

Catshill Middle School Pupil Premium Strategy Statement

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 science, and why.

The school drew, and draws 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.

The school ensures that class and subject teachers know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating progress.

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.

1. Summary information					
School	Catshill Middle School				
Academic Year	2021/22	Total PP budget	£137,065		
Total number of pupils	344	Number of pupils eligible for PP	128 (37%)	Date for next PP Strategy Review	Termly
2. Current attainment on exit					
		Attainment on exit for pupils eligible for PP at CMS (2019 data. NB. 2020/2021 data unavailable due to coronavirus)		National attainment (Year 8) for pupils not eligible for PP (GL Assessment used to provide national figure as no national average available from DfE for Year 8)	
% of pupils attaining expected standards or above on exit		Maths 96%		96%	
% of pupils attaining expected standards or above on exit		English 70%		85%	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A. Low confidence in reading on entry and lack of reading outside of school

B. Low aspirations of pupils, including LAC/PLAC

C. Understanding the importance of good attendance across the school

External barriers

D. Low parental engagement, understanding of the importance of attendance and aspirations of pupils

E. Anxiety & insecure attachment as a result of lockdown & COVID-19, including LAC/PLAC. Returning to some normality - what will this look like in September 2021.

4. Outcomes

Success criteria

A. Improved confidence, enjoyment and engagement for disadvantaged pupils in reading

Greater confidence reading aloud to PP mentor and staff, greater use of library and Renaissance reading by disadvantaged pupils

B. Higher aspirations of pupils, including LAC/PLAC

Evidence of higher self-esteem through PP meetings

C. Improved attendance for disadvantaged pupils

96% attendance target to be achieved

D. 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.

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.

5. Planned expenditure

Academic year

2021/22

Desired outcome	Chosen action/ approach	What is the evidence rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
i. Quality of teaching for all					
Improved confidence and attainment in reading for disadvantaged pupils	Maintain additional support (staffing). Specific focus on reading for all staff (QFT) including Intervention /TA support/PP Mentor – targeted renaissance testing sessions, library sessions for all pupils	See barrier A	Continued termly meetings/Monitoring of pupils attainment and progress	DMC/ TM	Termly strategy review by SLT PP review
Higher aspirations, self esteem and emotional resilience for disadvantaged pupils, including LAC/PLAC	Using Google classrooms to engage pupils outside of the classroom with careers advice, wider engagement in subjects like STEM and sporting activities. Supporting pupils to access provision outside of school, especially if self-isolating. Re-engaging pupils in learning through the curriculum and greater time for PSHE and mental health issues within the classrooms	See barriers B, D & E	Continued termly monitoring of pp	JT/DM C	Termly strategy review by SLT PP review
Total budgeted cost					£76,500
ii. Targeted support					
Improved confidence and attainment in reading for disadvantaged pupils, improved attendance & attachment for disadvantaged pupils	Specific focus of small group support and catch up programmes within normal lessons and at additional times including after school. Targeted interventions for academic achievement through existing school programmes and new ones like NTP, support through one to one or small group work on social & emotional needs. New attendance strategies and protocols to be initiated for September 2021.	See barriers A, B, C & D	Continued monitoring of impact on progress	DMC/J G/LLE KH + new admin suppo rt.	Termly strategy review by SLT PP review
Total budgeted cost					£41,150
iii. Other approaches					

Improved engagement of pupils and parents/carers, aspirations and enjoyment of school leading to improved achievement	Targeted resources including English/Maths/SEND and Attendance Strategies and Meetings. Targeted careers advice. Increased access to technology to improve pupil engagement in learning outside of the classroom and when self-isolating.	See barrier D	Staff to liaise with families to ensure targeted help such as technology, food or agency support.	SLT	Termly strategy review by SLT PP review
Total budgeted cost					£19,415

6. Review of expenditure

Previous Academic Year 2020/21 £129,910

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
i. Quality of teaching for all				
Improved confidence and attainment in reading for disadvantaged pupils	Maintain additional support (staffing). Specific focus on reading for all staff (QFT) including Intervention /TA support/PP Mentor – targeted renaissance testing sessions, library sessions for all pupils	Highly successful with disadvantaged pupils in all year groups making good progress. The school also saw increased library usage for disadvantaged pupils throughout the year.	Highly successful because focusing the activity of pp mentor on reading supported library use (use of Librarian) and pupils reported enjoying their books more	£76,500
Higher aspirations, self esteem and emotional resilience for disadvantaged pupils, including LAC/PLAC	Using Google classrooms to engage pupils outside of the classroom with careers advice, wider engagement in subjects like STEM and sporting activities. Supporting pupils to access provision outside of school, especially if self-isolating. Re-engaging pupils in learning through the curriculum and greater time for PSHE and mental health issues within the classrooms	Highly successful: Disadvantaged pupils attended a variety of activities and contributed well prior to and during lockdown. Attainment in all subjects and at extracurricular events increased for the group once the school reopened. Parents/carers engaged with school during lockdown through safe & well calls.	Highly successful approach included records kept of successful events to rebook when restrictions allow	

ii. Targeted support				
Improved confidence and attainment in reading for disadvantaged pupils, improved attendance & attachment for disadvantaged pupils	Specific focus of small group support and catch up programmes within normal lessons and at additional times including after school. Targeted interventions for academic achievement through existing school programmes and new ones like NTP (Maths), support through one to one or small group work on social & emotional needs during and after school.	Highly successful programme impacting attainment and progress in all year groups for disadvantaged pupils. Targeted attendance work had an impact and this now needs to be increased across the PA category moving forward.	A very successful approach to be continued. Continue to evaluate regularly to ensure all small group support within lessons leads to even higher attainment. New attendance approaches to be delivered in September 2021 onwards including increased admin time.	£41,150
iii. Other approaches				
Improved engagement of pupils and parents/carers, aspirations and enjoyment of school leading to improved achievement	Targeted resources including English/Maths/ SEND and Attendance Strategies and Meetings. Targeted careers advice. Increased access to technology to improve pupil engagement in learning outside of the classroom and when self-isolating. Safe and well calls to be utilised to engage with parents/carers and support pupils. Obtain as many grants to help families as possible and distribute accordingly.	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. The school secured £15,000 of additional funding to support our families as a result of the pandemic. Families applied for support in several categories.	Highly successful approach to be continued this year with a specific focus on careers advice and guidance. The school is looking for innovative ways to engage our pupils in and outside of school during the restrictions. Further grants will be looked for to support our families as we move forward.	£12,260

7. Summary

Catshill Middle School's Pupil Premium Strategy continues to be highly successful and impacts strongly on improving achievement for disadvantaged pupils including Most Able and LAC/PLAC. Pupils supported by the Pupil Premium make **good progress** across their 4 years at this middle school. Differences have continued to diminish in all areas between disadvantaged pupils and all pupils nationally as shown by robust and externally set/moderated GL Assessments, as well as across **all** other curriculum areas. In addition, the school has ensured disadvantaged pupils including LAC/PLAC have been supported when unable to attend school, either during lockdown or due to self-isolation. Relationships have flourished with our parents/carers and this has helped us support their children to an even greater extent.

Due to Covid-19 there is no comparative data for school cohorts related to any national data 2020 & 2021.

The school does have its last set of comparative data for the 2019 cohort

https://drive.google.com/file/d/1DLsth2TdV0oEFmg3WONXP_-n0t4Iny4K/view?usp=sharing