

Catshill Middle School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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, 22/23, 23/24
Date this statement was published	September 2021
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	£137,065
Recovery premium funding allocation this academic year	£27,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,185

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. 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, including the recovery premium, 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.

We have a range of tried and tested strategies which we constantly review and revise as needed. Added to these, we have developed a tiered approach to the recovery premium which was highly successful in the summer term of 2021 and which we will continue to adapt to ensure that pupils disadvantaged by the pandemic make accelerated progress towards closing identified gaps.

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. Stability is high at CMS currently 14% and some year groups it is up to 36% this has a significant impact across the school.
4	Low parental engagement, understanding of the importance of attendance and aspirations of pupils
5	Anxiety & insecure attachment as a result of lockdown & COVID-19, including LAC/PLAC. Possible further financial barriers. Returning to

	some normality - what will this look like in September 2021. Motivating students to learn.
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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)

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: £ 66,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase additional support x 2 (staffing). Specific focus on reading for all. Staff (QFT) including Intervention /TA support– targeted renaissance testing sessions, library sessions for all pupils</p>	<p>Highly successful with disadvantaged pupils in all year groups making good 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>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. https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance</p>	<p>1,2,5</p>
<p><i>Careers advice (using Xello), engagement in sporting activities/teams and other clubs, trips and visits supporting the wider curriculum.</i></p>	<p>Disadvantaged pupils attending a variety of activities and contributing well. Attainment in all subjects and attendance at extracurricular events has increased for the group. Parents/carers engage with school during lockdowns</p>	<p>1,2,3,4,5</p>

<p><i>Supporting disadvantaged pupils to apply for positions of responsibility.</i></p> <p><i>Lunchtime club to support SEMH and wellbeing of LAC/PLAC & other invited disadvantaged pupils.</i></p> <p><i>Supported during COVID through the use of Google classrooms to engage pupils in subjects and sporting activities. Supporting pupils to access provision outside of school, especially if self-isolating.</i></p> <p><i>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</i></p>	<p>through safe & well calls and this has improved engagement and built positive relationships for the future. Even during COVID, the school introduced a highly effective, targeted support for disadvantaged & vulnerable pupils including LAC/PLAC through recovery intervention after school.</p> <p>Highly successful approaches. Continuous monitoring allows school to assess if activities that are planned to support the curriculum are appropriate and have the desired impact.</p>	
<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 demonstrates that the school is not working in isolation at any level.</p>	<p>1,2,3,4,5</p>

Targeted academic support

Budgeted cost: £45,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><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></p>	<p>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.</p>	<p>1,2,3,5</p>
<p><i>Three tier approach to COVID Recovery – use of technology to 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.</i></p>	<p>Highly successful 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.</p> <p>Government led support now widened so Catshill has applied for an academic mentor.</p> <p>https://nationaltutoring.org.uk/academic-mentors/academic-mentor-faqs/</p>	<p>1,2</p>

Wider strategies

Budgeted cost: £52,385

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>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 maintained during the school year</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>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)</p> <p>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>
<p><i>Increased resources including staffing recruitment to support attendance and student welfare.</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>3,4,5</p>

<p><i>A Team of 3 highly trained adults (WT1,2,3)</i></p>	<p>Inclusion support manager appointed to support the inclusion leader on a daily basis. This member of staff is a qualified safeguarding social worker (WT3)</p>	
<p><i>Remote parent evening provision to improve attendance.</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 81%, all other parents/carers contacted by other means - phone, email, epraise. This is being further implemented in 2021/2022. The first of these in Autumn 2021 saw a 89% turnout.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	<p>4,5</p>
<p><i>Speech & Language Specialist employed to deliver support across the school.</i></p>	<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> <p>https://ican.org.uk/about-us/our-evidence/</p>	<p>1,2,4,5</p>

Total budgeted cost: £164,185

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 2020 to 2021 academic year.

The school believes that it engaged exceptionally well with those eligible for pupil premium. 83% of PP pupils attended online lessons each day (89% non PP). 91% attended during each week (94% non PP). Those that did not attend were called/visited and encouraged to attend. For safeguarding reasons this was followed up each week to ensure we were in contact with all pupils & families.

IDSR states

Overall absence in autumn 2020 (4.1%) was in the lowest 20% of all schools.

Persistent absence in autumn 2020 (9.5%) was in the lowest 20% of all schools. It was also in the lowest 20% of schools with a similar level of deprivation.

Date	Y5 End of Year Maths (SAS)	Y5 End of Year English (SAS)	Y6 End of Year Maths SATS (SS)	Y6 End of Year English SATS (SS)	Y7 End of Year Maths (SAS)	Y7 End of Year English (SAS)	Y8 End of Year Maths (SAS)	Y8 End of Year English (SAS)
2020 -21 (Disadvantaged)	98.3 (94.4) (Gap = -3.9)	101.5 (96.5) (Gap = -5.0)	97.0 (88.5) (Gap = -8.5)	103.6 (96.1) (Gap = -7.5)	104.7 (101.0) (Gap = -3.7)	108.9 (105.4) (Gap = -3.5)	107.8 (105.9) (Gap = -1.9)	103.2 (101.3) (Gap = -1.9)

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
National Tutoring Programme	Third Space
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 and impacts strongly on improving achievement and opportunity for disadvantaged pupils including those who are academically able and LAC/PLAC. Pupils supported by the Pupil Premium are making progress across their 4 years at this middle school. 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. Our remote provision was highly regarded by parents during lockdown with 23 hours per week of face to face learning offered to all pupils. In addition over 100 digital devices and 30 wifi routers were loaned to pupils during these challenging times. All devices were monitored from within school using G-suite and Google was

used as our delivery platform. Relationships have flourished with our parents/carers and this has helped us support their children to an even greater extent.