

# Pupil premium strategy statement

1. Summary information					
School	St Catherine's College, Eastbourne				
Academic Year	2016-17	Total PP budget	£289635	Date of most recent PP Review	04/16
Total number of pupils	1040	Number of pupils eligible for PP	309	Date for next internal review of this strategy	Termly
2. Current attainment					
		Pupils eligible for PP (St Catherine's College)		Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)		49%		64.7%	
% achieving expected progress in English / Maths (2015-16 only)		84.3% / 58.5%		75.8% / 73.4%	
Progress 8 score average		-0.27		0.12	
Attainment 8 score average		4.44 (grade D+)			
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Low aspirations				
B.	Poor basic skills (esp. Literacy)				
C.	Participation in School life (homework; extra-curricular activities; parental engagement)				
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Persistent Absentees				
4. Desired outcomes <i>(desired outcomes &amp; how they will be measured)</i>			Success criteria <i>(for Pupil Premium Pupils unless stated otherwise)</i>		
A.	Raising attendance		FSM attendance improves to 93.7%; PAs fall to 10%		
B.	Improved behaviour (Measured by Steps / Stages data & perception surveys)		<5% variance between PP & non-PP pupils in rewards & sanctions		
C.	Excellent teaching, learning and assessment		Progress 8 of +0.05; Att8 of 4.75; 5ACEM of 55%; <5% variance Y7-10		
D.	Increasing participation and raising aspirations		NEET <10%; club participation ↑25% in-year; Parent's eve participation >65%; 45% achieve Gold Award; rewards gap <5%		

## 5. Review of expenditure: 2015-16

Focus	Cost	Rationale / Strategic summary	Intended outcomes (targets)	How was it monitored?	Impact / Evaluation
Targeted support to small group or individuals based in specific needs.	£60,000	<p><b>One-to-one tuition:</b> Dedicated one-to-one tuition to enable focused targeted support for individual pupils.</p> <p>Education Endowment Fund rated (EEF) +5 months</p>	To provide targeted support for pupils based on their individual needs and assessments. Currently English and Maths, with Science a focus point for later in the year.	Academic progress made by pupils support by the one-to-one tuition was continually evaluated by the Senior leadership team and heads of department into the effectiveness of this dedicated support intervention.	<p><i>One-to-one tuition</i> provided pupils with additional tuition in English and Maths, delivered alongside classroom teaching to support our disadvantaged pupils.</p> <p><b>Attainment 8 Score:</b></p> <ul style="list-style-type: none"> <li>All pupils 5.09</li> <li>Disadvantaged pupils 4.43</li> </ul> <p><b>SACEM gap</b> closed significantly from 33% (2015) to 21% (2016) <b>Progress 8</b> improved for PP pupils from -0.56 (2015) to -0.27 (2016)</p>
Attendance and behaviour for learning	£51,876	<p><b>Restart:</b> Provides assistance for pupils where additional support in the classroom is needed based on individuals and their specific needs.</p> <p>EEF +4 months Social and emotional learning</p>	To support individuals or a small group of pupils who require a different approach to re-engage with their learning and to help them get back on track in School. This support is specific to the individual needs of the pupil.	Director of behaviour, SENCO and the Senior leadership team continually evaluated all pupils support by the Restart provision.	<p>Our Restart program supported our most vulnerable pupils who may have otherwise become disengaged with school, through re-engaging their learning using a bespoke package.</p> <p><b>School exclusions 2015-16</b> 51 pupils received a fixed-term exclusion:</p> <ul style="list-style-type: none"> <li><b>Non Pupil Premium:</b> 49%</li> <li><b>Pupil Premium:</b> 51%</li> </ul> <p>Only 1 pupil received a Permanent Exclusion.</p>
Attendance and behaviour for learning	£40,177	<p><b>Turnaround:</b> Turnaround supports pupils who are struggling to maintain appropriate conduct in and around school.</p> <p>EEF +1 month for mentoring</p>	To provide a holistic approach that encompasses pastoral workshops, a structured learning environment and to develop strategies for individuals to manage their own behaviour more positively.	Director of behaviour, SENCO, the Senior leadership team and Heads of Year monitored and evaluated the provision of Turnaround and on its impact to the pupils support by.	<p><i>Mentoring</i> through a pastoral workshop that places pupils whose conduct is not in line with school policy in a reflective environment in which pupils can contemplate their actions.</p> <p>66% of all referrals are Pupil Premium pupils. TAC is an effective corrective provision because 70% of all referrals do not return to this intervention.</p>

<p>Targeted support to small group or individuals based in specific needs.</p>	<p>£38,000</p>	<p><b>HLTA (English &amp; Maths):</b> Dedicated HTLA's for English and Maths</p> <p>EEF +4 months for Small group tuition</p>	<p>English and Maths department, with the support of two HTLA's, will raise attainment and close the Gaps between our disadvantaged pupils.</p>	<p>Academic progress made by pupils support by HLTA's were continually evaluated and reviewed by the Senior leadership team and heads of department.</p>	<p>A dedicated HLTA has benefited pupils through identifying individual needs using periodic assessments, followed up with close interventional support to impact on progress.</p> <p>English 3 levels of progress (LOP):</p> <ul style="list-style-type: none"> <li>• National Ave. (2015) 71%</li> <li>• ESCC Ave. (2015) 78%</li> <li>• St Catherine's (2016) 89% (PP Pupils = 84%)</li> </ul> <p>Maths 3 LOP:</p> <ul style="list-style-type: none"> <li>• National Ave. (2015) 66%</li> <li>• ESCC Ave. (2015) 69%</li> <li>• St Catherine's (2016) 70% (PP Pupils = 59%)</li> </ul>
<p>Internal support provision targeted directly at individuals and their specific needs</p>	<p>£22,930</p>	<p><b>Study Plus:</b> Additional literacy, numeracy and science tutored support designed to raise attainment and aspirations.</p> <p>EEF +2 months for Individualised instruction</p>	<p>Attainment in English, Maths and Science at KS3 &amp; KS4 for our disadvantaged pupils are either on or above expected levels of progress.</p>	<p>Targeted pupils supported by the HLTA's were tracked using a baseline measurement before any interventional support then and afterwards to show impact.</p>	<p>The Study Plus program enables pupils to develop key areas of core subjects to enhance their learning through additional teaching and learning.</p> <ul style="list-style-type: none"> <li>• 66% achieved 5ACEM;</li> <li>• The 5ACEM gap closed significantly from 33% (2015) to 21% (2016)</li> <li>• 5ACEM attainment for PP Pupils rose by 6% (2015 results to 2016 results)</li> </ul>
<p>External support provision for wider academic access to further education</p>	<p>£13,000</p>	<p><b>High-5 Boot Camp:</b> Five day motivational boot-camp aims at raising attainment in our disadvantaged pupils through an additional academic qualification.</p>	<p>Boot-camp style intervention programme that focuses on individuals gaining an additional academic qualification for access to further education.</p>	<p>Assessments based on final grades of individuals and the cohort group. Progress 8 scores were compared and measure with outcomes based on two scenarios; with the additional qualification and without.</p>	<p>The impact for the 15 pupils selected for the ECDL provision was a Progress 8 score of +0.04. Without the ECDL qualification for these 15 pupils their P8 score would have been -0.27.</p>

Ambition and Aspiration; Participation; and Rewards	£12,000	<b>Pupil Premium Direct Fund (PPDF):</b> To support pupils through direct initiatives based on individual needs	Direct initiatives that support the wellbeing of the pupil, to bridge the digital divide, ensure that the pupil is equipped for lessons or are being supported through provisions that provide wider enrichments or access to.	All direct initiatives support by the PPDF is recorded, monitored and evaluated based on the success of each initiative by the Pupil Premium coordinator and members of the Senior Leadership team.	The Pupil Premium direct fund allows for the provision of additional resources for our disadvantaged pupils. These resources are tailored around each individual departments needs and that of the child.
Leadership	£3,900	<b>Leadership structure:</b> Associate Senior Leadership Post.	Designated with overseeing and developing projects and interventions for The Pupil Premium.	The Senior leadership team monitor, assess and review all projects undertaking by the Pupil Premium coordinator	The leadership structure has allowed for a central point of contact of all areas of Pupil Premium to be conducted from and accountable to.
Leadership	£3,200	<b>Pupil Premium Training:</b> Training and support for staff and pupils.	Internal training provisions for all staff in effective ways to support our disadvantage pupils to teaching and learning.	The Senior leadership team, Head of departments, SENCO and the Pupil Premium coordinator liaised with each other to assess the effective rollout of Pupil Premium training and resources.	Through training and support to staff and pupils, new and effective teaching and learning culture has developed shares best practice in supporting or disadvantaged pupils.  A detailed Pupil Premium Review took place in April 2016. This has clarified the barriers to learning; evaluated the effectiveness of the School's work; and informed future strategy.
Academically based support provision	£1,500	<b>Maths intervention:</b> Targeted support for small groups to enable progress in Maths	To increase pupil progress in Maths. Targeted support based on outcomes.	Director of Achievement, Head Maths, SENCO and the Pupil Premium coordinator assessed and reviewed the progress made through the targeted support.	59.2% of our disadvantaged pupils achieved A*-C in Maths. The all pupils achieved an APS of 40.27 compares with 39.14 nationally.

Social/spiritual/wellbeing support based provision	£1,500	<b>Breakfast Boost:</b> A pastoral based intervention that supports pupils by providing a breakfast for those whose needs are not being met.	Research has shown that pupils who have a nutritional breakfast in the morning perform better academically.	The Senior leadership team, SENCO and the Pupil Premium coordinator assessed and reviewed pupils support by Breakfast Boost.	Our most vulnerable pupils are now supported with the most basic of requirements which are necessary for growth, development and good health.
Engagement in extra-curricular activities	£1,200	<b>Karate Club:</b> An introduction to Martial Arts and self-defence (5 week course held over 4 terms).	To develop self-confidence, focus, discipline and respect through the ethos and values of Martial Arts.	A register of pupils participating in Karate Club was taken with feedback from the pupils assessed by the Director of Achievement and the Pupil Premium coordinator.	Self-discipline, motivation, focus and respect are values which are taught during the 5 week course. Feedback from pupils was very positive in respect to the values learned and the Karate itself.
Mentoring based support provision based on the academic progress of our disadvantaged pupils	£7900	<b>Pupil Premium mentoring program:</b> Individual mentoring of 11 of our disadvantaged pupils to support their academic progress through Years 10 to 11.	Pupils selected for the mentoring program achieve either expected or above expected levels of progress academically, based in their final GCSE results.	The Senior leadership team and the Pupil Premium coordinator assessed the effectiveness of the Pupil Premium mentoring program based on the pupils' academic achievement and progress.	<i>Individualised instruction</i> through a dedicated Pupil Premium Champion and a motivational life coach has provided our disadvantaged pupils with an additional support structure designed to complement their learning and developing meta-cognition within the learner.  Of the Pupil Premium pupils selected for the mentoring program: <ul style="list-style-type: none"> <li>• 27% sustained their Progress 8 score</li> <li>• 63% improved their Progress 8 score</li> <li>• The average cohort improvement 2015-16 in Prog 8 = +0.47</li> </ul>
Contingency Fund	£575	<b>Contingency Fund:</b> For any further interventions or support that may be required over the academic year	For any further interventions or support that may be required over the academic year	Contingency fund is overseen by SLT, finance officer and Pupil Premium coordinator.	Evaluation of the contingency fund is conducted by SLT, finance officer and Pupil Premium coordinator.

5. Planned expenditure					
Focus	Cost	Strategic summary / Rationale	Intended outcomes (targets)	How will it be monitored?	Impact / Evaluation
Attendance & behaviour for learning	£57,602	<ul style="list-style-type: none"> <li>New Student Services provision with 5 Pastoral Officers; one / yr group. Each will take a fluid FSM caseload, working with pupils and their families</li> <li>Above provision overseen by an additional Director (SLT)</li> <li>Use of minibus (and driver) to support above attendance strategy</li> <li>Breakfast Boost – a targeted intervention to promote a healthy start to the day</li> <li>Hardship Fund – a support fund for provision of essential learning equipment</li> </ul> <p>EEF months impact = +3 for Parental Involvement EEF months impact = +4 for Behaviour interventions</p>	<ul style="list-style-type: none"> <li>FSM attendance raises from 90.5% to 93.7%</li> <li>FSM PAs decreases from 21.5% to 10.0%</li> <li><b>90% of staff</b> say that <b>behaviour</b> in lessons has <b>improved</b>.</li> <li>Pupils' perceptions of behaviour in lessons improves from 30% believing it is good or better (2016) <b>to 70%+</b> (2017).</li> </ul>	<ul style="list-style-type: none"> <li>Termly attendance data to identify caseload</li> <li>Termly behaviour data to identify caseload</li> <li>Fortnightly data to monitor impact</li> <li>Analysis of Staff Voice feedback</li> <li>Analysis of Pupil Voice feedback</li> </ul>	
Barriers to Learning (inc. resilience)	£189,918	<ul style="list-style-type: none"> <li>Pupil Premium Champion to work with a fluid FSM caseload, identified by the highest-need indicators.</li> <li>Literacy – KS2 specialist teacher appointed; HLTAs in English and Maths; whole school literacy strategy overseen by an additional Director (SLT) and a Literacy Co-ordinator (TLR)</li> <li>Pupil Premium TA for Motor Vehicle Course</li> <li>Targeted support for learning from Teaching Assistants and safeguarding officer</li> <li>SENCO support for learning</li> <li>Subscription to the Lexia software to support Literacy intervention</li> <li>Developing learning resilience by improving understanding of how to learn effectively - VIP strategy led by a Director, will develop a school-wide approach through all curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Progress 8 score for Pupil Premium Pupils is &gt;0.00</li> <li>40% of pupils make above Expected Progress at KS3 and 4 with &lt;5% variance for Pupil Premium</li> <li>85% of pupils make Expected Progress at KS3 and 4 with &lt;5% variance for Pupil Premium</li> <li>75% of entries on the staff tracker show marking and response has been rated as '1'</li> </ul>	<ul style="list-style-type: none"> <li>Progress 8 score analysed at each Yr 11 assessment point</li> <li>LoPs data analysed at each assessment point</li> <li>Staff tracker analysed after each marking monitoring episode (approx. termly)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Command words – class use of the University of Nottingham Academic word list</li> <li>• Self-esteem – Explore emotional resilience, possibly through the Thrive program</li> <li>• Feedback – Sustain improvements in the use of SIR</li> <li>• Peer tutoring – use of prefects and other senior students to support learning interventions with younger pupils.</li> </ul> <p>EEF months impact = +8 for Meta-cognition  EEF months impact = +8 for Feedback  EEF months impact = +5 for Peer Tutoring  EEF months impact = +4 for Small group tuition</p>			
Ambition & Aspiration; Participation; & Rewards	£12500	<ul style="list-style-type: none"> <li>• Partnership with University of Sussex First Generation</li> <li>• Personal encouragement and financial support for participation in extra-curricular activities</li> <li>• Monitor attendance and engagement in trips and extra-curricular activities</li> <li>• New House System, led by 4 Heads of House, to help create a culture of participation and reward</li> <li>• Duke of Edinburgh Scheme is launched?</li> <li>• New rewards system</li> </ul> <p>EEF months impact = +2 for Arts Participation  EEF months impact = +2 for Sports Participation</p>	<ul style="list-style-type: none"> <li>• All PP club/trip attendance is known and rises by 25% in the year.</li> <li>• Pupil Premium Parents' Evening attendance rises from 52% <b>to 65% or better</b>, narrowing the 2015-16 gap from 20% to 10%</li> <li>• In 2016-17 PP club attendance rises from 30% (2015-16) to 45% narrowing the gap from 17% to 5%.</li> <li>• Pupil voice feedback tells us that 85%+ of pupils value the rewards system with &lt;5% variance for Pupil Premium Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Termly analysis of extra-curricular participation</li> <li>• Termly analysis of rewards allocations</li> <li>• Analysis of Pupil Voice feedback on rewards</li> </ul>	
Parental Engagement		<ul style="list-style-type: none"> <li>• Devise a form of pupil-led event (starting with yr 7) which encourages hard-to-reach parents into school</li> <li>• Student Services to build proactive relationships with PP parents</li> <li>• Explore ways of linking the achievement of success measures and engagement in the above with an element of parental 'control'</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium Parents' Evening attendance rises from 52% <b>to 65% or better</b>, narrowing the 2015-16 gap from 20% to 10%</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of Parent Evening and event attendance</li> <li>• Analysis of Homework completion and quality of pupil work</li> </ul>	

		<p>over a proportion of the child's PP fund (e.g. to spend on learning resources or trips)</p> <ul style="list-style-type: none"> <li>• Create a positive homework monitoring and reward system to improve pupil engagement with, and parental support of, satisfactory homework completion</li> </ul> <p>EEF months impact = +5 for Homework (Secondary) EEF months impact = +3 for Parental Involvement</p>			
Leadership	£29,830	<ul style="list-style-type: none"> <li>• Raised profile within the school: prominent in the SDP and Performance Management; leadership TLR for the PP lead; line management by the VP</li> <li>• Staff training to raise the profile of PP; knowledge of the strategy; and understanding of how to deliver it</li> <li>• Implement the recommendations of the Pupil Premium Review</li> <li>• Increase the knowledge of engagement of the Governing Body</li> <li>• Develop a College data pack which is proactive in identifying emerging issues; and its use to ensure underachieving pupils are brought back-on-track</li> <li>• Remodel the approach to managing the PP strategy, with more clearly defined starting points, targets, success measures and outcomes utilised</li> </ul>			