

PUPIL PREMIUM IMPACT STATEMENT

APRIL 2016



Key Principles for the use of the Pupil Premium at Catshill First School and Nursery

- 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 why.
- The school drew, and draws upon, evidence from its own, and others' experience in order to allocate funding to areas 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 a designated senior leader, an Assistant Headteacher, plus the Executive Headteacher, Head of School and governors, have a clear overview of how funding is allocated. They review the difference it is making to the outcomes of pupils on a half-termly basis.
- The school ensures that class teachers and support staff know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating progress.
- The school successfully 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, further enrichment and so on.

The impact of the use of pupil premium funding is always measured and reviewed and Ofsted (February 2013) noted:

"The upturn in pupils' attainment and progress includes those eligible for the pupil premium. The additional funding allocated is used very well to provide carefully tailored interventions and programmes, such as specialised one-to-one support in mathematics and additional, well-trained teaching assistants who contribute along with teachers to improve pupils' reading, writing and calculation skills.

Parents and carers spoken to are pleased with their children's progress

Teachers' accurate assessments of pupils' progress and performance in English and mathematics show that the average point scores reached by pupils known to be eligible for free school meals compare favourably with the scores of other pupils."

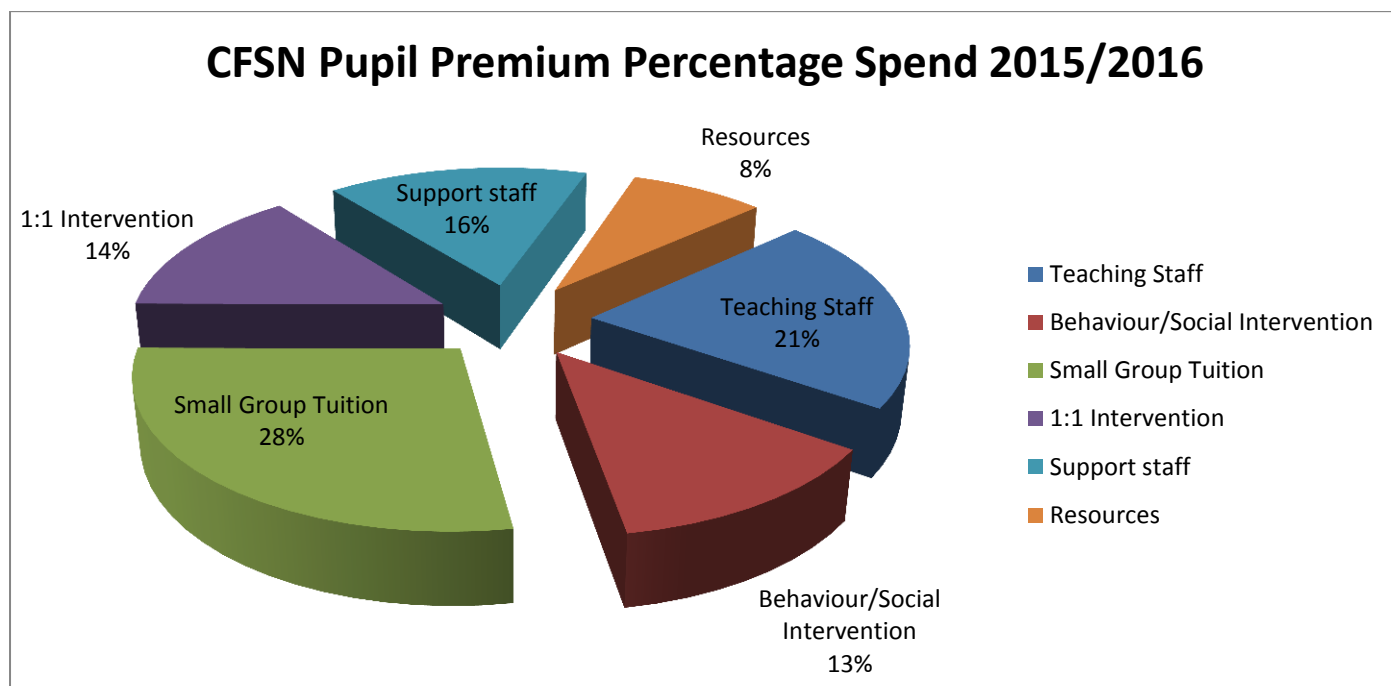
The Governing Body rigorously monitors the progress of disadvantaged pupils and the impact of the school's Pupil Premium spending. This is done on a termly basis.

Pupil Premium Funding Received

2011/12	£20,208
2012/13	£37,230
2013/14	£66,604
2014/15	£105,313
2015/16	£97,680
2016/2017	£104,280 estimated

What we have done to close gaps

The report below is based on 2015-16 spend but 2014-15 data. This report will be annotated with 2015-16 Data in September 2016.



Small Group Tuition

Spend	Impact
<p>Daily focussed additional support for PP children through the use of additional adults. 90% Reception to Year 4 classes have a TA every morning and afternoon. 10% have a TA for three mornings and afternoons.</p> <p>These additional adults are planned for to deliver small group tuition both in and out of class through lessons and interventions.</p> <p>These additional adults also impact on SEN Data as 27% of the PP Cohort are also SEN and 49% of SEN cohort are PP.</p>	<p>2014-2015 Data</p> <p>Reception – The gap between PP and Non-PP closed in Reading, Writing and Number.</p> <p>Year 1 - The gap between PP and Non-PP closed in Reading, Writing and Maths with PP outperforming non-PP in all areas.</p> <p>Year 2 – The gap between PP and Non-PP closed in Writing.</p> <p>Year 3 - The gap between PP and Non-PP closed in Writing and Maths.</p> <p>Year 4 - The gap between PP and Non-PP closed in Writing.</p> <p><u>Current 2015-2016 Data (based on Summer 1 Data)</u></p> <p><u>Reception – The gap between PP and Non-PP is closing in Reading, Writing and Number.</u></p> <p><u>Year 1 – The gap is not yet closing but is no bigger than 0.6.</u></p> <p><u>Year 2 – The gap over between PP and Non-PP is closing in Reading and Writing.</u></p> <p><u>Year 3 - The gap between PP and Non-PP is closing in Reading and Maths.</u></p> <p><u>Year 4 - The gap between PP and Non-PP is closing in Reading, Writing and Maths.</u></p> <p>Feedback, identified by the school through the EEF to have significant impact on closing the gap for PP pupils, to PP pupils is immediate and personalised, meaning greater progress across PP in the above areas.</p>

Teaching Staff

Spend	Impact
<p>Split Key Stage 2 into 4 classes in 2015-2016, employing a teacher on a 0.6 contract and employing a full-time Assistant Headteacher who teaches the remaining 0.4.</p>	<p>Reducing class sizes in KS1 has had a huge impact on delivering age-specific curriculums to Pupil Premium pupils during a year where Interim Teacher Assessment Frameworks (ITAFs) and SATs have been introduced to Year 2. There are 19 PP in Year 1</p>

<p>Assistant Headteacher employed as Pupil Premium Champion with 0.1 on focussed on direct pupil premium work.</p> <p>Supply teacher cover for focussed Pupil Premium Pupil Progress Meetings for each class teacher every half term.</p>	<p>and 11 PP in Year 2 which is 38% of the KS1 cohort.</p> <p><u>2015-2016 Data</u> <u>84% of PP cohort met the Phonics Check.</u> <u>Levels of Pupil Premium pupils Working At or Working At Greater Depth are 73% in Reading, 55% in Writing and 64% in Maths.</u></p> <p>PDMs. Whole school staff focus on Meta-cognition and Self-regulation, Collaborative Learning, Use of ICT and Use of Additional Adults. All of these areas have been identified through EEF to have significant impact on closing the gap for PP pupils and address our whole school need.</p> <p>Rigorous data analysis which directly leads into impacting interventions (Learnpads, Precision Teaching, focussed book trawls, planning trawls and pupil conversations that detail elements of how to support PP children in their learning, additional phonically decodable books being purchased, toolkits developed to support independent learning)</p> <p>Increased opportunities for PP children to have aspirations and roles of responsibility. PP pupils are chosen to become a member of the Values Council. They deliver assemblies, create displays, meet and greet visitors to the school and undertake monitoring of our school values. Making biscuits for Thank You Assembly.</p> <p>All of SLT can meet with Class Teachers to discuss attainment and progress of PP pupils. These meetings, which are data led, include planning interventions, discussing social and emotional needs of PP pupils and creating provision maps for each class and being able to strategically lead on the PP needs of the school. These meetings have triggered some of the actions already mentioned above.</p>
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Support Staff

Spend	Impact
<p>The full and part-time employment of additional office staff.</p> <p>Early Intervention Services.</p> <p>Employment of a full-time member of staff as DSP and Welfare Officer (class-based).</p>	<p>Enhanced procedures for monitoring, managing and escalating the attendance of Vulnerable children (including PP). This occurs daily and can include text messages, phone calls and welfare checks at home. These systems have had a positive impact on the safeguarding, attendance and well-being of 32 PP children designated as vulnerable and with low attendance figures.</p> <p>Attendance figures for 2014-2015 PP was 94.1%. We have identified the key pupils who impact on these figures as persistent non-attenders and those who have medical reasons and target these with the above procedures and letters of warning.</p> <p>Family Support Worker is based at CMS and helping to improve home school partnership with disadvantaged pupils benefitting greatly</p> <p>The 2014-15 Safeguarding list is made up of 75% PP children. Attendance of a school representative at CIN, CP, LAC, Early Help, MET and Stronger Families meetings can occur. Parent meetings, conversations, phone calls and working alongside class teachers and other support staff to ensure that pupils on the Safeguarding List are known, supported and safe in school and at home.</p>

1:1 Intervention

Spend	Impact
Employment of a full-time HLTA.	Specific intervention planned and delivered for SEN and LA pupils in KS2 who need bespoke 1:1 provision (such as Toe By Toe or Rapid Reading). These pupils, who are 100% PP, have made progress alongside their peers.

Behaviour/Social Intervention

Spend	Impact
Paying for extended hours for the additional adults from 8:30 – 3:30 (beyond the school day)	This allows for Teachers and Teaching Assistants to be available to speak to parents before and after school. Parents of PP families are often spoken to before and after school and support given on behaviour, sleep issues, family worries etc. This also allows for supported transition into the school building for pupils who find leaving parents difficult. These conversations also have an impact on academic attainment and progress as adults are available to discuss ways in which parents/carers can support at home through Home Learning Heroes or additional, bespoke home tasks for the individuals. It is difficult to provide hard data for this, but these elements contribute to closing the gap between PP and Non-PP.
Allocated Teacher and Teaching Assistant hours and resources.	Transition Projects for Y4 into Year 5. Enhanced transition targets those who need additional visits. 63% of this group were PP pupils and they attended several sessions with our staff at Catshill Middle School, ensuring that their transition was as smooth as possible to Year 5.

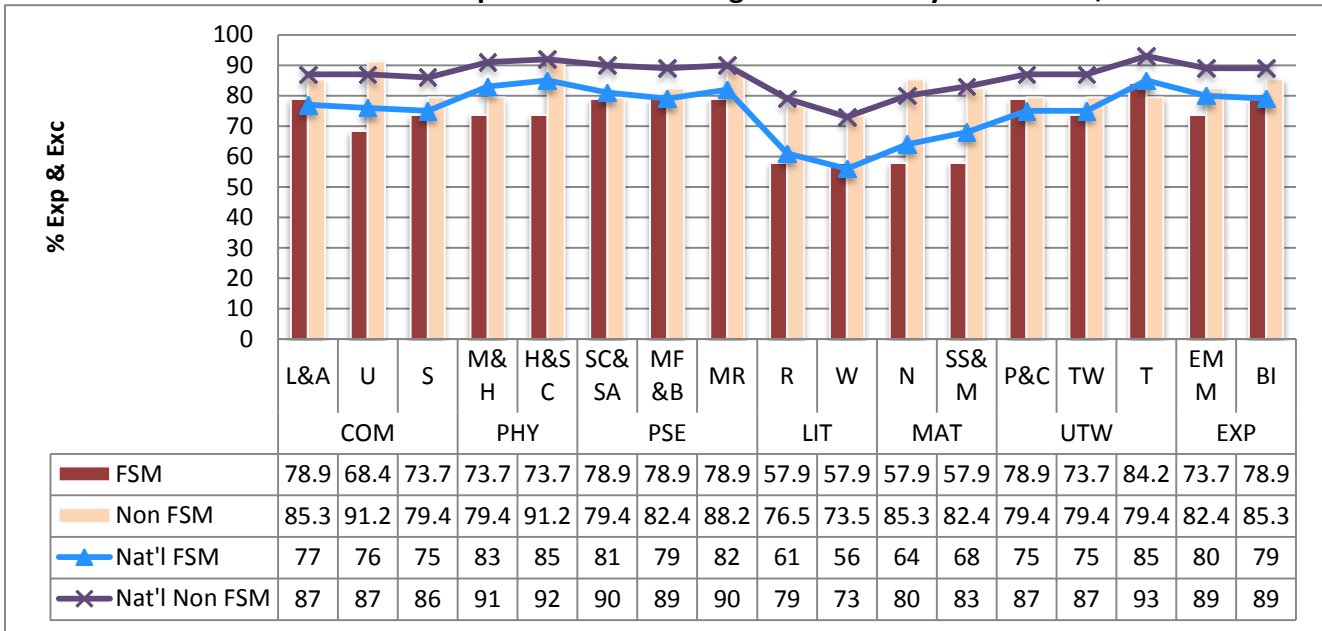
Resources

Spend	Impact
Resources	Some examples listed. Phonically decodable books impacted on Phonics results and closing the gap in Reading in Year 1. Hudls in Reception have impacted on Teacher and Teaching Assistants' ability to capture evidence, review evidence and see where gaps are. This impacted on 60% of PP achieving GLD (15% above National) Additional Maths resources have meant that practical session, including models and images, have put Maths into real life contexts, provided PP pupils with the practical resources they need to make links between concepts and can use and apply their knowledge across problem solving and reasoning tasks. The gap between PP and Non-PP closed in Maths in Reception, Year 1 and 3. PP pupils also outperformed National in Maths in Year 2.
Continued Professional Development	Resources for the CPD Training mentioned above for whole school. Attendance of Pupil Premium Champion to Pupil Premium Network Meetings. Both of these impact on whole school leadership and direction for the provision for PP children which in turn has impacted on the data seen above.
Uniform	All PP children joining our school In Reception received a school jumper or cardigan and a school book bag.
Extra-curricular opportunities.	Where clubs were oversubscribed and pupils were attending multiple clubs, PP children were provided with additional opportunities to attend.

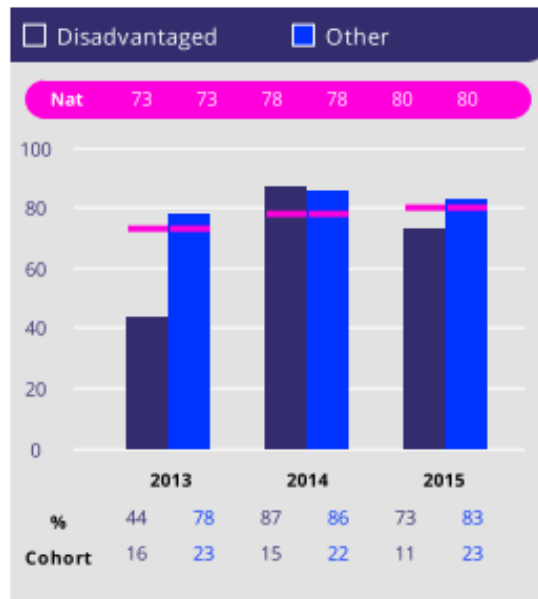
2014-2015 Data

Pupil Premium: Progress of Disadvantaged Pupils – closing gaps at CFSN

Achievement of Expected or Exceeding in each ELG by FSM status, 2015

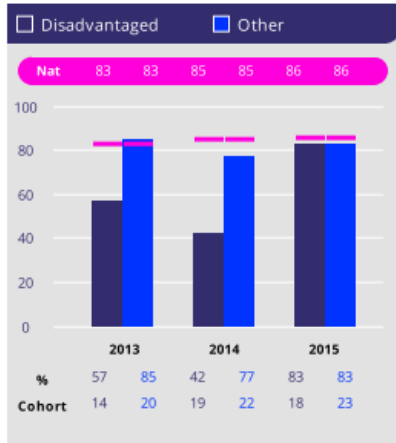


Year 1 Phonics

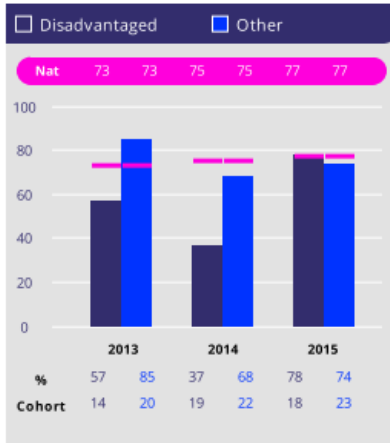


Key Stage One L2b+

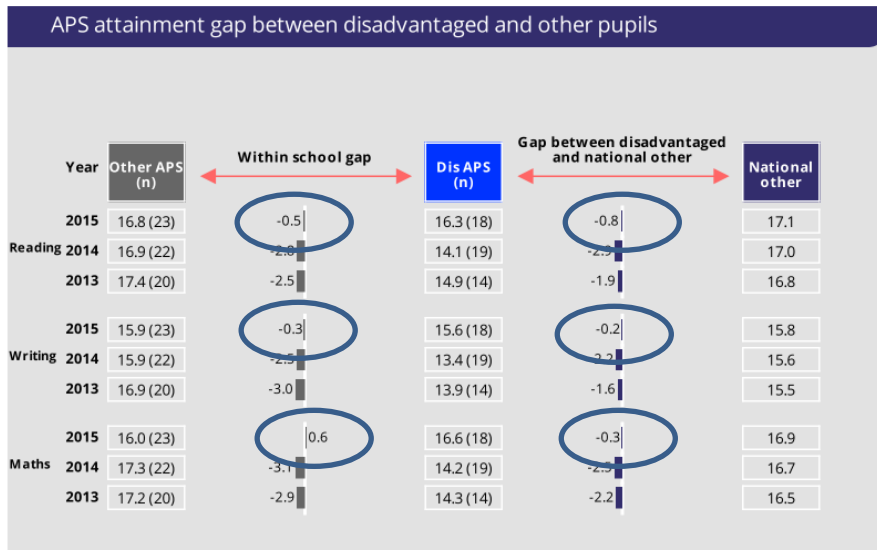
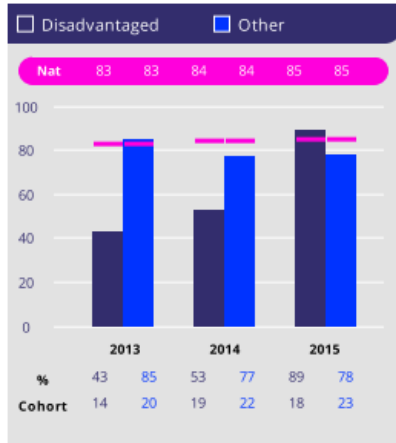
Reading



Writing



Mathematics



Disadvantaged pupils at Catshill First School perform broadly in line with all pupils nationally at Key Stage 1. The within school gap is also closing significantly over time.

Intended Spend for 2016-17

£104,280 estimated

- To continue with the actions detailed above, responding to the changing needs of the cohort and data. It is clear that impacting PP Writing should be a focus and this will be represented in our 2016-2017 SIP.

Two intended significant changes to 2015-16

- PP money will not be used to reduce class sizes in KS1 as the cohort is larger so 4 classes are required.
- The employment of an additional Teaching Assistant to allow the class-based DSP/Welfare Officer to be non-classed base and work full time on supporting Pupil Premium children and families with attendance, punctuality, social, emotional and behavioural issues and academic support alongside Class Teachers as necessary.