

Pupil premium strategy statement – St. Catherine’s College

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	26% (279 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 until 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Sophie Thomas, Deputy Headteacher
Pupil premium lead	Susan Bond, Assistant Headteacher
Governor / Trustee lead	Alan Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279, 648
Recovery premium funding allocation this academic year	£69,276
Pupil premium (and recovery premium) funding carried forward from previous years	£67,504.34
Total budget for this academic year	£406,116.34

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students in our care, regardless of their background, are inspired and supported to make excellent progress so that they achieve well across the curriculum. Alongside this, with our knowledge of the local area, it is our purpose to develop the cultural capital of our pupils to support them being able to access the curriculum and enrichment opportunities, to enrich our pupils lives and to develop ambition amongst our community.

We seek to use the resource of the Pupil Premium to support all disadvantaged students in making excellent progress and provide them with the means required to reach their full potential. It is a key aim to remain aspirational for all students at St Catherine's College. We track effectively so that those who are at risk of underachieving, due to being disadvantaged, are in receipt of effective support. We aim to make sure that the progress of our disadvantaged students is at least in line with the progress of non-disadvantaged students nationally. To achieve this, it is essential that we address gaps in attendance, knowledge and skills and that we also foster a sense of wellbeing. In line with our vision, we will raise the aspirations of our students and parents. Preparing our students to stand shoulder to shoulder with their peers, St Catherine's College will provide high quality teaching and learning in the classroom, that is always ambitious and is underpinned by strong pastoral support.

Approaches and interventions need to embed and develop over time; our disadvantaged pupils, in the main, stay with us for the duration of their secondary school career, which has been considered in our approach; implicit in this is that the performance of our non-disadvantaged pupils will be sustained and improved.

Challenges

This section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>To address the attendance gap so that disadvantaged pupils' attendance is at least in line with their disadvantaged peers.</p>
2	<p><u>Literacy – Reading</u></p> <p>To address the reading gap at Key Stage 3.</p>
3	<p><u>Literacy – Writing</u></p> <p>To address the writing gap at Key Stage 3.</p>
4	<p><u>Outcomes</u></p> <p>To address the attainment gap across all year groups so that disadvantaged pupils achieve as well as our non-disadvantaged pupils and so that relevant interventions can be put in place early in our pupils' journey.</p>
5	<p><u>Wellbeing</u></p> <p>Conversations, parent surveys and other communications over the last two years indicate that the wellbeing of our disadvantaged pupils has been impacted significantly.</p> <p>Referrals to our wellbeing service have increased. 40% of these pupils are from our disadvantaged families.</p>
6	<p><u>Recovery Curriculum</u></p> <p>National studies, such as the evidence from 'Understanding Progress in the 2020/21 Academic Year' show that the learning loss of our disadvantaged pupils was significantly higher than for their non-disadvantaged peers. Reviews of curriculum provision show where gaps in knowledge can be addressed alongside the development and promotion of metacognitive skills across the curriculum.</p>
7	<p><u>Behaviour</u></p> <p>To address the gap between behaviour points and suspensions so that early interventions can be put in place to prevent the gap from widening and to reduce the overall number for both disadvantaged and non-disadvantaged pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress among disadvantaged pupils across the curriculum at the end of KS4 so they are achieving in line with non-disadvantaged pupils.	By the end of our current plan in 2025 our outcomes will demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • progress score of at least +0.2 • threshold measure of 75% of students of getting a grade 4 in Eng and Maths • threshold measure of 45% of students of getting a grade 5 in Eng and Maths • threshold measure of 13% of students of getting a grade 7 in Eng and Maths
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and so that attendance disadvantaged attendance is in line with non-disadvantaged attendance.	Improve and sustain high attendance by 2025 by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5.50% This is in line with national average data pre-pandemic • the attendance gap between disadvantaged and non-disadvantaged pupils to be reduced so that there is no gap. • a reduction in the numbers of pupils who are persistently absent with the gap between disadvantaged and non-disadvantaged reducing to 0%.
Improved reading comprehension and writing skills across KS3.	Reading comprehension tests and writing assessments to demonstrate, on average, a least a chronological reading and writing age for our disadvantaged pupils. Provide extra support for all students to achieve a functional level of literacy to engage with the secondary curriculum.
Improved engagement with learning among disadvantaged pupils across all subjects and changing the expectation towards learning.	Teacher and pupil voice and monitoring suggests disadvantaged pupils are more able to monitor and regulate their own learning. This will be supported by homework completion rates and the standard of homework across all classes and subjects and key stages. <ul style="list-style-type: none"> • external peer review shows our pupils have a positive attitude to learning • the homework completion gap is 0% between disadvantaged and non-disadvantaged students • the mindset towards homework amongst our pupils is changed
Improved wellbeing for all pupils.	Sustained high levels of wellbeing which will be demonstrated by: <ul style="list-style-type: none"> • the participation gap in enrichment activities by disadvantaged pupils is 0% • increase in achievement points awarded and certificates sent home. Aim for a certificates gap of 0% • monitoring wellbeing referrals and progress made by pupils.
Reduction in suspensions and behaviour points.	By the end of 2025 behaviour points and suspensions of disadvantaged pupils will be in line with that of non-disadvantaged pupils with the overall number being less than the start of the strategy.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
T1. Improving literacy in all subject areas with a focus on widening vocabulary to close the gap, in line with the EEF Improving Literacy in Secondary Schools guidance.	EEF-guidance-for-teachers/literacy	2, 3
At St Catherine's College this means that: <ul style="list-style-type: none"> all departments will reintroduce topic vocabulary templates/glossaries which are relevant to their subject sharing learning from AS1 within staff CPD to improve teaching of Literacy skills introduce subject specific reading (as lesson starters and tasks) staff to assess knowledge and address gaps 		
T2. Teaching and learning focus on evidence-based strategies to support quality first teaching.	'Supporting the Attainment of Disadvantaged Pupils' (DfE, 2015) suggests high quality teaching is a key aspect of successful school. SCC's strategy for this is based upon The Six Principles of Teaching and Learning ('Making Every Lesson Count' – Allison and Tharby)	4, 6
At St Catherine's College this means that: <ul style="list-style-type: none"> bi-weekly CPD will be delivered with a focus on The Six Principles. regular CPD will be sent out to staff with a focus on one of the Six Principles 		
T3. KS4 'lesson six' classes will be delivered to allow additional time for learning.	Rapid improvement in results (2020-21)	4,6
At St Catherine's College this means that: <ul style="list-style-type: none"> the Year 11 timetable will be extended so that all pupils will attend period six. Attendance at these sessions is compulsory 		
T4. Development of metacognitive and self-regulation skills in all pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf	6
At St Catherine's College this will be a focus for our INSET and follow up training.		
T5. Curriculums to be reviewed	Effective Teaching and Learning Report curriculum-learner-pathways-thought-paper.pdf	4, 6
At St Catherine's College, this means that: <ul style="list-style-type: none"> there will be an annual review of each department's curriculum, including 		

	<ul style="list-style-type: none"> ○ a focus on how the curriculum is adapted to support the progress of disadvantaged pupils and SEND pupils ○ monitoring curriculum provision will be a regular item of discussion at SLT and governors' meetings 	
T6. Effective homework provision and monitoring, inclusive of homework club.	Effective homework	4, 6
<p>At St Catherine's College, this means that:</p> <ul style="list-style-type: none"> ○ we will conduct a homework review to ensure that <ul style="list-style-type: none"> ○ homework being set is ambitious and relevant ○ homework is completed to a high standard, seen as Good or Excellent on reports ○ completion by our disadvantaged pupils is shows there is no gap between their non-disadvantaged peers across the school 		
T7. Review of CPD provision to ensure that staff are supported in delivering quality first teaching.	EPI Review of Effective CPD Curee report on CPD SecEd article regarding Effective CPD https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 6
<p>At St Catherine's College, this means that CPD will be delivered through:</p> <ul style="list-style-type: none"> • INSET • Friday Forum • Outstanding Teacher Programme • Fortnightly '5 minute CPD' • Excellent Teacher Programme • HoD meetings • HoY meetings 		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
AS1. Improve literacy skills across KS3 through a targeted approach based on reading and writing assessments to aid comprehension of texts across the school.	EEF-guidance-for-teachers/literacy 'Closing the Vocabulary Gap' Alex Quigley	2, 3
<p>At St Catherine's College, this means that we will use a range of strategies which may include:</p> <ul style="list-style-type: none"> • Transition summer school • Transition summer reading book • Year 7 peer reading scheme • Year 7 literacy club • Year 7 reading book • Year 8 reading club • Further targeted support and intervention (see AS4. and AS5.) • Encourage reading across the school (e.g. start of lessons; yr group bookshelves etc) 		
AS2. Mentoring of underperforming pupils in Year 11 through individual mentoring with staff at the school.	In school evidence shows that pupils who are invited to work with an outside agency engage more with their studies.	4
<p>At St Catherine's College, this means that, in addition to P6 teaching / revision for all pupils:</p> <ul style="list-style-type: none"> • SLT / HOY mentoring of a target group 		
AS3. Early intervention across Years 7-10 for pupils at risk of underachievement through mentoring and additional support to encourage ambition.	Self-reflection and academic performance: is there a relationship?	4, 6
<p>At St Catherine's College, this means that:</p> <ul style="list-style-type: none"> • Students at risk of underachievement will be identified • Personalised support and intervention will be put in place (inc. referral into strategies described in T6, AS1, AS4 & AS5) 		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
WS1. Extra-curricular activities that enhance the curriculum offer. Monitoring of attendance of disadvantaged pupils. Use pupil voice to inform a review and expansion of the extra-curricular offer.	https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FI-NAL.pdf	5
<p>At St Catherine's College, this means that:</p> <ul style="list-style-type: none"> • current attendance of disadvantaged pupils to be in line with their non-disadvantaged peers by the year end • clubs will be promoted and personal invitations used to increase participation • funding will be used to cover costs where this is a barrier to learning (e.g. DofE enrolment, provision of DofE expedition equipment and CCF) 		
WS2: Improve parental engagement with school by supporting barriers created through hardship.	<p>All year groups have access to funding to ensure disadvantaged pupils are equipped for school with full uniform and resources for their curriculum.</p> <p>As a school we know that our pastoral relationships through tutors, AHoY and HoY are vital in maintaining this relationship and getting to know the specific needs of all individuals.</p>	5
<p>At St Catherine's College, this means that all pupils will:</p> <ul style="list-style-type: none"> • have essential equipment to access the curriculum • manage a hardship fund to support with uniform • have equal access to extra-curricular clubs and excursions (through use of our hardship fund) 		
WS3. Develop and monitor well-being provision.	Public Health England. The link between pupil health and wellbeing and attainment.	5
<p>At St Catherine's College, this means that:</p> <ul style="list-style-type: none"> • pupils, parents and staff will all be able to make well-being referrals • all referrals will be assessed and followed up • individualised support will be provided, typically for 6 weeks, after which cases are either closed or progressed to a more intensive support • each case will be treated individually, sensitively and in confidence 		
WS4. Creating a positive classroom environment; meeting the individual needs of disadvantaged learners.	EEF Toolkit Behaviour Interventions	4
<p>At St Catherine's College, this means that:</p> <ul style="list-style-type: none"> • behaviour for learning will be managed consistently across the whole school • triggers (e.g. full conduct logs, exclusions etc) will be used to identify intervention needs • engagement with learning (e.g. rewards, homework completion etc) will be monitored by leadership and governors to ensure quality and consistency • students will be coached to manage their own behaviour (e.g. reading at the start of lessons) 		

<p>WS5. Increase attendance so it is in line with non-disadvantaged pupils. Tutor mentoring around attendance.</p>	<p>SCC evidence: Mentoring of students with poor attendance (75-80%) resulted in a 3-8% improvement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>SCC evidence: Students who are late to school are sent an inspirational message a day to boost attendance. This led to a 5-10% increase in attendance.</p> <p>https://leadinglearner.me/2017/07/02/absences-matter-and-you-can-help/</p>	<p>1</p>
<p>At St Catherine's College, this means that we will employ a number of strategies to support the increase of attendance in line with attendance policy:</p> <ul style="list-style-type: none"> • 1st day call • 10 in 10 letters • mentoring of PA pupils and those at risk of PA • use of robust sanctions for lateness 		

Total budgeted cost: £

Part B: Review of the previous academic year - Outcomes for disadvantaged pupils

Pupils have benefitted from a focus on quality first teaching and the additional Year 11 teaching and revision support provided by Period 6: disadvantaged A8 in 2022 was 46.1; broadly in line with the 2022 national 'all pupils' A8 of 46.7. Although lower in 2023 (at 35.9 owing to the national recalibration of results) our disadvantaged pupils continue to close their A8 gap (by 0.8 points when compared to the benchmark year of 2019). However, the school is still working to close gaps opened by the pandemic (e.g. literacy in KS3) and to ensure that the rapid improvement in the school's results does not open the attainment and progress gap at KS4. Our Motor Vehicle provision, which provides a more vocational option for a number of our most disadvantaged and hard to reach pupils, achieved a Progress 8 score of +2.73.

Disadvantaged pupils at St Catherine's bucked the national trend in 2023 by closing the A8 gap. Although their rate of A8 improvement since 2019 was greater than that of non-disadvantaged pupils, St Catherine's College is striving for further progress as the current position does not match our ambition.

- Attainment 8 score = 35.9, é 0.6 points since 2019
- Progress 8 score = -0.66, an improvement of 0.17 since 2019

Where some disadvantaged students did not achieve well in 2023, it was predominantly owing to poor attendance after the lockdowns. When attendance is good, St Catherine's College's approach to disadvantaged pupils does work. In 2022:

- Attainment 8 score = 46.1, broadly in line with the 2022 ESCC 'all pupils' score of 46.6.
- Basics 4+ (68%) and 5+ (45%) pass rates were in line with the East Sussex all-pupils averages.

Measure	2019	2022	2019 – 2022 trend	2023	2019 – 2023 trend
A8 all pupils	44.1	51.85	↑7.75	44.5	↑ 0.4
P8 all pupils	-0.41	+0.32	↑0.73	-0.25	↑ 0.16
A8 disadvantaged	35.3	46.0	↑10.7	35.9	↑ 0.6
P8 disadvantaged	-0.76	+0.07	↑0.83	-0.66	↑ 0.1
A8 SEND	26.0	29.9	↑ 3.8	37.8	↑ 11.8
P8 SEND	-0.72	-0.25	↑0.47	+0.05	↑ 0.77

Attendance for our disadvantaged pupils was 86.90%, which was above the national average for disadvantaged pupils (86.10%) and below their non-disadvantaged peers, which was 92.60%. This was an increase from the previous year. This data shows we are not at present on course to achieve the attendance outcomes that we set out to achieve by 2024/25. We have a new attendance strategy in place and a strong, consistent team working around improving attendance. The correlation between attendance and examination results has been

made clear to pupils and parents alike which will be a constant message throughout the year to all year groups.

Following an intervention in summer 2022, the **punctuality of pupils is improving**. The number of 'late gate detentions' was rising through the first half of the academic year. The Core SLT implemented an impactful intervention whereby every student who was late to school was personally spoken to by them (in addition to the usual administering of a sanction by an Assistant Head of Year). Repeat offenders additionally received a phone call home from the Core SLT. The impact is:

- The number of incidents of lateness has dropped from >14/day to 11/day
- The proportion of lateness from disadvantaged pupils has dropped from around 40% to 28% (and now in line with non-disadvantaged pupils)

Literacy Intervention across the school is very good at recognising need and putting in place impactful literacy sessions. Peer reading sessions for year 7 and year 8 for students with a reading age gap of -1.4 years or more take place weekly and have been effective at closing the reading age gap. Across these year groups these students improved their relative reading ages by an average of 2 years.

Writing intervention through the 'No more marking' scheme has been effective in closing the chronological gap for disadvantaged students in years 7 and 8. In 2021-22 the writing age of disadvantaged students on entry was 9y4m; by the end of year 7 (10 months later) it had improved by nearly two years to 11y2m. Disadvantaged students in Year 8 made a full two years of progress in the same timescale, improving their writing age from 12y1m to 14y1m. This takes their writing ability above their average age, and therefore, well equipped to access the wider curriculum in the future. In 2022-23 the writing age of disadvantaged Year 7 students on entry was 11y2m; by the end of year 7, it had improved to 14y1m, which is in line with their non-disadvantaged peers. Disadvantaged students in year 8 made the same amount of progress as their non-disadvantaged peers.

St Catherine's College has a large and successful **Combined Cadet Forces (CCF)** contingent. It is targeted to try and engage a disproportionate number of disadvantaged students with 30% being Pupil Premium funded. This has a transformational impact on the lives of some students, one being former pupil [Michael](#) whom CCF changed from being a disadvantaged student at risk of PEX to being our CCF's Sargent Major and ultimately, to a career in the army having successfully completed Year 11.

The cost-of-living crisis continues to affect our disadvantaged pupils more significantly than our non-disadvantaged pupils, both financially and mentally. We have seen a rise in numbers of pupils who are being referred to our well-being service and our pastoral teams have managed to arrange meetings and support these pupils. Alongside this, we have provided a noteworthy amount of uniform to our pupils. In order to support our pupils mental health, another whole school trip was organised to a local theme park, our disadvantaged pupils' tickets being subsidised by 25% and, in a number of cases, purchased by the school. There have been

more opportunities for extra-curricular activities both inside and outside of school. Excursions outside of school continue to be subsidised by 25%.

Externally provided programmes

Programme	Provider
Disadvantaged attendance support	SHS

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

--