

Pupil premium strategy statement (secondary)

1. Summary information					
School	Queen Katharine Academy				
Academic Year	2018/19	Total PP budget	£302,940	Date of most recent PP Review	Sept 2018
Total number of pupils	1010	Number of pupils eligible for PP	324 (32%)	Date for next internal review of this strategy	August 2019
2. Current attainment					
		Pupils eligible for PP (your school) 59 students		Pupils not eligible for PP (national average)	
% achieving 9 – 4 in English & Maths		29.3		32.9	
% achieving 9 - 5 in English / Maths		15.5		20	
Progress 8 score average (2018)		-0.77		-0.42	
Attainment 8 score average (2018)		30.65		35.91	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor literacy skills)					
A.	Disadvantaged students have a higher proportion of negative logs than non- disadvantaged students (2017-18: 48% of on-calls, 49% of inclusions, 51% of fixed term exclusions)				
B.	Lack of engagement of parents/ carers with the educational progress of their children in terms of attendance to parent centered evenings.				
C.	Disadvantaged students make less progress than non-disadvantaged students (2018: -0.77 Dis, -0.42 Non-dis).				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	The attendance of disadvantaged students is less than that of other students in school (2017 -18: 93.1% (PP); 95.1% (Non-PP))				
4. Desired outcomes (desired outcomes and how they will be measured)			Success criteria		
A.	Improved behaviour for learning of disadvantaged students, reducing the proportion of logs, on-calls and exclusions that they receive.		Reduce the number of on-calls, inclusions and fixed term exclusions.		
B.	Increase the number of parents that attend parent events in school as well as increase the number of parents we can contact by email to allow more email communication.		Attendance to parent's evenings is improved based on last year's figures.		
C.	Look to further close the gap between disadvantaged and non-disadvantaged students in terms of progress score.		For disadvantaged students to be making equivalent progress to others across all subjects and all year groups.		
D.	Improved attendance of disadvantaged students, further closing the gap relative to other students in the school.		Disadvantaged students to improve on 17/18 attendance (93.1%) closing the gap on non-disadvantaged students (2%).		

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	Homework	EEF 5+ Homework (secondary) Need for a consistent approach across the school. Students require the tools to work independently at home.	Whole staff training. Included in ADP (Academy Development Plan). Production of subject level policies based on whole school principles. Book scrutiny and student voice to monitor its implementation and effectiveness.	JHA	Throughout QA process of book scrutiny and student voice.
C	EAL teaching strategies	Need for all staff to be fully prepared with the tools required to teach EAL students of all abilities.	Whole staff training. Coaching model to include PEALit to support EAL learners.	JHA	Throughout QA process of book scrutiny and student voice.
C	Training sessions for teachers	Quality of teaching requires improvement, increasing the amount of lessons judged as proficient and mastery.	Training will be based on identified areas of weakness through programme of learning walks across the school.	JHA	Through Rapid Action Plan; regular learning walks, clear implementation plans for staff development at Subject level.
C	PEALIT Coaching for staff	PEALIT is a proven successful strategy for our EAL students and will be implemented by all teachers to ensure EAL students can access the curriculum.	Key members of staff will be identified to either receive training to improve their practice or to deliver training to their subject teams. QA Learning walks will ensure the training is having an impact on the quality of teaching and progress of our EAEL students.	JDR	Throughout the QA process during the year through learning walks, book scrutiny and student voice.
C/D	Accelerated Curriculum	Targeted teaching specific for those who need additional literacy and/ or numeracy lessons to get them ready for mainstream curriculum. Evidence last year shows success for student's involved.	Robust leadership at SLT and Middle Leader level. Clear identification process on admission and monitoring process throughout.	JDR	Constant assessment schedule to allow for identification of 'ready' students after each half term.

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C/D	Attendance team meetings	Disadvantaged attendance is still below that of non-disadvantaged students. Attendance team meeting with PP students have shown improvement in attendance. Targeting students and working with parents has improved individual attendance of students. 16/17 – 93.4% (95.1% non-PP) 17/18 – 93.0 % (95.0% non-PP) Nat Av = 92.8% (95.9% non-PP)	Attendance monitoring at year level every fortnight. Whole school attendance tracked weekly. SAM (School Attendance Meetings) held every week (on average 5 a week).	MKL/ SDE	Half termly.

C	Literacy interventions	EEF 4+ Small group tuition New for this year. Evidence shows that small group tuition is effective for low-attaining students receiving additional support to catch up with their peers. Year 7 targeted in small groups per half term.	Baseline testing carried out in Year 6 or upon entry for in-year admissions. Identification of students based on tests and feedback from English teachers.	NDA	After each rotation of interventions.
A/C	Year 11 Core subject interventions	EEF 4+ Small group interventions Small group tuition allows for greater feedback from the teacher, more sustained engagement and work that matches the learner's needs.	Clear cycle of interventions throughout the year. SLs identify the students based on current data. Key staff are identified to deliver the sessions.	KNC/ MHA/ JEH/ HNV	October 2019 – data capture December 2018 – data capture April 2019 - data capture August 2019 – GCSE results
A/C	Digital technology	EEF 4+ Digital technology Evidence suggests that technology approaches should be used to supplement other teaching. There is a good correlation between performance on Tassomai and final outcomes. 2018 - If a student got 70% or more of the questions correct, they were strongly indicated to a gain a 4+ grade.	SLs will monitor the use of and progress made through the use of the technology. Analysis of frequency of use v outcomes will be carried out.	MHA/ HNV/ JEH	On-going to monitor student use August 2019 – GCSE results to assess overall impact.
A/C	Tuition	EEF 5+ One to one tuition Evidence indicates that one to one tuition can be effective and should be in addition to and explicitly linked with normal teaching.	Clear identification of students with Maths and English Subject Leaders. Teachers will closely monitor progress to ensure tutoring is beneficial. Weekly report produced by tutors. Attendance monitored by KNC.	KNC	April 2019 - data capture August 2019 – GCSE results

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	Literacy tutor time sessions	Tutor time literacy sessions Sessions during tutor time have raised the profile of literacy across the whole school.	Literacy coordinator plans the sessions for tutors. Progress leader and Literacy coordinator conduct LWs and Book scrutinies during the year.	NDA/ PLs	July 2019
A	Behaviour for Learning	EEF 3+ Behaviour interventions Previous work has resulted in a reduction in all aspects of behaviour data.	Regular communication with staff with regards to implementation of behaviour framework. Working with PLs and SSOs to ensure consistency across year groups. Regular analysis of the data to identify key students and appropriate follow-up.	KNC/ DSL	Half termly
A	Achievement rewards.	EEF 3+ Behaviour interventions Previous achievement schemes have increased the number of awards given by staff.	Weekly communication to staff of awards given. Weekly communication to students to share number of awards received. On-going distribution of certificate and badges to students. Keep parents in the loop through email.	KNC/ DSL	Weekly data. Weekly certificates. Termly rewards assemblies.
C	Study Support Sessions	EEF 4+ Small group interventions Small group tuition allows for greater feedback from the teacher, more sustained engagement and work that matches the learner's needs.	Delivery of sessions as required and to suit the need of the students in half term and Easter holidays.	KNC	August 2019
A	Enrichment opportunities	EEF 2+ Sports participation	Regular communication of enrichment opportunities to student. Registers taken to monitor attendance. Appointment of activities coordinator to target groups, share information and create opportunities for students.	KHO	Half termly

A	Breakfast club	Extensive research on the importance of breakfast. We know that a significant % of our students do not have breakfast at home.	Regular communication to parents and students reminding them of the club. Core team that run the club to ensure consistency. Registers to be taken.	KRO/ SNI	Termly
A/D	Music tuition	EEF 5+ One-to-one tuition Previous music tuition for GCSE candidates has proved successful with 50% of students meeting target grade or higher.	Ensuring SL Music is following up all PP students and ensuring tuition is made available where appropriate. Look at impact on exam results.	RLE	August 2019
A/C	Resources	Ensuring all students are equipped with resources to allow them to fully engage in all their lessons.	Keep registers of which students have received the equipment.	KNC	July 2019
A/C	Learning materials	Ensuring all students are equipped with resources including KS4 revision guides and texts to allow them to fully engage in all their lessons.	Keep registers of which students have received the equipment. Liaise with SLs to ensure the right revision guides and texts and given to the right students. Staff and student voice.	KNC	August 2019
A/C	Dictionaries	Supplying a set of dictionaries to all Accelerated Curriculum classrooms in order that the EAL students be able to access them.	Liaise with EAL and AC team to ensure the right dictionaries are bought.	HGI	July 2019
A/C/D	Ingredients	Subsidising all food technology ingredients to ensure students are fully engaged in lessons.	Food technology to communicate this intention with students and to keep spreadsheet of all ingredients.	EAH	Termly
A/D	Trips	EEF 2+ Arts participation Giving the opportunity for all students to attend one subsidised trip per academic year to support the curriculum.	Parents aware by letter. Staff made aware when planning trips and included in all trip paperwork. Registers taken to ensure all students take up this opportunity.	KNC/ SFI	July 2019
A/D	Uniform	All students are given £50 to spend in the school shop. This can be used for uniform, PE kit and/or equipment.	Parents made aware by letter. Student list included in cash register.	MM	July 2019
B	Parental engagement	EEF 3+ Parental engagement We need to improve parental interest and engagement in their child's education and progress.	On PL radar. Track parent attendance to all events. Identify key parents that we need to target for phone calls etc. Use the In-touch system to communicate more effectively with parents. Send positive communications home at every opportunity.	PLs.	July 2019
A/D	Duke of Edinburgh	EEF 4+ Outdoor adventure learning Evidence of impact on self-confidence as well as academic progress.	Offer subsidies for the participation in DoE for any disadvantaged student that wishes to do so.	KHO	July 2019
C	Student planners	Students are given planners in order that they organise their homework more effectively.	All students are given planners at the start of the year as well as those to in-year admissions. PLs check the use of planners termly.	PLs	July 2019
A/C/D	Career Interviews and experiences	EEF 5+ One-to-one tuition The aim is to deliver at least one appointment per year to each disadvantaged student as well as deliver all the Gatsby Benchmarks to each disadvantaged student.	Monitoring of all experiences by students against the Gatsby Benchmarks.	JOL/ SAK	July 2019

