



St. Katherine's School

# **Pupil Premium Plan**

## **2017-2018**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Priorities for funding received through the pupil premium are to improve student outcomes of disadvantaged students in the following areas:

- Attainment** Particularly English, maths , science
- Behaviour and attendance** Ensuring low persistent absence rates  
Improving behaviour, particularly SEMH learners  
Developing approaches to self-regulation
- Teaching and Learning** Developing effective teaching strategies, particularly assessment, use of technology and a peer mentoring scheme
- Leadership and Management** Improving target setting, monitoring and impact of interventions; middle and higher ability learners

	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage Pupil Premium students	28%	28%	28%	26%	33%
Total number of students on roll in KS3&4 (January Census)	778	711	654	653	691*
Number of pupils eligible for the Pupil Premium	220 @ £900	197@ £935	181@£935	170 @£935	231@£935*
Number of Service Children pupils eligible for the Pupil Premium	2 @ £300	1 @ £300	-	-	1 @ £300
Number of looked after pupils eligible for the Pupil Premium	0 @ £250	2 @ £1900	2.44 @£1900		4 @ £1900
<b>Total</b>	<b>£186,831</b>	<b>£188,295</b>	<b>£173,880</b>	<b>£158,950</b>	<b>£223,885</b>

\*Notional EFA AY 2017/18 figures

## Action Plan for Spending of Pupil Premium 2017-18

Improving behaviour and attendance, particularly persistent absence	Action	Cost to school
<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. This has positive impact on student progress of +4 months.</p> <p>1. Universal programmes which seek to improve behaviour and generally take place in the classroom</p> <p>2. More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems</p>	<p>Focused monitoring and intervention of attendance for disadvantaged group (NLK) £25,000</p> <p>Employ Engage Centre Leader (CR) £25,000</p> <p>Counselling access £25,000</p> <p>Parental Support Workers £23,000</p> <p>Free breakfast for disadvantaged learners £7,500</p> <p>Uniform and hardship</p>	
Ability Grouping	Action	Cost to school
<p>While there may be some benefits for higher attaining pupils in some circumstances, with an average impact of about 2+ months progress, these benefits are largely outweighed by the negative effects for mid-range and lower performing learners. In particular the longer term negative effect on the attitudes and engagement of low attaining and disadvantaged pupils is clear.</p> <p>Routine setting arrangements tend to undermine low attainers' confidence and the belief that effort is more important than ability. Some reviews indicate that the overall impact on low attaining learners is negative (i.e. delaying their progress by about two months over the course of a year).</p> <p>Evidence suggests that the impact of setting is most detrimental to low attaining pupils in mathematics who do better in mixed attainment groups. The effects appear to be less evident in other subjects, though negative effects are reported for low attaining pupils across the curriculum. The evidence indicates ability grouping particularly affects lower secondary education.</p>	<p>Continue with mixed ability grouping arrangements £0</p> <p>Review grouping arrangements at KS3 for Science £2,000</p> <p>Introduced ALFIE testing in maths and science curriculum £4,000</p> <p>Secure Hegarty maths</p>	

<b>Smaller classes in English and Maths</b>	<b>Action</b>	<b>Cost to school</b>
Education Endowment Fund (EEF) research has shown that this has positive impact on student progress of <b>+ 3 months</b> . Research has demonstrated that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one-to-one attention learners receive. This is because it permits the teacher to change their teaching approach when working with a smaller class and, as a result, the pupils change their learning behaviours. In addition to improvements in behaviour and attitudes. Studies show these benefits persist for a number of years.	Small group work for maths students	£10,000
	Small group work for English students (HMS)	£10,000
	Employ numeracy intervention mentor	£24,000
<b>Individualised Learning</b>	<b>Action</b>	<b>Cost to school</b>
Individualised instruction provides different tasks for each learner and provides support at the individual level. It is based on the idea that all learners are different and therefore have different needs, so an individualised or personally tailored approach to instruction ought to be more effective, particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum. Examples of individualised education have been tried over the years in education, particularly in areas like mathematics where pupils can have individual sets of activities which they complete, often largely independently.	Daily intervention programme for English	£5,000
	Daily intervention programme for Maths	£5,000
	CIAG for disadvantaged students at risk of NEET	£4,000
	1:1 LAC Tutoring	£3,000
<b>Focus on Literacy across the school</b>	<b>Action</b>	<b>Cost to school</b>
Literacy and oracy are key skills for unlocking access to the whole curriculum.. Students cannot write until they can articulate clearly. Again the Education Endowment Fund have shown that a number of reading and literacy interventions have impact on accelerating learning. Within this is a drive to ensure whole school policy, practice and assessment for key skills - speaking, listening, reading and writing  Lexia programme for students across year groups	Accelerated reader programme for Year 7 & 8	£4,000
	LEXIA reading	£3,000

<b>Feedback to students</b>	<b>Action</b>	<b>Cost to school</b>
Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Estimated impact size of +8 months. One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback. Feedback redirects or refocuses either the teacher's or the	CPD and resources for feedback and MAD time development/AFL strategies	£5,000
		£10,000
	Leadership of T&L	£1,000

learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning	Monitoring of AFL strategies	
<b>Use of Technology</b>	<b>Action</b>	<b>Cost to school</b>
Technology can add + 4 months. <ul style="list-style-type: none"> <li>• Effective use of technology is driven by learning and teaching goals.</li> <li>• It should support pupils to work harder, longer or more efficiently.</li> <li>• Teachers need support and time to learn to use new technology effectively. This involves more than just learning how to use the technology and should include support to use it for teaching.</li> </ul>	Online Maths Progress Methodmaths	£1,500
	Purchase online revision materials	£5,000
	Purchase of additional hardware for use at home	£3,000
	Purchase of internet access	£100
<b>Homework and preview</b>	<b>Action</b>	<b>Cost to school</b>
Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities may be reading or preparing for work to be done in class, or practising and completing tasks or activities already taught or started in lessons, but it may include more extended activities to develop inquiry skills or more directed and focused work such as revision for exams. Estimated impact size of +5 months.	Purchase of school wide homework system	£4,000

<b>Self-regulation strategies</b>	<b>Action</b>	<b>Cost to school</b>
Meta-cognitive strategies (sometimes known as 'learning to learn' strategies) are teaching approaches which make learners think about learning more explicitly. This is usually through teaching pupils strategies to plan, monitor and evaluate their own learning. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. Overall these strategies involve being aware of one's strengths and weaknesses as a learner, being able to set and monitor goals and having strategies to choose from or switch to during learning activities. Potential benefit size of +8 months.	Refine and develop growth mindset ethos	£1000
	Extend specialist counselling provision	£3000
	Motivational talks	£2000
<b>Structured conversations and peer tutoring</b>	<b>Action</b>	<b>Cost to school</b>
Key staff engaged in structured conversations with disadvantaged students with the aim of unlocking and removing barriers. Our experiences show the smallest barriers can have a disproportionate effect on outcomes so this work aims at reducing the number of instances where this happens. Resources have been provided where needed to support revision.	Engage all year groups with structured conversations	£5000
Peer-Assisted Learning is a structured approach for mathematics and reading with session of 25-35 minutes two or three times a week. In Reciprocal Peer Tutoring, learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.		

<p>The evidence of impact is relatively high (typically equating to about a GCSE grade). The benefits are apparent for both tutor and tutee (particularly in cross-age tutoring), though the approach should be used to supplement or enhance normal teaching, rather than to replace it. There is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.</p>		
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