



St. Katherine's School

Pupil Premium Plan

2017-2018

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Priorities for funding received through the pupil premium are to improve student outcomes of disadvantaged students in the following areas:

Attainment	Particularly English, maths , science
Behaviour and attendance	Ensuring low persistent absence rates Improving behaviour, particularly SEMH learners Developing approaches to self-regulation
Teaching and Learning	Developing effective teaching strategies, particularly assessment, use of technology and a peer mentoring scheme
Leadership and Management	Improving target setting, monitoring and impact of interventions; middle and higher ability learners

	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage Pupil Premium students	28%	28%	28%	26%	33%
Total number of students on roll in KS3&4 (January Census)	778	711	654	653	691
Number of pupils eligible for the Pupil Premium	220 @ £900	197@ £935	181@£935	170 @£935	231@£935
Number of Service Children pupils eligible for the Pupil Premium	2 @ £300	1 @ £300	-	-	1 @ £300
Number of looked after pupils eligible for the Pupil Premium	0 @ £250	2 @ £1900	2.44 @£1900		4 @ £1900
Total	£186,831	£188,295	£173,880	£158,950	£223,885

Action Plan for Spending of Pupil Premium 2017-18

Improving behaviour and attendance, particularly persistent absence	Action	Cost to school
<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. This has positive impact on student progress of +4 months.</p> <p>1. Universal programmes which seek to improve behaviour and generally take place in the classroom</p> <p>2. More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems</p>	<p>Focused monitoring and intervention of attendance for disadvantaged group (NLK) £25,000</p> <p>Employ Engage Centre Leader (CR) £25,000</p> <p>Counselling access £25,000</p> <p>Parental Support Workers £25,000</p> <p>Free breakfast for disadvantaged learners £23,000</p> <p>Uniform and hardship £7,500</p>	
<p>Thrive training has helped some of our young people to better manage their emotions which has resulted in increased attendance, few exclusions and a more stable experience in school. This work is ongoing for a number of individuals. It has not had the same impact on all pupils.</p> <p>Further bespoke anger management training has helped a small number of students better manage their reactions. This work has been revisited with some individuals as a longer term piece of work</p> <p>Mentoring has taken place for some hard to reach students with mixed impact. The detailed knowledge of the precise barriers for individuals was not always easy to ascertain and this resulted in work which did not have the intended impact</p>	<p>Further develop the capacity and support for Thrive, building on the positive case studies</p>	
Ability Grouping	Action	Cost to school
<p>While there may be some benefits for higher attaining pupils in some circumstances, with an average impact of about 2+ months progress, these benefits are largely outweighed by the negative effects for mid-range and lower performing learners. In particular the longer term negative effect on the attitudes and engagement of low attaining and disadvantaged pupils is clear.</p> <p>Routine setting arrangements tend to undermine low attainers' confidence and the belief that effort is more important than ability. Some reviews indicate that the overall impact on low attaining learners is negative (i.e. delaying their progress by about two months over the course of a year).</p> <p>Evidence suggests that the impact of setting is most detrimental to low attaining pupils in mathematics who do better in mixed attainment groups. The effects appear to be less evident in other subjects, though negative effects are reported for low attaining pupils across the curriculum. The evidence indicates ability grouping particularly affects lower secondary education.</p>	<p>Continue with mixed ability grouping arrangements £0</p> <p>Review grouping arrangements at KS3 for Science £2,000</p> <p>Introduced ALFIE testing in maths and science curriculum £4,000</p> <p>Secure Hegarty maths</p>	
<p>Mixed sets continue and are delivering improving year on year results in English.</p>	<p>Developing a wider literacy strategy</p>	

ALFIE testing did not achieve the impact expected with mixed reviews from teachers and students. On reflection a balance is needed between the packages available to students with a target based approach to support and actively promote and encourage the specific packages.	Remove ALFIE testing Review packages available to ensure high uptake links to improved performance through a more focused model	
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Smaller classes in English and Maths	Action	Cost to school
Education Endowment Fund (EEF) research has shown that this has positive impact on student progress of + 3 months. Research has demonstrated that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one-to-one attention learners receive. This is because it permits the teacher to change their teaching approach when working with a smaller class and, as a result, the pupils change their learning behaviours. in addition to improvements in behaviour and attitudes. Studies show these benefits persist for a number of years.	Small group work for maths students Small group work for English students (HMS) Employ numeracy intervention mentor	£10,000 £10,000 £24,000
An extra set in English and maths has provided capacity for both maths and English. Used in different year groups and models. In English time has been focused on the provision for the students with faculty members focused specifically on raising the literacy levels. It is difficult to directly show the impact but leadership is confident the sharper focus on the literacy and writing skills is improving standards of writing. Maths have created a smaller set with a focus on small group teaching to establish the basics of numeracy where progress is being inhibited as a result. Impact is	share the practice between subjects so strategies can be shared where possible	
Individualised Learning	Action	Cost to school
Individualised instruction provides different tasks for each learner and provides support at the individual level. It is based on the idea that all learners are different and therefore have different needs, so an individualised or personally tailored approach to instruction ought to be more effective, particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum. Examples of individualised education have been tried over the years in education, particularly in areas like mathematics where pupils can have individual sets of activities which they complete, often largely independently.	Daily intervention programme for English Daily intervention programme for Maths CIAG for disadvantaged students at risk of NEET 1:1 LAC Tutoring	£5,000 £5,000 £4,000 £3,000
One to one tutoring in maths is engaged with well as part of an after school provision. Progress of students engaged is positive. Target students are given a six to eight week package of bespoke intervention and testing to address gaps in their knowledge.	Earlier and deeper intervention required to focus on secure foundations in maths and from the summer of Year 6. Intervention model to address fundamental gaps on arrival	
Focus on Literacy across the school	Action	Cost to school

Literacy and oracy are key skills for unlocking access to the whole curriculum.. Students cannot write until they can articulate clearly. Again the Education Endowment Fund have shown that a number of reading and literacy interventions have impact on accelerating learning. Within this is a drive to ensure whole school policy, practice and assessment for key skills - speaking, listening, reading and writing	Accelerated reader programme for Year 7 & 8	£4,000
Lexia programme for students across year groups	LEXIA reading	£3,000
AR has supported improved comprehension for the students engaged and helped promote a reading culture. Student feedback in very positive as with Lexia. Students enjoy the platform on the whole and their writing skills along with spelling and grammar improve as a result. Their confidence is also enhanced.	Review model of delivery to reach a wider range of students and encourage remote access which would provide for greater 1:1 intervention More radical approach required to rapidly lift the lowest two quintiles of reading ages	

Feedback to students	Action	Cost to school
Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Estimated impact size of +8 months. One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning	CPD and resources for feedback and MAD time development/AFL strategies Leadership of T&L Revision resources Monitoring of AFL strategies	£5,000 £10,000 £1,000 £1,000
Formative feedback established as part of feedback model with progression and focus of more responsive teaching at the point of need for all learners.	CPD to build on effective feedback and develop responsive teaching	
Use of Technology	Action	Cost to school
Technology can add + 4 months. <ul style="list-style-type: none"> •Effective use of technology is driven by learning and teaching goals. •It should support pupils to work harder, longer or more efficiently. •Teachers need support and time to learn to use new technology effectively. This involves more than just learning how to use the technology and should include support to use it for teaching. 	Online Maths Progress Methodmaths Purchase online revision materials Purchase of additional hardware for use at home Purchase of internet access	£1,500 £5,000 £3,000 £100

Online materials offer some students great benefit and student voice supports this. The balance and appropriate package for each student is a challenge. Online logs show considerable use across a number of the platforms offered with some using all for variety and others sticking to just one.	quickly identify the students who it is not working for an look for an alternative to keep them motivated and engaged in their learning	
Homework and preview	Action	Cost to school
Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities may be reading or preparing for work to be done in class, or practising and completing tasks or activities already taught or started in lessons, but it may include more extended activities to develop inquiry skills or more directed and focused work such as revision for exams. Estimated impact size of +5 months.	Purchase of school wide homework system	£4,000
homework platform provided clear, easy and efficient access to all homework. Extended projects were also included within the platform. Students without access were approached and homework solutions established with all teachers concerned.	continue to review value for money each year and integration into whole school platforms	

Self-regulation strategies	Action	Cost to school
Meta-cognitive strategies (sometimes known as 'learning to learn' strategies) are teaching approaches which make learners think about learning more explicitly. This is usually through teaching pupils strategies to plan, monitor and evaluate their own learning. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. Overall these strategies involve being aware of one's strengths and weaknesses as a learner, being able to set and monitor goals and having strategies to choose from or switch to during learning activities. Potential benefit size of +8 months.	Refine and develop growth mindset ethos	£1000
	Extend specialist counselling provision	£3000
	Motivational talks	£2000
Outside speakers have been used to motivate students with internal follow up in school. They are expensive and the impact is difficult to judge.	Review each year depending on cohort and need - could the resource be better directed?	
Structured conversations	Action	Cost to school
Key staff engaged in structured conversations with disadvantaged students with the aim of unlocking and removing barriers. Our experiences show the smallest barriers can have a disproportionate effect on outcomes so this work aims at reducing the number of instances where this happens. Resources have been provided where needed to support revision.	Engage selected students with structured conversations to support progress	£5000
Mentoring has taken place for some hard to reach students with mixed impact. The detailed knowledge of the precise barriers for individuals was not always easy to ascertain and this resulted in work which did not have the intended impact	understand the precise barriers match the support with the appropriate barrier	