

Pupil Premium Spending | St. Katherine's School | Academic Year 2018-19 | Sept 2018

Last Reviewed: June 2019

Next Review: September 2019 (evaluations)

	2014-15	2015-16	2016-17	2017-18	2018-19
Percentage Pupil Premium students	28%	28%	26%	33%	33%
Total number of students on roll in KS3&4 (January Census)	711	654	653	691	728
Number of pupils eligible for the Pupil Premium	197 @ £935	181 @ £935	170 @ £935	231 @ £935	239 @ £935
Number of Service Children pupils eligible for the Pupil Premium	1 @ £300	-	-	1 @ £300	1 @ £300
Number of looked after pupils eligible for the Pupil Premium	2 @ £1900	2.44 @ £1900		4 @ £1900	4 @ £2300
Number of post looked after pupils eligible for the Pupil Premium	-	-	-	-	4 @ 2300
Total	£188,295	£173,880	£158,950	£223,885	£242,165

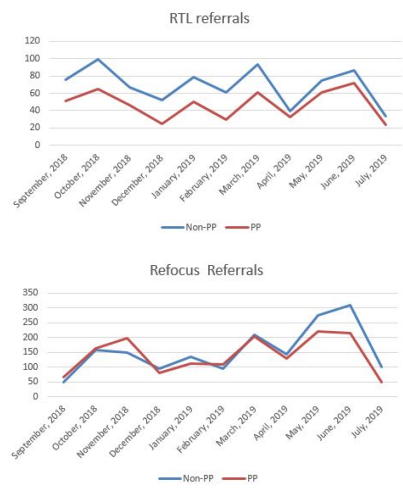
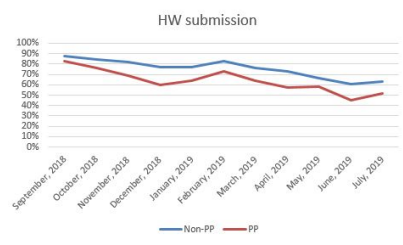
Intervention Policy	Intended Outcomes	Area of Expenditure	Contribution from Pupil Premium funding	Description of Intervention	How impact is to be measured	Evaluation (to be completed at the end of the academic year)																		
Progress and attainment	<p>Improve rates of attainment/progress and for students to progress equally with others across year groups and subjects.</p> <p>Improve literacy for</p>	KS3 DA outcomes evaluation and action planning	£2500	'AHT Outcomes' (AFB) supports and challenges core subjects to evaluate and action plan for improved DA outcomes.	Current grade-analysis compared at each Progress Check.	<p align="center">KS3 Progress</p> <table border="1"> <caption>KS3 Progress Data (Estimated from Graph)</caption> <thead> <tr> <th>Progress Check</th> <th>Non PP (Avg Pts)</th> <th>PP (Avg Pts)</th> </tr> </thead> <tbody> <tr> <td>7PC2</td> <td>~1.0</td> <td>~0.8</td> </tr> <tr> <td>7PC3</td> <td>~1.4</td> <td>~1.1</td> </tr> <tr> <td>8PC1</td> <td>~1.8</td> <td>~1.5</td> </tr> <tr> <td>8PC2</td> <td>~2.0</td> <td>~1.7</td> </tr> <tr> <td>8PC3</td> <td>~2.2</td> <td>~1.9</td> </tr> </tbody> </table>	Progress Check	Non PP (Avg Pts)	PP (Avg Pts)	7PC2	~1.0	~0.8	7PC3	~1.4	~1.1	8PC1	~1.8	~1.5	8PC2	~2.0	~1.7	8PC3	~2.2	~1.9
Progress Check	Non PP (Avg Pts)	PP (Avg Pts)																						
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8PC3	~2.2	~1.9																						

disadvantaged (DA) pupils so that they are better able to access the curriculum and wider learning.	KS4 DA outcomes evaluation and action planning	£2300	'AHT 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 progress in line with students from similar starting points.	Non DA students went from -0.329 to +0.045 across KS4, improving progress by 0.374. DA students went from -0.276 to -0.060 across KS4, improving progress by 0.270. The gap between DA and Non-DA is -0.10.																	
	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.	78% of HW submitted for non-DA. 66% of HW submitted for DA. 149 detentions issued for non DA 77 detentions issued for DA.																	
	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.	DA students went from -0.276 to -0.060 across KS4, improving progress by 0.270. The gap between DA and Non-DA is -0.10. However, 45% of the year 11 2018/2019 cohort achieved a negative P8 score. MPA and LPA students need further support.																	
	Homework club	£733	Staff supervision of lunchtime homework club in CR1 to support homework completion.	Positives & detentions for non completion analysis. Attendance records.	78% of HW submitted for non-DA. 66% of HW submitted for DA. 149 detentions issued for non DA 77 detentions issued for DA.																	
	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.	Used across all year groups. To compensate for knowledge gaps (sometimes linked to attendance issues) Hegarty maths supported independent learning with specific links to Hegarty tutorials. The CST review indicated that this has been more successful at KS3 than KS4.																	
	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 'AHT Outcomes.'	Non DA students went from -0.549 to +0.087 across KS4, improving progress by 0.636. DA students went from -0.841 to -0.223 across KS4, improving progress by 0.618. The gap between DA and Non-DA is -0.310.																	
	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 'AHT Outcomes.'	<table border="1"> <caption>KS3 Maths Progress Data</caption> <thead> <tr> <th>Group</th> <th>7PC2 Avg Pts</th> <th>7PC3 Avg Pts</th> <th>8PC1 Avg Pts</th> <th>8PC2 Avg Pts</th> <th>8PC3 Avg Pts</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>0.7</td> <td>0.8</td> <td>1.5</td> <td>1.6</td> <td>1.8</td> </tr> <tr> <td>PP</td> <td>0.6</td> <td>0.7</td> <td>1.4</td> <td>1.5</td> <td>1.7</td> </tr> </tbody> </table>	Group	7PC2 Avg Pts	7PC3 Avg Pts	8PC1 Avg Pts	8PC2 Avg Pts	8PC3 Avg Pts	Non-PP	0.7	0.8	1.5	1.6	1.8	PP	0.6	0.7	1.4	1.5
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	Additional small group tuition in maths KS4	£10,000	Provide additional and tailored numeracy 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 'AHT Outcomes.'	Non DA students went from -0.569 to -0.198 across KS4, improving progress by 0.371. DA students went from -0.236 to -0.019 across KS4, improving progress by 0.217. The gap between DA and Non-DA is -0.179.
	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 'AHT Outcomes.'	Non DA students went from -0.742 to -0.042 across Year 11, improving progress by 0.700. DA students went from -0.512 to +0.114 across Year 11, improving progress by 0.626. The gap between DA and Non-DA is +0.156.
	Daily KS4 English intervention during AM registration	£2,500	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 'AHT Outcomes.'	Non DA students went from -0.549 to +0.087 across KS4, improving progress by 0.636. DA students went from -0.841 to -0.223 across KS4, improving progress by 0.618. The gap between DA and Non-DA is -0.310.
	Daily KS4 maths intervention during AM registration	£2,500	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 'AHT Outcomes.'	Non DA students went from -0.569 to -0.198 across KS4, improving progress by 0.371. DA students went from -0.236 to -0.019 across KS4, improving progress by 0.217. The gap between DA and Non-DA is -0.179.
	Daily KS4 science intervention during AM registration	£2,500	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 'AHT Outcomes.'	Non DA students went from -0.742 to -0.042 across Year 11, improving progress by 0.700. DA students went from -0.512 to +0.114 across Year 11, improving progress by 0.626. The gap between DA and Non-DA is +0.156.
	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.	Progress improved across KS4 in all areas. English was +0.375, Maths was +0.020, Science was +0.653.
	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.	Weekly tracking of usage by the HOF identified that this was well used by the majority of students. Student voice revealed that not all found it useful due to the fact that it only told the students if they were correct or incorrect.
	To part-fund Learning Support Assistants	£20,000	Students extracted or supported in lessons at KS4 with literacy/numeracy supported monitored and altered if	Current grade-analysis compared at each Progress Check.	Non DA students went from -0.329 to +0.045 across KS4, improving progress by 0.374.

			necessary. SENDCO in place to drive targeted interventions.	Interventions monitored on Provision maps.	DA students went from -0.276 to -0.060 across KS4, improving progress by 0.270. The gap between DA and Non-DA is -0.10.
	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)	75% of the DA students have improved their AR scaled score by an average of 42 points compared to the non-DA students who have improved by an average of 39 points.
	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.	78% of year 7 and 70% of year 8 students at or above benchmark in Accelerated Reader screening report at the end of the year. 7% of year 7 and 8% of year 8 students required intervention.
	ExamReader - scanning pens	£3000	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.	From 11PC2 to final exams whole school P8 went from 0.085 to 0.035, a fall of 0.05. 70% of pupils involved in the use of reader pens improved their P8 score across the same period. The average improvement in P8 score for pupils in the trial was +0.34.
	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.	Increase in the number of students on the SEND register 2018/2019. Average attainment 8 = 3.62 Progress 8 = -0.19 Improved P8 score 2017/2019 -1.63
	Fund an Inclusion Manager	£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.	The data on the 2018/19 Engage Centre behaviour tracker monitored 15 pupils, 100% of the DA pupils had a reduction in RTL referrals when comparing term 1 vs term 6. Fixed term exclusions reduced for 67% of DA pupils 23 pupils were monitored on the Engage Centre attendance tracker.. 33% of these pupils showed an increase in attendance.
	Lexia Programme	£3,667	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.	57% of year 7 students attending the intervention have improved their reading age by an average of 1 year 11 months.
	Supporting Parental Participation and Engagement	£550	Use of an online booking system (Parents Evening System) enables and supports engagement of DA parents with teachers and key school staff at	Parental attendance records Parent voice surveys.	DA parental attendance to parents evenings has improved. However, this remains a challenge for the school due to the vast catchment area. Closer analysis

				events including: Induction, Open Evenings, Parents' Evenings.		of Parent Evening System and follow up from HOH is required.
	Individual Learning Materials	£1500	Provision of revision packs/equipment/subject-specific consumables so that pupils are fully equipped for all lessons, and the necessity for consumable materials is not a barrier to opting for specific KS4 curriculum qualifications.	Current grade-analysis compared at each Progress Check. Tutor registration checks so a decreasing number of DA pupils without equipment.	Non DA students went from -0.329 to +0.045 across KS4, improving progress by 0.374. DA students went from -0.276 to -0.060 across KS4, improving progress by 0.270. The gap between DA and Non-DA is -0.10.	
	Alternative provision	£13,053	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.	Six students were placed in hospital education or the Voyage Learning campus. This has enabled an increase in attendance, progress and post 16 pathways.	
Pastoral	For DA pupils attendance to meet national expectations.	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.	All: 92.2% DA: 90% Non DA: 93.1% Therefore, there is an improvement needed in closing the gap for DA students.
	For DA pupils and families to be supported to work in partnership with the school, to deal with difficulties and build resilience.	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.	All: 92.2% DA: 90% Non DA: 93.1%
	Removal of any non-academic barriers to learning.	Part fund a school counsellor	£2300	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.	21 DA students (out of a total of 88 students) received counselling during academic year 18/19. Feedback includes: <i>"I was able to honestly speak about my problems and know that I am not alone and that someone understands."</i> <i>"I like having a space in school that I feel safe and know I can get help."</i> <i>"I think it's extremely helpful when I needed someone to talk to."</i>
		Part fund a Ready to Learn	£8800	Assess and monitor the number of Ready to Learn referrals for the DA	Termly Ready to Learn analysis.	Ready to Learn data reveals a greater number of DA students were referred

		Coordinator		pupils. Provide mentoring for DA repeat referrals.	A decrease in the gap between non DA and DA pupil referrals.	when compared to non-DA. This reduced in term 5 and 6 with increased mentoring from Ready to Learn co-ordinators. Particular success with year 8 and 10 which saw a greater decline in referrals.
		Part fund the Engage Centre Leader	£20,000	Provide ELSA and Thrive strategies for DA pupils that have SEMH barriers to learning.	Reduced negative points on ClassCharts for named pupils. Increased positive points on ClassCharts for named pupils..	15 pupils were monitored on the 2018/19 Engage Centre behaviour tracker and the praise to negative ratio improved for 53 % of pupils.
		Thrive Training	£4,000	Provide the theory necessary for understanding and 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.	Out of 18 pupils who were thrive assessed during the 2018/19 school year, 12 were DA. Feedback was positive and there is now a Thrive intervention waiting list.
		Non-teaching staff pastoral support	£31,000	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.	 <p>The top graph, titled 'RTL referrals', shows the number of Ready to Learn referrals per month. The bottom graph, titled 'Refocus Referrals', shows the number of Refocus referrals per month. Both graphs compare Non-PP (blue line) and PP (red line) groups.</p>
		Uniform and hardship	£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.	214 occasions where DA students did not have kit compared to 364 for non DA. Participation rates
		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.).	 <p>The graph, titled 'HW submission', shows the percentage of homework submitted per month. It compares Non-PP (blue line) and PP (red line) groups.</p>

Enrichment opportunities and cultural capital	Increase the opportunities for DA 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	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.	Students' cultural experiences enriched, but has also facilitated better outcomes in photography, English language, music and art. However, there is significantly less DA students participating in 'Activities Week' compared to non-DA which needs to be reviewed.
		Music tuition	£200	Musical instrument tuition subsidised	Increased participation rates; pupil voice; parent voice; progress in external music examinations.	Improvement in 2018/2019 KS4 outcomes (P8 0.10). Increased participation in instrumental lessons. However, this is significantly lower than non-DA participation rates.
		Duke of Edinburgh	£1020	Duke of Edinburgh costs subsidised in Year 10 and 11.	Course completion statistics; student voice; staff voice; parent voice.	Students have acquired greater self-confidence and learnt to overcome challenges; resilience has been promoted. Participation of DA students is lower compared to non-DA. However, this was significantly improved in year 10 last year.
CEIAG	Increase % of DA students staying in education or going into employment after key stage 4 (student destinations) at least in line with national average	Year 10 future career pathways - work experience	£1000	Vulnerable Year 10 DA students undertake work experience.	Pupil voice and work experience booklets.	All DA students took part in work experience.
		Year 11 future career pathways - CEIAG interviews	£4000	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.	All DA students met with independent career advisor. At time of writing, two have not confirmed destinations. One family refused to share the information, and one has not been contactable.
		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.	All Y9 students attended careers fair and discussed what a variety of employers and training providers could offer them. There were a number of follow up visits e.g. students visiting police HQ.
		Year 7 Aspiration Interviews	£2,000	All Y7 DA pupils interviewed and aspirations shared with school staff.	Pupils are able to articulate how their current progress is supporting their aspiration.	Y7 PC3 June 2019 data shows there is a small gap (0.10) between non-DA in English and maths.
Management / Leadership / Training (CPL)	Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.	SLT leadership of DA progress and achievement	£5,000	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.	Non DA students went from -0.329 to +0.045 across KS4, improving progress by 0.374. DA students went from -0.276 to -0.060 across KS4, improving progress by 0.270. The gap between DA and Non-DA is -0.10.
		SLT leadership of teaching and	£5,000	Leadership and management of whole school improvement of teaching and	Current grade-analysis compared at each Progress	Non DA students went from -0.329 to +0.045 across KS4, improving progress

	learning		learning through tailored CPL.	Check. Pupil voice at CST subject reviews demonstrate improvements in teaching. Teacher evaluations of CPL.	by 0.374. DA students went from -0.276 to -0.060 across KS4, improving progress by 0.270. The gap between DA and Non-DA is -0.10.
	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.	Five out of six successful in completing the NQT year with termly observations revealing targeted support for DA students as per whole school strategy and CPL.
	Driver Youth Trust consultant work	£900	9 consultancy days to examine whole school literacy and SEND provision. Tailored whole school CPL.	Increased staff awareness of SEND barriers to learning and how to support different needs. Pupil voice reveals that they feel much more supported in class.	SEND pathway, defined and shared with all staff. Re-framed the perceptions around the 4 areas of need. Unpicked SEMH in relation to other learning difficulties. Increased cross school referrals. Progress 8 figure increased from -1.63 to -0.19.
	Administrative support for DA programme	£400	Administrative support to track DA spend and value for money of interventions. Support from Finance Manager (KF).	Budget is managed effectively throughout the financial year.	Timely budget monitoring and updates each term allowed funds to be deployed without delay, supporting decisive decision making to maximise impact.
	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..	Involvement in SSIF project 2017-2019 increased awareness of DA students across the whole school. Visit from Adam Matthews improved understanding of KS2 and led to new SOL in year 7 English and maths. DA P8 score improved to -0.06 from -0.50.
Total spend plan:			£243,879	Total Actual Spend:	