



## Pupil premium strategy statement: Catshill Middle School

1. Summary information					
School	Catshill Middle School				
Academic Year	2018/19	Total PP budget	£109,065	Date of most recent PP Review	n/a
Total number of pupils	303	Number of pupils eligible for PP	96 (32%)	Date for next internal review of this strategy	Ongoing

Current attainment/progress GL National Assessments are used with the exception of Y6.							
	School All Standard Age Score or SATs %	School Disadvantaged Standard Age Score or SATs%	Most Able Disadvantaged Standard Age Score or SATs%	National All (2018 data) Standard Age Score 100 or SATs %	School Progress at expected or better. SATs progress Y6 from Y1	Disadvantaged pupil progress 2017/2018	Disadvantaged progress since Y5 Expected % (Exceeded%)
Year 5 English	100	95.34	107.8	100	90%	93%	
Year 5 Maths	98.66	93.41	103.6	100	88%	97%	
Year 6 Reading	62%	40%	82%	75%	-2.2		
Year 6 Writing	81%	66%	100%	78%	+1.7		
Year 6 GPS	56%	40%	91%	78%	-		
Year 6 Maths	65%	46%	100%	76%	-1.8		
Year 7 English	108.9	101.95	109.0	100	91%	85%	
Year 7 Maths	109.8	102.1	112.5	100	91%	85%	
Year 8 English	107.5	99.55	115.8	100	88%	85%	94% (19%)
Year 8 Maths	112.9	107.5	117.83	100	96%	100%	100%(38%)

<b>2. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Attendance
<b>B.</b>	
<b>C.</b>	
<b>D.</b>	
<b>E.</b>	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A</b>	Disadvantaged attendance was an area of Weakness in the 2017 Dashboard. Disadvantaged attendance is lower than Non-Disadvantaged.
<b>B</b>	The school is situated in an area of high deprivation which consequently leads to a high number of vulnerable learners across the school.

### 3. SIP Outcomes

<p><b>Priority 1</b> <i>Whole-school ethos of attainment for all.</i></p>	<p>1.1 To meet/exceed the national standards in reading, writing and mathematics at key stage 2 in 2017/18. (School provisional figure is 60% v 61% national 2016/17.</p> <p>1.2 To increase the percentage of pupils reaching the expected standard in Reading, Writing, SPAG and Maths. Current gaps are Reading (+1), Writing (+11), GPS (-6), Maths (-1%)</p> <p>1.3 To close progress gaps at KS2 to 0.0 or better for Reading, Writing, GPS and Maths. To increase the proportion of pupils that make good progress in Maths in Y5-8 including PP and MA PP</p>	<p>Use targeted interventions to close skills gaps for identified groups</p> <p>Use Pupil Progress Meetings to analyse and discuss progress of identified pupils</p> <p>Monitor quality first teaching of the identified groups</p> <p>Monitor progress of the identified groups through work trawl</p> <p>Moderate work from identified groups</p> <p>Use targeted interventions to close skills gaps for identified groups</p>
<p><b>Priority 2</b> <i>Addressing behaviour and attendance.</i></p>	<p>2.1 To improve whole school attendance to 97%</p> <p>2.2 To improve Disadvantaged Pupils Attendance to 96%</p> <p>2.3 To improve SEND attendance to 97%</p> <p>2.4 To reduce incidents of poor behaviour from 2016/17 levels (on SIMS database)</p>	<p>Evaluate newsletters to find improvements</p> <p>Ensure website is legally compliant</p> <p>Evaluate other parent communications with parent group to find improvements</p> <p>Investigate use of email for communications to parents</p> <p>Monitor and analyse behaviour point incidents weekly and over time</p> <p>Work with identified individuals to reduce incidents of low level disruption</p> <p>Use structured conversations with identified pupils/parents</p> <p>Follow up absence with fines if falls below 90% in last 12 weeks</p>

		<i>Increase home visits to high profile families</i>
<b>Priority 3 High quality teaching for all.</b>	<p>3.1 <i>To ensure teaching is always good or better and provides challenge for all learners</i></p> <p>3.2 <i>To improve the 'toolkit' for all teachers to increase the amount of outstanding learning opportunities.</i></p> <p>3.3 <i>To ensure pupils make 'good' or better progress in all lessons</i></p>	<p><i>Redevelop monitoring of teaching schedule to meet current needs</i></p> <p><i>Develop individual and group CPD and support programmes to meet needs as identified through monitoring of teaching</i></p> <p><i>Use as a focus within Appraisal targets where necessary</i></p> <p><i>Monitor teaching for opportunities for children to be challenged and GD developed</i></p> <p><i>Develop individual and group CPD and support programmes to meet needs in GD teaching as identified through monitoring of teaching</i></p> <p><i>Monitor combined Reading, Writing and Maths Greater Depth</i></p> <p><i>Monitor Disadvantaged Greater Depth</i></p> <p><i>Visit outstanding school</i></p> <p><i>Research</i></p>
<b>Priority 4 Meeting individual learning needs.</b>	<p>4.1 <i>To set aspirational targets across the curriculum to raise attainment expectations</i></p> <p>4.2 <i>To accelerate the rate of progress of pupils who are disadvantaged and most able disadvantaged</i></p> <p>4.3 <i>Track progress and make timely interventions across the curriculum</i></p>	<p><i>Use structured conversations with parents to support progress for identified pupils (pupils identified during PPMs Oct 17)</i></p> <p><i>Use targeted TAs to increase provision for identified pupils/groups</i></p> <p><i>Use structured interventions within class to support identified pupils/groups</i></p> <p><i>Investigate, trial, develop and monitor a target setting system that works for pupils and staff.</i></p>
<b>Priority 5 Deploying staff effectively.</b>	<p>5.1 <i>To develop staff expertise and accountability in order to increase pupil progress in lessons</i></p> <p>5.2 <i>Introduce new communication and reporting systems to be used between staff</i></p> <p>5.3 <i>Timetable effectiveness will be assessed</i></p>	<p><i>Target TAs towards groups/individuals in need of additional support (half termly focus)</i></p> <p><i>Train teachers and Targeted TAs in structured and evidence based interventions</i></p> <p><i>Implement record-keeping systems for Targeted TAs which evidence progress to inform Pupil Profiles</i></p> <p><i>CPD programme including:</i></p> <ul style="list-style-type: none"> <li>• <i>Reading</i></li> <li>• <i>Maths Reasoning</i></li> <li>• <i>Attachment</i></li> <li>• <i>Challenge and Greater Depth</i></li> <li>• <i>Data Training</i></li> </ul>
<b>Priority 6 Data driven and responding to evidence.</b>	<p>6.1 <i>Teachers to know how to use data effectively to ensure lessons are well crafted</i></p> <p>6.2 <i>Teachers strive to deliver improvements in attainment in reading, writing and mathematics</i></p> <p>6.3 <i>Intervention is systematic and data led throughout all years and subjects.</i></p>	<p><i>Data training (theory of why)</i></p> <p><i>Change timetable of PPMs to allow staff time to analyse own data</i></p> <p><i>Use IDSR &amp; ASP to analyse data in more depth</i></p> <p><i>Explore the qualities of SIMS Discover</i></p>
<b>Priority 7 Clear, responsive leadership.</b>	<p>7.1 <i>To develop middle leaders to increase the capacity of leadership in the school</i></p> <p>7.2 <i>To develop the effectiveness of the Senior Leadership Team in monitoring the whole curriculum and responding quickly</i></p> <p>7.3 <i>Develop middle and senior leaders through the Bromsgrove Middle School Learning Partnership</i></p>	<p><i>Curriculum Leaders' Action Plans to be developed</i></p> <p><i>Include Curriculum Leaders in the observation and monitoring schedule</i></p> <p><i>Time given to subject leadership time</i></p> <p><i>Monitor the Regular Leadership time allocated to Middle Leaders</i></p> <p><i>Support Middle Leaders to develop measurable targeted Action Plans</i></p> <p><i>Include Middle Leaders on monitoring and observation schedule</i></p>

		<p><i>Middle Leaders to lead CPD for staff</i>  <i>Target CPD to enhance leadership potential</i>  <i>Staff attend Excellent Teacher programme</i>  <i>Senior Leaders to Peer Review local schools' SIP and SEF</i>  <i>Senior Leaders to Peer Review local schools' teaching and learning</i>  <i>Senior Leaders to develop the capacity of CMS staff to support and collaborate with other local schools</i>  <i>Monitor school environment at start of year</i></p>
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**4. Planned expenditure**

<b>Academic year</b>	<b>2018/19</b>
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To see how **Quality of teaching for all, Targeted support & Other approaches** are being actioned and monitored please refer to the 2017-18 SIP which has been designed around research undertaken by NFER which identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. More detail can be found at: and [www.nfer.ac.uk/publications/PUPP01](http://www.nfer.ac.uk/publications/PUPP01) and [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473974/DFE-RR411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf) ***This document is available at school.***



