

Pupil premium strategy statement

1. Summary information					
School	St Catherine's College, Eastbourne				
Academic Year	2017-18	Total PP budget	£275,502	Date of most recent PP Review	04/16
Total number of pupils	1045	Number of pupils eligible for PP	290	Date for next internal review of this strategy	Termly
2. Current attainment					
		Pupils eligible for Pupil Premium (St Catherine's College)		Pupils not eligible for PP	
% achieved L4+ in English / Maths (2016-17)		42%		SCC non-PP = 67% (National All Pupils = 63%)	
Progress 8 score (2016-17) Progress 8 score for pupils with a qualifying curriculum (2016-17**)		-0.52 +0.24		SCC non-PP = -0.18 (National Ave All Pupils = 0) Non-PP P8 qualifying pupils = +0.12	
Attainment 8 score average (2016-17) Attainment 8 score for pupils with a qualifying curriculum (2016-17**)		34.42 47.4		National Ave All Pupils = 44.2 Non-PP A8 qualifying pupils = 50.3	
<p><i>**This year group chose their options in year 8 before these league table measures were announced. The school chose not to undo the pupil choices for the sake of school data, with a consequence that only 71% of all pupils (84% of PP pupils) had a Progress 8 and Attainment 8 qualifying curriculum. By contrast, the current year 11 has 93% of pupils on a full Progress 8 and Attainment 8 curriculum.</i></p>					
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.	Low aspirations				
B.	Poor basic skills (esp. Literacy)				
C.	Participation in School life (homework; extra-curricular activities; parental engagement)				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Persistent Absentees				
4. Desired outcomes (desired outcomes & how they will be measured)			Success criteria (for Pupil Premium Pupils unless stated otherwise)		
A.	Raising attendance		FSM attendance improves to 93%; PAs fall to 20%		
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	Yr 11 to exceed FFT(50) indicators of: Progress 8 > -0.15; Att8 > 41.4. <5% variance Y7-10 (tbc)
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: 2016-17

Focus	Cost	Rationale / Strategic summary	Intended outcomes (targets)	How was it monitored?	Impact / Evaluation
Attendance & behaviour for learning	£57,602	<ul style="list-style-type: none"> New Student Services provision with 5 Pastoral Officers; one / yr group. Each will take a fluid FSM caseload, working with pupils and their families Above provision overseen by an additional Director (SLT) Use of minibus (and driver) to support above attendance strategy Breakfast Boost – a targeted intervention to promote a healthy start to the day Hardship Fund – a support fund for provision of essential learning equipment and extra-curricular support <p>EEF months impact = +3 for Parental Involvement EEF months impact = +4 for Behaviour interventions</p>	<ul style="list-style-type: none"> FSM attendance raises from 90.5% to 93.7% FSM PAs decreases from 21.5% to 10.0% 90% of staff say that behaviour in lessons has improved. Pupils' perceptions of behaviour in lessons improves from 30% believing it is good or better (2016) to 70%+ (2017). 	<ul style="list-style-type: none"> Termly attendance data to identify caseload Termly behaviour data to identify caseload Fortnightly data to monitor impact Analysis of Staff Voice feedback Analysis of Pupil Voice feedback 	<p>Attendance is a primary focus of our strategy. We have been able to support our most vulnerable pupils through a variety of support tools designed to re-engaging pupils with learning:</p> <ul style="list-style-type: none"> Minibus run: disadvantaged pupils with attendance below 95% are targeted for collection and education on changing their attendance patterns: <ul style="list-style-type: none"> Term 1 attendance 88.64% (before intervention) Term 2 capture point 89.22% Term 3 capture point 91.89% <p>Targeted use of the Minibus intervention shows a significant increase in attendance of our FSM pupils, this demonstrates the impact of the support and the need for future targeted intervention using the Minibus.</p> <ul style="list-style-type: none"> FSM attendance 2016-17: SCC = 90.4% (East Sussex = 89.8%) PA whole school 2016-17: SCC = 13.3% (East Sussex = 15%) PA FSM 2016-17: SCC = 30.7% (East Sussex = 33%) School exclusions 2016-17: 60 pupils received a fixed-term exclusion (↓ from 77 in previous year). Of these exclusions, 47% were from Pupil Premium (↓ from 58% in the previous year). There were no Permanent Exclusions. Breakfast boost: 40% of all Pupil Premium pupils are accessing the Breakfast boost programme, starting the day with a healthy breakfast. Hardship Fund: Providing financial assistance so that Pupil Premium pupils are offered an opportunity that may not be

					<p>possible because of financial hardship. For example supporting pupils with the correct uniform for college, P.E equipment, materials for Art, and resources for Food Technology, revision guides for English, calculators and stationary for Maths, revision material for Science and revision guides for History. Furthermore, St Catherine’s College supported extra-curricular activities that enrich and enhance the subject knowledge of our disadvantaged pupils through various trips and programs. These include support for participation in the Football for Peace trip to Gambia; Frankenstein and Blood Brothers theatre trips; supporting the English and Drama department’s trips to Harry Potter world; and supporting the Computing department.</p> <ul style="list-style-type: none"> • Year 11 English intervention: 33% of all Pupil Premium pupils received targeted bespoke support and mentoring above and beyond school based interventions. • Year 11 Maths intervention: 25% of all Pupil Premium pupils received targeted bespoke support and mentoring above and beyond school based interventions. • Turn around centre (TAC): 56% of pupils who accessed support within the TAC provision were Pupil Premium pupils, a reduction on last year by 10% (66% of pupils who accessed support of TAC were Pupil Premium).
Barriers to Learning (inc. resilience)	£189,918	<ul style="list-style-type: none"> • Pupil Premium Champion to work with a fluid FSM caseload, identified by the highest-need indicators. • 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) • Pupil Premium TA for Motor Vehicle Course 	<ul style="list-style-type: none"> • Progress 8 score for Pupil Premium Pupils is >0.00 • 40% of pupils make above Expected Progress** at KS3 and 4 with <5% variance for Pupil Premium • 85% of pupils make Expected Progress at KS3** 	<ul style="list-style-type: none"> • Progress 8 score analysed at each Yr 11 assessment point • LoPs data analysed at each assessment point <p>Staff tracker analysed after each marking monitoring</p>	<p>The work done by the Pupil Premium champion involved a bespoke mentoring program with a caseload of 10 Year 11 Pupil Premium pupils. Unfortunately, most of this cohort was particularly hard to reach, and headline success measures did not match those of the previous year. However, there were considerable successes with individual pupils who did engage with the support.</p> <p>Literacy support with KS2 lead practitioner and a HLTA in English and Maths leading whole school literacy strategy made the following impact for our Pupil Premium pupils:</p> <ul style="list-style-type: none"> • 54% of pupils made at least 3 Levels of Progress** at KS4 for English Year 11

	<ul style="list-style-type: none"> Targeted support for learning from Teaching Assistants and safeguarding officer SENCO support for learning Subscription to the Lexia software to support Literacy intervention 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 Command words – class use of the University of Nottingham Academic word list Self-esteem – Explore emotional resilience, possibly through the Thrive program Feedback – Sustain improvements in the use of SIR Peer tutoring – use of prefects and other senior students to support learning interventions with younger pupils. <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>	<p>and 4 with <5% variance for Pupil Premium</p> <ul style="list-style-type: none"> 75% of entries on the staff tracker show marking and response has been rated as ‘1’ <p>** For KS3 literacy, this will be monitored via reading age progress for Yr 7 & 8 English sets 3s and 4s.</p>	<p>episode (approx. termly)</p>	<ul style="list-style-type: none"> 47% of pupils made at least 3 Levels of Progress** at KS4 for Maths Year 11 Year 11 GCSE English 4+ 53.57% Year 11 GCSE Maths 4+ 46.43% <p>Pupil Premium TA for motor vehicle:</p> <ul style="list-style-type: none"> All Pupil Premium pupils made expected or more than expected levels of progress within a 100% pass rate for Motor vehicle pupils. <p>Lexia-literacy support intervention:</p> <ul style="list-style-type: none"> 28 Year 7 to 9 Pupil Premium pupils are making on average at least one level of progress through the Lexia literacy program. Supported by the HTLA for English with small classroom base learning platforms. <p>European Computer Driving Licence (ECDL):</p> <ul style="list-style-type: none"> 16 Pupil Premium pupils were selected for the ECDL course. All pupils passed with 3 pupils obtaining a Distinction and 11 pupils obtaining a Distinction*. The impact for the 16 pupils selected for the ECDL provision was a Progress 8 score of (+2.84). <p>Additional Exam resources:</p> <ul style="list-style-type: none"> Additional provisions were made in the form of an extra exam room and staff to support our 7 disadvantaged pupils completing their GCSE exams in all subjects. Smaller size exam configurations enabled minimal disruptions across the exam timetable by supporting vulnerable pupils identified as being at risk of not completing their GCSE exams or requiring alternative space in which to sit their exams.
--	--	--	---------------------------------	---

<p>Ambition & Aspiration; Participation; & Rewards</p>	<p>£12500</p>	<ul style="list-style-type: none"> Partnership with University of Sussex First Generation Personal encouragement and financial support for participation in extra-curricular activities Monitor attendance and engagement in trips and extra-curricular activities New House System, led by 4 Heads of House, to help create a culture of participation and reward Duke of Edinburgh Scheme is launched? New rewards system <p>EEF months impact = +2 for Arts Participation EEF months impact = +2 for Sports Participation</p>	<ul style="list-style-type: none"> All PP club/trip attendance is known and rises by 25% in the year. Pupil Premium Parents' Evening attendance rises from 52% to 65% or better, narrowing the 2015-16 gap from 20% to 10% In 2016-17 PP club attendance rises from 30% (2015-16) to 45% narrowing the gap from 17% to 5%. <p>Pupil voice feedback tells us that 85%+ of pupils value the rewards system with <5% variance for Pupil Premium Pupils</p>	<ul style="list-style-type: none"> Termly analysis of extra-curricular participation Termly analysis of rewards allocations <p>Analysis of Pupil Voice feedback on rewards</p>	<p>Parents evening review:</p> <ul style="list-style-type: none"> <i>See Parental Engagement</i> <p>Duke of Edinburgh Scheme: Of the 12 pupils currently enrolled onto the Duke of Edinburgh Scheme, 2 of these are Pupil Premium pupils (17%). A target has been set for the next academic year to increase participation for disadvantaged pupils to at least 40%.</p> <p>House points: Pupil Premium pupils accounted for a total of 26% of all awarded House points. They were 29.7% of the cohort.</p> <p>26 Pupil Premium pupils achieved Gold Award in 2016-17, this equated to 15% of the total Gold Awards. 16 Pupil Premium pupils were awarded a College Award for 2016-17, this equated to 16% of the total College Awards. The participation of extracurricular activities and support events by our Pupil Premium pupils requires additional support and promotion to ensure that our disadvantaged pupils are engaging with and have access to wider curriculum activities that promote, encourage and raise the aspirations of our Pupil Premium pupils. Additionally, further support in afterschool clubs and activities would help increase overall participation with supported funding from Pupil Premium.</p> <p>Year 11 Careers: Intervention to support our disadvantaged pupils with career interviews support by local companies resulted in 58% of support pupils being Pupil Premium pupils.</p> <p>Mathematician of the Month Winners: From September 2016-December 2016 whole school PP winners 26%, non-PP winners 73%. This shows a close comparison to overall PP (30%) Vs. non-PP (70%) whole school cohort</p>
--	---------------	--	--	--	--

Parental Engagement		<ul style="list-style-type: none"> • Devise a form of pupil-led event (starting with yr 7) which encourages hard-to-reach parents into school • Student Services to build proactive relationships with PP parents • Explore ways of linking the achievement of success measures and engagement in the above with an element of parental 'control' over a proportion of the child's PP fund (e.g. to spend on learning resources or trips) • Create a positive homework monitoring and reward system to improve pupil engagement with, and parental support of, satisfactory homework completion <p>EEF months impact = +5 for Homework (Secondary) EEF months impact = +3 for Parental Involvement</p>	<ul style="list-style-type: none"> • Pupil Premium Parents' Evening attendance rises from 52% to 65% or better, narrowing the 2015-16 gap from 20% to 10% 	<ul style="list-style-type: none"> • Analysis of Parent Evening and event attendance <p>Analysis of Homework completion and quality of pupil work</p>	<p>Parents evening review: <i>Pupil Premium Parents' Evening attendance rises from 52% to 65% or better, narrowing the 2015-16 gap from 20% to 10%</i></p> <p>Two case studies of noticeable results Year 11 and Year 8: Participation in Year 11 parents evening had been previously low but with new strategies in place including personal invitations and communications to all Pupil Premium pupils until contact had been made enabled this trend, as highlighted to changed. Additionally, the need for parent engagement with Year 8 in their option year was vital in ensuring that pupils were able to be supported in making the right choices, support by their parents, for the GCSE's. Both of these year groups increased participation of parents to Parents evening events demonstrate the need for close and personal parental engagement.</p> <p>Year 11 Parents' Evening analysis: 154 pupils made appointments to see teachers, 75% of the year group. Previous year = 59%, an improvement of 17% for all pupils. 38 Pupil Premium pupils (66%) made appointments to see teachers</p> <p>Year 8 Parents' Evening analysis: 149 pupils made appointments to see teachers, 73% of the year group. 44 Pupil Premium pupils (59%) made appointments to see teachers. Before intervention juts <i>27% of PP pupils had made appointments to see teachers. Families were telephoned to achieve the increase reported above.</i></p> <p>CONTEXT: Of the 30 Pupil Premium pupils who failed to make appointments, 17 have PA attendance to school, 7 of these have attendance below 80% to St Catherine's College with a range between 35% -80%.</p>
Leadership	£29,830	<ul style="list-style-type: none"> • Raised profile within the school: prominent in the SDP and Performance Management; leadership TLR for the PP lead; line management by the VP • Staff training to raise the profile of PP; knowledge of the 	<p>Training to develop staff in supporting disadvantage pupils in subject related classroom practices.</p> <p>Staff to be kept up-to-date with regards to all</p>	<p>Termly updates through Core SLT meetings regarding the effectiveness of Pupil Premium whole school outcomes, progress, interventions,</p>	<p>All staff are given training related to pupil premium, with termly updates on the pupil premium cohort of the school. The Pupil premium lead and HOD's discuss each term any additional support required to meet the SDP and department targets relating to Pupil Premium.</p> <p>An extensive Pupil Premium training session was provided for the Full Governing body, and minutes evidence the challenge Governors give to progress against the Pupil Premium strategy..</p>

		<p>strategy; and understanding of how to deliver it</p> <ul style="list-style-type: none"> • Implement the recommendations of the Pupil Premium Review • Increase the knowledge of engagement of the Governing Body • Develop a College data pack which is proactive in identifying emerging issues; and its use to ensure underachieving pupils are brought back-on-track <p>Remodel the approach to managing the PP strategy, with more clearly defined starting points, targets, success measures and outcomes utilised</p>	<p>data profiles of disadvantage pupils.</p> <p>Training to raise awareness relating to the academic, social well-being and attendance of disadvantaged pupils. Delivering and implementing whole school directives through knowledge and strategies designed support and challenge disadvantage pupils.</p>	<p>spending and assessments.</p> <p>Pupil Premium governor panel review of pupil premium whole school outcomes, progress, interventions, spending and assessments.</p> <p>Fortnightly review and meetings with Pupil premium lead and SLT to plan and implement changes as outline in the SDP.</p>	
--	--	---	--	--	--

6.Planned expenditures (2017-18)

Focus	Cost	Strategic summary / Rationale	Intended outcomes (targets)	How will it be monitored?	Impact / Evaluation
Attendance & behaviour for learning	£65,320	<ul style="list-style-type: none"> New Leads in KS3 & KS4 to support attendance and behaviour for learning. Student Services provisions: Prioritising support for Pupil Premium pupils and working with pupils and their families on attendance, behaviour and pastoral care. Above provision overseen by an additional Director (SLT). Attendance tracking software for early identification of FSM & Pupil Premium pupils with attendance issues. Additional support role within the attendance team to liaise with pupils, parents, external agencies and stake holders. Use of minibus (and driver) to support above attendance strategy. Breakfast Boost – a targeted intervention to promote a healthy start to the day for our disadvantage pupils. Hardship Fund – a support fund for provision of essential learning equipment, rewards and any external provisions needed to support and promote good attendance and positive behaviour. <p>EEF months impact = +3 for Parental Involvement EEF months impact = +4 for Behaviour interventions</p>	<ul style="list-style-type: none"> Attendance at 95%+ with FSM attendance above 93%. PAs reduces to 12% or below with FSM PAs decreased to 20% or below. 93% of staff say that behaviour in lessons has improved. 75+% of Pupils' believe that behaviour in lessons has improved and is either good or better. 	<ul style="list-style-type: none"> Termly attendance data to identify caseload Termly behaviour data to identify caseload Fortnightly data to monitor impact Analysis of Staff Voice feedback Analysis of Pupil Voice feedback 	
Barriers to Learning:	£190,186	<ul style="list-style-type: none"> English and Maths PP leads: Additional teaching staff lead, co-ordinate and support bespoke learning interventions. English Maths and Science weekend boot camps: Dedicated English, Maths and Science learning boot to enhance learning in these core subjects for Yr 11 pupils. 	<ul style="list-style-type: none"> Focus group will be on or working towards making at least FFT 50 predictions. Pupils will gain further knowledge and understanding to help support them with 	<ul style="list-style-type: none"> Focus group will be monitored using 4Matrix tracking software to show progress during and after support from tutoring. Pupils supported by the weekend EMS boot camp 	

		<ul style="list-style-type: none"> • <i>New support library: Pupil Premium pupils will be able to access additional learning resources and material to help support and nurture independent learning.</i> • <i>Pupil Premium Champion working to identify support needs for our Pupil Premium pupils, identified by the highest-need indicators. This is a continuation of the role from last year with additional support capacity with the Pupil Premium & SEND crossovers and with the attendance & teaching teams also.</i> • <i>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). Continuation of roles from last year.</i> • <i>Pupil Premium TA for Motor Vehicle Course</i> • <i>Additional role for a Targeted support officer for barriers to learning</i> • <i>SENCO support for learning</i> • <i>Subscription to the Lexia software to support Literacy intervention</i> • <i>Key training led by the College leadership, Wave team, Pupil Premium coordinator and specialist lead SLT to developing learning resilience. Focusing on a quality first teaching approach, training for teachers will include the use of Command words (the University of Nottingham Academic word list), high expectations and quality feedback & response throughout all departments as a basis for standardised classroom practice.</i> • <i>Wave provision (wave 1) mental health and wellbeing: Self-esteem, growth mind-set and wellbeing and emotional resilience explored through staff training, PSHE lead sessions and targeted pupil referral.</i> • <i>Feedback – Sustain improvements in the use of SIR, especially student response.</i> 	<p><i>their GCSE's in English, Maths and Science.</i></p> <ul style="list-style-type: none"> • <i>A survey will be conducted with pupils accessing the library to give feedback on the assessment on the access support and materials made available.</i> • <i>Progress 8 score for Pupil Premium pupils > -0.15.</i> • <i>Attainment 8 score for Pupil Premium Pupils improves to >41.4</i> • <i>Pupil Premium 4+ Basics measure to be >58% (the FFT (50) indicator).</i> • <i>78% of entries on the staff tracker show marking and response has been rated as '1' (75% 2016-17)</i> <p><i>** For KS3 literacy, this will be monitored via reading age progress for Yr 7 & 8 English sets 3s and 4s.</i></p> <ul style="list-style-type: none"> • <i>70% of all pupils feel positive about their wellbeing <5% variance for Pupil Premium</i> 	<p><i>will have formal assessments made before and after the boot camps to demonstrate learning and progress.</i></p> <ul style="list-style-type: none"> • <i>The support library will monitor all pupils who are accessing the library and its resources. This data will be analysed to see where further support is needed and to highlight where support is being effective.</i> • <i>Progress 8 score analysed at each Yr. 11 assessment point</i> • <i>Pupil Premium coordinator, SLT and Pupil Premium governors group to analyse the three assessment points for each year group.</i> • <i>Staff tracker analysed after each marking monitoring episode (approx. termly)</i> • <i>Wellbeing survey for all year groups conducted</i> 	
--	--	---	--	--	--

		<ul style="list-style-type: none"> • Peer tutoring – use of prefects and other senior students to support learning interventions with younger pupils. • An extra English teacher (pt or ft?) to reduce class size and provide targeted tuition informed by underachievement indicators in assessment data. • An extra Maths teacher (pt or ft?) to reduce class size and provide targeted tuition informed by underachievement indicators in assessment data. • PP leads in Eng. & Ma to ensure match-up; to intervene and support; and to run extra catch-up sessions. • Support for participation in practical and extra-curric areas (e.g. Food Tech & peripatetic participation) <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>			
Wave provision	£4,056	<ul style="list-style-type: none"> • Lead practitioners • Mental Health and Well-being • SEN development • Attendance support • Resources New Wave support base and materials • External support agencies • Bi-spoke software to track and evidence crucial support information undertake with the Wave provision 	<ul style="list-style-type: none"> • For all Wave referrals support provided through Wave will place a student on a progress trajectory for their FFT50 estimated grade in the referred subject area(s). • For all Wave referrals support provided through Wave attendance will be in line with intended outcomes for “Attendance & behaviour for learning”. • External support agencies engage with pupils to successfully complete a Wave referral. • Referrals made for mental health and wellbeing is 	<ul style="list-style-type: none"> • Wave provision groups set up on 4Matrix for tracking and progress made using entry and exit points of data. • LoPs and Progress 8 score data analysed at each of the three assessment points. • Fortnightly review of pupils referred to Wave support by Pupil Premium coordinator, SEND and SLT. • All Wave referral pupils will complete exit feedback forms for analysis 	

			<p><i>improved from the referral point to the end of referral.</i></p>		
<p><i>Ambition & Aspiration; Participation; & Rewards</i></p>	<p><i>£1,020</i></p>	<ul style="list-style-type: none"> • <i>Support for participation in alternative curriculum provision</i> • <i>New support library: Afterschool clubs in the library</i> • <i>Partnership with University of Sussex First Generation</i> • <i>Personal encouragement and financial support for participation in extra-curricular activities and in revision</i> • <i>Monitor attendance and engagement in trips and extra-curricular activities</i> • <i>House System, led by 4 Heads of House, to help create a culture of participation and reward with our pupils</i> • <i>College awards</i> • <i>Duke of Edinburgh Scheme</i> • <i>Young enterprise</i> • <i>Careers advisor.</i> • <i>Cadet Combined Forces</i> <p><i>EEF months impact = +2 for Arts Participation</i> <i>EEF months impact = +2 for Sports Participation</i></p>	<ul style="list-style-type: none"> • <i>To motivate and drive pupils to succeed outside of school so that they are able to re-engaging with their learning in school.</i> • <i>Focus on pupils participating and engaging with afterschool clubs run in the library to support learning, raise ambition and aspirations.</i> • <i>Raise aspirations to access further education and University through the University of Sussex First Generation program.</i> • <i>All PP club/trip attendance is known and rises to 30% or above in the year.</i> • <i>Participation with the House System with our disadvantage pupils shows an increase of the total accounted House points to 30% or more being awarded to Pupil Premium pupils</i> • <i>Pupil voice feedback tells us that 85%+ of pupils value the rewards system with <5% variance for Pupil Premium Pupils</i> • <i>Pupil Premium pupils to account for at least 20% or more of both Gold Awards and College Awards.</i> • <i>Increase participation with our Pupil Premium pupils for the Duke of Edinburgh Scheme by 40% (17% of PP pupils participated in the D of E 2016-17).</i> 	<ul style="list-style-type: none"> • <i>Pupils participating in alt. provision are actively and positively reengaged with their learning, with progress being made on an academic level.</i> • <i>Registration of library clubs will focus on Pupil Premium participation and intake with a view to actively increase participation to 30% or more.</i> • <i>85% engagement with disadvantaged pupils accessing the partnership with the University of Sussex First Generation program.</i> • <i>Termly analysis of extra-curricular participation combine with academic data to demonstrate sustained progress or engagement by the pupil.</i> • <i>Termly analysis of rewards allocations: House System</i> • <i>Annual analysis of rewards allocations: Gold Awards and College Awards</i> • <i>Analysis of Pupil Voice feedback on rewards</i> 	

			<ul style="list-style-type: none"> • <i>Young enterprise: to raise aspirations and ambitions for our disadvantage pupils to become the next entrepreneurs.</i> • <i>A designated careers advisor liaising with pupils, parents and prospective work placements and college to ensure our most disadvantage pupils are given every opportunity to immerse themselves in work experience and FE.</i> • <i>Create an incentive system to reward PP pupils for attendance and participation in revision classes.</i> 	<ul style="list-style-type: none"> • <i>Monitoring and assessment of Duke of Edinburgh pupils: participation with our disadvantaged pupils it increase to 40%+.</i> • <i>Increased participation for our disadvantage pupils engaging with Young enterprise to at least 50% of the cohort comprising of Pupil Premium pupils.</i> • <i>Tracking of our pupils after St Catherine's college through Future First school alumni project aimed to track the alumni community for Year 11's.</i> 	
<i>Parental Engagement</i>		<ul style="list-style-type: none"> • <i>Parent Learning Community: helping parents to support their pupil learning at home.</i> • <i>Engaging with parents and pupils at Parents Evening; encouraging hard-to-reach parents into school to support their child's learning.</i> • <i>Devise a form of pupil-led event (starting with yr 7) which encourages hard-to-reach parents into school</i> • <i>Student Services to build proactive relationships with PP parents</i> • <i>Explore ways of linking the achievement of success measures and engagement in the above with an element of parental 'control' over a proportion of the child's PP fund (e.g. to spend on learning resources or trips)</i> • <i>Create a positive homework monitoring and reward system to improve pupil engagement with, and parental support of, satisfactory homework completion</i> 	<ul style="list-style-type: none"> • <i>After school parent learning for English and Maths, parents support with pupils are taught areas of the curriculum to help support their child's learning at home.</i> • <i>Pupil Premium Parents' Evening attendance rises from to 65% or better.</i> • <i>As a result of a proactive relationship with PP parents, a 15% reduction in Behaviour points overall (30,367 for 2016-17).</i> • <i>As a result linking achievement and engagement with proactive relationships with PP parents, a 15% increase in Achievement points overall (58,105 for 2016-17).</i> 	<ul style="list-style-type: none"> • <i>Parental uptake of the Parent Learning Community with disadvantage pupils is 50% or more.</i> • <i>Engagement with Pupil Premium Parents' on Parents' Evening attendance rises to 65% or better throughout the whole year groups.</i> • <i>Analysis of Parent Evening and event attendance</i> • <i>Analysis of Homework completion and quality of pupil work</i> 	

		EEF months impact = +5 for Homework (Secondary) EEF months impact = +3 for Parental Involvement			
Leadership	£13,160	<ul style="list-style-type: none"> Continued development of Pupil Premium to further raise the profile within the school: prominent in the SDP and Performance Management; leadership TLR for the PP lead; line management by the VP Whole school training and development to raise the profile of PP; knowledge of the strategy; and understanding of how to deliver it Continued reviewing and further implementations of the recommendations of the Pupil Premium Review (2016), in particular "Pupil Premium Pupils...and those on Free School Meals in particular are, as a cohort, not attending at an acceptable level; they are not accessing the extra-curricular provision; their progress is not matching that of their non-pupil premium peers..." The Pupil Premium governing group to facilitate in reviewing the whole school development of Pupil Premium. Cascading down to the whole Governing Body to increase the knowledge of engagement of Pupil Premium within the school. To develop the Wave provision and the data that underpins Wave within the college; this is a proactive method of identifying emerging issues or needs of a child based on referrals made by staff, supporting our most disadvantaged pupils. 	<ul style="list-style-type: none"> Delivering quality first training to develop staff within departments and across the whole school in supporting disadvantaged pupils in subject related classroom practices. HOD's discuss each term any additional support required to meet the SDP and department targets relating to Pupil Premium with support from the Pupil Premium lead. Additionally, adding additional support to pastoral and support staff to assistance with supporting our disadvantaged pupils. The Pupil Premium lead and VP will make fortnightly review on the impact of Pupil Premium within the context of delivering on the SDP. Staff to be kept up-to-date with regards to all data profiles of disadvantaged pupils. Additionally, with the introduction of Pupil Passports, staff will be able to develop bespoke strategies based on the individual needs of a child as assessed. 	<ul style="list-style-type: none"> Termly updates through Core SLT meetings regarding the effectiveness of Pupil Premium whole school outcomes, progress, interventions, spending and assessments. Department tracking and support of Pupil premium pupils enable pupils to make at least FFT50 targets. The Pupil Premium lead and VP to minute fortnightly meetings of reviews, looking at targets within the SDP and, where needed, making recommendations to ensure successful delivery of Pupil Premium. T,L & A governor group review whole school PP outcomes, progress, interventions, spending and assessments. Progress of PP pupils referred to the Wave provision will be assessed and reviewed. 	