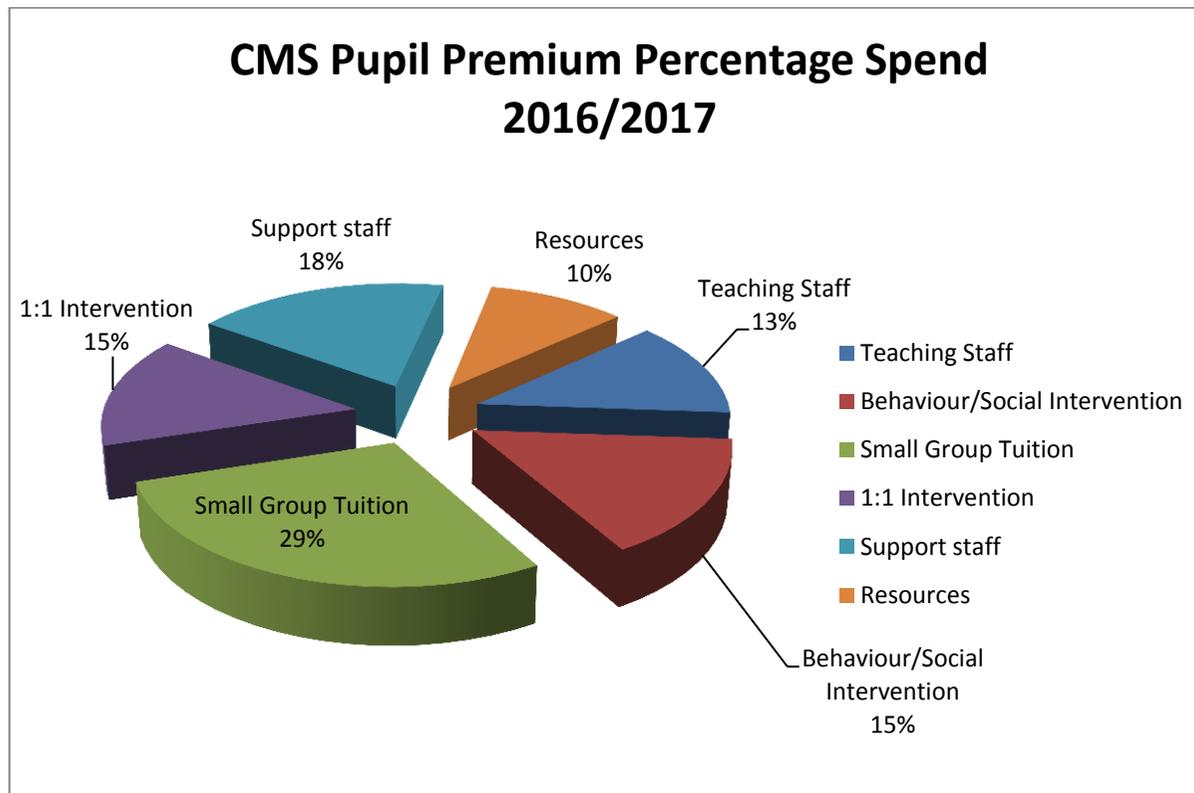
2013/14 - £60219 (actual)

2014/15 - £89840 (actual)

2015/16 - £90520 (actual)

2016/2017 - £79625 (actual)

What we have done to diminish the differences



Small Group Tuition

Spend	Impact																																																											
<p>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.</p>	<p>Year 5 Numbers/Percentages from GL Assessments. The number in each group is shown in brackets. (July 2017)</p>																																																											
<p>A Standard Age Score (SAS) puts each child on a scale that is compared with pupils nationally. The average score nationally is 100. The mean SAS is calculated for groups as an overall measure.</p>																																																												
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Y6 Progress on CMS tracking system

Y6 2016-17		Y6 average (78)	Disadvantaged average (25)
Reading	100% Expected	+1.37	+2.76
	58% Accelerated		
Writing	90% Expected	+1.71	+3.57
	44% Accelerated		
Maths	96% Expected	+0.82	+1.16
	56% Accelerated		

Y7 Progress on CMS tracking system

Y7 2016-17		Y7 average (70)	Disadvantaged average (19)
Reading	89% Expected	+0.02	+0.14
	11% Accelerated		
Writing	81% Expected	-0.12	-0.14
	15% Accelerated		
Maths	87% Expected	+0.29	+0.40
	34% Accelerated		

Y8 Progress on CMS tracking system

Y8 2016-17		Y8 average (70)	Disadvantaged average (26)
Reading	79% Expected	-0.39	-0.27
	17% Accelerated		
Writing	90% Expected	+0.36	+0.54
	34% Accelerated		
Maths	78% Expected	-0.07	+0.01
	28% Accelerated		

Teaching Staff

Spend	Impact
<p>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</p>	<p>Reducing set sizes in KS2 has had a huge impact on delivering age-specific curriculums to Pupil Premium pupils. (children in their learning)</p>
<p>Support staff team member employed as Pupil Premium Champion with time focussed on direct pupil premium work.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

Support Staff

Spend	Impact
<p>The full and part-time employment of additional office staff.</p> <p>Early Intervention Services.</p> <p>Employment of a full-time member of staff as a deputy DSL and Welfare Officer.</p>	<p>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 2016-2017 PP was 5.6%. 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.</p> <p>Family Support Worker is based at CMS and helping to improve home school partnership with disadvantaged pupils benefitting greatly</p> <p>The 2016-17 Safeguarding list is made up of 75% PP children. 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.</p>

1:1 Intervention

Spend	Impact
<p>Employment of full-time and P/T TAs to support PP children within the classroom.</p>	<p>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.</p> <p>Detailed impact reports available from SENCO.</p>

Opportunities for Most Able

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

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
Resources	<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>
Continued Professional Development	<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.</p>
Uniform	<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>
Extra-curricular opportunities.	<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 e.g. Team GB Kit Distribution for RIO Olympics.</p>