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

Last Reviewed: September 2021   Next Review: July 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**

		2017-18	2018-19	2019-20	2020-21
Number of Looked After pupils eligible for the Pupil Premium		4 @ £1900	4 @ £2300	3@£2300	3@£2345

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**	Sept 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 *(issues to be addressed in school, such as poor literacy skills)*	
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 *(including issues which also require action outside school, such as low attendance rates)*	
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	In the current COVID19 crisis, disadvantaged children are at particular risk of falling behind their peers as they are more likely to; ● 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. Less DA represented exclusion and repeat exclusion statistics compared to National ALL pupil.	By July 2023 the % of sessions missed to be broadly in line with the national average which is 5%.
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	2020-21 (to achieve targets set out for 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?	Year 1 (2020/21) Evaluation
Introduction of whole school strategy towards reading in school including: • 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	Improving reading ages of students across the school Narrowing the gap of PP students reading age compared to their chronological age Exposing students to a diverse range of reading materials to broaden their vocabulary and deepen their cultural understanding Increasing the amount of students that are reading for pleasure in school (A, F, G and I)	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. 55% of year 7 students that fall into stanines 1-3 are DA students.	QA of tutor time reading through DDIs Student voice to include feedback on form time reading Use of GL assessment tool to monitor and review student progress through reading age Accelerated Reader	Extended Leadership for literacy (JJ)	GL assessment carried out annually Identification of students requiring additional reading support carried out termly between Deputy Headteacher (MJM) in partnership with SENDCo (FS) and Assistant SENDCo (CM) Accelerated Reader Star tests (LE)	Covid disrupted GL assessments, which will be carried out in October 2021. Other indicators suggest positive impact - sustained levels of book borrowing, despite Covid, facilitated by access to an online library. Introduction of a rigorous reading log monitoring system to unpack barriers to learning. Throughout Lockdowns, PP students were a priority focus. 16 students in Year 8, based on Year 7 logs and 8 students in Year 9, based on Year 8 logs are identified as needing high levels of support to manage independent reading. 10/16 are PP in Year 8

					and 4/8 are PP in Year 9 - in this year we will be seeking to enhance support for these learners. No More Marking data clarifies the impact of our reading culture on students' writing. PP students at SKA made 27 months' progress compared to 11 months' progress made by schools nationally. Sept 2020 - All schools PP Writing Age 9y 7m - SKA 8y 11m May 2021 - All schools PP Writing Age 10y 6m - SKA 11y 2m
assemblies					

Staff training to support the teaching of literacy across the school including: • 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	Improving reading ages of students across the school Narrowing the gap of PP students reading age compared to their chronological age Exposing students to a diverse range of reading materials to broaden their vocabulary and deepen their cultural understanding (A, F, G and I)	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.	QA explicit reading strategies through DDIs Student voice to include feedback how reading is taught in different subjects Use of GL assessment tool to monitor and review student progress through reading age Accelerated Reader	Extended Leadership for literacy (JJ) Deputy Headteacher (KR)	GL assessment carried out annually Identification of students requiring additional reading support carried out termly between Deputy Headteacher (MM) in partnership with SENDCo (FS) and Assistant SENDCo (CM) Accelerated Reader Star tests (LE)	Covid disrupted GL assessments in Term 6 and prevented Year 6 students from being tested pre-transition. Staff are aware of the need to understand reading ages and the significance of interdisciplinary literacy. CPL sessions this year will look at deepening this understanding of how to embed knowledge of reading stanines and students' learning needs into questioning and modeling techniques. Explicit strategies to teach vocabulary have been introduced and will be monitored this year and evaluated through booklooks. Outcomes in English, in terms of CAGs, NMM data and student work, indicate high levels of vocabulary acquisition.

understanding.					
Embed a routine of retrieval practice in all classrooms	Knowledge organisers designed in each faculty

Plans and protocols developed for the effective use of knowledge organisers in lessons and home learning

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

(A, F and G) | What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes (EEF The Attainment Gap 2017).

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.

Retrieval practice, or reconstructing knowledge by bringing it to mind from your memory, has | Use of staff goals within PDR

Development Drop Ins (DDIs) conducted by HOFs which are quality assured termly by SLT

Monitor and embed best practice of retrieval practice at HOF meetings and on the DDI logs

'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. | Deputy Headteacher (KR) | Current grade-analysis compared at each Progress Check (KR/AFB). Student voice at CST subject reviews demonstrate improvements in teaching (KR).

Student voice at DA Passport interviews reveals improvements in teaching (MLC). | Retrieval practice quality assured throughout learning@school and learning@home. In response to learning@home, staff training undertaken to develop the identification and response to prerequisite knowledge.

Progress checks confirm attainment gaps are closing for individuals and for groups of students. PC1-P8: All= -0.27 PP -0.64

PC3 P8: All= +0.02 PP -0.31 (closing gap)

CAGs P8: All= +0.47 PP +0.28 (closing gap) |

		been shown by numerous researchers to improve student learning (see Roediger et al., 2011). 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).				
Establish a culture of responsive teaching in all classrooms where questioning and feedback identifies and corrects misunderstandings including: ● Checking for understanding tools (mini whiteboards &	Whole school approach to questioning including no-opt out, right is right and cold calling to increase student attention, engagement and participation in their learning. (A, F and G)	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes (EEF The Attainment Gap 2017). Rosenshine Principles (2012) - Students need to practice new material. The teacher's questions and student discussion are a major way of providing this neces- sary practice.	Use of staff goals within PDR Monitor implementation of questioning through DDIs, student voice and faculty reflections '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.	Deputy Headteacher (KR)	Current grade-analysis compared at each Progress Check (KR/AFB). Student voice at CST subject reviews demonstrate improvements in teaching (KR). Student voice at DA Passport interviews reveals improvements in teaching (MLC).	Trust review confirmed significant development in QFT, particularly with the culture of questioning now embedded. Student voice identified that in January (prior to lockdown), 73% of students report confidence in answering questions. Students frequently commented on the use of cold calling and wait times when questioning.

show me desks) ● Introduce no-opt out, right is right and cold calling (Sept 20)		The EEF Toolkit shows feedback studies tend to show very high effects on learning of around 8 months.				

			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?	Year 1 (2020/21) Evaluation
To provide personalised support for identified KS4 PP students that are underachieving in an aspect of their learning through academic mentoring.	To close the attainment gap between current grade and target grade for identified PP students in targeted subjects (All)	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 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	Identification of cohort based on collaboration with Deputy Headtechers using specific criteria based on: Attendance Punctuality Attainment in lessons Contribution to wider school community Homework engagement Training provided to all academic mentors to deliver mentoring	Deputy Headteachers (MM and KR) Assistant Headteacher (KC) Heads of House	Academic Mentoring Model to be introduced in Autumn Term Mentoring cohort reviewed half termly and at specific data points during the year Record of meetings kept in a central location accessible to staff working with students.	On average, those who consistently attended English PP NTP tutoring improved (September→ CAGs) by 1 grade, compared to an improvement of 0.83 for the whole year group On average, those who consistently attended Maths PP NTP tutoring improved (September→ CAGs) by 1.25 grades, compared to an improvement of 0.42 for the whole year

		feedback which is proven to add progress to student learning by the EEF toolkit and is supported by the NFER.	effectively. Consistent approach promoted through use of meeting pro-forma			group
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 observed spelling tests, appropriate level of work and effective use of leader board for pupils using the Lexia programme. Best achievers (time spent / progress) were rewarded with a book of their choice at the end of the year.	SENDCo (FS) Assistant SENDCo (CM)	Increased levels of progress through the online programme NGRT reading tests.	We set an ambitious exit target of achieving intermediate in word study, grammar and comprehension. Percentage of pupils who met exit criteria: Year 7: 77% Year 8: 56% Year 9: 45%
Provision of intensive literacy and numeracy support for identified DA students in KS3 that arrived below the expected standard	Close gap between DA students with low literacy and numeracy levels in KS2 outcomes to that of their peers through intensive support through the KS3 curriculum	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 ensure that students can pursue courses that allow them to continue	Evidence of in class support through teacher and TA interactions in DDIs Use of GL data to identify students in stanines 1-3	Literacy LSA Assistant SENDCO (CM)	Support reviewed termly (6 weeks) by Deputy Head Teacher (KR,MM) and through termly DDIs Numeracy and Literacy cohorts	Full time maths mentor & literacy mentor hired. All KS3 students were assessed using NGRT. Appropriate intervention delivered dependent on the identified stanines (Lexia, MFL

(A, F and G)	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 teaching staff experienced in delivering numeracy and literacy lessons Monitoring of progress through in-class assessment and CAT4 tests annually	Deputy Headteacher (KR, MM)	reviewed as part of termly Maths and English subject reviews respectively. Intervention groups reviewed following mid- year GL assessment	withdrawal, one-one reading). Y7&8. 22/89 students successfully completed MFL withdrawal. 1:1 reading/literacy intervention: Y7- 5 students Y8- 1 students Y9-2 students Lexia programme Y7- 30 students *21 students completed intervention and have returned to MFL by the start of Year 8* Y8-19 students *15 students completed intervention and have returned to MFL by the start of Year 9* Y9- 23 students *All but 2 pupils will cease this intervention. The 2*

						pupils will have adapted timetables with a reduced number of GCSEs and will continue with intervention. Numeracy impact measured using the data from the progress reports **Group interventions** 16% of students made strong progress in Maths. 47% of students made expected progress in Maths. 37% of students made slower than expected progress in Maths. **1:1 interventions** 50% of students improved attendance in Maths and school as a whole

						33% of students completed Functional Skills and went on to be accepted onto early college courses. 33% of students are now making expected / strong progress in Maths.
				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?	Year 1 (2020/21) Evaluation
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 and barriers to attendance	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	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 issue of whole school attendance concerns	Deputy Headteacher (MJM) Attendance Officer (GJ)	Year Group attendance reviewed fortnightly through pastoral meetings Whole school review carried out half termly by Deputy Headteacher (MJM)	Attendance over 2020/21 very hard to evaluate due to repeated lockdowns and partial closures. No clear evidence of a narrowing of the gap between PP and non PP students. 2021 data YTD does show significantly higher PP attendance (93%) with a narrowed gap (<1%).

	(H)	impact of attendance interventions used	Fortnightly Heads of House meetings to include a focus on attendance monitoring Use of Attendance Officer to support students that become persistently absent with regular reports provided to relevant staff following each visit			Attendance stages now embedded with clear escalation for poor attendance. HoHs, PP lead and SENDCo meeting fortnightly with AO to implement strategy for students of concern. Weekly reporting now highlights PP and FSM students - this is reviewed by attendance lead and PP lead weekly.
Continued provision of social emotional mental health (SEMH) support	Reduce the number of DA repeat referrals to Ready To Learn and repeat exclusions To ensure students can access their learning by removing this potential barrier to progress	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. Evidence suggests that, on average, behaviour interventions can produce moderate improvements	KC has taken on role of mental health lead and is overseeing the provision in school and from external partners Standing item in HoH coaching notes Prepare and present Ready to Learn reports at HOH and SLT Termly review of mentoring cohort	Deputy Head Teacher (MJM) and Assistant Head Teacher (KC) RTL Co-ordinators (DT and SC)	Termly Review of mentoring cohort Termly review of impact of strategies deployed every 6 week PDR review in summer and autumn terms Termly analysis of CPOMS referrals for mental health and wellbeing by	Mental health is the most common category of safeguarding referral made for all year groups and sub groups. Mental health and wellbeing prioritised during tutor time and assembly, raising awareness with students. Student survey in term 6

| | Students that are at risk of school refusal due to SEMH related issues are identified and supported in a timely manner

(B and C) | in academic performance along with a decrease in problematic behaviours | Use of staff goals within PDR for RTL coordinators and counsellor

Create, develop and implement Pastoral Support Plans for Stage C-D pupils to include a range of additional and alternative provision including referrals to external agencies, mentoring, Engage

Plan and implement programme of timetabled Thrive sessions to develop pupils' social and emotional skills

Provision Map Pupil Support Plans (PSPs) or Individual Education Plans (IEP) for all Social, Emotional and Mental Health (SEMH) diagnosed students

Use of referral system to ensure students can receive support at the time needed | Counsellor (LF) | subcategory - these are then used to inform the work of LF as well as the intervention groups run by RM and JDB | measured student awareness of the school's mental health provision

Learning@Home. Student and parent feedback is positive about provision.

Mental health and wellbeing shared drive of resources created by LF that includes self help resources for students that are used as the first step when there are concerns. 54% of students said they would find it very easy/easy to ask for help with their mental health. |

			Mental Health First Aid Training provided by outside agency to pastoral and SEND colleagues Additional support from Off the Record starting Term 2 2021 Princes Trust training for RTL coordinates to use 'Achieve' programme for mentoring			
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. All students will be able to explore different career options, post-16, post-18 courses and apprenticeships to make the best choices and	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. 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.	Unifrog will be implemented throughout KS3-KS5 in regular sessions in tutor time throughout the academic year. Students will be able to download the app onto their smartphones for continuous engagement. 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	Assistant Headteacher (AFB) Head of Sixth Form (GD) Sara Gardiner	Reviews will happen on a termly basis.	Sept 2021 - All students in years 10 to 13 have access to their Unifrog account. The roll out for years 7 to 9 will be complete by Jan 2022.

	submit strong applications.		manager for going support.			
	Students will regularly log into their accounts to discover suitable pathways, update their competencies and by the time they leave school a destination planned.					
			Total budgeted cost	£89,250		