Pupil premium strategy statement (secondary)

1. Summary information					
School	Queen Katharine Academy				
Academic Year	2019/20	**Total PP budget**	£311,355	**Date of most recent PP Review**	Sept 2019
Total number of pupils	1133	**Number of pupils eligible for PP**	422 (37%)	**Date for next internal review of this strategy**	August 2020

2. Current attainment		
	Pupils eligible for PP (your school) 39 students	Pupils not eligible for PP (national average)
% achieving 9 – 4 in English & Maths	**13%**	72%
% achieving 9 - 5 in English / Maths	**8%**	50%
Progress 8 score average (2019)	**-0.59**	0.13
Attainment 8 score average (2019)	**24.14**	50.15

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 (2018-19: 56% of on-calls, 52% of inclusions, 57% 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 (2018-19: -0.59 Dis, 0.01 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 (2018 -19): 93.2% (PP); 96.4% (Non-PP)

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	Focus more on an individual level and specifically with those PP students that account for a high proportion of behavioural issues, as a result reducing the number of registered logs and on-calls.	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 providing positive opportunities for parents to visit the school.	Attendance to parent's evenings is improved based on last year's figures. Increase in opportunities for parents to come into school that provides positive experiences for the parents.
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 18/19 attendance (93.2%) closing the gap on non-disadvantaged students (3.2%).

5. Planned expenditure					
Academic year	**2019/20**				
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	Power Teaching	Ofsted inspections show schools who use Power Teaching moving from Inadequate or RI within 6 months and progression in English and Maths has been rapid for the students.	It will be introduced to Year 7 only in English and Maths to ensure the strategy is implemented well.	JHA	Data of the students exposed to Power Teaching will be regularly analysed throughout the year.
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/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. 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 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.
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	November 2019 – data capture March 2020 – data capture June 2020 - data review August 2020 – GCSE results

A/C	Digital technology	EEF 4+ Digital technology Evidence suggests that technology approaches should be used to supplement other teaching. Century • 30% improvement in students' understanding when they revisit a micro-lesson on CENTURY • 75% of students revisit content at least twice • 25% of students revisit learning up to four times • Lower-achieving students are appropriately supported and higher-achieving students are adequately challenged • Students from disadvantaged backgrounds make similar progress as their peers • Teachers report a reduction in workload of 6 hours per week	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. Frequent training from Century to ensure maximum success of use.	MHA/ HMV/ MST	On-going to monitor student use August 2020 – 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	November 2019 – data capture March 2020 – data capture June 2020 - data review August 2020 – GCSE results
A/C	Pastoral Support	Our experience shows that pastoral support is vital in the development and support of the student at school.	Regular meetings to review student progress in terms of attendance, behaviour and welfare to ensure the right support is being given.	VGI	Weekly meetings.
A/C	Peer tutoring	EEF 5+ One to one tuition Evidence indicates that peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress.	Using recommendations from research to ensure effective delivery. For example: Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high: for example, questioning frames to use in tutoring sessions, and training and feedback for tutors. In cross-age peer tutoring some studies have found that a two-year age gap is beneficial and that intensive blocks of tutoring are more effective than longer programmes.	KNC	Half termly: Student voice. Attendance data. Behaviour data. Feedback from staff.

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?
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.	VGI	Half termly

			Working with PLs and SSOs to ensure consistency across year groups. Regular analysis of the data to identify key students and appropriate follow-up.		
A	Human Utopia	This programme has been experienced by a DAP in her previous school. 91% of studetns who have experienced Humanutopia say they now want to try harder in school to improve their grades. While 77% feel they can now cooperate better with other people and work well as a team.	There will be a programme to share the content of the one day sessions with the whole staff body to ensure consistency of message across the school.	VGI	Student voice after each session. Analysis of behaviour data to track improvements after the training.
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.	VGI	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	November 2019 – data capture March 2020 – data capture June 2020 - data review August 2020 – GCSE results
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	November 2019 – data capture March 2020 – data capture June 2020 - data review August 2020 – GCSE results
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 2020 – Student voice.
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	July 2020 – student voice.
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 – student voice.

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	Student evaluation of every trip. July 2019 – student voice
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 – student voice.
B	Parental engagement	EEF 3+ Parental engagement We need to improve parental interest and engagement in their child's education and progress.	Launch the Parent app on SIMs to increase communication with parents. 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/ KNC	Analysis of attendance at each parent event throughout the year.
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 – student voice
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 and ensure their attendance to every suitable careers event throughout the year.	Monitoring of all experiences by students against the Gatsby Benchmarks.	JOL/ SAK	Attendance of students to all careers events monitored throughout the year.