

Pupil premium strategy statement (secondary)

| 1. Summary information |                         |                                  |           |  |             |
|------------------------|-------------------------|----------------------------------|-----------|--|-------------|
| School                 | Queen Katharine Academy |                                  |           |  |             |
| Academic Year          | 2020/2021               | Total PP budget                  | £392,505  | Date of most recent PP Review                  | Sept 2020   |
| Total number of pupils | 1265                    | Number of pupils eligible for PP | 485 (38%) | Date for next internal review of this strategy | August 2021 |

| 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% 2019   | 72% 2019                                      |
| % achieving 9 - 5 in English / Maths | 8% 2019  | 50% 2019                                      |
| Progress 8 score average (2020)      | -0.59 2019                                       | 0.13 2019                                     |
| Attainment 8 score average (2020)    | 24.14 2019                                       | 50.15 2019                                    |

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 are disproportionately represented in Removal, Internal and Fixed Term Exclusion metrics (2019 – 2020 metrics T1 – T3 data: PP 47% of Removals, PP 48% of Internal Exclusions, Fixed Term Exclusions 46%) |
| B. | Disadvantaged students are disproportionately represented in Lates to school data (2019 – 2020 metrics T1 – T1 PP 57% of Lates to school)  |
| 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 (2019 - 2020): 93.6% (PP); 95.6% (Non-PP) |
|----|--|

4. Desired outcomes (desired outcomes and how they will be measured)

|    | Success criteria  |
|----|---|
| A. | 0.20 reduction in Progress 8 gap between disadvantaged and non-disadvantaged students and all disadvantaged students across all key stages to make at least expected progress (with a focus on HPA PP students achieving a positive P8 score) |
| B. | Improved Behaviour for Learning for KS3 PP students   |
| C. | Improved punctuality at the start of the day for PP students  |
| D. | Increased parental engagement with students' academic progress  |

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|---|
| 2020 – 2021 PP P8 score of 0.1 and 100% of PP students across all Key stages to achieve at least expected progress                        |
| 20% reduction in overall Removals/Internal Exclusions/Fixed Term Exclusions for PP students when compared with 2019 - 2021 T1 – 3 metrics |
| 20% reduction in overall lateness to school for PP students when compared with 2017- 18   |
| 10% increase in PP parents evening attendance when compared with 2017 – 18 metrics across all year groups)                                |

| 5. Planned expenditure   |  |  |  |               |  |
|--|--|--|--|---------------|--|
| Academic year  |  | 2020/2021  |  |               |  |
| 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?   |
| A, B, C, D   | Establish Learning Gateway at KS3  | Learning Gateway KS4 reduced repeated FTE for PP students and we are now rolling this out to as a KS3 provision to further reduce Foxed Term Exclusions for PP students.                         | Robust Leadership at SLT and continuous QI throughout the academic year  | VGI           | Through Learning Walks and via termly Behaviour data.<br>December 2020<br>July 2021                |
| A  | 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 Learning Walks and via termly Behaviour data<br>December 2020<br>July 2021                 |
| A, B, 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. |
| A  | Whole school CPD on effective feedback strategies to raise levels of Progress/Attainment | Staff training on high quality feedback and assessment   |  | Via SLT/SL QI | Through Learning Walks and via termly Behaviour data.<br>December 2020<br>July 2021                |
| D  | Online Parents booking system  | Parental engagement studies have shown those students with parents who are engaged with their education progress better than those students whose parents are not engaged in their education.    | Training to be rolled out and information sent to parents ahead of each Parents Evening  | KCL           | PP parental engagement reviewed after each Parents Evening.  |
| A, B   | SISRA training   | Quality teaching for all has the greatest impact on raising level of progress and therefore teachers and Subject Leaders need to be aware of how to quickly identify students who are            | Departmental and staff training on use of SISRA to track underachievement and track progress to be rolled out during Middle Leaders training sessions. | KCL/JDR       | March 2021 data capture<br>July 2021 data capture  |

|                             |   |  |   |                    |  |
|-----------------------------|---|--|---|--------------------|--|
| A, B, C, D                  | PP staff updates                                | Raising awareness and barriers that PP students may face will help support teachers in developing effective strategies in addressing some of these barriers  | Bi- termly updates on PP progress and barriers to learning shared in whole staff briefings.   | VGI                | July 2021  |
| <b>ii. Targeted support</b> |   |  |   |                    |  |
| <b>Desired outcome</b>      | <b>Chosen action / approach</b>                 | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>  | <b>When will you review implementation?</b>  |
| B, C                        | Attendance team meetings                        | Disadvantaged attendance is still below that of non-disadvantaged students. Attendance team meeting with PP students have shown improvement in attendance.   | Attendance monitoring at year level every fortnight. Whole school attendance tracked weekly.  | VGI/ SDE           | Half termly.   |
| C                           | Review current lates procedures for PP students | Targeted pastoral support has lead to decrease in lates for some PP students in previous years.  | Review current process with Progress Leaders to ensure consistent follow ups and support in place for PP students who arrive repeatedly late.   | VGI/PL             | Student voice July 2021<br>Review of termly Lates data   |
| A, B                        | Year 11 Core subject interventions              | EEF 4+ Small group interventions<br>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 2020– data capture<br>March 2021– data capture<br>June 2021 - data review<br>August 2021 – GCSE results |
| A, B                        | Digital technology                              | EEF 4+ Digital technology<br>Evidence suggests that technology approaches should be used to supplement other teaching.<br><br>Century <ul style="list-style-type: none"> <li>• 30% improvement in students' understanding when they revisit a micro-lesson on CENTURY</li> <li>• 75% of students revisit content at least twice</li> <li>• 25% of students revisit learning up to four times</li> <li>• Lower-achieving students are appropriately supported and higher-achieving students are adequately challenged</li> <li>• Students from disadvantaged backgrounds make similar progress as their peers</li> <li>• Teachers report a reduction in workload of 6 hours per week</li> </ul> | SLs will monitor the use of and progress made through the use of the technology.<br>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<br>August 2021 – GCSE results to assess overall impact.                          |

|            |                  |  |  |     |   |
|------------|------------------|--|--|-----|---|
| A/B        | Tuition          | EEF 5+ One to one tuition<br>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 | March 2021 – data capture<br>June 2021- data review<br>August 2021 – GCSE results             |
| A, B, C, D | 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, B       | Peer tutoring    | EEF 5+ One to one tuition<br>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:<br>Student voice.<br>Attendance data.<br>Behaviour data.<br>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<br>Previous work has resulted in a reduction in all aspects of behaviour data.   | Regular communication with staff with regards to implementation of behaviour framework.<br>Working with PLs and SSOs to ensure consistency across year groups.<br>Regular analysis of the data to identify key students and appropriate follow-up. | VGI        | Half termly  |
| A               | Human Utopia             | This programme has been experienced by a DAP in her previous school. 91% of students who have experienced Human utopia 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.<br>Analysis of behaviour data to track improvements after the training.          |
| A               | Achievement rewards.     | EEF 3+ Behaviour interventions<br>Previous achievement schemes have increased the number of awards given by staff.  | Weekly communication to staff of awards given.<br>Weekly communication to students to share number of awards received.<br>On-going distribution of certificate and badges to students.<br>Keep parents in the loop through email.                  | VGI        | Weekly data.<br>Weekly certificates.<br>Termly rewards assemblies.   |
| C               | Study Support Sessions   | EEF 4+ Small group interventions<br>Small group tuition allows for greater feedback from the teacher, more sustained  | Delivery of sessions as required and to suit the need of the students in half term and Easter holidays.  | KNC        | November 2019 – data capture<br>March 2020 – data capture<br>June 2020 - data review<br>August 2020 – GCSE results |

|         |                                   |  |  |          |   |
|---------|-----------------------------------|--|--|----------|---|
|         |                                   | engagement and work that matches the learner's needs.  |  |          |   |
| 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.<br>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, B    | 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.  | PL       | July 2021 – Student voice.  |
| A, B    | 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.<br>Liaise with SLs to ensure the right revision guides and texts and given to the right students.<br>Staff and student voice.  | PL       | July 2021 – student voice.  |
| A, B, 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<br>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.<br>July 2021 – 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 2021 – student voice.  |
| B       | Parental engagement               | EEF 3+ Parental engagement<br>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.<br>Track parent attendance to all events. Identify key parents that we need to target for phone calls etc.<br>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<br>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 20– student voice  |
| A, C, D | Career Interviews and experiences | EEF 5+ One-to-one tuition<br>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. |

