

Pupil Premium Spending | St. Katherine's School | Academic Year 2019-2021 | Sept 2019

Last Reviewed: November 2019

Next Review: September 2021

	2015-16	2016-17	2017-18	2018-19	2019-2020
Percentage Pupil Premium students	28%	26%	33%	33%	29%
Total number of students on roll in KS3&4 (October Census)	654	653	691	728	778
Number of pupils eligible for the Pupil Premium	181 @ £935	170 @ £935	231 @ £935	239 @ £935	223 @ £935
Number of Service Children pupils eligible for the Pupil Premium	-	-	1 @ £300	1 @ £300	2 @ £300
Number of Looked After pupils eligible for the Pupil Premium	2.44 @ £1900		4 @ £1900	4 @ £2300	3 @ £2300
Number of Post Looked After pupils eligible for the Pupil Premium	-	-	-	4 @ 2300	4 @ 2300
Total	£173,880	£158,950	£223,885	£242,165	£238,585

Pupil premium strategy / self- evaluation 2019-2021

1. Summary information					
School	St. Katherine's School				
Academic Year	2019/ 2021	Total PP budget	£244,865	Date of most recent PP Review	March 2019
Total number of pupils	783	Number of pupils eligible for PP	223	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.06	0.05
Attainment 8 score average	44.39	48.30

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A	Literacy skills on entry are lower for disadvantaged pupils (cumulative over the five years)
B	Behavioural issues and Ready to Learn referrals of a small cohort of pupils (mostly eligible for PP) is having a detrimental effect on their academic progress.
C	Above national for fix-term and repeat exclusions for disadvantaged pupils.
D	Low aspiration of a small cohort of disadvantaged pupils pupils within KS3 and KS4.
E	Limited life experiences for the disadvantaged cohort.
F	The performance of disadvantaged pupils within the Ebacc.
G	The performance of disadvantaged pupils within languages at Key Stage 4.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
H	Absence and persistent absence is higher than national for disadvantaged in the school.

I	There is less parental engagement of pupils who are eligible for disadvantaged pupils.	
4. Intended outcomes		Success criteria
A.	Improve literacy for disadvantaged pupils (DP) so that they are more able to access the curriculum and wider learning.	Pupils eligible for Pupil premium funding will make progress at a faster rate than non-Pupil Premium pupils. This will be evidenced using the Y7 accelerated reader programme and through English assessments at progress checks chronologically through the year.
B/C	Decrease in % of DP Ready to Learn referrals, exclusions and repeat exclusion statistics compared to national.	The number of DP referrals to Ready to Learn declines termly. A reduction in % to shift towards national average for non-DP exclusions (% of pupils receiving 1 or more FTE national non-DP is 3.9%).
D	Increase % of DA students staying in education or going into employment after key stage 4 (student destinations) at least in line with national average	The positive to negative ratio for behaviour points is in line with non-DP students showing engagement in lessons. No DP students are NEET.
E	Increase the opportunities for DP students to engage with sports, the arts, cultures in the UK and abroad, and to be exposed to activities that enrich and widen their horizons	Register of participation in sports, the arts, cultures in the UK and abroad will show an increase in the % of disadvantaged pupils attending and no gap between non-disadvantaged.
F/G	Improve rates of attainment/progress and for students to progress equally with others across year groups and subjects.	The gap between the P8 and average attainment score of DA and non-DA pupils is reduced. This will be monitored at the three progress checks through chronologically throughout the year. The Ebacc and languages progress to be broadly in line (or better than) the national comparator and in Q3 as a minimum.
H	Increase DP students attendance to meet national expectations. Less DP represented Exclusion and repeat exclusion statistics compared to National ALL pupil.	By July 2019 the % of sessions missed to be broadly in line with the national average which is 5%.
I	Increase DP parental engagement at school events such as parents evening and information evenings through improved streams of communication.	Increased attendance % of DP parents to key events. Impact measures to be taken after each event.

5. Planned expenditure

Academic year **2019/2021**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Intended outcome	Action	Contribution from DA funding	Description of Intervention	How impact is to be measured?	Evaluation
All	SLT leadership of DA progress and achievement	£7,000	Leadership and management of whole school improvement of progress and achievement through current grades comparison over time across subject areas and effectiveness of attendance procedures.	Current grade-analysis compared at each Progress Check. Pupil voice at CST subject reviews demonstrate improvements in teaching. Pupil voice at DA Passport interviews reveals improvements in teaching.	
A, F, G	SLT leadership of teaching and learning	£7,000	Leadership and management of whole school improvement of teaching and learning through tailored CPL.	Current grade-analysis compared at each Progress Check. Pupil voice at CST subject reviews demonstrate improvements in teaching. Teacher evaluations of CPL.	
A, F, G	Part funding of ITT lead and coaches	£2,000	Support for early years careers teachers to support pedagogical development and ensure quality first teaching.	NQT observations reveal development in quality first teaching and targeted support for DA pupils.	
All	Staff training & awareness	£800	DA outcomes to be Appraisal Objective for identified staff, supported through CPL provision to meet whole school and individual needs.	Success rate of Appraisal Cycle; individual staff evidence narrowing of gaps with underlying increase in overall attainment..	
F, G	KS3 DP outcomes evaluation and action planning	£2500	'DH Outcomes' (AFB) supports and challenges core subjects to evaluate and action plan for improved DA outcomes.	Current grade-analysis compared at each Progress Check.	
F, G	KS4 DA outcomes evaluation and action planning	£2300	'DP Outcomes' supports and challenges HOFs to evaluate and action plan for improved DA student outcomes, using summative Y11 data and ongoing Progress Check data throughout the year.	Current grade-analysis compared at each Progress Check. DA pupils make accelerated	
F, G	Pupil passport interviews and part fund Provision Maps	£5,645	AHT DA' and Transition Manager hold meetings with all DA pupils in year 7 and 10. Explicit strategies pushed to staff via Class Charts to support quality first teaching and identify barriers to learning.	Learning walks to demonstrate passports are being used by staff. Student voice to assess staff use of passports. Less barriers for DA pupils in lessons.	

A, F, G, I	Part fund Class Charts	£1,500	To support tracking of homework. Software regularly reviewed and checked by the data manager. Staff to use to monitor those completing homework and support where there is consistent non-completion.	Positives & detentions for non completion analysis.	
A, B, C, F, G, I	Homework club	£733	Staff supervision of lunchtime homework club in CR1 to support homework completion.	Positives & detentions for non completion analysis. Attendance records.	
F, G	Hegarty Maths	£1,000	Hegarty Maths used as an independent learning tool. Maths teachers set weekly and monitor completion.	Student voice and staff monitoring (CST) show that Hegarty maths is being used independently outside of school to support the completion of homework.	
F, G	To part fund Method Maths	£500	Online past paper programme to develop key skills needed for terminal exams. Monitored by individual maths teachers and HOF.	Increase in the completion of Method Maths papers being completed by DA pupils. Improved scores per paper.	
A, F, G	Accelerated Reader with Year 7 & 8 English groups	£4000	The librarian (LW) and 2nd in English (IW) monitor and track levels of reading to increase literacy levels and support the whole school reading culture.	STAR test analysis demonstrates improved levels of reading. DA pupils with lower literacy levels make accelerated progress to be in line with their age related expectations (ARE)	
A, F, G	NGRT tests completed	£1200	Screening of pupils to identify gaps in literacy and provide intervention and is compared to the data provided by Accelerated Reader.	Reading age progress, in months.	
D, F, G	School trips	£1361	Pupil participation in school trips (curricular enrichment) facilitated where necessary to remove the barrier of cost.	Increased participation rates of DA pupils; pupil voice; parent voice; progress in related subjects. DA attendance on trips and extra-curricular activities is in line with Non-DA.	
D, F, G	Music tuition	£200	Musical instrument tuition subsidised	Increased participation rates; pupil voice; parent voice; progress in external music examinations.	
D, F, G	Duke of Edinburgh	£1020	Duke of Edinburgh costs subsidised in Year 10 and 11.	Course completion statistics; student voice; staff voice; parent voice.	
Total budgeted cost					£38,759

ii. Targeted academic support

Action	Intended outcome	Contribution from DA funding	Description of Intervention	How impact is to be measured?	Evaluation
A, F, G	Additional small group tuition in English KS4	£5,000	Provide additional and tailored literacy provision for targeted DA pupils in KS4 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the HOF and the 'DH Outcomes.'	
A, F, G	Daily KS4 English intervention during AM registration	£2,000	Provide additional and tailored literacy provision for targeted DA pupils in KS4 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the HOF and the 'DH Outcomes.'	
F, G	Additional small group tuition in maths KS3	£5,000	Provide additional and tailored numeracy provision for targeted DA pupils in KS3 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the Numeracy Coordinator and the 'DH Outcomes.'	
F, G	Daily KS4 maths intervention during AM registration	£2,000	Provide additional and tailored literacy provision for targeted DA pupils in KS4 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the HOF and the 'DH Outcomes.'	
A, F, G	Additional small group tuition in science KS4	£2,000	Provide additional and tailored provision for targeted DA pupils in KS4 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the HOF and the 'DH Outcomes.'	
A, F, G	Daily KS4 science intervention during AM registration	£2,000	Provide additional and tailored literacy provision for targeted DA pupils in KS4 to address skills' gaps and therefore accelerate progress.	Progress over time as indicated by current grades to be monitored by the HOF and the 'DH Outcomes.'	
A, F, G	English, maths and science tuition for LAC students	£1,000	Additional tuition provided at after school hours to support progress in core subjects.	Current grade-analysis compared at each Progress Check.	
A, F, G	To part-fund Learning Support Assistants	£15,000	Students extracted or supported in lessons at KS4 with literacy/numeracy supported monitored and altered if necessary. SENDCO in place to drive targeted interventions.	Current grade-analysis compared at each Progress Check. Interventions monitored on Provision maps.	
A, F, G	ExamReader - scanning pens	£3,000	Allows pupils to read the exam questions themselves. Increase pupil confidence and access to exam scripts with low literacy.	Improved outcomes. Reduced anxiety during the exams and increased confidence. Pupil and parent voice.	
A, F, G	SENDCo intervention	£15,000	Vulnerability Tracker developed by SENDCO to ensure that interventions are tracked and linked to provision map.	Decrease in the number of pupils on the monitoring list. Increase in gaining EHCP.	

A, F, G	Fund an Inclusion Manager and Engage Leader	£20,000	Support SENCO in carrying out the relevant interventions linked to Provision Maps. Bespoke timetables and mentoring for vulnerable pupils	Decrease in the number of pupils on the monitoring list. Increased engagement, attendance, reduced exclusions for individuals concerned.	
A, F, G	Part fund Literacy Coordinator	£4,000	DA students are supported in small group literacy intervention. These sessions are bespoke and they may incorporate Lexia, organisation support, spelling, handwriting, punctuation and homework support.	Decrease in the number of pupils not completing homework. Increase in reading ages and engagement with AR. Increase in progress at English Progress Check. Increase in the engagement with Lexia to improve spelling and reading skills.	
A, F, G	Lexia Programme	£3,667.50	Individual online intervention for DA pupils who struggle with English (Word study Grammar, Compression) or have a dyslexic profile.	Increased levels of progress through the online programme and using NGRT reading tests.	
D, A, F, G	Alternative provision	£19,175	DA pupils" curricula adapted to include alternative provision where necessary.	Number of alternative placements successfully completed; improvements in achievement and attitude/individual; reduction in NEETs over time; attendance rates.	
Total budgeted cost					£98,842.50

iii. Wider strategies (pastoral)

Action	Intended outcome	Contribution from DA funding	Description of Intervention	How impact is to be measured?	Evaluation
H, I	Part fund the role of the attendance officer	£15,000	Action-planning, target setting, home visits and text message service for poor attenders (high absence/broken weeks).	Weekly attendance statistics. Attendance gap between DA and non-DA peers.	
H	Attendance rewards	£300	Attendance rewards offered to targeted previously Persistently Absent students for improved attendance.	Weekly attendance statistics. Attendance gap between DA and non-DA peers.	
I	Supporting Parental Participation and Engagement	£450	Use of an online booking system (Parents Evening System) enables and supports engagement of DA parents with teachers and key school staff at events including: Induction, Open Evenings, Parents' Evenings.	Parental attendance records Parent voice surveys.	
A, B, C, E, F, G	Individual Learning Materials	£1500	Provision of revision packs/equipment/subject-specific consumables so that pupils are fully equipped for all lessons,	Current grade-analysis compared at each Progress Check. Tutor registration checks so a decreasing	

			and the necessity for consumable materials is not a barrier to opting for specific KS4 curriculum qualifications.	number of DA pupils without equipment.	
F, G, H, I	Part fund a school counsellor	£2,300	Part Time Counsellor supports most vulnerable DA students to identify mental health needs and barriers to learning are self-managed/reduced.	Number of students seen and student voice on exit from counselling.	
B, C, F, G,	Part fund a Ready to Learn Coordinator	£8,800	Assess and monitor the number of Ready to Learn referrals for the DA pupils. Provide mentoring for DA repeat referrals.	Termly Ready to Learn analysis. A decrease in the gap between non DA and DA pupil referrals.	
F, G, H, I	Part fund the Engage Centre	£20,000	Provide ELSA and Thrive strategies for DA pupils that have SEMH barriers to learning. Working with DA pupils by supporting 'right-time' learning and providing 'reparative' learning (where needed) of social and emotional skills, to optimise learning and life.	The emotional and social development is measured using the class screening, individual assessment and progress monitoring tools in Thrive-Online. Reduced negative points on ClassCharts for named pupils. Increased positive points on ClassCharts for named pupils..	
F, G, H, I	Non-teaching staff pastoral support	£30,000	Provision of pastoral support to DA cohort through Student Support Coordinators, and Inclusion Manager. Pupils' learning is monitored and individual barriers to learning removed, enhancing pupils' achievement.	Termly Ready to Learn analysis. A decrease in the gap between non DA and DA pupil Refocus referrals. A decrease in the gap between non DA and DA pupil Ready to Learn referrals.	
B, C, D, E, F, G	Bristol Bears Bright Sparks Intervention	£1,500	Bright Sparks uses sport to engage with and educate some of the most disaffected young people in the most deprived areas of Bristol. These young people are identified as being at risk from issues such as permanent exclusion, anti-social behaviour and potential imprisonment. Bright Sparks equips these young people with the skills required to succeed.	Termly Ready to Learn analysis. A decrease in the gap between non DA and DA pupil Refocus referrals. A decrease in the gap between non DA and DA pupil Ready to Learn referrals. Current grade-analysis compared at each Progress Check.	
F, G, H, I	Uniform and hardship	£1,150	Uniform and resources provided for DA pupils that need it. Blazers, ties and daps issued at SSO.	Decreased numbers of DA pupils without kit in PE. Decreased uniform concerns for DA pupils.	
F, G, H, I	ICT Access including Chrome Trolley	£10,000	Chromebooks and IT access provided for use at home to support the completion of homework and revision.	Increased completion of homework for DA pupils. Increased completion of revision tasks (Seneca, Method Maths, Hegarty etc.).	
D, F, G	Year 11 future career	£1,000	Vulnerable Year 11 DA students undertake work	Pupil voice and work experience booklets.	

	pathways - work experience		experience.		
D, F, G	Year 11 future career pathways - CEIAG interviews	£4,000	Half hour 1:1 CEIAG interviews for all Year 11 DA pupils.	Records of meetings indicate pupils are enabled to make independent choices about their progression pathways. Numbers of DA NEET pupils decreases.	
D, F, G	Year 9 future career pathways - careers fair.	£2,000	Careers fair with south west employers.	Pupil voice indicates aspirations are raised, and they develop an increased understanding and motivation regarding potential KS4 pathways. Parent and employer voice.	
D, F, G	Year 7 Aspiration Interviews	£500	All Y7 DA pupils interviewed and aspirations shared with school staff.	Pupils are able to articulate how their current progress is supporting their aspiration.	
Total budgeted cost					£98,350