



Pupil premium strategy statement: Catshill First School and Nursery

1. Summary information					
School	Catshill First School and Nursery				
Academic Year	2016/17	Total PP budget	£110,300	Date of most recent PP Review	n/a
Total number of pupils	254	Number of pupils eligible for PP	35%	Date for next internal review of this strategy	April 6 th 2017

Current attainment			
	<i>School Disadvantaged</i>	<i>National All</i>	<i>National Other</i>
Good Level of Development	65%	66% (2015)	69% (2015)
Year 1 Phonics Check	82%	81%	83%
Year 2 Phonics Check	100%	91%	93%
KS1 Reading Working At or above	73%	74%	78%
KS1 Reading Working At Greater Depth	27%	24%	27%
KS1 Writing Working At or above	55%	65%	70%
KS1 Writing Working At Greater Depth	0%	13%	16%
KS1 Maths Working At or above	64%	73%	77%
KS1 Maths Working At Greater Depth	9%	18%	20%

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

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language 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.	Not enough Disadvantaged pupils are meeting ARE in each year group.
C.	26% of Disadvantaged pupils are also SEN
D.	3 HA Disadvantaged pupils in KS1 have not continued to be HA in KS2.
E.	Not enough Disadvantaged pupils achieve ARE in at KS1 in Writing.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A	Disadvantaged attendance was an area of Weakness in the 2015 Dashboard. Disadvantaged attendance is lower than Non-Disadvantaged.
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 (Disadvantaged specific targets and actions in blue)

<p>Priority 1 Whole-school ethos of attainment for all.</p>	<p>1.1 To close the gender gap in reading (Y3), writing(Y1 to 4) and maths (Y1)</p> <p>1.2 To increase the percentage of pupils reaching ARE to: KS1 and 2 74% Reading, 65% Writing and 73% Maths; EYFS 70%</p> <p>1.3 To increase the percentage of Disadvantaged Pupils reaching ARE to: KS1 and 2 74% Reading, 65% Writing and 73% Maths; EYFS 70%</p>	<p>Disadvantaged Pupils' lead to closely monitor class data to ensure that gap remains closed or is narrowing</p> <p>Disadvantaged Pupils' Lead to analyse SAS sheets to find reasons/focus/ trend for year group gaps</p> <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
<p>Priority 2 Addressing behaviour and attendance.</p>	<p>2.1 To improve whole school attendance to 96%</p> <p>2.2 To improve Disadvantaged Pupils Attendance to 96%</p> <p>2.3 To improve PSEN attendance to 96%</p> <p>2.4 To address social/emotional needs in order to reduce incidents of poor behaviour</p>	<p>Disadvantaged pupils with poor attendance to be monitored by PW. Action plan created for those that fall below 92% (structured conversations)</p> <p>Class teachers to be made aware of actions</p> <p>Disadvantaged Pupils' Lead to monitor</p> <p>'Always children' to be given a higher profile</p> <p>Monitoring of Good to be Green</p> <p>Weekly monitoring of behaviour books</p> <p>Follow up meeting for children who have had red behaviour</p>
<p>Priority 3 High quality teaching for all.</p>	<p>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</p> <p>3.2 To ensure that observation of teaching of writing is consistently good or better</p>	<p>Whole school focus on Word Aware to develop vocabulary use and impact on learning in all subjects</p> <ul style="list-style-type: none"> Word Aware display as part of Essential Elements Whole staff training Purchase and CPD of EY Word Aware

- Further purchase of Word Aware Manuals

Use Fresh Start as an intervention in KS2 to focus on phonic development to impact on spelling and writing

Subject leaders to share National practice/good practice

- Share blogs/websites/resources
- Create area of staff share

Staff training with focus on:

- ITAFS
- SAS
- Expectations for the Year group

Staff training to link writing to physical development

- Use of climbing frame to develop core strength
- Development of pincer grip
- Fine motor skills to support writing

Increase opportunities for cross-curricular writing

- Subject leaders to suggest where writing can be included

Develop opportunities for children to write in real life contexts and from first hand experiences

- Include within learning sequence
- Use drama, Visits and Visual Literacy to ensure children understand the context

EYFS to introduce phase specific writing strategies

- Dough Disco
- Nursery Narrative
- Write Dance
- Wizard Writer

Use LearnPads as an aid to writing and an engagement tool

Handwriting as a whole school focus

- More KS2 pupils using pen
- Y2 cursive

Staff training linked to specific writing skills

		<p><i>e.g. Talk for Writing</i></p> <p><i>Staff to share good practice within own Year/Phase teams</i></p> <ul style="list-style-type: none"> • <i>Observations</i> • <i>Team teaching</i> <p><i>SLT and English Lead to monitor all staff teaching writing to include a focus on more able pupils</i></p> <p><i>Writing book scrutiny each term</i></p> <p><i>Review opportunities/provision for More Able Disadvantaged pupils</i></p>
<p>Priority 4 Meeting individual learning needs.</p>	<p><i>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</i></p> <p><i>4.2 To accelerate the rate of progress of pupils starting the year below ARE</i></p> <p><i>4.3 To maintain the rate of progress of pupils starting the year as 'more able'</i></p>	<p><i>Renew the Pupil Progress Meeting Structure</i></p> <ul style="list-style-type: none"> • <i>Review timings and frequency of meetings</i> • <i>Identify dates for meetings on calendar at start of year</i> • <i>Middle Leaders to produce and analyse data</i> • <i>Use supply cover to release teachers</i> <p><i>Interventions monitored through Pupil Progress Meetings</i></p> <p><i>Use toolkits to support SEN and identified individual pupils</i></p> <p><i>Whole school intervention mapping</i></p>
<p>Priority 5 Deploying staff effectively.</p>	<p><i>5.1 To develop staff expertise and accountability in order to increase the number of pupils meeting ARE</i></p>	<p><i>Develop Teaching Assistants through Appraisal</i></p> <p><i>Teacher Appraisal to include targets linked to improving progress in order that more children to achieve ARE</i></p> <p><i>Subject Leaders to attend Cluster Meetings</i></p> <ul style="list-style-type: none"> • <i>PE</i> • <i>Maths</i> • <i>English</i> • <i>Computing</i> • <i>Science</i> • <i>Early Years</i> <p><i>Tapestry Training for all EYFS staff</i></p> <p><i>Learn Pad Training for all staff</i></p> <p><i>Updates and opportunities to share ideas</i></p>

		<p><i>Staff training in Word Aware</i></p> <p><i>Staff training in use of data</i></p> <p><i>Staff training in Curriculum Leadership</i></p> <p><i>Staff training in Maths Reasoning</i></p> <p><i>Staff training in SEN (policy into practice)</i></p> <p><i>Staff training in Phonics and Spelling</i></p> <p><i>Moderation sessions built in to staff training schedule</i></p>
Priority 6 Data driven and responding to evidence.	6.1 <i>Teachers to know and use data effectively to ensure pupil progress and attainment in reading, writing and mathematics</i>	
Priority 7 Clear, responsive leadership.	7.1 <i>To develop all teachers as leaders</i> 7.2 <i>To develop the role of the middle leaders</i> 7.3 <i>To develop the effectiveness of the Senior Leadership Team</i> 7.4 <i>Lead known whole school developments</i>	

4. Planned expenditure	
Academic year	2016/17
<p>To see how Quality of teaching for all, Targeted support & Other approaches are being actioned and monitored please refer to the 2016-2107 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</p>	

Intended CFSN Pupil Premium Percentage Spend 2016/2017

