



Pupil premium strategy statement: Catshill First School and Nursery

Summary information					
School	Catshill First School and Nursery				
Academic Year	2017/18	Total PP budget	£118,800	Date of most recent PP Review	n/a
Total number of pupils	236	Number of pupils eligible for PP	90	Date for next internal review of this strategy	Ongoing

Current attainment				
	School Disadvantaged		National All (2016 data)	National Other
	ARE	Progress measure (SAS)	ARE	ARE
Good Level of Development	63%	n/a	55%	72%
Year 1 Phonics Check	81%	n/a	70%	83%
Year 2 Phonics Check Cumulative	89%	n/a	91%	93%
KS1 Reading Working At or above	78%	100% made expected or above progress	74%	78%
KS1 Reading Working At Greater Depth	33%	44% have made accelerated progress	24%	27%
KS1 Writing Working At or above	67%	100% made expected or above progress	65%	70%
KS1 Writing Working At Greater Depth	22%	50% have made accelerated progress	13%	15%
KS1 Maths Working At or above	72%	89% made expected or above progress	73%	77%
KS1 Maths Working At Greater Depth	17%	22% have made accelerated progress	18%	20%
Year 3 Reading	85%	92% made expected or above progress	No data	No data
Year 3 Writing	69%	100% made expected or above progress	No data	No data
Year 3 Maths	62%	85% made expected or above progress	No data	No data
Year 4 Reading	54%	87% made expected or above progress	No data	No data

Year 4 Writing	33%	96% made expected or above progress	No data	No data
Year 4 Maths	50%	96% made expected or above progress	No data	No data

1. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A	Oral language and Listening and Attention skills in Nursery and Reception are lower for pupils eligible for PP than for other pupils. This slows Reading and Writing progress in subsequent years.
B	As a group, disadvantaged pupils are displaying more severe emotional and social needs
C	In Year 1 and Year 3 Maths, the gap between Disadvantaged and Non-Disadvantaged is larger than in other year groups and subjects.
D	High mobility within year groups (some as large as 52% change within three years)
E	Parental engagement of Disadvantaged pupils is increasing. This needs targeting more to have an impact on attainment and progress of more Disadvantaged pupils.

External barriers (issues which also require action outside school, such as low attendance rates)

A	Disadvantaged attendance is lower than Non-Disadvantaged. This is a next step identified within the May 2017 Ofsted report.
B	The school is situated in an area of high deprivation which consequently leads to a high number of vulnerable learners across the school.

2. SIP Outcomes

Priority 1 Whole-school ethos of attainment for all.	1.1 To close gaps (of 8%+ or 0.5+) as identified in end of 16-17 data. <ul style="list-style-type: none"> Girls/boys Y1 Reading 10% Writing 10%, Y2 Reading 0.6, Writing 0.8, Y3 Writing 0.6, Y4 Writing 0.6 Disadvantaged/non-disadvantaged Y1 Maths 8%, Y3 Maths 0.5 1.2 To continue to raise ARE percentage to meet national expectations in all classes (Y2 writing, Y3 maths) 1.3 To investigate what outstanding looks like within this area.	Use targeted interventions to close skills gaps for identified groups Use Pupil Progress Meetings to analyse and discuss progress of identified pupils Monitor quality first teaching of the identified groups Monitor progress of the identified groups through work tawl Moderate work from identified groups Ensure boys are represented within monitoring schedule Use targeted interventions to close skills gaps for identified groups Use Pupil Progress Meetings to analyse and discuss progress of identified pupils Monitor quality first teaching of the identified groups and link to appraisal Monitor progress of the identified groups through work tawl Moderate work from identified groups Visit outstanding school Research
Priority 2 Addressing behaviour and attendance.	2.1 To evaluate the school's communications including the website to improve parental engagement 2.2 To decrease the number of incidents of red card behaviour through behaviour interventions and support (from 2017 analysis) 2.3 To continue the drive to improve attendance so that the school's overall figure is in line with the national average 2.4 To investigate what outstanding looks like within this area.	Evaluate newsletters with parent group to find improvements Ensure website is legally compliant Evaluate website with parent group to find improvements Evaluate other parent communications with parent group to find improvements Investigate use of email and Facebook for communications to parents Monitor and analyse red card incidents weekly and over time Work with identified individuals to reduce incidents of low level disruption Use structured conversations with identified pupils/parents

		<p>Target PW to work with identified children</p> <p>Re-establish rewards for class weekly attendance</p> <p>Monitor late collection of pupils through establishment of late pick-up book</p> <p>Introduce high value (Kindle) prize for half termly attendance 96%+, (no lates, not including holiday or unauthorised absence).</p> <p>Follow up absence with fines if falls below 90% in last 12 weeks</p> <p>Implement and continue advised actions following work with Babcock attendance officer</p> <p>Visit outstanding school</p> <p>Research</p>
Priority 3 High quality teaching for all.	<p>3.1 To ensure that teaching is consistently of a high standard ensuring that more children make expected progress or better</p> <p>3.2 To improve the quality of teaching further and develop staff knowledge of greater depth learning to increase challenge</p> <p>3.3 To investigate what outstanding looks like within this area.</p>	<p>Redevelop monitoring of teaching schedule to meet current needs</p> <p>Develop individual and group CPD and support programmes to meet needs as identified through monitoring of teaching</p> <p>Hold phonics training and identify where support needed</p> <p>Use as a focus within Appraisal targets where necessary</p> <p>Monitor teaching for opportunities for children to be challenged and GD developed</p> <p>Develop individual and group CPD and support programmes to meet needs in GD teaching as identified through monitoring of teaching</p> <p>Use EEF research to develop expectations for challenge and to develop reasoning skills</p> <p>Use as a focus within Appraisal targets where necessary</p> <p>Monitor combined Reading, Writing and Maths Greater Depth</p> <p>Monitor Disadvantaged Greater Depth</p> <p>Visit outstanding school</p> <p>Research</p>
Priority 4 Meeting individual learning needs.	<p>4.1 To target provision for pupils who have the most learning needs in order to increase progress (measured through target setting)</p> <p>4.2 To create a purpose-built target system for pupils and staff to increase attainment, progress and self- assessment (meta-cognition).</p> <p>4.3 To investigate what outstanding looks like within this area.</p>	<p>Use structured conversations with parents to support progress for identified pupils (pupils identified during PPMs Oct 17)</p> <p>Use targeted TAs to increase provision for identified pupils/groups</p> <p>Use structured interventions within class to support identified pupils/groups</p> <p>Within classes, use toolkits to support individual/group needs</p> <p>Investigate, trial, develop and monitor a target setting system that works for pupils and staff for EYFS, English and Maths</p> <p>Visit outstanding school</p> <p>Research</p>
Priority 5 Deploying staff effectively.	<p>5.1 To use targeted TAs to impact on attainment, progress and well-being of individuals and groups (termly/half-termly programme of support).</p> <p>5.2 To develop staff expertise in order to increase the number of pupils making progress.</p> <p>5.3 To investigate what outstanding looks like within this area.</p>	<p>Target TTATs (Targeted Teaching Assistant Team) towards groups/individuals in need of additional support (half termly focus)</p> <p>Train teachers and Targeted TAs in structured and evidence based interventions</p> <p>Implement record-keeping systems for Targeted TAs which evidence progress to inform PPMs and Provision Maps</p> <p>To include TAs in PPMs/Provision Mapping as required</p> <p>Link interventions to teacher and TA appraisal</p> <p>Use EEF evidence to inform new provision and intervention</p> <p>CPD programme including:</p> <ul style="list-style-type: none"> • Reading • Maths Reasoning • Attachment • Phonics

		<ul style="list-style-type: none"> • <i>Listening and Attention</i> • <i>Self-Efficacy/Disadvantaged</i> • <i>Challenge and Greater Depth</i> • <i>Writing for Pleasure</i> • <i>Collaboration</i> • <i>Data Training</i> <i>Visit outstanding school</i> <i>Research</i>
Priority 6 Data driven and responding to evidence.	6.1 <i>To enable teachers to use data to identify pupils' learning needs and address underperformance quickly.</i> 6.2 <i>To investigate what outstanding looks like within this area.</i>	<i>Data training (theory of why)</i> <i>EEF</i> <i>Change timetable of PPMs to allow staff time to analyse own data</i> <i>Produce a Data WAGOLL (by Dec 17)</i> <i>Use ASP to analyse data in more depth</i> <i>Explore the qualities of SIMS Discover</i> <i>Visit outstanding school</i> <i>Research</i>
Priority 7 Clear, responsive leadership.	7.1 <i>To develop curriculum leaders to improve provision in all subjects</i> 7.2 <i>To invest in middle leader training to increase the capacity of leadership across the school</i> 7.3 <i>To develop HCB through Aspiring Middle Leader Training</i> 7.4 <i>To develop senior leaders through collaboration within the Bromsgrove Learning Network</i> 7.5 <i>To create a long term strategy for improving premises to impact on safeguarding, health and well-being of pupils, staff and parents</i> 7.6 <i>To investigate what outstanding looks like within this area.</i>	<i>Curriculum Leaders' Action Plans to include</i> <ul style="list-style-type: none"> • <i>Curriculum Guidance</i> • <i>Skills progression</i> • <i>Monitoring of subject</i> <i>Subject identity (at CFSN)</i> <i>Include Curriculum Leaders in the observation and monitoring schedule</i> <i>Time given to subject leadership time</i> <i>Regular Leadership time allocated to Middle Leaders</i> <i>Support Middle Leaders to develop measurable targeted Action Plans</i> <i>Include Middle Leaders on monitoring and observation schedule</i> <i>Middle Leaders to lead CPD for staff</i> <i>Target CPD to enhance leadership potential</i> <i>HCB attend Middle Leader training</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 CFSN staff to support and collaborate with other local schools</i> <i>Update Risk Assessments for internal areas</i> <i>Update Risk Assessments for external areas</i> <i>Monitor classroom environments at start of year</i> <i>Monitor school environment at start of year</i> <i>Create 3 year premises plan</i> <i>Create plan for improved use of Tulip Tree</i> <i>Visit outstanding school</i> <i>Research</i> <i>Take advice from Ofsted Inspector</i> <i>Evaluate CFSN against Babcock 'Aiming for Outstanding' criteria</i>

3. Planned expenditure

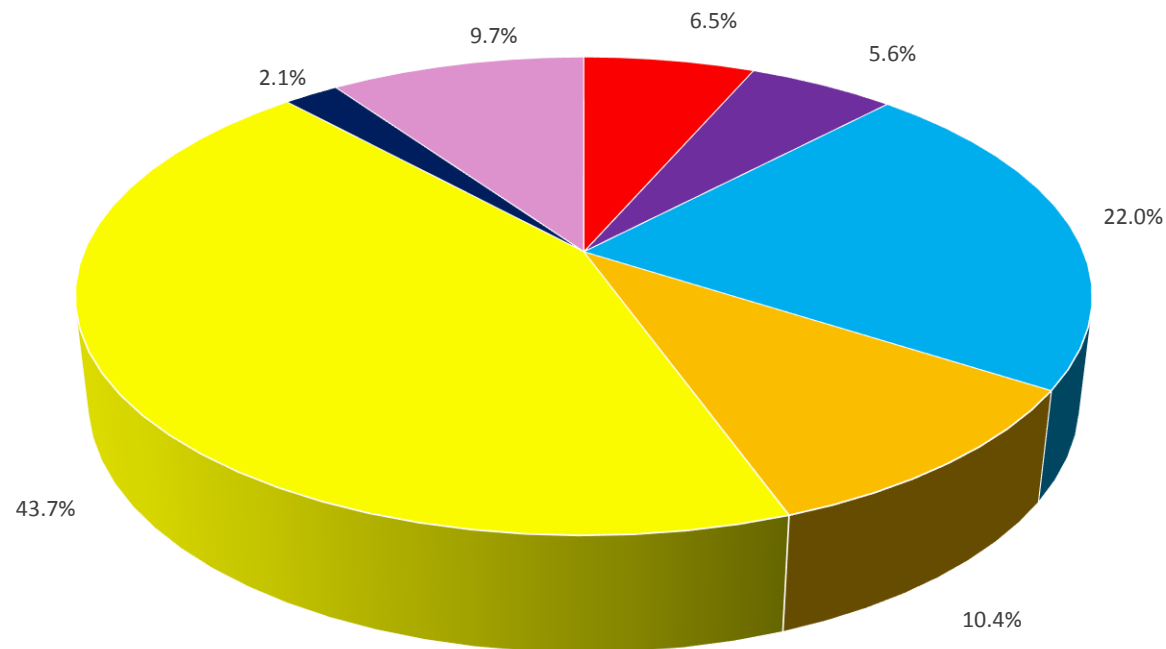
Academic year

2017/18

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 and https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf

Intended Pupil Premium Spend for 2017-18

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



5. Review of expenditure 2016-17				
Area of SIP	Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Priority 1 Whole-school ethos of attainment for all.	1.3 To increase the percentage of Disadvantaged Pupils reaching ARE to: KS1 and 2 74% Reading, 65% Writing and 73% Maths; EYFS 70%	1.3 Disadvantaged Pupils' lead to closely monitor class data to ensure that gap remains closed or is narrowing Disadvantaged Pupils' Lead to analyse SAS sheets to find reasons/focus/ trend for year group gaps <ul style="list-style-type: none"> Analyse data for new classes to establish new baseline gaps for each class Monitor half termly Develop action plan/interventions to address any areas of need	1.3 Disadvantaged Reading: KS1 78% KS2 70% Writing: KS1 66% KS2 51% Maths: KS1 77% KS2 56% EYFS: 63% KS1 and 2 areas have increased KS2 had a lower starting point	Continue to focus on closing specific gaps across the school and responding to data. Target Y4 maths (below ARE) Target new Y2 writing Target disadvantaged writing in new Y4 Use of Targeted Teaching Assistants to impact on this as well as whole school CPD for staff and individuals to target specific groups. Use of EEF.
Priority 2 Addressing behaviour and attendance.	2.2 To improve Disadvantaged Pupils Attendance to 96% 2.4 To address social/emotional needs in order to reduce incidents of poor behaviour	2.2 Disadvantaged pupils with poor attendance to be monitored by PW. Action plan created for those that fall below 92% (structured conversations) Class teachers to be made aware of actions Disadvantaged Pupils' Lead to monitor 2.4 'Always children' to be given a higher profile Monitoring of Good to be Green Weekly monitoring of behaviour books Follow up meeting for children who have had red behaviour	2.2 Disadvantaged attendance 94.5% 2.4 More thorough behaviour monitoring has led to better awareness of individual support and intervention Analysis of data drew the conclusions that the majority of poor behaviour was shown by SEND or Disadvantaged or both pupils.	Work alongside Babcock Attendance Officer. Maintain structures and routines for attendance monitoring and holding parents to account. Explore behaviour interventions that are evidence-based. Involve outside agencies and consider CPD needs for pupils with SEND and managing their individual behaviour needs. Listening and attention to be revisited Investigate mental health support Develop analysis of red card behaviour in order to increase intervention and support and decrease incidents
Priority 3 High quality teaching for all.	3.1 To increase the number of pupils who are at age related expectations (expected/secure) in writing in each year group 65% in all classes	Whole school focus on Word Aware to develop vocabulary use and impact on learning in all subjects <ul style="list-style-type: none"> Word Aware display as part of Essential Elements 	3.1 Y1 ALL – 59% DIS – 59% Y2 ALL – 75% DIS – 72% Y3 ALL – 76% DIS – 69% Y4 ALL – 36% DIS – 33%	Target Y2 (who did not make 1 year's progress) in writing Target new Y4 below ARE

	<p>3.2 To ensure that observation of teaching of writing is consistently good or better</p>	<ul style="list-style-type: none"> • Whole staff training • Purchase and CPD of EY Word Aware • Further purchase of Word Aware Manuals <p>Use Fresh Start as an intervention in KS2 to focus on phonic development to impact on spelling and writing</p> <p>Subject leaders to share National practice/good practice</p> <ul style="list-style-type: none"> • Share blogs/websites/resources • Create area of staff share <p>Staff training with focus on:</p> <ul style="list-style-type: none"> • ITAFS • SAS • Expectations for the Year group <p>Staff training to link writing to physical development</p> <ul style="list-style-type: none"> • Use of climbing frame to develop ore strength • Development of pincer grip • Fine motor skills to support writing <p>Increase opportunities for cross-curricular writing</p> <ul style="list-style-type: none"> • Subject leaders to suggest where writing can be included <p>Develop opportunities for children to write in real life contexts and from first hand experiences</p> <ul style="list-style-type: none"> • Include within learning sequence • Use drama, Visits and Visual Literacy to ensure children understand the context <p>EYFS to introduce phase specific writing strategies</p> <ul style="list-style-type: none"> • Dough Disco • Nursery Narrative • Write Dance • Wizard Writer <p>Use LearnPads as an aid to writing and an engagement tool</p> <p>Handwriting as a whole school focus</p> <ul style="list-style-type: none"> • More KS2 pupils using pen • Y2 cursive <p>Staff training linked to specific writing skills e.g. Talk for Writing</p>	<p>Where classes have not made ARE in KS2, the % of pupils achieving ARE has increased.</p> <p>3.2</p> <p>Observations show that teaching of writing is 100% good or better</p> <p>Ofsted and internal monitoring noted improvements and impact on quality of writing: 'Leaders have transformed the approach to writing in the school'</p>	<p>Ensure appropriate additional focus on developing disadvantaged boys' writing</p> <p>Ensure appropriate additional focus on developing disadvantaged SEN writing</p>
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		<p>Staff to share good practice within own Year/Phase teams</p> <ul style="list-style-type: none">• Observations• Team teaching <p>SLT and English Lead to monitor all staff teaching writing to include a focus on more able pupils</p> <p>Writing book scrutiny each term</p> <p>Review opportunities/provision for More Able Disadvantaged pupils</p>																																																												
<p>Priority 4 Meeting individual learning needs.</p>	<p>4.1 To target the pupils in each class who have the most learning needs in order for a greater percentage of pupils to achieve ARE</p> <p>4.2 To accelerate the rate of progress of pupils starting the year below ARE</p> <p>4.3 To maintain the rate of progress of pupils starting the year as ‘more able’</p>	<p>Renew the Pupil Progress Meeting Structure</p> <ul style="list-style-type: none">• Review timings and frequency of meetings• Identify dates for meetings on calendar at start of year• Middle Leaders to produce and analyse data• Use supply cover to release teachers <p>Interventions monitored through Pupil Progress Meetings</p> <p>Use toolkits to support SEN and identified individual pupils</p> <p>Whole school intervention mapping</p>	<p>4.1 ARE figures in each class show figures:</p> <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td rowspan="2">Y1</td><td>82</td><td>68</td><td>82</td></tr><tr><td>77</td><td>50</td><td>77</td></tr><tr><td rowspan="2">Y2</td><td>73</td><td>77</td><td>82</td></tr><tr><td>82</td><td>73</td><td>82</td></tr><tr><td rowspan="3">Y3</td><td>93</td><td>93</td><td>-</td></tr><tr><td>75</td><td>58</td><td>64</td></tr><tr><td>82</td><td>73</td><td>53</td></tr><tr><td rowspan="3">Y4</td><td>79</td><td>71</td><td>100</td></tr><tr><td>79</td><td>43</td><td>0</td></tr><tr><td>24</td><td>24</td><td>0</td></tr></table> <p>Cohort changes to be taken into account for maths</p> <p>4.2 % of cohort with accelerated progress (started below ARE and have made accelerated progress):</p> <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>Y1</td><td>56</td><td>18</td><td>47</td></tr><tr><td>Y2</td><td>77</td><td>68</td><td>33</td></tr><tr><td>Y3</td><td>33</td><td>25</td><td>20</td></tr><tr><td>Y4</td><td>70</td><td>68</td><td>86</td></tr></table> <p>4.3 % of Most Able who maintained this status</p> <p>Y1 - 100%</p> <p>Y2 - 87%</p> <p>Y3 - 83%</p> <p>Y4 - 100%</p>		Reading	Writing	Maths	Y1	82	68	82	77	50	77	Y2	73	77	82	82	73	82	Y3	93	93	-	75	58	64	82	73	53	Y4	79	71	100	79	43	0	24	24	0		Reading	Writing	Maths	Y1	56	18	47	Y2	77	68	33	Y3	33	25	20	Y4	70	68	86	<p>Continue using PPM structure.</p> <p>CPD on known SEND needs and the continued use of Chadsgrove as a base of knowledge and support for accelerating interventions for most severe SEND.</p> <p>Structured conversations through Targeted TA timetable</p> <p>Develop a target system that is more individual, manageable and impacting on learning</p>
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<p>Priority 5 Deploying staff effectively.</p>	<p>5.1 To develop staff expertise and accountability in order to increase the number of pupils meeting ARE</p>	<p>Develop Teaching Assistants through Appraisal Teacher Appraisal to include targets linked to improving progress in order that more children to achieve ARE Subject Leaders to attend Cluster Meetings</p> <ul style="list-style-type: none"> • PE • Maths • English • Computing • Science • Early Years <p>Tapestry Training for all EYFS staff Learn Pad Training for all staff Updates and opportunities to share ideas Staff training in Word Aware Staff training in use of data Staff training in Curriculum Leadership Staff training in Maths Reasoning Staff training in SEN (policy into practice) Staff training in Phonics and Spelling Moderation sessions built in to staff training schedule</p>	<p>5.1 Data as above</p>	<p>Targeted TA Team to be established through use of PP money. Team to react to data (gaps, progress, attainment and individuals) every half term.</p> <p>Monitoring of this team alongside the continued appraisal cycle for all TAs.</p> <p>Calendar of CPD to match school needs and direction. Focus on what makes the most difference for Disadvantaged pupils using EEF.</p>
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