Pupil premium strategy statement – St Katherine's School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	916
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£224,660
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£55,476.
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£280,136

Part A: Pupil premium strategy plan

Statement of intent

We are St Katherine's - a nurturing and inclusive community, united in the pursuit of excellence.

At the heart of our vision and guiding principles is a passion and relentless drive for all children to achieve success, regardless of disadvantage. Our approach for improving outcomes for disadvantaged pupils is based upon three core principles. Firstly, we **know our pupils**; secondly we use **evidence informed decision making**; and finally we know and **reflect upon our impact**.

We are proud to be a fully inclusive comprehensive school and value every young person within our community. Our intention is that all students at the school, irrespective of their backgrounds or the challenges they face, make good progress and achieve high levels of attainment across the academic curriculum. We shape our curriculum, including our tutor and co-curricular programme so that we grow our students into resilient young adults; equipped socially and academically to take on the opportunities and challenges of life.

Quality First Teaching is at the heart of our approach with an explicit focus on retrieval practice, assessing prerequisite knowledge, targeted questioning and explicit modelling and practice of task. Evidence suggests this can have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils, including those with special educational needs.

To ensure that students are effective we will:

- adopt a whole school approach in which all staff take a **collective responsibility** for disadvantaged outcomes
- secure **quality first teaching** through consistency of the St Katherine's Teaching and Learning Principles across the school and supported by high quality **Continuing Professional Learning**
- ensure that classroom teaching is **responsive**
- ensure that **early intervention** takes place at the point need is identified

Challenges

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

Challenge number	Detail of challenge

1	**Literacy skills on entry are lower** for disadvantaged students (cumulative over the five years) when compared to non-disadvantaged
	
	NGRT Year 7 - **27%** of disadvantaged students are below age-related expectations
	      - **13%** of non disadvantaged students.
	NGRT Year 8 - 27% of disadvantaged students are below age-related expectations
	      - **10%** of non disadvantaged students.
	NGRT Year 9 -20% of disadvantaged students are below age-related expectations
	      - **13%** of non disadvantaged students.

2	There is a **progress and attainment gap** between non-disadvantaged and disadvantaged students. In previous academic years, the overall attainment of disadvantaged students has been on average **9pts below** the attainment of non-disadvantaged students (Total Attainment 8 scores). Maths and English attainment for disadvantaged students has on average been 22.6% below the attainment of non-dis-advantaged students at grades 9-5. In previous academic years, EBacc uptake shows a gap of 11.7% between disadvantaged students and non-disadvantaged students.
3	**Behaviour - RTL warnings and referrals** for a small number of disadvantaged students (3-5) in each year group are high. Repeated time out of lessons for these is impacting on academic achievement.
4	**Behaviour - suspension rates** For 2022/23 our **suspension rate** for children eligible for the PPG was 18.5% and eligible for FSM was 12% (NA not yet available) For 2021/22 our **suspension rate** for children eligible for FSM was 8.5% (NA was 13.96 and the North Somerset average was 10.06). For 2020/21 our **suspension rate** for children eligible for FSM was 17.6%. 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.
5	**Attendance** data over the last three years indicates that attendance among disadvantaged students has been between 3 - 6% lower than for non-disadvantaged pupils. **Persistent absence** is higher than national for disadvantaged students in the school at 44.3%.
6	Disadvantaged students are overrepresented amongst our students who present with **poor social, emotional and mental health**. They often exhibit limited capacity for self-regulation and/or suffer issues related to attachment.

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 **reading** comprehension among disadvantaged students across KS3. Support and encouragement for disadvantaged students across KS3 to **read regularly.** Intervention for students in Year 7 and Year 8 will improve their reading skills and therefore increasingly be able to access more of our curriculum.	Reading log monitoring (Y7-9) AR quizzing (Y7 & 8) to demonstrate disadvantaged students are either reading regularly or being supported towards reading regularly. Phonics testing will demonstrate phonics gaps removed. For students who receive intervention, **reading fluency** and **comprehension** will be improved, as demonstrated by YARC tests and within Lexia.
Improved **attainment and progress** across the curriculum at the end of KS4.	The gap between the P8 and average attainment score of disadvantaged students and non-disadvantaged students is reduced. - Progress 8 = 0 - Attainment 8 =< Grade 5 Monitored at three progress checks throughout the year and against final outcomes.
Improve **levels of literacy** through developing **vocabulary** so that disadvantaged students are more able to access the curriculum and wider learning. Students have the opportunity to apply their newly acquired vocabulary through deliberate sentence construction opportunities across the curriculum.	NGRT tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Coaching/Temperature checks reveal classroom teachers use the whole school strategies for introducing vocabulary and promote explicit opportunities for the teaching of vocabulary. Book Looks demonstrate that pupils' vocabulary is developing over time.
Decrease in % of disadvantaged **Ready to Learn referrals**, suspensions and repeat suspension statistics compared to national.	The over-representation of disadvantaged referrals to Ready to Learn declines termly for the small number of students identified in each year group. A reduction in % to shift below national average for non-DA suspensions (% of pupils receiving 1 or more Fixed Term Suspension, national non-DA is 3.9%).
Attendance of disadvantaged pupils must rise to be in line with non-disadvantaged students.	Attendance stages for disadvantaged students are implemented consistently. Monitoring shows attendance meetings and calls are taking place at appropriate trigger points.

	Fewer disadvantaged students represented in exclusion and repeat exclusion statistics compared to National ALL pupils.
	Reduction in absenteeism and persistent absenteeism amongst DA pupils.
Improved **wellbeing** for all disadvantaged students.	Surveys and pastoral leaders reveal students have formed positive relationships.
	A reduction in referrals to outside agencies.
	A significant increase in participation in enrichment activities among disadvantaged pupils, particularly in music and sport.

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: £*120,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
A **coaching programme** for staff focused on the highest leverage needed for teacher development. Designed to ensure all students have access to high quality teaching and learning across the curriculum.	Supporting high quality teaching is pivotal in improving children's outcomes Effective professional development – EEF	1-3
Literacy and oracy CPL for all teaching staff and TAs Whole school CPL on implementing sentence level activities and oracy strategies in classroom practice	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions - EEF	1-3, 4
Purchase of **standardised diagnostic assessments.** **Training** will be provided for staff to ensure assessments are interpreted correctly. **Training** for tutors about how to use data to inform DEAR delivered by IW.	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
Additional **leadership of literacy across** the school to promote disciplinary literacy and reading strategies	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.	1-2
Restructuring of the **Inclusion team** to include lead teachers and lead LSAs for the areas of Social, Emotional and Mental Health, Cognition and Learning and Communication and Interaction.	Students with SEND are also more than twice as likely to be eligible for free school meals. "Closing the disadvantage gap means finding better ways to support pupils with SEND." Professor Becky Francis EEF - Special Educational Needs in the Mainstream School	All

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
Read Write Inc Fresh Start	EEF summary of evidence	1-2
Herts for Learning Reading Fluency Project	EEF summary of evidence	1-2
Lexia Power Up	Evidence of impact	1-2
KS4 Academic intervention: **Small group work** during enrichment. Pupils projected for 9-4, 9-5 and 9-7 English and maths basics will be prioritised for 'basics' E&M crossover interventions.	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.	1-2
Use of a range of targeted approaches to **meet the needs of individual students with communication and interaction needs** through additional inclusion staffing.

For example, lego therapy, social skills, language for behaviour and emotions, speech and language therapy. | Targeting approaches to meet the needs of individuals is identified as a key recommendation for improving behaviour. (Improving Behaviour in Schools EEF)

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. | All |

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

Budgeted cost: £69,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to monitor the attendance stages to ensure positive impact on disadvantaged students whose attendance has triggered each stage.

Use of Attendance Officer to support students that become persistently absent with regular reports provided to relevant staff following each parent meeting/visit. | 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.

The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 4,5 |
| Use of a range of targeted approaches to **meet the needs of individual students with SEMH** through | There is evidence that interventions to prevent school suspension, Mentoring, Social Skills training and Sports Programmes have a high | 3-6 |

additional pastoral staffing to support student's well-being and behaviour. For example, play therapy, PATH, relational support plan, counselling/Off the Record, zones of regulation and bespoke curriculum opportunities.	impact on student's behaviours. (Interventions to prevent school exclusion – YEF) Targeting approaches to meet the needs of individuals is identified as a key recommendation for improving behaviour. (Improving Behaviour in Schools EEF) EIF's report on adolescent mental health found good evidence that SEL, and Positive Youth Development interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression (Adolescent Mental Health: A systematic review of the effectiveness of school- based interventions - EiF)	
Auditing **IT access** for disadvantaged students on entry to secondary to identify those without access to IT at home. Purchasing laptops for every disadvantaged student on entry to the school, to support their work at home and independent study.	Many of our homework platforms require students to have access to a device that they can work on at home. The purchasing of laptops during COVID 19 led to a significant improvement in levels of engagement for disadvantaged students. EEF - Homework	1-3
Contingency fund for **acute issues**.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £280,136

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Average Attainment 8 Grade

	PP	NPP	Difference
2022-23	3.87	5.11	1.24
2021-22	4.45	5.40	0.95
2020-21	5.06	5.67	0.61

9-7 Attainment including English and maths

	PP	NPP	Difference
2022-23	0%	20%	20%
2021-22	18.8%	27.9%	9.1%
2020-21	12.2%	18.2%	6%

9-5 Attainment including English and maths

	PP	NPP	Difference
2022-23	29.3%	57.6%	28.3%
2021-22	31.3%	57.7%	26.4%
2020-21	41.5%	54.5%	13%

Absence

	PP	NPP	Difference
2022-23	86.8%	90.9%	4.1%
2021-22	85.9%	90.6%	5.3%

Persistent absence

	PP	NPP	Difference
2022-23	44.3%	28.1%	16.2%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia Power up	Lexia UK
NGRT	GLS Assessment
Sparx	
StepLab (Coaching programme)	
Unifrog	
Class Charts	