

Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
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| 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 | | |
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| | 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) | |
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| 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). |

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| 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 |
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| 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 | | | | | |
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| 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 students who arrive at the Academy needing additional support. 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) | 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. |

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| 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. <i>Year 7 targeted in small groups per half term</i> | 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/ HMV | 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 | 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/ HMV/ 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? |
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| C | Literacy and Numeracy 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 |

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| 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 |

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| 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 |
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| 6. Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Look to further close the gap between disadvantaged and non-disadvantaged students in terms of progress score. Increase the amount of teaching judged proficient and better across the teaching staff. | EAL teaching strategies There is a clear need for all staff to effectively prepare to teach EAL students of all abilities (as this makes up the Academy core cohort) – teachers need to be equipped with clear strategies for catering for | EAL P8 has increased from -0.18 to -0.06, with EAL out-performing non-EAL in terms of progress. Quality of teaching has increased from 79% to 90% Proficient + throughout the year and staff have increased their awareness of EAL pedagogy and strategies as a result of the training that has been delivered to all staff. In addition 11 teaching staff participated in an individual coaching model. | Ensuring that all teachers are fully equipped to use successful strategies to our EAL cohort is vital. PEALit and a key focus on EAL teaching strategies is a long term programme and will continue as a key focus, responding to the needs of the constantly changing majority EAL cohort. Moving forward, all new teaching staff will participate in the PEALit Coaching Scheme and PEALit strategies will be embedded across the whole school curriculum to ensure staff understand their cohort and provide for them appropriately. | £3750 £960 |
| | Training sessions for teachers The quality of teaching requires improvement in order to increase the amount of lessons judged as proficient and mastery. | Progress 8 has improved to from 0.80 to -0.63 (PP). Non PP has also improved to 0.03. Quality of teaching has increased from 79% to 90% Proficient + throughout the year as a result of the training that has been delivered to staff as well as the coaching model. A Teaching and Learning Coaching model was introduced to support staff with specific training foci. | Increase in High quality teaching has resulted in improved progress for PP students. Continuous staff training is absolutely vital to ensure high quality teaching across the school. Moving forward the range of coaching and support for teaching staff will be embedded across the whole school curriculum. | £ 4160 |
| | Accelerated Curriculum Targeted teaching specific to support those students who arrive at the Academy needing additional support. Evidence last year shows success for students involved. | Year 7: AtL – 96% Good or better (89% Non-PP) Progress – 74% Expected or better (54% non-PP) Year 8: AtL – 93% Good or better (100% Non-PP) Progress – 53% Expected or better (68% non-PP) Year 9: AtL – 100% Good or better (93% Non-PP) Progress – 100% Expected or better (56% non-PP) KS4 Cambridge English PET 100% pass rate. | The bespoke curriculum, to support those students who arrive at the Academy needing additional support, has proven successful in improving attendance, behaviour and attainment. It will, therefore, continue to form part of the QKA curricular model. | £ 130, 579 |

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| | <p>Homework A consistent approach to homework across the school is required. The tools to enable students to work independently at home are a necessity.</p> | <p>A whole-school Homework Policy has been produced as well as individual Subject Policies. Middle Leaders and whole staff received training linked to homework and departments shared homework strategies to learn from each other. QA and student voice have shown that homework is more consistently set, particularly in KS4 and KS5, and that feedback is being acted upon. Improvements in P8 scores link to this more consistent approach to homework (-0.92 (2016-17), -0.56 (2017-18), -0.28 (2018-19)) – this is particularly clear in departments such as Science who embedded clear homework expectations throughout the year and have seen a significant uplift in results (-0.70 (2016-17), -0.40 / -0.67PP (2017-18), -0.24 / -0.34PP (2018-19).</p> | <p>A key focus on homework needs to be a key focus moving forward and a consistent approach across the whole school is required. Therefore, a Homework Coordinator role will be created to drive forward homework in the new academic year and investment into specific homework programmes will be made.</p> | <p>£1675</p> <p>Sub-total: £141,124</p> |
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ii. Targeted support

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| <p>Improved behaviour for learning of disadvantaged students, reducing the proportion of logs, on-calls and exclusions that they receive.</p> | <p>Behaviour for Learning</p> | <p>Attendance at QKA is good and in line with national averages (NA) and persistent absence (PA) is also in line with NA (94.8% / PP: 93.2% / NA 94.8% (PA 12.6% / PP18.5 % NA of PA 21,6%) Behaviour at QKA is good and has continued to improve over the past three years. Students speak very highly about QKA and are proud to be part of the Academy. Student voice activities indicate that students are happy at QKA (92% of students surveyed). The percentage of PP logs have increased slightly from 2017-18, although a significant number of pupils new to the Academy meet Fair Access Protocol criteria and the Academy last year received the majority of city wide 'FAP students'. There were 55 pupils identified as FAP last academic year in the city that applied for a new school place, 36 of these were placed at our academy. This represents over 65%. This has been the case over the past 3 years where QKA has taken a disproportionate amount of FAP 1 and FAP 2 students when compared with other schools across the city. For example in 2017 – 2018 alone, according to Local Authority figure, s QKA received 44 out of the 80 FAP 2 students that came into Peterborough (therefore 55% of all FAP 2 students in Peterborough were allocated place at QKA). It should also be noted that from the 21 Perm Exclusions issued in 2018 – 19, 11 (52%) derived from FAP 2 students that had arrived in year and were placed on role and met FAP 2 criteria. 56% of total on-calls 52% of total Inclusions 57% of total FTEx</p> | <p>Behaviour for learning continues to be a key focus of the Academy and the issue of FAP has been raised with the local authority – this will continue to be negotiated over the coming year. A new SLT role has been created for 19-20 with a specific aim of reducing these measures.</p> | <p>£40966</p> |

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| <p>To increase the amount of achievement points awarded by subjects and received by individual students.</p> | <p>Achievement rewards.</p> | <p>The overall amount of achievement points awarded by staff to PP student has increased by 40%. This has supported the increased achievement and attendance. In terms of specific thresholds are: Year 7 – 100% PP students received bronze level. 96% PP students received silver level. 83% PP students received gold level. 44% PP students received platinum level. 1% PP students received diamond level. Year 8 – 100% PP students received bronze level. 98% PP students received silver level. 93% PP students received gold level. 50% PP students received platinum level. 10% PP students received diamond level. Year 9 – 96% PP students received bronze level. 85% PP students received silver level. 46% PP students received gold level. 15% PP students received platinum level. 3% PP students received diamond level. Year 10 – 100% PP students received bronze level. 89% PP students received silver level. 76% PP students received gold level. 39% PP students received platinum level. 15% PP students received diamond level. Year 11 – 96% PP students received bronze level. 89% PP students received silver level. 56% PP students received gold level. 15% PP students received platinum level. 0% PP students received diamond level.</p> | <p>This is the first time this has been monitored by award level but the % of awards given are impressive and show commitment by staff to consistently award achievement points to students. Student voice has shown that the students enjoy receiving the certificates and badges and inspires them to try harder in lessons. The policy of behaviour and awards is embedded in the Academy and will continue to be used.</p> | <p>£9873</p> |
| <p>To improve the literacy and numeracy levels of targeted students based on baseline assessments.</p> | <p>Literacy and numeracy interventions</p> | <p>Both the Literacy and Numeracy interventions have shown clear levels of improvement for the vast majority of PP students in attendance. Literacy – 96% of PP students showed improvement across a 6 week programme of intervention sessions during tutor time with Literacy coordinator. Numeracy – 94% of PP students showed improvement across a 6 week programme of intervention sessions during tutor time with Numeracy coordinator. In addition, there have been a number of initiatives to increase numeracy and literacy such as Number Week, World Book Day activities and author visits.</p> | <p>Results show that, with clear identification, students that attend the sessions are showing improvements in both Literacy and Numeracy. There are students who are not part of the AC but still require additional support. These interventions will continue in the next academic year and Numeracy and Literacy activities will be increased.</p> | <p>£11442</p> |
| <p>To improve progress and attainment levels of targeted students through tutor time intervention sessions.</p> | <p>Year 11 Core subject interventions</p> | <p>Maths: 63% of students achieved target grade. 5% of students achieved 1 level above target grade. English: 52% of students achieved target grade. 2% of students achieved 1 level above target grade. Science: 72% of students achieved target grade. 8% of students achieved 1 level above target grade. Languages: PP Students achieved a P8 score of +0.876 (+1.19 non-PP)</p> | <p>Analysis shows that the interventions are proving successful for most students. Those that did not achieve target grades did not attend 100% of sessions. To improve – sessions will be QI'd more regularly and clear baseline and impact assessment data will be collated and scrutinised.</p> | <p>£2450</p> |

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| To improve progress and attainment levels of targeted students through a Science programme. | Digital technology | The Use of Tassomai across all students in Science has had a positive impact and PP students have outperformed non-PP students when compared to their other subjects. Biology residual: 0.89 (-0.06 non-PP) Chemistry residual: 0.89 (-0.06 non-PP) Physics residual: 0.22 (-0.31 non-PP) Trilogy residual: 0.10 (-0.13 non-PP) | Although the impact is clear, the administration of the programme was difficult to manage and had a negative effect on workload, therefore, an alternative programme using AI technology is being sourced for the new academic year. | £2130 |
| Improved attendance of disadvantaged students, further closing the gap relative to other students in the school. | Attendance monitoring | 16/17 – 93.4% (95.1% non-PP) 17/18 – 93.0 % (95.0% non-PP) 18/19 – 93.2% (96.4% non-PP) Nat Av = 92.8% (95.9% non-PP) Attendance of both PP and Non-PP has improved over the last year although the gap has increased. The increased number of students living out of catchment is a contributing factor to the increased gap, as is the high level of mobility linked to EAL newly-arrived migrants and FAP issues. <ul style="list-style-type: none">Non-standard admissions are very high with over 70 new arrivals in term 1 in each of the last 3 years; an increasing proportion of these being EAL pupils. A large number of pupils also left within year creating high levels of ‘churn’. In the first term alone of 2018- 77 pupils arrived and 67 left in the first term (7 came and went once, 1 came and went twice). figures for 2018-19: <ul style="list-style-type: none">386 pupils arrived after the start of term31 of these came and went onceNone of these came and went twice306 pupils left mid-year | Good attendance continues to be a whole school priority all students as well as key groups of students. The improvement in attendance across most key groups shows that the interventions are working and this work will continue and be built upon next academic year. | £20673 |
| Provide one-to-one tuition in Maths and/or English to identified students. | Tuition | Student voice surveys shows that 92% of students who accessed tutoring found it useful. Of the students receiving tutoring, 50% achieved their target grade or above and those who did not achieved one grade below. Data scrutiny has highlighted the need to ensure stringent moderation is carried out consistently to ensure that the impact on the students chosen to attend the sessions is maximised. There is an obvious correlation between the number of hours attended and the impact on attainment. | Data scrutiny shows that increased attendance of tuition has a positive impact on attainment, therefore, the new cohort will start the sessions significantly earlier in the academic year, and a full review and analysis of the impact compared to this year will be carried out to make an informed decision for 20-21. | £5540 Sub-Total: £93,074 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |

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| Increase the number of parents that attend parental events in school as well as increase the number of parents we can contact by email to allow more email communication. | Parental engagement | Attendance of parents to the October tutor evening increased in every year group (8 – 11) compared to 17-18. Subject evening attendance has also increased: Year 8 – up by 13% Year 9 – up by 1% Year 10 – up by 3% Year 11 – up by 3% Email contacts have increased in all year groups but have yet to reach 100%. Parent attendance to Year 11 GCSE evening increased by 12% on 17-18. | Parental engagement will remain a whole school priority for 19-20 as it is fundamental to our work. Providing the opportunities for parents to attend school and engage with staff is vital. | £18403 |
| To improve progress and attainment levels of targeted students through study support sessions in half term and Easter holidays. | Study Support Sessions | The following subjects had positive attendance and students attendees improved their outcomes: H&SC, French, Spanish, Sport, Textiles, Business, Music, Dance. Attendance to sessions was not as high as expected and did not have the expected impact across all the subjects that were offered. | In response to national research, and on scrutiny of the overall impact versus cost, this programme is not evaluated as cost effective and will not continue in the future. Additionally, it is not positive for staff well-being as well as student stress levels and research states that it is important that both staff and students have a break during the holidays. | £4500 |
| Increase the amount of students attending enrichment activities as well as offering more activities across the year. | Enrichment opportunities | The number of activities offered at lunch and after school has increased based on 17-18 by 12 activities. The overall proportion of students attending at least one activity a week has increased by 12%. | Students want to attend enrichment activities. Student voice has shown that they prefer activities to be offered at lunch times rather than after school (especially in sport) – this links to students living out of catchment, so being bound by buses as well as the range of students who are responsible for younger siblings. Therefore, the timetable will be changed next year to reflect this feedback. Staff will also be offered financial support to offer new and unusual activities next year and an Enrichment Coordinator will be appointed. | £1480 |
| Role created to work with identified group of students to enrich their experience beyond the classroom. | Activities Coordinator | 77% of the group improved their attendance to school based on the previous year. 80% of students have made good or better progress across all subjects over 18-19. 6 students have re-considered their opinion on aspiring to go to University in the future. 7 students have now said they will consider sixth form/ college. | As student feedback has shown how much the students have enjoyed the activities they have participated in, including PLG weekend, University trips, visits to local places of interest, and the majority of students have improved their attendance to school and attitude to learning across all subjects, this type of activity will continue next academic year, although the role will be delivered by the enrichment teams. | £2100 |
| Increase the amount of students attending the breakfast club as well as raising the profile of the club across the school. | Breakfast club | Attendance of students to the breakfast club has increased this year by 8%. Although small, we now have a regular group of students who attend. Staff are also referring students to the club more regularly. | We intend to continue with the breakfast club as it serves as an important service to students who cannot afford breakfast or who have time for breakfast in the morning. Publicising the club will have to improve next year to increase numbers. | £300 |
| Look to provide music tuition to those students studying Music and KS4 and 5. | Music tuition | Tuition was not provided this year due to lack of sufficient tutors. However, a guitar was purchased to allow one student to fulfil requirements of the course at home. She has yet to sit an exam and therefore impact cannot be judged at this stage. | Tutors have been found and tuition will be offered to students as past results have shown the impact this has had on attainment in previous years. | £135 |

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| Provide all students will the resources they require in lessons. | Resources | All students received equipment as recommended by teachers. 96% of students said they found receiving the equipment useful. Staff commented on the positive impact the equipment had on their lessons in terms to students being fully equipped for taking part. Negative logs for equipment have reduced. | This approach will continue next year as staff and student voice has shown this to be of use to them. | £6975 |
| Ensuring all KS4 students are provided with revision resources as recommended by subject leaders. | Learning materials | All students received equipment as recommended by teachers. Student voice surveys shows that 91% of students had made use of the books they received. Staff voice shows that the books had a positive impact on their lessons in terms to students being fully equipped for taking part. Outcomes for students have increased (as detailed above). | This approach will continue next year as all data identifies that this is an impactful practice. | £5850 |
| Supply a set of dictionaries for each of the AC classrooms. | Dictionaries | Staff have said how useful having access to bi-lingual dictionaries have been for the students. The progress (as reported earlier) shows that students make progress in the AC lessons. | This approach will not be repeated as the purchase was a one off. | £3023 |
| Provide ingredients to students in food technology lessons, | Ingredients | This subsidy has resulted in 100% of students taking part in all of the practical lessons. Student voice confirms that 100% of students who received ingredients appreciated the subsidy and felt it had impacted on their learning. | Due to the success and increase in the amount of students now taking part in practical food lessons, this approach will continue. | £808 |
| Subsidise one trip per student over the year. | Trips | Overall 74% of the students used this subsidy to pay for a trip. 98% of the students said they found the trip useful to their education. It has meant that PP attending trips has increased by 48%. Trips have included: RSC, Harry Potter, Cambridge University, School of Rock. | The feedback from students and staff is positive and shows that enriching the student's experience beyond the classroom has a positive impact. These activities will continue to be supported in the future. | £4371 |
| To provide each student with £50 to spend in the school shop. | Uniform | Only 6% of students did not make use of the subsidy in the shop. Parents have said how helpful this has been financially for them. Standard of uniform and PE kit has been better by PP students and there has been a clear reduction in logs for uniform. | The feedback from students, parents and staff is positive and shows that this approach has been a success and will continue. | £16200 |
| To pay for any students to take part in DoE. | Duke of Edinburgh | The DoE payment was subsidised for 3 students. Each students took part in and passed their Bronze award. Student voice shows that students enjoyed and benefited from the experience. | This approach will continue for students who wish to take part in DoE, whether for the first time or to progress to the next level. | £110 |

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| To allow students to plan their homework as well as encourage communication between tutors and parents. | Student planners | Planners have been well used this year and have allowed students to record homework as well as being a form of communication between parents and tutors. | Planners are a positive way of recording homework and there has been a more consistent expectation that they are out in every lesson. They will be purchased again next year. | £855 |
| To deliver at least one careers appointment to every PP student. | Career Interviews and experiences | <p>100% of students in Year 11 received a careers interview from our careers advisor, attended an apprenticeship workshop, CV workshop, careers lessons, careers fair.</p> <p>100% of leavers secured a place in education or in training with 25.6% of Y11 students continuing at QKA in the 6th Form – well above the National Average.</p> <p>Additionally, 50% of PP students went on to university education at the end of KS5 – again, well above the National Average. The number of students moving onto Higher Education from QKA has increased consistently over the past 3 years.</p> | 100% of our leavers have secured a place in education or in training and many student go on to university. The input they have received from careers and P16 support has been invaluable and this will continue to be a priority moving forward. | <p>£2583</p> <p>Sub-Total: £67,593</p> <p>Total: £302,940</p> |

