

**Catshill First School and Nursery**  
**Pupil premium strategy statement 2024-2025**

This statement details our school's use of pupil premium for the 2023 to 2024 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**

<b>Detail</b>	<b>Data</b>
School name	Catshill First School & Nursery
Number of pupils in school	291 (318 inc Nursery)
Proportion (%) of pupil premium eligible pupils	22.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Governing Body
Pupil premium lead	Georgia Plant, Vicki O'Brien
Governor/Trustee Lead	Catherine Shearwood

**Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£103,305
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£103,305</b>

## 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 Federation has an agreed Pupil Premium Pledge which ensures that these pupils are always a high focus. 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.

High-quality 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 English, Mathematics and Science, 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.

### Challenges

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

Challenge number	Detail of challenge
1	Historically, EYFS baseline, end of EYFS data, assessments and observations show lack of pre-school experiences and lack of 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	Reading fluency, comprehension and phonics are lower for pupils eligible for PP than for non-PP pupils. 43% of the lowest 20% of readers are disadvantaged. Therefore, there is a strong focus on this group. On entry to Reception class in the last 2 years, 100% of our disadvantaged pupils arrive below age-related expectations compared to 40 - 60% of other pupils. This gap narrows but remains significant to the end of Y4.

3	<p>Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception in the last 2 years, 100% of our disadvantaged pupils arrive below age-related expectations compared to 40 - 60% of other pupils. This gap remains steady to the end of Year 4.</p>
4	<p>Figures for the academic year 2023/2024 show that attendance for disadvantaged pupils is lower than for non disadvantaged (94.77% - whole school, 91.37% PP, 95.88 NPP) Whilst the whole school attendance is higher than National, attendance for disadvantaged pupils is below the government target of 97%.</p>
5	<p>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 opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. Of 8 referrals in 2023-2024 (at Level 3 or 4), 4 were disadvantaged (with another 1 classed as disadvantaged but unable to claim this status) 42 pupils (50% of whom are disadvantaged) currently require additional support with social and emotional needs.</p>

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve EYFS outcomes for all pupils with a focus on the disadvantaged.	<ul style="list-style-type: none"> <li>EYFS outcomes improve for all children especially disadvantaged</li> </ul> <p><i>EYFS GLD outcomes for 24-25</i>  <i>Close the gap between disadvantaged and non disadvantaged on entry gap is 13%</i>  <i>(100% of PP pupils / 87% of NPP pupils are not on track in Communication and Language)</i></p>
Phonics outcome results at Year 1 and Reading outcomes at KS1 improve for disadvantaged pupils	<ul style="list-style-type: none"> <li>Year 1 phonics result in line with national for disadvantaged pupils</li> <li>Gap closes further between PP/NPP pupils.</li> </ul> <p><u>Phonics</u>  <i>National gap 23/24 Dis/NDis 16%</i>  <i>CFSN gap 23/24 Dis/NDis 27%</i>  <i>CFSN gap 22/23 Dis/NDis 48%</i></p> <p><u>Reading</u>  <i>National gap 23/24 Dis/NDis 19%</i>  <i>CFSN gap 23/24 Dis/NDis 24%</i>  <i>CFSN gap 22/23 Dis/NDis 39%</i></p>
Maths outcomes at KS1 improve for disadvantaged pupils	<ul style="list-style-type: none"> <li>KS1 Maths results in line with national for disadvantaged pupils</li> </ul> <p><i>National gap 23/24 Dis/NDis 19%</i>  <i>CFSN gap 23/24 Dis/NDis 33%</i></p>

	<i>CFSN gap 22/23 Dis/NDis 9%</i>
Attendance for disadvantaged pupils improves	Attendance and PA figures for disadvantaged pupils are in line with national overall. (School: 94.77 and 92.9 National 2023/2024 primary 94.5%, PA 15.1%)
Disadvantaged pupils are able to access all enrichment activities- trips and extra-curricular activities	Documentation shows that of all the children who attended after school clubs, 28% were disadvantaged. More children will be targeted and more clubs provided in 2024-2025
Disadvantaged pupils are represented at Pupil Leadership level (School Council, Learning Council, Values Council, Reading Ambassadors, Play Leaders)	61% of children in Pupil Leadership positions are Pupil Premium (22% of ch in the school are disadvantaged)

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2024-2025)** 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 number addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	2, 3
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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).  Maths Mastery for EYFS and KS1	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3
Develop a systematic teaching sequence to increase vocabulary and concepts and apply across the curriculum	Vocabulary Ninja, Word Aware	1, 2

### Targeted academic support

**Budgeted cost:** £68,305

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	2

	up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	
Additional writing interventions: precision teaching	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2

## 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 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.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
To provide high quality and varied range of extra-curricular activities such as clubs, experiences and trips.	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.	5
To provide an opportunity to access a breakfast club to support families with attendance needs		4

**Total budgeted cost:** £103,305

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

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

#### Attainment

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.

Since 2020, the gap between disadvantaged and non-disadvantaged has widened most notably in Early Years and Phonics. Recently that gap has again started to diminish, although it remains higher than the national gap.

	GLD		Phonics	
	2022-23	2023-24	2022-23	2023-24
PP	20%	33%	10%	64%
NPP	54%	76%	58%	91%
Gap CFSN	34%	43%	48%	27%
Gap Nat	20%	21%	16%	16%

Y2 Statutory Assessment (2022-23) Y2 Non- Statutory Assessment (2023-24)						
	Reading		Writing		Maths	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
PP	54%	65%	45%	53%	45%	53%
NPP	77%	88%	60%	77%	64%	86%
Gap CFSN	23%	24%	15%	24%	19%	33%
Gap Nat	19%	19%	21%	21%	19%	19%

The data demonstrates that since 2022 the gap has widened, except in phonics where the gap has closed by 21%. GLD outcomes have improved for all children, however a significant gap remains between PP and NPP pupils. In KS1, outcomes have improved for all pupils in all subjects, however, the gaps have widened in Writing and Maths. The gaps in reading and writing are largely in line with the national gaps.

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

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.

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 by 2024/25, 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
Phonics Play Rising Stars Reading
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 homework. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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.

Signed:



**Julia Shingler**  
**Headteacher**



**Catherine Shearwood**  
**Chair Gov**