

# Pupil premium strategy statement – Queen Katharine Academy

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	1562
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023 (Y2)
Date this statement was published	01/11/22
Date on which it will be reviewed	01/11/23
Statement authorised by	Jane Driver
Pupil premium lead	Veronica Giaquinto
Governor / Trustee lead	Cherry Crowley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£515,155
Recovery premium funding allocation this academic year	£144,348
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£659,503</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 bespoke curriculum provision and interventions, as well as the National Tutoring Programme to accelerate the progress and attainment 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	Pupil Premium students have lower levels of literacy and numeracy than non-pupil premium students, which leads to lower achievement across the curriculum.
2	Pupil premium students have higher levels of additional needs, both SEND and SEMH than non-pupil premium students.
3	Attendance of pupil premium students is lower than that of non-pupil premium students.
4	Pupil premium students have lower levels of aspiration than non-pupil premium students.
5	Pupil Premium students have higher levels of behaviour logs and exclusions than non-pupil premium students.
6	Pupil premium students may not have the financial resources to support enrichment and additional study (e.g. trips, study guides, etc..).

## 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
There will be a reduction in the gap between Pupil Premium and non-Pupil Premium attainment.	<ul style="list-style-type: none"> <li>• Annual GL Testing &amp; Northstar results.</li> <li>• Termly progress data input.</li> <li>• Terminal outcomes (P8 / A8).</li> <li>• National Tutor Programme embedded.</li> <li>• All teachers receive quality CPD to support high quality teaching.</li> </ul>
Students with identified SEND and SEMH will be included and achieve in line with MEGs.	<ul style="list-style-type: none"> <li>• Learning Gateway provision with ELSA interventions embedded.</li> <li>• Y7 Forward Pathway curriculum route for SEND embedded to support Y7 transition.</li> <li>• Accelerated Curriculum provision with additional TA support.</li> <li>• All teachers trained in providing reasonable adjustments.</li> </ul>

Pupil Premium attendance will be in line with non-Pupil Premium students.	<ul style="list-style-type: none"> <li>Absence followed up by Student Support Officers, Attendance Team and Community Workers to increase attendance and reduce persistent absence.</li> <li>Preventative programme for students with higher levels of absence.</li> </ul>
Pupil Premium students will have higher aspirations and an increased number will continue onto further and higher education.	<ul style="list-style-type: none"> <li>All students will receive bespoke careers education and advice.</li> <li>The number of NEETS will reduced to zero.</li> <li>Careers enrichment will be provided for all students.</li> </ul>
Pupil Premium students' behaviour logs and exclusions will be in line with non-Pupil Premium.	<ul style="list-style-type: none"> <li>A bespoke Preventative Behaviour Programme will be embedded for students at risk of exclusion.</li> <li>A Learning Gateway Facility will be fully embedded, including ELSA provision.</li> <li>Additional Student Support Officer (SSO) capacity (including a Senior SSO) will be embedded to support with home-school engagement and student mentoring.</li> </ul>
Pupil Premium students will have access to learning, resources and enrichment.	<ul style="list-style-type: none"> <li>Additional financial support is provided for PP students for uniform, learning resources and enrichment.</li> </ul>

## 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.

Evidence obtained from the [Education Endowment Foundation Toolkit](#).

## Teaching

Budgeted cost: £ 122,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on SEND and reasonable adjustments	Disadvantaged pupils with SEND have the greatest need for excellent teaching.	2

Quality of Education bespoke CPD	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting.	1,2,4,5
ELSA and HLTA CPD	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting.	1,2,4,5
Learning Gateway Provision	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Pupils may require targeted academic support to assist language development, literacy, or numeracy.	1,2,3,5
Y7 Forward Pathway	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	1,2
Accelerated Curriculum	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Strategic deployment of TAs is important to ensure priority pupils are supported.	1,2

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

Budgeted cost: £ 430,360

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Northstar and GL Assessments.	Pupils may require targeted academic support to assist language development, literacy, or numeracy. These assessments allow us to identify	1

	students in need of additional support with digital literacy and literacy.	
National Tutor programme	Micro-group interventions with delivery tailored to the needs of the students. Intensive individual support, either one to one or as a small group, can support pupil learning.	1,6
Preventative Behaviour Programme	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Intensive individual support, either one to one or as a small group, can support pupil learning.	3,4,5

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

Budgeted cost: £ 106458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student Support Officers and Community Liaison Workers to work with students and families to reduce non-attendance	There are a range of approaches which aim to improve school attendance. Social and emotional skills support effective learning and are linked to positive outcomes later in life. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Levels of parental engagement are consistently associated with improved academic outcomes.	3,4,5
AP for Pastoral and Behaviours to lead careers education, transition and enrichment	Extracurricular activities are an important part of education in its own right. Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. There is some	1,3,4

	evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	
Financial support for uniform	There are a range of approaches which aim to improve school attendance. Levels of parental engagement are consistently associated with improved academic outcomes.	6
Financial support for learning resources and enrichment	Levels of parental engagement are consistently associated with improved academic outcomes. There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils. Extended school time encompasses purposeful changes to the school day or the school calendar. Extracurricular activities are an important part of education in its own right.	6

**Total budgeted cost: £ 659,503**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The first round of terminal exams since before the COVID pandemic (2019) show that the achievement and progress of disadvantaged pupils was lower than pre-pandemic, however the gap between disadvantaged and non-disadvantaged has reduced (from -0.58 in 2019 to -0.26 in 2022).

Our assessment of the reasons for these outcomes points primarily to Covid-19 and post-Covid absence impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closures as well as staff and student absences were 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. In addition we had a large number of students (152) join the Academy during the academic year, many of whom had not been in education since pre-Covid times, this included 40 students into KS4.

Although overall attendance in 2021/22 remained lower than pre-Covid times, disadvantaged students at the Academy had above local and national attendance levels. However, their levels of attendance remained below those of non-pupil premium students, therefore this will remain a key focus moving forwards.

Our data analysis also demonstrated that pupil behaviour, wellbeing and mental health continued to be a focus last year, primarily due to Covid-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 and mentoring for specific students where required.

### 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.*

<b>Programme</b>	<b>Provider</b>
Group Student Mentoring	Think for the Future
Counselling	The Young People's Counselling Service

## 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 rationale 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.