

Catshill First School and Nursery
Pupil premium strategy statement 2025-2028

This statement details our school's use of pupil premium for the 2025 to 2026 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 First School & Nursery
Number of pupils in school	286 (310 inc Nursery)
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Georgia Plant, Vicki O'Brien
Governor/Trustee Lead	Rosie Critchlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£101,505

Part A: Pupil premium strategy plan

Statement of intent

At Catshill First School & Nursery we never confuse eligibility for the pupil premium with low ability, and focus on supporting disadvantaged pupils to achieve the highest levels. Our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We know that the practitioner is the best intervention: high-quality, research-informed teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The school thoroughly analyses which pupils are underachieving, particularly in Phonics and Reading, other aspects of English and Mathematics, and why. We draw 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. We ensure that class teachers know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating progress. Pupil progress meetings are used to interrogate data and the related needs of individual pupils. 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.



The Spire Trust Pupil Premium and Attendance Project is a two year project led by senior leaders from all Trust and affiliated schools.

Spire Trust Pupil Premium Pledge

We are committed to ensuring that every young learner has a sense of belonging and the opportunity to achieve personal excellence. Our pledge is to support all pupils, irrespective of their background, by providing a nurturing environment, research-led high quality teaching, targeted academic and pastoral support.

“Remove the deficit discourse around disadvantage and its impact on learning and participation in school life. Disadvantaged pupils and their families are not a problem to be resolved.”

Marc Rowland, Unity Research School

We promote the mantra ‘Every interaction matters : ‘Every single one’.

We pledge to:

Understand Each Child

- Ensure every child is part of a setting where caring, positive relationships help them feel safe, nurtured, understood, and truly belong- encouraging excellent attendance.
- Observe and assess each child’s unique needs and work closely with teachers, teaching assistants and families to ensure we understand what each pupil requires to thrive.
- Promote children's social skills, confidence and wellbeing, through high quality pastoral support, building cultural capital through opportunities beyond the classroom so that our pupils are ready for the next

- stage of their education.
- Avoid unconscious bias.

Deliver High Quality Teaching and Tailor Support

- Use adaptation, engagement and assessment for learning to meet the diverse needs of all pupils.
- Work with inclusivity and equity at the core of all we do. Classroom provision, interventions and individual support are designed to ensure that every child thrives.
- Provide a well-sequenced curriculum enhanced with wider opportunities to develop the whole individual.

Monitor Progress and Provide Clear Communication

- Regularly track and celebrate each pupil's progress.
- Tailor support using ongoing assessments to meet individual needs effectively.
- Work closely with parents and carers, offering regular communication to help support learning.

Through this pledge, the Spire Trust aims to create a nurturing and inclusive environment where every child can achieve their best.

'Every interaction matters. Every single one'.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Early Years Historically, EYFS baseline, end of EYFS data, assessments and observations show fewer pre-school experiences and school readiness with a gap between disadvantaged and non-disadvantaged. This is even more accentuated with pupils who did not attend our own nursery. <i>* "School readiness" is a term often used to describe how ready children are socially, physically, and intellectually, to start formal schooling</i>
2	Phonics & Reading Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Oracy & Vocabulary Our disadvantaged pupils have limited vocabulary knowledge, therefore they have lower starting points in Speech and Language on entry to school. This therefore impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing too.
4	Attendance Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts attainment and progress.
5	Working Memory Typically, disadvantaged pupils find it harder to retain their learning and build on prior knowledge, due to this being less of a priority.
6	Wider Opportunities Non-disadvantaged pupils have more access to wider opportunities than those who are disadvantaged. This includes attendance on educational visits, inclusion in extra curricular activities and active engagement in wider opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 28)**, and how we will measure whether they have been achieved.

Challenge	Intended outcome	Success criteria
1	Improve EYFS outcomes for all pupils with a focus on the disadvantaged.	EYFS outcomes improve for all children especially disadvantaged Data in EYFS will show progress for disadvantaged pupils is at least the same as their peers and in many cases, accelerated. Where there are gaps, these are reducing
2	Phonics outcome results at Year 1 and Reading outcomes at KS1 improve for disadvantaged pupils.	Year 1 phonics result in line with national Year 2 reading assessments in line with national Data in Phonics and KS1 reading will show progress for disadvantaged pupils is at least the same as their peers and in many cases, accelerated. Where there are gaps, these are reducing.
3	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
4	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils increases and moves to a rate above national FFT attendance data The gap between attendance of disadvantaged and non disadvantaged pupils decreases Reduction in percentage of persistent absentees (PA) across school, particularly disadvantaged pupils
5	Improve working memory retention.	Pupil voice shows that disadvantaged pupils retain knowledge in line with non-disadvantaged peers.
6	Increase opportunities and experiences for pupils- to ensure that they have a range of experiences to draw upon in learning and develop a deeper sense of belonging.	Tracking and monitoring shows that disadvantaged pupils will be exposed to increased purposeful enrichment opportunities including frequent visits and visitors. School leadership opportunities will be increased and disadvantaged pupils will be identified for key roles in order to deepen a sense of belonging.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2025-2026)** to address the challenges listed above.

Evidence based support <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports>

Teaching

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge addressed number
Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for	2, 3

Training for staff to ensure assessments are interpreted and administered correctly. STAR Reading and Maths and GL vocab testing	development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	
CPD for all staff and purchase of resources to further implement Rocket Phonics to secure stronger phonics teaching for all pupils with continued staff training	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2
CPD for all teaching staff- Marc Rowland PP advisor (Unity Research School) CPD for key leaders to develop a systematic teaching sequence to increase vocabulary and concepts and apply across the curriculum CPD for teachers to develop oracy across the school- WOVEN project (Worcestershire Oracy and Voice in Education Network)	Durrington Research School- EEF Word Aware EEF Transforming the leadership of Disadvantaged Wellcomm Project EEF Reading Comprehension Toolkit	1, 2, 3

Targeted academic support

Budgeted cost: £66,505

Activity	Evidence that supports this approach	Challenge number addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support due to being in the lowest 20% of readers.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Additional writing interventions: precision teaching	Teaching Assistant Interventions EEF	2
Additional interventions for improving working memory	Improving Working Memory - first trial EEF	5

Wider Strategies

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number addressed
Embedding principles of good practice set out in the DfE's	Schools identify low literacy skills and poor attendance as the	4

Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and costs of full time attendance officer.	biggest challenges to disadvantaged pupils' attainment The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
To provide high quality and varied range of extra-curricular activities such as clubs, experiences and trips.	An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment and socialisation opportunities These challenges particularly affect disadvantaged pupils, including their attainment.	1
To provide an opportunity to access a breakfast club to support families with attendance needs	Breakfast clubs found to boost primary pupils' reading writing... EEF	4

Total budgeted cost: £101, 505

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Attendance

2023-24				2024-25			
School attendance overall %	National attendance overall %	School attendance % PP NPP	School PA % PP NPP	School attendance overall %	National attendance overall %	School attendance % PP NPP	School PA % PP NPP
94.6%	94.5% Primary	90.34% 95.2%	36.2% 6.3%	95.6%	94.80% Primary	92.6% 96.7%	31.8% 5.6%

Attainment

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year (2024-25), drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

	GLD			Phonics		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
PP	20%	33%	46%	10%	64%	60%
NPP	54%	76%	84%	58%	91%	90%
Gap CFSN	34%	43%	38%	48%	27%	30%
Gap Nat	20%	21%	21%	16%	16%	17%

Outcomes for our Reception children show that 60% of our children achieved a Good Level of Development. For our disadvantaged pupils, the GLD outcome was 46%. Whilst this is low, it does represent good progress from the children’s starting point. Strong progress from their starting point is also evident for those children who did not achieve GLD. It is clear that our strategy to focus on developing the children’s PD and PSED skills to ensure they are ready for learning has had an impact already. This aspect will be continued in 2025-26 along with further work to develop phonics and early reading.

Our Year 1 phonics check outcomes showed some positive outcomes for our Pupil Premium Pupils – 60% of children passed the phonics check compared to 90% of non-Pupil Premium Pupils. Good progress for those who did not pass can be clearly evidenced in Year 2 with the percentage of children passing increasing. Support from the English Hub (with a focus on disadvantaged pupils) will impact those children who have not met the standard and those who are in the current EY and Y1.

Y2 Statutory Assessment (2022-23)

Y2 Non-Statutory Assessment (2023-24; 2024-25)									
	Reading			Writing			Maths		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
PP	54%	65%	47%	45%	53%	47%	45%	53%	41%
NPP	77%	88%	81%	60%	77%	78%	64%	86%	76%
Gap CFSN	23%	24%	34%	15%	24%	31%	19%	33%	35%
Gap Nat	19%	19%		21%	21%		19%	19%	

In KS1 the gaps have widened in reading and writing. It is important to note that there is a high level of SEN / Pupil Premium dual disadvantage factors. 7 of the 21 children eligible for funding were also on the SEND register. Just over a third of Pupil Premium pupils are also Summer-born.

MTC Mean Score	22-23	23-24	24-25
PP	17.2	22.5	20.5
NPP	23	22.9	21.8
Gap CFSN	5.8↑	0.4↓	1.3↓
Gap Nat	2.6	2.5	2.4

The end of Y4 Multiplication Table results show that outcomes have improved for all pupils; the gap has significantly diminished between PP children and non PP children. Whilst the gap between disadvantaged and non disadvantaged was wider than the previous year, it is still well below the national gap and outcomes were broadly in line with national standards. As well as interventions and regular practice in school, all KS2 Pupil Premium pupils have been supplied with a Chromebook which has ensured ample opportunities for children to achieve well.

Attendance - We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Our assessment and observation clearly show that disadvantaged children are still more likely to be absent. Targeted actions such as the offer of breakfast club and first day calling have had some impact on individuals and families. However, gaps between disadvantaged pupils and non-disadvantaged pupils in attendance remain similar to previous years.

Based on all the information above, attainment gaps between disadvantaged and non-disadvantaged pupils remains significant. The widest gaps remain at the end of EYFS, Phonics, KS1 Reading and KS1 Maths. Gaps have diminished in the MTC. We will continue to target our disadvantaged pupils in order to achieve the outcomes we set out to achieve, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
TT Rockstars Maths Circle Ltd

Rocket Phonics Rising Stars & RS Assessment
White Rose Maths & 1-minute maths
NCETM Mastering Number
Widgit Online
Thinking Differently for Disadvantaged Learners

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Embedding more effective practice around
- working in partnership with WEST (Wellbeing Education Support Team) to develop our understanding of our pupils' and their families' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents in our community.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by our disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.