

Pupil Premium Spending | St. Katherine's School | Academic Year 2020-2023 | Sept 2020

Last Reviewed: November 2020

Next Review: September 2021

	2016-17	2017-18	2018-19	2019-20	2020-21
Percentage Pupil Premium students	26%	33%	33%	29%	26%
Total number of students on roll in KS3&4 (October Census)	653	691	728	778	829
Number of pupils eligible for the Pupil Premium	170 @ £935	231 @ £935	239 @ £935	223 @ £935	219@£955
Number of Service Children pupils eligible for the Pupil Premium	-	1 @ £300	1 @ £300	2 @ £300	3@£310
Number of Post Looked After pupils eligible for the Pupil Premium	-	-	4 @ 2300	4 @ 2300	6@2345
Total	£158,950	£216,285	£232,965	£218,305	£224,145

Number of Looked After pupils eligible for the Pupil Premium		4 @ £1900	4 @ £2300	3@£2300	3@£2345
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Pupil premium strategy / self- evaluation 2020-23

1. Summary information					
School	St. Katherine's School				
Academic Year	2020-23	Total PP budget	£230,870	Date of most recent PP Review	March 2019
Total number of pupils	829	Number of pupils eligible for PP	219	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.03	0.13
Attainment 8 score average	44.26	52.51

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 fixed-term and repeat exclusions for disadvantaged pupils.
D	Low aspiration of a small cohort of disadvantaged 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.	
J	<p>In the current COVID19 crisis, disadvantaged children are at particular risk of falling behind their peers as they are more likely to;</p> <ul style="list-style-type: none"> • live in overcrowded and/or noisy homes, without a quiet space to learn • be without adequate access to the internet • have parents/carers who are less able to support their children to learn for a variety of reasons. 	
4. Intended outcomes		Success criteria
A.	Improve literacy through developing the reading culture in the school so that disadvantaged pupils (DA) 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. GL assessments will see an improvement in standardised scores.
B/C	Decrease in % of DA Ready to Learn referrals, exclusions and repeat exclusion statistics compared to national.	The number of DA referrals to Ready to Learn declines termly. A reduction in % to shift towards national average for non-DA exclusions (% of pupils receiving 1 or more FTE national non-DA 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-DA students showing engagement in lessons. No DA students are NEET.
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 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 DA students attendance to meet national expectations.	By July 2021 the % of sessions missed to be broadly in line with the national average which is 5%.

	Less DA represented exclusion and repeat exclusion statistics compared to National ALL pupil.	
I	Increase DA parental engagement at virtual school events such as parents evening and information evenings through improved streams of communication and access.	Increased attendance % of DA parents to key events. Impact measures to be taken after each event.
J	Increase participation in Learning@home and parental contact to ensure that any barriers to learning on online platforms can be addressed. Equip all DA students with devices and the skills to access online learning.	Increased participation of DA students in the learning@home programme during periods of self isolation and year group bubbles being sent home.

1. Planned expenditure

Academic year

2020-23

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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Introduction of whole school strategy towards reading in school including:</p> <ul style="list-style-type: none"> tutor time reading for all students based on a relevant theme or topic promotion of reading for pleasure through flash fiction, DEAR article of the week and House assemblies 	<p>Improving reading ages of students across the school</p> <p>Narrowing the gap of PP students reading age compared to their chronological age</p> <p>Exposing students to a diverse range of reading materials to broaden their vocabulary and deepen their cultural understanding</p> <p>Increasing the amount of students that are reading for pleasure in school</p> <p>(A, F, G and I)</p>	<p>Reading is crucial to ensuring students develop a wide ranging vocabulary and access more complex learning opportunities. Within this includes specific tasks that target and develop reading comprehension. The EEF toolkit highlights this specific strand of reading intervention to add 6 months of impact for students.</p> <p>55% of year 7 students that fall into stanines 1-3 are DA students.</p>	<p>QA of tutor time reading through DDIs</p> <p>Student voice to include feedback on form time reading</p> <p>Use of GL assessment tool to monitor and review student progress through reading age</p> <p>Accelerated Reader</p>	<p>Extended Leadership for literacy (JJ)</p>	<p>GL assessment carried out annually</p> <p>Identification of students requiring additional reading support carried out termly between Deputy Headteacher (MJM) in partnership with SENDCo (FS) and Assistant SENDCo (CM)</p> <p>Accelerated Reader Star tests (LE)</p>

<p>Staff training to support the teaching of literacy across the school including:</p> <ul style="list-style-type: none"> clarify reading ethos and introduce DEAR Best Practice checklist NGRT data and explicit strategies to teach vocabulary and inference using questioning to probe students' understanding of texts using 'because, but and so' sentence stems to check for understanding. 	<p>Improving reading ages of students across the school</p> <p>Narrowing the gap of PP students reading age compared to their chronological age</p> <p>Exposing students to a diverse range of reading materials to broaden their vocabulary and deepen their cultural understanding</p> <p>(A, F, G and I)</p>	<p>Reading is crucial to ensuring students develop a wide ranging vocabulary and access more complex learning opportunities. Within this includes specific tasks that target and develop reading comprehension. The EEF toolkit highlights this specific strand of reading intervention to add 6 months of impact for students.</p>	<p>QA explicit reading strategies through DDIs</p> <p>Student voice to include feedback how reading is taught in different subjects</p> <p>Use of GL assessment tool to monitor and review student progress through reading age</p> <p>Accelerated Reader</p>	<p>Extended Leadership for literacy (JJ)</p> <p>Deputy Headteacher (KR)</p>	<p>GL assessment carried out annually</p> <p>Identification of students requiring additional reading support carried out termly between Deputy Headteacher (MM) in partnership with SENDCo (FS) and Assistant SENDCo (CM)</p> <p>Accelerated Reader Star tests (LE)</p>
<p>Embed a routine of retrieval practice in all classrooms</p>	<p>Knowledge organisers designed in each faculty</p>	<p>What happens in the classroom makes the biggest difference: improving teaching quality</p>	<p>Use of staff goals within PDR</p> <p>Development Drop Ins (DDIs) conducted by HOFs</p>	<p>Deputy Headteacher (KR)</p>	<p>Current grade-analysis compared at each Progress Check (KR/AFB).</p>

	<p>Plans and protocols developed for the effective use of knowledge organisers in lessons and home learning</p> <p>All lessons have 5-10 minutes of retrieval practice (quizzing etc) reviewing vocabulary, formulae, events or previously learned concepts in order for recall to become automatic</p> <p>(A, F and G)</p>	<p>generally leads to greater improvements at lower cost than structural changes (EEF The Attainment Gap 2017).</p> <p>Rosenshine Principles (2012) - Review can help strengthen the connections among the material learned. The review of previous learning help recall words, concepts, and procedures effortlessly and automatically when we need needed to solve problems or to understand new material.</p> <p>Retrieval practice, or reconstructing knowledge by bringing it to mind from your memory, has been shown by numerous researchers to improve student learning (see Roediger et al., 2011).</p> <p>Retrieval practice can help with both fact-based learning and meaningful learning and transfer (Butler, 2010; Carpenter, 2012; Jensen et al., 2014; Smith et al., 2016).</p>	<p>which are quality assured termly by SLT</p> <p>Monitor and embed best practice of retrieval practice at HOF meetings and on the DDI logs</p> <p>'AHT Outcomes' supports and challenges HOFs to evaluate and action plan for improved DA student outcomes, using summative data and ongoing Progress Check data throughout the year.</p>		<p>Student voice at CST subject reviews demonstrate improvements in teaching (KR).</p> <p>Student voice at DA Passport interviews reveals improvements in teaching (MLC).</p>
<p>Establish a culture of responsive teaching in all</p>	<p>Whole school approach to questioning including</p>	<p>What happens in the classroom makes the biggest difference: improving teaching quality</p>	<p>Use of staff goals within PDR</p>	<p>Deputy Headteacher (KR)</p>	<p>Current grade-analysis compared at each Progress Check (KR/AFB).</p>

<p>classrooms where questioning and feedback identifies and corrects misunderstandings including:</p> <ul style="list-style-type: none"> • Checking for understanding tools (mini whiteboards & show me desks) • Introduce no-opt out, right is right and cold calling (Sept 20) 	<p>no-opt out, right is right and cold calling to increase student attention, engagement and participation in their learning.</p> <p>(A, F and G)</p>	<p>generally leads to greater improvements at lower cost than structural changes (EEF The Attainment Gap 2017).</p> <p>Rosenshine Principles (2012) - Students need to practice new material. The teacher's questions and student discussion are a major way of providing this necessary practice.</p> <p>The EEF Toolkit shows feedback studies tend to show very high effects on learning of around 8 months.</p>	<p>Monitor implementation of questioning through DDIs, student voice and faculty reflections</p> <p>'AHT Outcomes' supports and challenges HOFs to evaluate and action plan for improved DA student outcomes, using summative data and ongoing Progress Check data throughout the year.</p>		<p>Student voice at CST subject reviews demonstrate improvements in teaching (KR).</p> <p>Student voice at DA Passport interviews reveals improvements in teaching (MLC).</p>
Total budgeted cost					£40,981

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide personalised support for identified KS4 PP students that are underachieving in an aspect of their	To close the attainment gap between current grade and target grade for identified PP students in targeted subjects	Whilst mentoring is shown to have a minimal impact by the EEF toolkit, the academic mentoring will focus around giving high quality feedback to students on an area of their learning they are struggling	Identification of cohort based on collaboration with Deputy Headteachers using specific criteria based on: Attendance Punctuality Attainment in lessons	Deputy Headteachers (MM and KR)	Academic Mentoring Model to be introduced in Autumn Term Mentoring cohort reviewed half termly and at specific data points during the year

learning through academic mentoring.	(All)	with. By ensuring that students are accessing good quality feedback from structured meetings and clear target setting we are trying to ensure that students are given valuable formative feedback which is proven to add progress to student learning by the EEF toolkit and is supported by the NFER.	Contribution to wider school community Homework engagement Training provided to all academic mentors to deliver mentoring effectively. Consistent approach promoted through use of meeting pro-forma	Assistant Headteacher (KC) Heads of House	Record of meetings kept in a central location accessible to staff working with students.
Lexia	Close gap between DA students with low literacy levels in KS2 outcomes to that of their peers through intensive support through the KS3 curriculum (A, F and G)	Lexia is an Individual online intervention for DA pupils who struggle with English (reading comprehension, phonics and grammar) or have a dyslexic profile. The EEF Toolkit has found that there are some indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills.	DDIs of Lexia sessions Student voice	SENDCo (FS) Assistant SENDCo (CM)	Increased levels of progress through the online programme NGRT reading tests.
Provision of intensive literacy and numeracy support for identified DA students in KS3 that	Close gap between DA students with low literacy and numeracy levels in KS2 outcomes to that of their peers through intensive	Early identification and intervention to close the gap between these students and their peers is critical to ensuring that they can go on to access a broad curriculum at KS4 and	Evidence of in class support through teacher and TA interactions in DDIs	Literacy LSA	Support reviewed termly (6 weeks) by Deputy Head Teacher (KR,MM) and through termly DDIs

arrived below the expected standard	support through the KS3 curriculum (A, F and G)	ensure that students can pursue courses that allow them to continue developing high aspirations. The EEF Toolkit evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	Use of GL data to identify students in stanines 1-3 Use of teaching staff experienced in delivering numeracy and literacy lessons Monitoring of progress through in-class assessment and CAT4 tests annually	Assistant SENDCO (CM) Deputy Headteacher (KR, MM)	Numeracy and Literacy cohorts reviewed as part of termly Maths and English subject reviews respectively. Intervention groups reviewed following mid-year GL assessment
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Total budgeted cost £91,667.50

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance Monitoring	Narrow the gap between PP and non PP student attendance Reduce punctuality concerns for PP students as well as to identify and remove	School attendance rates have a direct impact on progress, whilst research such as the institute of education (2011) and EEF suggests successful implementation of attendance policy and use of key staff is vital to success and a designated member of the leadership team to oversee	Review of attendance between SLT and attendance officer half termly. Production of an Attendance Strategy document to ensure that all staff are aware of their roles in addressing the	Deputy Headteacher (MJM) Assistant Headteacher (KC)	Year Group attendance reviewed fortnightly through pastoral meetings Whole school review carried out half termly by Deputy Headteacher (MJM)

	<p>and barriers to attendance</p> <p>(H)</p>	<p>implementation of the policy will maximise the impact of attendance interventions used</p>	<p>issue of whole school attendance concerns</p> <p>Fortnightly Heads of House meetings to include a focus on attendance monitoring</p> <p>Use of Attendance Officer to support students that become persistently absent with regular reports provided to relevant staff following each visit</p>	<p>Attendance Officer (GJ)</p>	
<p>Continued provision of social emotional mental health (SEMH) support</p>	<p>Reduce the number of DA repeat referrals to Ready To Learn and repeat exclusions</p> <p>To ensure students can access their learning by removing this potential barrier to progress</p> <p>Students that are at risk of school refusal due to SEMH related issues are identified and supported in a timely manner</p>	<p>The EEF Toolkit found SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours</p>	<p>Standing item in HoH coaching notes</p> <p>Prepare and present Ready to Learn reports at HOH and SLT</p> <p>Termly review of mentoring cohort</p> <p>Use of staff goals within PDR for RTL coordinators and counsellor</p> <p>Create, develop and implement Pastoral Support Plans for Stage C-D pupils to</p>	<p>Deputy Head Teacher (MJM) and Assistant Head Teacher (KC)</p> <p>RTL Co-ordinators (DT and SC)</p> <p>Counsellor (LF)</p>	<p>Termly Review of mentoring cohort</p> <p>Termly review of impact of strategies deployed every 6 week</p> <p>PDR review in summer and autumn terms</p>

	(B and C)		<p>include a range of additional and alternative provision including referrals to external agencies, mentoring, Engage</p> <p>Plan and implement programme of timetabled Thrive sessions to develop pupils' social and emotional skills</p> <p>Provision Map Pupil Support Plans (PSPs) or Individual Education Plans (IEP) for all Social, Emotional and Mental Health (SEMH) diagnosed students</p> <p>Use of referral system to ensure students can receive support at the time needed</p> <p>Mental Health Training provided by outside agency to all support staff</p>		
Every student in the school has access to a Unifrog account across KS3 - KS5.	For all students to be able to have a pathway/destination planned through their Unifrog account to enable them to find their future.	Unifrog as a career tool has a great layout, intuitive design and is easy to use. It is a complete destination platform that can streamline careers throughout the school to meet The Gatsby Benchmarks.	<p>Unifrog will be implemented throughout KS3-KS5 in regular sessions in tutor time throughout the academic year.</p> <p>Students will be able to download the app onto their</p>	<p>Deputy Headteacher (MJM)</p> <p>Head of Sixth Form (GD)</p>	Reviews will happen on a termly basis.

	<p>All students will be able to explore different career options, post-16, post-18 courses and apprenticeships to make the best choices and submit strong applications.</p> <p>Students will regularly log into their accounts to discover suitable pathways, update their competencies and by the time they leave school a destination planned.</p>	<p>The Unifrog team have given the school a clear demonstration of what the site can offer, ongoing support they give, best practise and understanding of the local network.</p>	<p>smartphones for continuous engagement.</p> <p>All tutors and staff will be trained in Unifrog and there will be assigned a Unifrog lead who will work closely with an Unifrog area manager for going support.</p>	<p>Sara Gardiner</p>	
Total budgeted cost					£89,250