

Catshill First School & Nursery School Pupil Premium Strategy Statement

Key Principles for the use of the Pupil Premium at Catshill First School & Nursery 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 First School & Nursery					
Academic Year	2021/22	Total PP budget			£109,565	
Total number of pupils	288	Number of pupils eligible for PP			88 (28%)	Date for next PP Strategy Review Termly
2. Current attainment on exit						
	Attainment Y1 Phonics for pupils eligible for PP at CFSN	Attainment Y1 Phonics for pupils not eligible for PP at CFSN	Attainment Y2 for pupils eligible for PP at CFSN (2019 data. NB 2020/2021 data unavailable)	Attainment Y2 for pupils not eligible for PP at CFSN (2019 data. NB 2020/2021 data unavailable)	Attainment on exit (Y4) for pupils eligible for PP at CFSN (2019 data. NB. 2020/2021 data unavailable due to coronavirus)	Attainment (Year 4) for pupils not eligible for PP
% of pupils attaining expected standards			75%	82.2%	48%	82.1%

or above for Reading						
% of pupils attaining expected standards or above for Writing			82.3%	75.5%	44%	82.1%
% of pupils attaining expected standards or above for Maths			81.2%	84.4	52%	89.3%
% of pupils attaining expected standards for Phonics	68.8%	86.7%				

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

In-school barriers

A	Underperformance from Disadvantaged group in reading and writing
B	Low aspirations of pupils, including LAC/PLAC
C	Understanding the importance of good attendance

External barriers

D	Low parental engagement, understanding of the importance of attendance and aspirations of pupils
E	Lack of engagement, low emotional resilience as a result of lockdown & COVID-19, including LAC/PLAC. Possible further financial barriers.

4. Outcomes

Success criteria

A	Improved confidence, enjoyment and engagement for disadvantaged pupils in reading	Improved performance for disadvantaged pupils in phonics and reading Improved engagement in home reading for disadvantaged pupils Increased knowledge of a
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		range of authors for disadvantaged pupils
B .	Higher aspirations of pupils, including LAC/PLAC	Evidence of higher self-esteem through Pupil Progress Meetings Increased engagement in out of hours opportunities
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	Zones of Regulation monitoring evidence shows pupils able to regulate emotions Pupil Voice indicates that wellbeing is a priority Re-engagement in learning is evident among disadvantaged pupils

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					
Following 2 disrupted years due to the pandemic, to refocus	CPD to focus on QFT Subject Leaders to redeliver Essential Elements for each subject Monitoring to focus on disadvantaged pupils	See barrier A	Focus on SIP Focus for monitoring All SLT, English	GP HL, CY,	Termly monitoring schedule Pupil Progress

on Quality First Teaching in order to increase opportunity for all and narrow gaps for disadvantaged pupils in writing, reading and maths	Pupil Progress Meetings to focus on Disadvantaged pupils Opportunities to enhance the curriculum and stimulate engagement explored in all subjects		Lead and Maths Lead to have as a clear focus	VOB TF and SS	Meetings
Focus on reading for pleasure to enhance reading provision across the school	CPD for all staff Catshill Children's Choice books given high status as a half termly event Pupil Voice monitored by staff and subject leader Renewed systems for recording reading put in place	See barrier A	Focus on SIP Focus for monitoring All SLT and English lead to have as a clear focus	GP HL, CY, VOB TF	Termly monitoring schedule Pupil Progress Meetings
Focus on writing standards and use of quality texts with clear sequence for learning	CPD for all staff Focus on sequence for learning using previous methods and quality texts Opportunities for writing extended Handwriting focus	See barriers A, B and E	Focus on SIP Focus for monitoring All SLT and English lead to have as a clear focus	GP HL, CY, VOB TF	Termly monitoring schedule Pupil Progress Meetings
Focus on EYFS provision within new framework and implementations of in the moment planning	CPD for all staff CPD for EYFS staff Development of opportunities	See barriers B and E	Focus on SIP Focus for monitoring All SLT and EYFS lead to have as a clear focus	GP, HL, CY CTY	Termly monitoring schedule Pupil Progress Meetings
Total budgeted cost					£67,870
ii. Targeted support					
Focus on improving attendance including persistent absence and punctuality	Revised monitoring systems in place from start of year Previous data used to identify potential concerns Weekly monitoring meeting set up	See barrier C	Agenda for Governors Focus for leadership team Time given by PW	PE, GP, PW	Weekly monitoring Pupil Progress Meetings

Total budgeted cost					£20,695
iii. Other approaches					
Increased use of practical resources and first hand learning experiences to enhance engagement for pupils	Teachers will use increased hands on and active learning opportunities. This is particularly relevant as the pandemic restrictions had an impact during the previous 2 academic years.	See barriers D and E	All class teachers and subject leaders to support implementation		Termly monitoring schedule Pupil Progress Meetings
Support parents to re-engage with school through a range of renewed approaches	Update website Online meetings and, as restrictions are lifted, a plan of face to face meetings Parent events to support learning and engagement with school e.g. uniform sales, second hand book sales	See barriers D and E	All leaders (SLT and ELT) to target parental engagement	SLT, PW	Monitoring of engagement Parental voice Feedback from events
Ensuring opportunities for PP pupils are maintained during the school year	Funding available for PP pupils to participate in after school activities, visits etc	See barrier E	Look at each case on merit when opportunities are made available. Parental conversations will be undertaken as and when appropriate.	SLT	As events/opportunities occur during the school year.
Total budgeted cost					£21,000

6. Review of expenditure

Previous Academic Year 2020/21 £121,325

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
i. Quality of teaching for all				
Improved confidence and attainment in reading for disadvantaged pupils	<p>Respond to the impact of the pandemic on Disadvantaged Pupils' reading attainment by prioritising focus on reading</p> <p>Development of a separate reading library for KS2 pupils in order to reduce cross bubble</p> <p>Maintain additional support (staffing). Specific focus on reading for all staff (QFT) including Intervention /TA support</p> <p>Increased purchase of reading scheme materials at all phases Purchase of online reading scheme (Rising Stars)</p>	<p>Resources purchased enabled pupils to continue to borrow school books throughout the time that they were in school. During lockdown, those in school continued to access the provision</p> <p>Staff focus on reading increased</p> <p>Online system in place from lockdown and remains in place</p>	Online system needs further encouragement for targeted families	£11,000
Higher aspirations, self esteem and emotional resilience for disadvantaged pupils, including LAC/PLAC	<p>Increased focus on wellbeing and mental health Further purchase of story support materials reflecting different emotional experiences and different family circumstances (e.g. stories about dealing with bereavement or understanding feelings of anger)</p> <p>CPD for a member of staff to attend trauma training</p>	<p>Impact of the pandemic meant that this target was essential. Some pupils showed and continue to show high levels of need following the pandemic Purchase of story resources has been popular with pupils, parents and staff</p>	<p>Further use and further resourcing will continue to be an area of need</p> <p>Staff member completed 10 days of training and this will be implemented further during 21-22</p>	£3,450
ii. Targeted support				
<p>Improved confidence and attainment in reading for disadvantaged pupils</p> <p>Improved attendance & attachment for</p>	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, support through one to one or small group	Identification of those in need resulted in targeted support Further engagement for some families and pupils still needed.		£26,890

disadvantaged pupils	<p>work on social & emotional needs. Parental conversations regarding attendance with key families.</p> <p>Additional staffing employed to support across the school. Allowing targeted intervention approaches</p>	Support helped to ensure gaps that had occurred due to the pandemic were being closed across the school.	Further staffing would be advantageous if it could be afforded.	£42,217
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iii. Other approaches

Improved engagement of pupils and parents/carers, aspirations and enjoyment of school leading to improved achievement	<p>Targeted resources including English/Maths/ SEND and Attendance Strategies and Meetings. 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.</p> <p>Obtain as many grants to help families as possible and distribute accordingly.</p>	<p>Disadvantaged pupils were a priority during lockdown and throughout the year.</p> <p>Grants, vouchers, access to technology and ongoing support was given to disadvantaged pupils as a priority.</p>	<p>Successful strategies to be continued.</p> <p>Identification and subsequent removal of barriers continues to be a priority.</p> <p>All grants and avenues of support will continue to be explored and implemented.</p>	£37,768
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7. Summary

Catshill First School & Nursery 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 years at this school. Differences have continued to diminish in all areas between disadvantaged pupils and all pupils nationally as shown by robust and externally set/moderated 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.