

Pupil premium strategy statement 2020-23

Update for 2022-2023 - amendments in yellow

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	St. Katherine's School
Number of pupils in school	916
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (A 3 year strategy is recommended)	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Kate Richards, Deputy Headteacher
Pupil premium lead	Michelle Cave, Assistant Headteacher
Governor / Trustee lead	Glen Davies, Link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,184
Recovery premium funding allocation this academic year	£56,994
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£274,178

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: below age expectation reading and vocabulary skills when compared to non-disadvantaged pupils, low attendance and high persistent absence. This has been exacerbated by the consequences of the COVID pandemic and the gaps in education. Our approach will be responsive to both the common challenges and our pupil's individual needs, rooted in robust diagnostic assessment, such as baseline tests, NGRT and subject assessment data.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, such as assessing prerequisite knowledge, targeted questioning and modelling. 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.

We are proud to be a fully inclusive comprehensive school and feel passionately that all of our pupils will leave us as highly literate young people and so prioritise reading in all that we do.

To ensure that pupils are effective we will:

- take responsibility for raising expectations and outcomes
- secure quality first teaching through consistency of the St Katherine's Teaching and Learning Principles across the school and supported by high quality CPL
- ensure that early intervention takes place
- ensure there is a high level of challenge within every lesson
- ensure that classroom teaching is responsive.

Challenges

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

Challenge number	Detail of challenge
1	There is a progress and attainment gap between non-disadvantaged and disadvantaged pupils.

	<p>Our previous examination data revealed there is a gap between the national non-disadvantaged progress 8 score when compared to the St. Katherine's disadvantaged progress 8 score.</p> <p>Average attainment 8 grade was 4.44 for disadvantaged pupils compared with 4.83 for non-disadvantaged at St. Katherine's school.</p> <p>Assessments on entry to year 7 in 2019 indicate that 25% of our disadvantaged pupils arrive below age-related expectations compared to 9% of their peers. Subsequent internal and external (where available) assessments show that this gap remains at around 16% during pupils' time at our school.</p>
2	<p>Literacy skills on entry are lower for disadvantaged pupils (cumulative over the five years) when compared to non-disadvantaged</p> <p>NGRT results for students in current years 7 to 10 show that 24% of PP students are in Stanine 1-3 whilst this figure is 11% for Non-PP. This is in line with the gap seen for KS2 outcomes suggesting a strong link between low prior attainment and below average literacy.</p>
3	<p>RTL warnings and referrals for a small number of DA pupils (3-5) in each year group is high. Time out of lessons for these pupils is likely to be having a detrimental effect on their academic progress.</p>
4	<p>For the year 2019/20, our suspension rate for children on FSM was 28.8. This compared to a national average rate of 19.4 and a local authority rate of 34.4. Whilst below the local authority average our suspension rate remains above national average. This has come down in 2020/21 to 17.6 but we do not yet have national data from DoFE to compare. For comparison, the whole-school rate in 2020/21 was 10.48. There remains work to do to bring DA suspension rates in line with non DA.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 6% lower than for non-disadvantaged pupils.</p> <p>Absence and persistent absence is higher than national for disadvantaged in the school.</p>
6	<p>We know from historical parents' evenings that there is less parental engagement of pupils who are eligible for disadvantaged pupils.</p> <p>Our data on the lack of engagement with online lessons from a number of disadvantaged pupils in each year group shows us that due to the pandemic disadvantaged pupils are at particular risk of falling behind their peers as they are more likely to;</p> <ul style="list-style-type: none"> • two periods of lockdown- loss of face-face learning in school. This has resulted in specific content being missed, leading to gaps in learning and stalled sequencing of journey • limited access to remote learning at home due to complex home circumstances and lack of IT access and resources • limited access during closure to specialist staff and interventions for pupils with additional needs • additional well being needs arising from pressures and arrangements in place due to pandemic.

Intended outcomes

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

Intended outcome	Success criteria
Improved attainment and progress across the curriculum at the end of KS4.	<p>The gap between the P8 and average attainment score of DA and non-DA pupils is reduced.</p> <ul style="list-style-type: none"> the progress 8 score is 0 an average Attainment 8 score of 5 <p>This will be monitored at the three progress checks throughout the year.</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>NGRT, Accelerated reader and Lexia demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Reading logs show pupils are reading regularly at a level above or beyond their chronological reading age.</p> <p>Coaching/Temperature checks reveal classroom teachers use knowledge of NGRT data to inform questioning, scaffolding and stretch support across the school.</p>
<p>Improve levels of literacy through developing vocabulary so that disadvantaged pupils are more able to access the curriculum and wider learning.</p> <p>Students have the opportunity to apply their newly acquired vocabulary through deliberate sentence construction opportunities across the curriculum.</p>	<p>NGRT tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Coaching/Temperature checks reveal classroom teachers use the whole school strategies for introducing vocabulary and there are no missed opportunities for the teaching of vocabulary.</p> <p>Book Looks demonstrate that pupils' vocabulary is developing over time.</p>
Decrease in % of DA Ready to Learn referrals , exclusions and repeat exclusion statistics compared to national.	The over-representation of DA referrals to Ready to Learn declines termly for the small number of pupils identified in each year group.

	A reduction in % to shift towards the national average for non-DA exclusions (% of pupils receiving 1 or more FTE national non-DA is 3.9%).
Attendance of DA pupils should rise to be in line with non-DA students.	<p>Attendance stages for DA pupils are implemented consistently.</p> <p>Monitoring shows attendance meetings and calls are taking place at appropriate trigger points.</p> <p>Fewer DA pupils represented in exclusion and repeat exclusion statistics compared to National ALL pupils..</p> <p>Reduction in absenteeism and persistent absenteeism amongst DA pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Training for tutors about how to use data to inform DEAR delivered by IW.</p>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1, 2, 3, 6
<p>Embedding checking for understanding techniques developed last year, ensuring staff are able to rapidly identify gaps in prerequisite knowledge. This will involve ongoing teacher training and support in CPL Wednesdays.</p>	<p>The identification of key concepts and the building blocks (thresholds) towards them is crucial in ensuring DA pupils can move effectively through the curriculum.</p> <p>The EEF Toolkit identifies that the impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year.</p>	1, 3, 6

<p>Developing metacognitive skills in all pupils through the whole school introduction of 'My turn, our turn, your turn' to model key concepts and skills across the school allowing a high success rate in independent practice.</p> <p>This will involve ongoing teacher training and support in CPL Wednesdays.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners as suggested in the EEF Toolkit. On average, these approaches have an impact of 7 months' additional progress.</p> <p>This is also in line with the recommendations in the EEF Metacognition and Self-regulated Learning guidance report.</p> <p>Internal QA and the trust review have identified that pupils do not always have a high quality model to work towards where they have heard their teacher's thinking.</p>	1, 3, 6
<p>Embed the whole school strategy towards reading, vocabulary and writing in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focused on the highest leverage needed for teacher development in this area.</p> <p>This now involves all members of the teaching staff.</p>	<p>Reading is crucial to ensuring pupils 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 pupils.</p> <p>X% of year 7 pupils that fall into stanines 1-3 are DA pupils. X% of year 8 pupils that fall into stanines 1-3 are DA pupils.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Why Closing the Word Gap Matters?</p>	1, 2, 3, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £91,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS3 Academic intervention:</p> <p>Provision of intensive literacy and numeracy support for identified DA pupils in KS3 that arrived below the expected standard</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan as identified by the EEF Toolkit. This can deliver approximately 6 months on average.</p>	1, 2

<p>Mastery English and maths groups.</p> <p>A 6 week programme of intervention during tutor time, 3 times a week.</p> <p>The Dyslexia Action Literacy Programme.</p>	<p>The EEF Toolkit evidence indicates that one to one tuition can be effective, delivering approximately five additional months progress on average.</p>	
<p>This is no longer taking place due to the assessment of its impact.</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind as identified in the EEF Toolkit and as approximately six additional months progress on average.</p>	1,2
<p>KS4 Academic intervention:</p> <p>Small group work during enrichment. Pupils projected for 9-4, 9-5 and 9-7 English and maths basics will be prioritised for basics crossover interventions where needed.</p> <p>(KR)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind as identified in the EEF Toolkit and as approximately six additional months progress on average.</p>	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer to monitor the attendance stages to ensure a positive effect on DA pupils whose attendance has triggered entrance.</p> <p>Use of Attendance Officer to support pupils that become persistently absent with regular reports provided to</p>	<p>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 implementation of the policy will maximise the impact of attendance interventions used.</p> <p>The DfE guidance has been informed by engagement with schools that have</p>	5

relevant staff following each parent meeting/visit. (MJM)	significantly reduced persistent absence levels.	
Face to face academic progress parental meetings following progress checks to be implemented by Heads of House. Home/school targets to be agreed and monitored. DA parents prioritised when booking online appointments. (AFB/MJM)	The EEf Toolkit found parental engagement has a positive impact on average of 4 months' additional progress and that schools need to tailor school communications to encourage positive dialogue about learning	1, 6
Continued provision of social emotional mental health (SEMH) support through the Responsibility for Learning Programme, Emotional Literacy, Lego/Music/Play Therapy, mentoring, and counselling. (MJM/FS)	The EEF Toolkit found SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school with an average overall impact of four months' additional progress on attainment.	1,3,4,6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

A8 = 5.18 (all) P8 = 0.15 (all)

A8 = 4.45 (PPG) P8 = -0.28 (PPG)

A8 = 5.40 (non PPG) P8 = 0.28 (non PPG)

Teaching (for example, CPD, recruitment and retention)

We know that we still have a varied picture of DA progress across the curriculum. Following the 2022 GCSE exam series, students within Engineering, English, Food, PB, Chemistry, History have made better progress than the national average. However, we know that further development work is particularly required in Sport, Performing Arts, Art, Biology, Physics, French, Geography, Computing, Maths, Music, Psychology, As a result, faculties will be continuing their work on modelling and in the development of literacy within their subject. In particular, we will be focusing on the progress of high prior attaining DA students. This year all teaching staff are coached on a fortnightly basis to ensure incremental developments within classrooms and faculties

*Standardised tests have been implemented in KS3 and have begun to indicate where students require specific literacy interventions. **Next step:** use these standardised assessments to retest students following interventions to give a better understanding of the specific interventions.*

Subject progress tests in Science (end of 2021-22) have been used to identify students for academic intervention (3x week) in 2022-23. Impact will be assessed every 6 weeks.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Of the PP students involved with small group literacy interventions driven by GL stanines 1-3 (MFL withdrawal & after schools sessions), 33% made significant gains in testing. As a result of the intervention, 47% of students have been referred on to further support from the specialist teacher and/or external SEND support.

Of the PP students involved in NTP tutoring, none made significant gains between progress checks, with all continuing to make the same level of progress

External tuition (maths): 60% gained a grade 4, having been given extra tuition as they were at risk of dropping to a grade 3.

Enrichment : on average, PP students made slightly positive progress between their PC1 predictions and their summer result in their identified enrichment class

Wider strategies (for example, related to attendance, behaviour, wellbeing)

In line with other schools nationally, we did not see attendance increase last year to pre-pandemic levels. DA attendance was a concern at 85.9% and is a focus for this year.

DA students are now a focus in weekly meetings with AO. DA absence and persistent absence continues to be a concern although the national picture is that all schools have been affected by this post-covid.

Attendance at parents evening for all cohorts including DA has been improved by the offer of online appointments. The parental engagement tracker is complete for 2021/22 and will be used to target engagements in this academic year, particularly for DA.

SEMH specialist LSA now employed to deliver interventions and lead SEMH support. Interventions and alternative curriculums have supported some DA pupils to remain on-site rather than accessing AP. Clear improvement in behaviour (measured through drop in RTL) from those pupils attending the RfL programme.

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
NGRT	GL Assessment
NGST	GL Assessment
Accelerated Reader	
Lexia	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

