

Pupil premium strategy statement

School overview

Metric	Data
School name	Catshill First School and Nursery
Pupils in school	311
Proportion of disadvantaged pupils	87 30%
Pupil premium allocation this academic year	£108,240
Academic year or years covered by statement	2019-2020
Publish date	01/09/19
Review date	31/07/20
Statement authorised by	Paul Essenhigh , Executive Headteacher
Pupil premium lead	Georgia Plant, Head of School
Governor lead	Catherine Sherwood

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+0.2
Writing	+0.2
Maths	+0.1

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at end of Year 4	54.9%
Achieving high standard at end of Year 4	13%

Measure	Activity
Priority 1	To develop children's aspirations
Priority 2	Prioritising Reading Success
Priority 3	Refining the curriculum to match the needs of children
Priority 4	Focusing on Well-being and Behaviour
Priority 5	Improving Attendance
Priority 6	Developing Purposeful Assessment
Barriers to learning these priorities address	Speech and language Parental engagement Lack of aspiration
Projected spending	£108,240

Teaching priorities for current academic year

Aim	Target	Target date
Aspiration	<ul style="list-style-type: none"> To explore ways of enhancing aspiration for the pupils of Catshill First School and Nursery 	30/06/2020
Prioritising reading successes	<ul style="list-style-type: none"> To review all aspects of the reading curriculum to ensure that reading is the key to success in all areas To develop reading within EYFS To build parental engagement in reading To ensure that all PP children reach the desired level to pass the phonics screening test 	30/06/2020
Refining the curriculum to match the needs of pupils	<ul style="list-style-type: none"> To develop skills progression in all subjects To respond to gaps as identified in data at end of July 2019 To monitor learning and teaching of a wide range of curriculum areas to ensure accuracy and progression of knowledge, skills and understanding To enhance the learning and teaching in maths through CPD/action research in maths mastery To ensure pupils in Key Stage 2 are prepared for Times table Check To develop the learning and teaching of ICT To develop curriculum provision in the Early Years Foundation Stage To develop early language and literacy skills of disadvantaged pupils in EYFS To build parental engagement in the curriculum 	30/06/2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To ensure that the schools values are embedded across the curriculum</p> <p>Children have a clear aspiration and know what an aspiration is by work in PSHE</p> <p>PP children to take part in 'I can be' project where they have experience in going into different workplaces to experience the world of work</p>
Priority 2	<p>To review all aspects of the reading curriculum to ensure that reading is the key to success in all areas</p> <p>To carry out training on reading sessions to teachers in school by the English Leader</p> <p>To develop reading within EYFS through parental workshops and ensuring that the unit is celebrating reading (variety of text types)</p> <p>To build parental engagement in reading</p>
Priority 3	<p>To develop skills progression in all subjects</p> <p>To respond to gaps as identified in data at end of July 2019</p> <p>To monitor learning and teaching of a wide range of curriculum areas to ensure accuracy and progression of knowledge, skills and understanding</p> <p>To enhance the learning and teaching in maths through CPD/action research in maths mastery</p> <p>To ensure pupils in Key Stage 2 are prepared for Times table Check</p> <p>To develop the learning and teaching of ICT</p> <p>To develop curriculum provision in the Early Years Foundation Stage</p> <p>To develop early language and literacy skills of disadvantaged pupils in EYFS</p> <p>To build parental engagement in the curriculum</p>
Priority 4	<p>To implement a culture of well-being for staff and pupils</p> <p>To embed Zones of Regulation to support children to manage their behaviour and related emotions</p> <p>To become further informed as a staff about the effects of trauma and mental health</p> <p>To redevelop lunchtime provision</p> <p>To enhance sporting and health related opportunities</p>
Priority 5	<p>To continue to rigorously monitor attendance and challenge parents whose children are persistently absent or late</p> <p>To improve attendance for pupils in EYFS</p> <p>To target parental understanding of the importance of good attendance and punctuality</p>

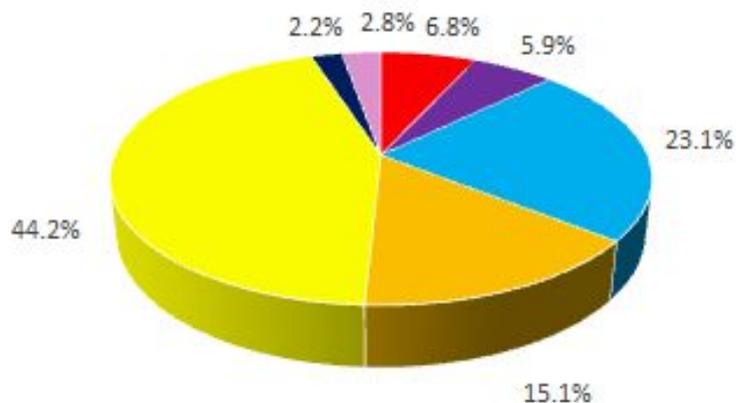
Priority 6	To enhance assessment practice through the purchase and implementation of Educater as an assessment tool To investigate the use of Educater tools for assessment within EYFS To explore the use of the Educater reporting to parents facilities
Barriers to learning these priorities address	Ensuring all staff are using learning walls and tool kits to support children. Ensure that all staff including TA's have had maths mastery training and that it is consistent throughout the school Ensuring key PP children are read with at home Ensuring we target PP families to take part in family learning/ workshops
Projected spending	£108,240

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development Allowing time to implement new strategies Engaging all teaching staff and support staff in improvement strategies	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time is given to subject leaders to develop their subjects. Looking at specific groups and how we can best support those children across school.	Twilight sessions allocated and all staff have a PM target linked to the development of their subject area.
Wider strategies	Engaging the families facing most challenges	Working closely with family learning to engage these families Offering breakfast provision for children who are often late/poor attendance/ PP

Pupil Premium Intended Spend for 2019-20

- 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



Category		Total	Percentage
Whole school ethos of attainment for all	£7,338	£7,338	6.8
Addressing behavior and attendance	£1,000	£6,338	5.9
Addressing behavior and attendance	£5,338		
High quality teaching for all	£22,467	£24,967	23.1
High quality teaching for all	£2,500		
Meeting individual learning needs	£2,000	£16,300	15.1
Meeting individual learning needs	£2,500		
Meeting individual learning needs	£9,800		
Meeting individual learning needs	£1,000		
Meeting individual learning needs	£1,000		
Deploying staff effectively	£47,897	£47,897	44.3
Data driven and responding to evidence	£2,400	£2,400	2.2
Clear, responsible leadership	£2,000	£3,000	2.8
Clear, responsive leadership	£1,000		
	£108,240	£108,240	100.00