

# Queen Katherine Academy Pupil Premium strategy statement 2021 – 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Queen Katharine Academy
Number of pupils in school	1074 Y7 – 11 (1427 Y7 – Y14)
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Lynn Mayes
Pupil premium lead	Veronica Giaquinto
Governor / Trustee lead	Tom Baldwin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£424,498
Recovery premium funding allocation this academic year	£64,453
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£488,951</b>

## Part A: Pupil premium strategy plan

### Statement of intent

As an inclusive centre of education for all, at Queen Katharine Academy our intention is to provide a highly aspirational and inclusive teaching culture where no young person is left behind socially, or academically because of disadvantage.

We strive to instil in all our teachers and learners a culture of high expectations which will raise lifelong aspirations and focuses on removing barriers to learning.

Our Pupil Premium Plan aims to address the main barriers our young people face and through rigorous tracking, careful planning and targeted support and intervention, provide all young people the access and opportunities to enjoy success in all areas of their lives both academically and socially.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils make less progress/attainment than non-disadvantaged pupils across all Key Stages.</p> <p>Over the past 3 years disadvantaged pupils have achieved a lower P8 score than non-disadvantaged pupils (2020 – 2021 PP -0.7, NPP P8 - 0.4)</p>
2	<p>Disadvantaged pupils are disproportionately represented in Removal, Internal and Fixed Term Exclusion data.</p> <p>Over the past 3 years disadvantage students account for around 50% of all FTEs and Removals, despite only making up 41% of school cohort.</p>
3	<p>Disadvantaged pupils are disproportionately represented in late to school data and have lower attendance than Non-Disadvantage pupils.</p> <p>Data collected over the past year indicates that disadvantaged pupils account for over 50% of Late to school marks and that disadvantaged attendance is 89% which is below non-disadvantaged pupils' attendance.</p>
4	<p>Disadvantaged pupils engage in fewer enrichment/extra-curricular activities than non-disadvantaged pupils.</p> <p>Pupil and parent voice collated during the lockdown and via Tutor Time feedback suggest that only 30% of disadvantage pupils have engaged in one or more enrichment activity compared to around 50% of non-disadvantage pupils.</p>
5	<p>Feedback with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 156 pupils (100 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>

## 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
Reduction in Progress 8 gap between disadvantaged and non-disadvantaged pupils.	2021 – 2022 PP P8 score of 0.1 and PP pupils to achieve, or exceed, 4+ basics, in line with national average for all pupils.
Disadvantaged pupils across all Key Stages to be meeting or exceeding expected progress and have an average ATL grade of 2 or above.	100% of PP pupils across all Key Stages to be meeting or exceeding expected progress by Check Point 3. 100% of PP pupils to have an average ATL of 2 or above.
Improved Behaviour for Learning for KS3 PP pupils.	25% reduction in overall Removals/Internal Exclusions/Fixed Term Exclusions for PP pupils when compared with 2020 - 2021 data.
Improved punctuality at the start of the day for PP pupils.	25% reduction in overall lateness to school for PP pupils when compared with 2020 – 2021 data.
Cultivate opportunities for enhancing ‘cultural capital’ through enrichment and extracurricular opportunities.	100% of PP pupils to have engaged in one or more extracurricular/enrichment activity.
Increased parental engagement with disadvantaged pupils’ academic progress.	25% increase in PP Parent/Tutor evening attendance when compared with 2020 – 2021 data.

## 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: £210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed Principles of Effective Teaching to ensure quality first teaching for all.	Rigorous monitoring and tracking of pupil progress through both subjects, and SLT link. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1, 2 and 3
Provide subject-specific CPD to all teachers through departments and use of digital CPD platforms.	Digital technology can add up to +4 months progress (EEF, 2020).	1, 2 and 3
Further embed knowledge-rich curriculum.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should be top priority for pupil premium spending. (EEF Guide to PP Autumn 2021)	1, 2 and 3
Develop Academic Literacy for all.	Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) vocabulary is a significant predictor of attainment – by age 7 there is a 4000 word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) EEF Improving Literacy guidance report (2019)	1, 2 and 3

Embed a culture of coaching to develop T&L.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should be top priority for pupil premium spending. (EEF Guide to PP Autumn 2021)	1, 2 and 3
Provide bespoke support for Early Career Teachers.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should be top priority for pupil premium spending. (EEF Guide to PP Autumn 2021)	1, 2 and 3
Develop and embed use of PETAL across QKA.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should be top priority for pupil premium spending. (EEF Guide to PP Autumn 2021)	1, 2 and 3
Develop and embed use of data system to support and target underachievement in subjects, classes, and pupils.	Rigorous monitoring and tracking of pupil progress through both subjects, and SLT link. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1, 2 and 3

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

Budgeted cost: £ 75, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement digital learning platforms across all subjects.	Digital technology can add up to +4 months progress (EEF, 2020)	1, 2 and 3
Provide pupils with physical resources to ensure they are equipped to achieve well.	Student/parent/teacher voice has identified lack of equipment as being a barrier to learning at times.	1, 2 and 3
Provide specialist, small group as well as one-one intervention in Maths and English.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2 and 3
Provide in-class intervention for underperforming pupils.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2 and 3
Develop Peer Tutoring /Mentoring programme.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2 and 3

	<p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
--	--	--

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

Budgeted cost: £ 203, 951

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Further develop cultural capital by developing enrichment programme and providing more opportunities for trips and visits.</p>	<p>University of Northampton research increase cultural capital and engagement EEF Toolkit - +4 months for outdoor adventure learning</p> <p>Disadvantage starts before school – 2/5 attainment gap before a child is 5. A child’s birth becomes its destiny. ‘The Matthew Effect’ suggests the disadvantaged will get more disadvantaged over time.</p> <p>Cultural Capital: disadvantaged students don’t develop as they don’t watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it. 6 10 (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p>	<p>2, 3 and 4</p>
<p>Further support pupils and their families with engagement with school to support with increased attendance, punctuality and academic progress.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and</li> </ul>	<p>1, 2, 3, 4 and 5</p>

	mathematics than pupils that missed 15-20% of KS4 lessons.	
Develop SEMH interventions to support behaviour for learning.	PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this. EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	2, 3 and 5
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: £ 488, 951**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. ( PP P8 -0.7, NPP -0.41).

Despite being on track and outperforming non disadvantaged pupils in 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and in ensuring all of our disadvantaged pupils had access to their own digital device. During the pandemic over 500 laptops were issued to pupils to ensure they could access and engage with online learning.

Although overall attendance in 2020/21 was lower than in the preceding years at 92%, it was higher than the disadvantage pupil national average of 91%. At times when all pupils were expected to attend school punctuality amongst disadvantaged pupils was lower than our non-disadvantaged pupils. These gaps are larger than in previous years, which is why punctuality is a focus of our current plan.

Our data analysis also demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

### Further information (optional)

For Pupil Premium, spending, we also allocate a small amount throughout the year on subject specific interventions. Departments can request funding but must show the rational and evidence base for the funding request. Previous applications have included new software, access to online learning like Century and GCSE Pod. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards. We also set aside part of the PP funding to subsidise uniform costs that all PP families can access.