



## PUPIL PREMIUM REVIEW

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## SUMMARY INFORMATION

### Pupil Premium Grant

The Pupil Premium Grant (PPG) is additional funding provided by the Department for Education to enhance the educational experience of financially disadvantaged students. PPG provides funding for one key aim:

Raising the attainment of disadvantaged pupils of all abilities to reach their potential

The amount of Pupil Premium funding allocated to Catmose College for the 2020/21 financial year is £200,740.

This figure is calculated as follows:

Disadvantaged pupils	Number on roll	Pupil premium per pupil
Pupils in Years 7 to 11 recorded as Ever 6 FSM	152	£955
Looked After Children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local Authority	5	£2,345
Children who have ceased to be looked after by a Local Authority in England and Wales because of adoption, a special guardianship order, a child arrangement's order or a residence order	6	£2,345
Service Children	85	Pupil premium per pupil
Pupils in Years 7 to 11 recorded as Ever 6 service child	93	£310

According to the Education and Skills Funding Agency, the PPG can be spent in the following ways:

- For the purposes of the school, that is for the educational benefit of pupils registered at that school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities, for example: services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2020, some or all of it may be carried forward to future financial years. It is also important to note that this funding is not ring-fenced and is not for individual children.

Total number of pupils	1023
Number of pupils eligible for PP	246
Total PP budget	£174,945
Date of next PPG review	January 2022

## HEADLINE FIGURES

### 2019/20 Year 11 Centre Assessed Grades GCSE Outcomes for Pupil Premium students

	Catmose College PPG students (36)	Catmose College all students (194)	No published National Data due to COVID-19 CAG grades awarded
Progress 8	0.56	0.61	#
English Element of P8	0.25	0.63	#
Maths Element of P8	0.60	0.49	#
EBacc Element of P8	0.27	0.79	#
Open Element of P8	0.26	0.47	#
Attainment 8	49.19	55.39	#

	Catmose College PPG students (36)	Catmose College non-PP (158)	No published National Data due to COVID-19 CAG grades awarded
Grade 4 or above in English and maths GCSE	66.7%	85.4%	#
Grade 5 or above in English and maths GCSE	44.4%	79.7%	#
Achieving EBacc at grade 4/C or above	27.8%	55.1%	#
Achieving EBacc at grade 5/C or above	22%	35.4%	#
Entering EBacc	27.8%	39%	#
Staying in education or entering employment	100%	98.45%	#

## OFSTED FRAMEWORK – OUTCOMES

### Quality of Education

The impact of COVID-19 and lockdown had a significant impact on the academic year. Clear monitoring of PPG students continued within the lockdown period. Students identified as needing further support to ensure progress were invited into College; 26 PPG students attended College during the lockdown period.

#### Year 7 (2019/20)

The following table shows the progress of PPG students in Year 7 (2019/20) across all curriculum subjects. On the whole, Year 7 progress within checkpoint 1 was strong, with PPG students consistently exceeding their minimum target.

However, further gains can be made in the following areas:

- Mathematics had a marginal difference of -0.04 and this was planned to be addressed through targeted intervention both within the classroom and through other intervention to address misconceptions within terms 1 and 2, this intervention will form part of the catch-up plan. Music was another area where students performed below their minimum target; again this was not significant at -0.25 and will be a focus within Y8 teaching.
- Continue to monitor Key Assessments v. Checkpoints – students historically have consistently performed better on the low stakes Checkpoint test, than they do on the high stakes Key Assessments with English, Mathematics and Spanish being the most noticeable.
- Strategies to develop revision skills/memory skills/knowledge recall continues to be a College focus; adaptations to curriculum throughout the College; focus on a spiral curriculum; teaching and CPD will continue to have a focus on Rosenshine's principles.
- 'Passport to Success' is to be re-launched and revised in light of COVID-19 restrictions with PPG students to encourage overall College engagement and provide an additional layer of support from the Intervention Team.

Name	Stu Count	Y7 CP 1 Avg Pts	Asp. Targets Avg Pts	Min. Targets Avg Pts
<a href="#">Art and Design</a>	56	5.11 ↑	5.88 ↑	4.88
<a href="#">Computer Science</a>	56	5.15 ↑	5.88 ↑	4.88
<a href="#">Design &amp; Technology</a>	56	5.32 ↑	5.88 ↑	4.88
<a href="#">Drama</a>	56	4.95 ↑	5.88 ↑	4.88
<a href="#">English</a>	56	5.36 ↑	5.89 ↑	4.88
<a href="#">Humanities</a>	56	5.25 ↑	5.88 ↑	4.88
<a href="#">Mathematics</a>	56	4.91 ↓	5.93 ↑	4.93
<a href="#">MFL</a>	55	5.38 ↑	5.89 ↑	4.89
<a href="#">Music</a>	56	4.63 ↓	5.88 ↑	4.88
<a href="#">Science</a>	56	5.56 ↑	5.88 ↑	4.88
<a href="#">Sport</a>	52	4.92 ↑	5.88 ↑	4.88

## Year 8 (2019/20)

In Year 8, the progress summary evidences that PPG students are performing marginally below their minimum target.

Further gains can be made in the following areas:

- Performance in mathematics and English, where PPG students have failed to meet the average minimum target, targeted intervention and teaching was planned within Year 8, however this was impacted by the lockdown. Year 9 will need a continued focus on these students.
- Increased SEN/access assessment to remove and support barriers for PPG students.
- PPG student focus for pastoral support to ensure wider needs are supported.

Name	Stu Count	Min. Targets Avg Pts	Asp. Targets Avg Pts	Y7 CP2 Avg Pts	Y7 KA Avg Pts	Y8 CP1 Avg Pts
<a href="#">Art and Design</a>	60	4.80	5.79 ↑	5.26 ↑	5.36 ↑	4.77 ↓
<a href="#">Art Design &amp; Technology</a>	59	4.76	5.75 ↑	4.86 ↑	5.40 ↑	5.31 ↑
<a href="#">Computer Science</a>	58	4.78	5.77 ↑	5.41 ↑	4.89 ↑	5.50 ↑
<a href="#">Drama</a>	60	4.80	5.79 ↑	5.49 ↑	4.50 ↓	4.92 ↑
<a href="#">English</a>	59	4.90	5.91 ↑	5.40 ↑	4.63 ↓	4.49 ↓
<a href="#">Humanities</a>	59	4.80	5.79 ↑	4.74 ↓	4.76 ↓	4.69 ↓
<a href="#">Mathematics</a>	60	4.76	5.76 ↑	4.91 ↑	4.53 ↓	4.42 ↓
<a href="#">MFL French</a>	21	4.67	5.65 ↑	5.75 ↑	5.00 ↑	5.19 ↑
<a href="#">MFL Spanish</a>	37	4.92	5.92 ↑	5.78 ↑	4.95 ↑	4.70 ↓
<a href="#">Music</a>	60	4.80	5.79 ↑	5.38 ↑	5.29 ↑	4.92 ↑
<a href="#">Science</a>	60	4.80	5.79 ↑	5.86 ↑	5.02 ↑	5.15 ↑
<a href="#">Sport</a>	60	4.80	5.79 ↑	4.83 ↑	4.67 ↓	3.58 ↓
Summary	60	4.80	5.80 ↑	5.26 ↑	4.91 ↑	4.78 ↓

## Year 9 (2019/20)

In Year 9, the recorded data was a Key Assessment prior to lockdown. In general, students made strong progress with Av point 4.90 compared to a minimum target 4.59.

Further gains can be made in the following areas:

- Performance in maths, English, drama and sport were close to meeting minimum targets with marginal differences:
  - Maths 4.48 Target 4.60 Difference -0.12;
  - English 4.74 Target 4.81 Difference -0.07.

Although these differences are minimal, targeted intervention will be required to ensure that this is resolved.

- Strategies to develop revision skills/memory skills/knowledge recall continues to be a College focus.

Name	Stu Count	Y9 KA Avg Pts	Min. Targets Avg Pts
<a href="#">Art and Design</a>	45	4.96 ↑	4.53
<a href="#">Art Design &amp; Technology</a>	45	5.22 ↑	4.53
<a href="#">Computer Science</a>	40	5.30 ↑	4.72
<a href="#">Drama</a>	45	4.47 ↓	4.53
<a href="#">English</a>	43	4.74 ↓	4.81
<a href="#">Mathematics</a>	42	4.48 ↓	4.60
<a href="#">MFL French</a>	10	4.00 ↑	3.90
<a href="#">MFL German</a>	14	5.71 ↑	5.14
<a href="#">MFL Spanish</a>	18	5.17 ↑	4.72
<a href="#">Music</a>	45	5.42 ↑	4.53
<a href="#">Science</a>	43	4.93 ↑	4.47
<a href="#">Sport</a>	45	4.42 ↓	4.53

Year 10 (2019/20)

In Year 10 PPG students continued to make good progress despite the national lockdown period.

The progress summary evidences that PPG students continue to perform above the average minimum target, however, the Key Assessments (mocks) remain an area for improvement within some subject areas, however it should be noted these were taken during the lockdown period to allow targeted intervention on return to College.

Further gains can be made in the following areas:

- The performance needs addressing in mathematics, synergy science, drama, geography, English Language, Spanish, CNAT sport, and design technology.
- Targeted intervention within terms 1 and 2 for identified subject areas, focus on PPG students.
- Consistency in Key Assessments (mocks) v Checkpoints.
- Developing strategies to support PPG students with the use of revision guides provided.

Name	Stu Count	KS4 Min Targets Avg Pts	KS4 Asp Targets Avg Pts	Y10 CP1 Avg Pts	Y10 CP2 Avg Pts	Y10 Mock Ma Adj Avg Pts
<a href="#">Art and Design</a>	5	5.60	6.60 ↑	5.00 ↓	5.80 ↑	5.80 ↑
<a href="#">Art Design &amp; Technology</a>	8	5.00	6.00 ↑	4.38 ↓	4.50 ↓	2.38 ↓
<a href="#">Art Food Technology</a>	7	3.14	4.14 ↑	4.29 ↑	3.71 ↑	3.67 ↑
<a href="#">Art Graphics</a>	3	5.33	6.33 ↑	5.33	5.33	5.00 ↓
<a href="#">Art Photography</a>	12	4.83	5.83 ↑	5.08 ↑	4.67 ↓	4.83
<a href="#">Computer Science</a>	8	5.25	6.25 ↑	5.88 ↑	6.38 ↑	5.25
<a href="#">Drama</a>	5	3.80	4.80 ↑	4.20 ↑	3.60 ↓	3.50 ↓
<a href="#">English</a>	37	4.92	5.92 ↑	4.16 ↓	5.54 ↑	4.97 ↑
<a href="#">English Literature</a>	37	4.92	5.92 ↑	4.16 ↓	5.54 ↑	4.97 ↑
<a href="#">Hums Geography</a>	10	5.40	6.40 ↑	5.20 ↓	5.80 ↑	5.50 ↑
<a href="#">Hums History</a>	28	4.89	5.89 ↑	5.22 ↑	5.18 ↑	5.42 ↑
<a href="#">Mathematics</a>	38	4.61	5.61 ↑	4.03 ↓	4.11 ↓	4.22 ↓
<a href="#">MFL French</a>	3	4.67	5.67 ↑	5.33 ↑	5.33 ↑	5.00 ↑
<a href="#">MFL German</a>	5	6.00	7.00 ↑	6.00	6.60 ↑	5.60 ↓
<a href="#">MFL Spanish</a>	11	5.20	6.18 ↑	4.80 ↓	4.00 ↓	4.57 ↓
<a href="#">Music</a>	1	5.00	6.00 ↑	7.00 ↑	5.00	7.00 ↑
<a href="#">Religious Studies</a>	8	4.63	5.63 ↑	5.71 ↑	5.13 ↑	5.13 ↑
<a href="#">Science Biology</a>	16	5.81	6.81 ↑	6.38 ↑	5.69 ↓	5.94 ↑
<a href="#">Science Chemistry</a>	16	5.81	6.81 ↑	5.56 ↓	5.88 ↑	4.53 ↓
<a href="#">Science Physics</a>	16	5.81	6.81 ↑	6.38 ↑	6.13 ↑	6.33 ↑
<a href="#">Sport</a>	2	6.00	7.00 ↑	6.00	6.00	6.50 ↑
Summary	38	5.03	6.03 ↑	4.89 ↓	5.20 ↑	4.95 ↓

  

Name	Stu Count	KS4 Min Targets Avg Pts	KS4 Asp Targets Avg Pts	Y10 CP1 Avg Pts	Y10 CP2 Avg Pts	Y10 Mock Ma Adj Avg Pts
<a href="#">BTEC Art and Design</a>	4				4.38	
<a href="#">CNAT Sport</a>	3	3.08	4.50 ↑	2.33 ↓	3.33 ↑	3.00 ↓
<a href="#">ICT</a>	2	1.25	2.63 ↑	2.63 ↑	3.50 ↑	2.00 ↑
Summary	9	2.35	3.75 ↑	2.45 ↑	3.83 ↑	2.60 ↑

  

Name	Stu Count	KS4 Min Targets Avg Pts	KS4 Asp Targets Avg Pts	Y10 CP1 Avg Pts	Y10 CP2 Avg Pts	Y10 Mock Ma Adj Avg Pts	Y11 CP1 Avg Pts	KS4 Min Targets Avg Pts
<a href="#">BTEC Child's Play</a>	7	2.71	3.25 ↑	4.11 ↑	4.75 ↑		4.00 ↑	2.71
<a href="#">BTEC Music</a>	2	4.00	4.75 ↑	5.50 ↑	5.50 ↑	5.50 ↑	4.75 ↑	4.00
<a href="#">Hospitality &amp; Catering</a>	3	1.75	1.75	1.75	3.25 ↑	3.25 ↑	3.25 ↑	1.75
Summary	11	2.69	3.13 ↑	3.75 ↑	4.50 ↑	4.15 ↑	3.93 ↑	2.69

Year 11 (2019/20)

## Progress 8

Pupil Premium students achieved a P8 estimate of +0.56. This represents outstanding progress against similar students nationally: English (+0.25) and mathematics (+0.60) respectively.

Name	Filter Value	KS2 Prior	Stu Count	AS Pts	Average AS Grade	AS Est	Eng P8	Mat P8	EBacc P8	Open P8	P8	Tot Slots Filled
Pupil Premium	Not Pupil Premium	4.78	158	56.86	5.69	46.62	0.921	0.833	1.286	0.959	1.033	9.75
Pupil Premium	Pupil Premium	4.61	36	49.13	4.91	43.50	0.250	0.607	0.631	0.673	0.563	9.64

## Attainment

This year the PP cohort performed significantly better than the previous year against the measure listed in the table below. Gaps in attainment are diminishing and the cohort still remains significantly above the national average for this group.

	PP	Non-PP	Gap/Difference
Cohort size	36	158	
Average KS2 points	4.61	4.78	
9 – 7 E/M %	5.6%	18.4%	12.8%
9 – 5 E/M %	44.4%	79.7%	35.3%
9 – 4 E/M %	66.7%	85.4%	18.7%
EBacc strong	22.2%	35.4%	13.2%
EBacc standard	27.8%	55.1%	27.3%
English A8 average grade	4.97	5.93	0.96
Mathematics A8 average grade	4.75	5.34	0.59
Total Attainment 8 average grade	4.91	5.68	0.77

## Ethnic Group

National Data has consistently revealed that PPG students from White British backgrounds are the most likely to underperform at GCSE level. This has not been the case this year at the College within this period, seeing an increase from -0.05 to +0.32. Due to only one student from another ethnic group, any analysis would be impacted by the sample bias.

Ethnic Group	Cohort	9 – 4 E/M %	9 – 5 EM %	Standard EBacc	Strong EBacc	A8	P8 English	P8 Maths	P8 EBacc	P8 Open	P8 Total
WB	35	68.6%	45.7%	22.9%	20%	49.81	0.17	0.37	0.38	0.31	0.32
Other	1	0%	0%	0%	0%	27.5	-2.50	-2.08	-3.8	-1.65	-2.55

## Destination Data

According to internal College data for 2020, 100% of PPG students entered education, employment or training after leaving the College compared to 98.45% for the entire cohort. This figure is expected to be significantly above the national percentage for all students (94% in 2018).



## Impact

Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

## Attendance

Students who attended over 96% of sessions were far more likely to achieve the Basics Measure. A8 and P8 data is also stronger for this group of students. Consequently, maintaining high levels of attendance among PPG students is crucial if examination performance is to be maintained. The following table shows that overall attendance for PPG students was slightly down on non-PPG students. COVID-19 and illness absence had an impact within terms 3 and 4 alongside identified students who were receiving LA support relating to attendance issues. This will be a continued focus for the College and the addition of a Senior Assistant Principal to monitor this will support this further.

ATTENDANCE	T1	T2	T3	T4	T5	T6
Male	93%	96%	96%	95%		
Female	97%	96%	95%	94%		
Statemented / EHC	96%	95%	94%	96%		
K Code	98%	97%	94%	94%		
FSM	94%	93%	91%	89%		
Non-FSM	97%	96%	96%	95%		
In Care	98%	99%	96%	99%		
Pupil Premium	94%	95%	92%	89%		
Non-Pupil Premium	97%	96%	96%	95%		
Overall (National Average = 94.6%)	96%	96%	96%	95%		
Persistent absence (National Average = 13.5%)	2%	2%	1.9%	2%		

## Behaviour

Exclusion data for PPG students is expected to compare favourably against the national picture. Last year, nine PPG students received fixed term exclusions for a total of 18 days which has decreased from 19 the previous academic year. There were no permanent exclusions of PPG students which has decreased from one last year.

## Progress Evening Attendance

The data below gives the percentage of parents who attended Progress Evening in 2019/20.

	PPG students	Total students attended	Difference between PPG students and whole College
Year 7 FT PM	60%	82%	22%
Year 7 PM	Cancelled	Cancelled	Cancelled
Year 8 PM	63%	80%	17%
Year 8 PM2	Cancelled	Cancelled	Cancelled
Year 9 PM	71%	86%	15%

Year 9 Options	22%	29%	7%
Year 9 PM2	Cancelled	Cancelled	Cancelled
Year 10 PM	86%	88%	2%
Year 10 PM2	Cancelled	Cancelled	Cancelled
Year 11 PM	75%	87%	12%
Year 11 PM2	Cancelled	Cancelled	Cancelled
Year 11 Post-16 event	Cancelled	Cancelled	Cancelled

Despite utilising a number of strategies to engage parents, attendance at Progress Evenings continues to be a concern. When we followed up with parents before and after the Progress Evenings, reasons for non-attendance included issues with transport, availability and cost of babysitters and ill siblings. Further strategies are required to engage the parents of PPG students.

### **Trips**

Access to trips for PPG students was strong in 2019/20 prior to the lockdown period. PPG students in Years 8, 10 and 11 accessing at least one trip per year was greater than the whole College average. Years 7 and 9 access to trips was slightly below but as the full trip programme was unable to take place this is not reliable.

	PPG students	Whole College
Year 7	94%	95%
Year 8	100%	100%
Year 9	16%	20%
Year 10	68%	57%
Year 11	70%	70%

## REVIEW OF PUPIL PREMIUM EXPENDITURE 2019/20

Review of recommendations from the last PPG Review 2019/20

Recommendation	Progress
If we are to continue to raise the performance of financially disadvantaged students, fostering high levels of engagement from their parents/careers will be crucial and result in a significant increase in the attendance for PPG students at Progress Evening	Progress Evening evidence prior to lockdown within Years 7, 8 and 9 shows a need for continued focus within KS3. KS4 saw an improved picture prior to the lockdown period.
Increase the number of PPG students being entered in the EBacc qualification from 23% to 35%.	Previously 7.9% of PPG students achieved a standard pass; this academic year 27% of PPG were entered in the EBacc with 23% achieving a standard pass. Within option choices this will be a continued focus for SLT meetings with students and parents.
Increase the accessibility of Year 9 and Year 10 trips for PPG students.	COVID-19 had a significant impact on trips and visits. However, prior to lockdown, there was a positive picture. Year 10 students had an increased uptake. Year 9 was close to the whole College %; this may have improved without the impact of lockdown.
Consistency in Key Assessments v. Checkpoints.	Full assessment cycle not completed due to impact of COVID-19 lockdowns.
Continue to provide revision guides for all PPG students and develop strategies to support PPG students with the use of revision guides provided.	Revision guides provided for all PPG students prior to mock examinations alongside revision workshops.
Strategies to develop revision skills/memory skills/knowledge recall continues to be a focus across the whole of College.	Whole College focus on development of curriculum within all subject areas, spiral curriculum and blended approach allowing for clear strategies to be embedded prior to key assessments and checkpoints.
'Passport to Success' is to be continued with PPG students in Year 7 and extend to Year 8 to encourage overall College engagement and provide an additional layer of support from the Intervention Team.	Passport to Success launched, however continuation needed due to impact of COVID-19.

### Pupil Premium Strategy Statement for Catmose College 2020/21

Catmose College is committed to providing the very best provision and support for all its students. We are also committed to providing provision and support for our disadvantaged students that is evidence-informed and proven to have an impact where it has been implemented previously. The College's continued drive towards research-based strategies will play a fundamental role in ensuring that our Pupil Premium provision is based on a core moral purpose that also ensures those students receive a well-rounded education and support towards an aspirational future.

Summary information for Catmose College					
Academic Year:	20/21	Total PP budget:	Nominal: £200,740	Date of most recent PP Review:	April 2021
Total number of pupils on roll:	1023	Total number of pupils eligible for PP:	246	Date for next internal review of this strategy:	October 2021

Pupil Premium Breakdown 2020/21					
	Total on roll	Male	Female	Total number of students who are eligible for PP funding	Total number of pupils who are SEN and eligible for PP funding
Year 7	208	25	20	45	10
Year 8	207	26	29	55	11
Year 9	208	24	37	61	7
Year 10	200	19	26	45	11
Year 11	199	19	21	40	5
Total	1023	113	133	246	44

Potential Barriers to Future Attainment (for pupils eligible for PP)	
1.	Prior attainment including numeracy and literacy
2.	Socio-economic disadvantage i.e. poverty leading to low accessibility to transport, equipment, clubs, extra-curricular, trips and visits
3.	Special educational needs and disability

4.	Attendance
5.	Aspirations for future education/careers
6.	Learning habits at home e.g. the home may lack resources for learning and students may not have reading modelled to them. The children may not have adequate support or a suitable environment to complete prep.
7.	Lack of educational stimulus outside of College
8.	Safeguarding and welfare issues which may lead to Social Services involvement
9.	Social and emotional issues resulting in confidence and engagement

Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Effective teaching strategies to enhance disadvantaged progress and attainment, are used consistently across the College. PPG students will continue to achieve a positive progress 8 score.	<p>The quality assurance of lessons involving disadvantaged students will show a good or outstanding standard of teaching and learning. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year. A highly effective curriculum will drive progress in disadvantaged students ensuring they develop the core knowledge and skills they need to be successful.</p> <p>4+ in English and maths 65%  5+ In English and maths 40%  P8 PPG of 0.13 or better  A P8 PPG maths/English 0.4 or better</p>
B.	Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions to achieve a positive progress 8 score.	<p>Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students who need it the most. Intervention sessions will be quality assured and progress tracked. This will result in the progress of disadvantaged students.</p>

		<p>Behaviour and attendance data will also be tracked to ensure interventions are put in place so students are not missing the high quality teaching and learning happening in lessons.</p> <p>Attendance = 95% or above</p>
C.	Enhanced bespoke careers provision.	Career pathways are easily accessible for all and readily provided. Individualised support will be provided for all PPG students. Confidence and therefore aspirations within disadvantaged pupils grow as a result, which is shown the College's NEET figure.
D.	Parental engagement supports College improvement and the embedding of an aspirational culture	<p>Increased participation by parents at College Progress Evenings and opportunities for parents to provide feedback.</p> <p>All parents will</p> <ul style="list-style-type: none"> <li>• have the opportunity to speak to a member of teaching staff for each subject</li> <li>• have support from their child's Form Tutor for any concerns raised</li> <li>• have been provided with strategies of how to support their child at home.</li> </ul>
E	Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.	Enrichment activities will result in better student wellbeing as well as developing cultural capital within the students at the College. Passport to Success will support and promote this. Analysis will show increased participation within enrichment activities.
F	The impact of the pandemic will be mitigated by a focus of wider support strategies for PP students	Pandemic Tracking will be used to target and provide wider support strategies for identified students linking to inclusion practice with RCC.

## Planned Expenditure

### 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/predicted cost	When will you review implementation?
EEF resources to inform PP strategy within the College to continue positive outcomes for PP students.	VP PP link to revise resources and ensure that current research informs practice.	DfE Guidance heavily supports taking an evidence-informed approach to PP students and the EEF are recommended as an evidence base and toolkit.	VP link will ensure PP strategy reflects EEF guidance and good practice.	CPU/HWI £5,526	Termly
Improve the progress of disadvantaged students through high quality teaching and learning.	The development of a curriculum that challenges all students.	A knowledge-rich curriculum that also develops skills resulting in the progress of disadvantaged students.	QA of lessons. Progress data analysis. Targeted interventions. Curriculum subject reviews. Termly Meetings and QA with principal and VP link.	SLT/Team Leaders £24,900	Ongoing
To improve the progress of all students; specifically to close the gap in the rates of progress between PP students and other students.	Weekly Intervention meetings including Pastoral, SEN and SLT. Agree bespoke action plans and interventions for individual students.	EEF targeted academic support and QFT identified as effective in ensuring progress of PP students.	Progress data analysis. Weekly targeted intervention meetings. Termly Meetings and QA with principal and VP link. QA procedures within College.	SLT/SENCO/Pastoral/TLS £12,750	Ongoing



	Checkpoint quality assurance with all team leaders and VP links. Clear focus for QA within teams.				
High levels of progress in Literacy and Numeracy for students eligible for PPG.	<p>Robust monitoring within English and maths of PP students.</p> <p>Accelerated Reader provision for all students within Years 7 and 8; targeted students to then receive more bespoke support.</p> <p>KS3 intervention for identified students in maths to address gap between PP and non-PP students.</p>	Small group tuition +4 months Sutton Trust 2014	<p>Accelerated Reader lead responsibility monitored by VP link.</p> <p>Assistant maths team leader to QA and monitor implementation of KS3 maths intervention. Implementation by qualified teachers.</p> <p>QA through QA procedures.</p>	Team Leaders/HWI £21,376	July 2021
Accelerate the progress of most able PP students	<p>Most Able curriculum lead to monitor and accelerate the progress of high ability and financially disadvantaged students.</p> <p>They will take an active role in seeking enrichment opportunities (trips, visits and competitions such as Youth Speaks) for high</p>	EEF targeted academic support identified as effective in ensuring progress of PP students	Most Able Curriculum Lead monitored by VP link.	Most Able Lead/HWI/VP link £4,736	July 2021

	ability, financially disadvantaged students. They will also oversee the Academic Scholarship.				
Total budgeted cost					£69,288
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved SEMH and confidence of disadvantaged students	Targeted disadvantaged students access a regular and bespoke support by CS Adviser. CPD for CS team to support.	Strong links between regular keyworker support and mental health tool kit in improving mental health and confidence	Selection is linked to existing mentoring and well-being provision so that a smooth transition and regular support is achieved	Client services £7,000	July 2021
Blocks of tuition are provided to disadvantaged students with a focus on progress and attainment for improved outcomes for PP students	Students are identified and then targeted for additional tuition from specialist Tutors	Specialised tuition also highlighted as having a higher effect size by EEF particularly for disadvantaged students	Regular tracking and monitoring of progress from the appropriate Team leaders and Assistant Principal for Intervention will track students via assessment.	Intervention AP and Team leaders £11,790	July 2021

Students have access to Chromebooks and these are integrated into daily curriculum.	Chromebooks purchased.	To support most vulnerable; learning will be possible in case of isolation or further lockdown.	Ensure they are integrated into daily curriculum. Training for students where appropriate.	£1,000	July 2021
Intervention Sessions are implemented to ensure that students have opportunities to revise and embed key knowledge and understanding outside the classroom.	Students Invited to Intervention sessions PP students may be targeted to attend specific sessions – Groupcall messages/letters will be sent to parents	A proportion of disadvantaged students simply do not have the environment outside of school to work effectively outside of College	Attendance and progress is monitored and evaluated by the Intervention Team and Team leaders to ensure impact is gained.	SLT and AP and Team Leaders £8,300	½ Termly
After school revision sessions are implemented from August onwards to ensure that GCSE students have opportunities to revise and embed key knowledge and understanding outside the College day.	Students are sign-posted to appropriate intervention – Intervention team will contact parents.	A good proportion of disadvantaged students simply do not have the environment outside of school to revise effectively – the after-school revision sessions allow those students to access this without fear or any barriers.	Attendance and progress is monitored and evaluated by the Intervention Team and team leaders to ensure impact is gained.	SLT and Team Leaders £8,300	½ Termly
To ensure that students have opportunities to revise and embed key knowledge and understanding outside the classroom by reinforcing the areas of knowledge deficit extra curriculum time provided within Electives	Students to have access in school revision sessions throughout the academic year. Online platforms also provided maths Watch, Language Nut, Sport, Science	Specialised tuition also highlighted as having a higher effect size by EEF particularly for disadvantaged students	Online platform Lesson in school with all students. Class teachers to monitor use age. Implementing low stakes testing to ensure understanding	Team Leaders / Class teachers £12,600	½ Termly

Students with particularly challenging circumstances will be supported to attend College and engage with the curriculum	Client Services team will support students with challenging circumstances alongside RCC Inclusion provision	Partnership working with outside agencies and specialist interventions highlighted as having a significant impact on both attendance at College and in helping to reduce exclusions.	Senior Assistant Principal Pastoral to ensure stages of support are in place and referrals are made as appropriate.	MSA, NCO, SGE, CS team, uniform £13,000	July 2021
KS3 and 4 Prep club to provide a safe space before and after College where students can complete prep in a nurturing environment	Prep club provided after College, staffing within College from 8am.	Vulnerable students more secure and a reduction in CPOMs due to no n completion of Prep. Reflected within checkpoint reports	Appropriate staffing provided.	£5,280	July 2021
Student well-being is monitored within more vulnerable students via continued accessible support from internal pathways and external providers.	Most vulnerable students tracked. Clear systems in place to access support.  Relate Counselling NHS mental Health worker CS support	Students will attend school when they feel supported and positive. Increased attendance leads to improved progress. Well-being is fundamental to those students being in school, and with a positive mind-set.	Counselling sessions to be monitored by Vice Principal and clear liaison with outside agencies.	AE/CS/Relate £5,690	July 2021
Assertive academic mentoring in order to improve PP student outcomes.	Targeted disadvantaged students allocated a mentor in order to support academic achievement of the individual but also the DP cohort.	Aim of the mentoring is help to build confidence, develop resilience and independent learning. EEF indicates that one to one tuition that focuses on academic skills and knowledge can be effective, delivering approximately five additional months' progress on average.	CPD for all mentors by AP/HWI. Regular review of mentoring through student voice. Student progress and attainment of students monitored.	HWI £415	July 2021

Identified KS4 students will receive personalised curriculum to support success and engagement with option choices	All students identified through options process are provided with a personalised timetable which allows additional periods of study for English and maths and prep Optional subject support	Provides an alternative and personalised curriculum to ensure student feel supported and engaged.	Quality assurance of study support sessions  Team Leader for SEN, maths and English to support resourcing.  Subject teachers, QFT and assessment	£415	July 2021
Total budgeted cost					£73,790
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?
Increased attendance rates of PP students.	CS Adviser and SGE & NCO to monitor pupils and follow-up quickly on absences. Provide uniform/ equipment if required. Tuition provided to students deemed medically unfit for school.	We cannot improve attainment for pupils if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Intervention lead and AP attendance leads to collaborate to ensure that provision and processes work smoothly. Personalised support for each PA (Persistent Absence) pupil eligible for PP.	HWI, NCO, SGE CPU Cost previously captured.	Termly

Enrichment and subject-specific excursions that disadvantaged students may not be able to access due to price are subsidised. Including provision of support and activities for Young Carers.	These will continue to be subsidised. The aim is for all PP students to attend at least one trip a year.	All excursions at Catmose College are linked to educational value and the holistic experience. All students should have access to this.	Trips' monitoring of PP students and advanced release to support students.	VP/NR £4,000	July 2021
Music tuition/scholarships provided to disadvantaged students as an enrichment opportunity to develop interest and engagement in the arts.	1:1 lessons provided via the peripatetic team.	Opportunities for development in the arts subjects support the holistic experience of the child.	Team Leader of Music to ensure that programme is consistently run and linked to the curriculum.	Team Leader Music £3,500	July 2021
Revision sessions supported by discounted Revision Guide purchase opportunities to support the home learning experience in Year 11.	Specific revision guides available to support specific curriculums and specifications at Key Stage 4	Student requests for additional resources are high, specifically in the lead up to the examination period.	PPG students provided with revision guides and appropriate resources, e.g. art packs.	HWI/TLs/SCR £2,800	Completed
Strengthening of transition from Key Stage 2 by developing the use of the Inclusion/SENCO teacher working with the most vulnerable students and linking with the feeder primaries to ensure early identification.	Sharing best practice and exemplar strategies for working with vulnerable and low-attaining pupils.	Specialised tuition also highlighted as having a higher effect size by EEF particularly for disadvantaged students	Student voice. Parental voice. SLT to monitor.	SLT/RME £1,671.37	July 2021

PP students receive bespoke careers advice; NEET figures reflect this.	Individualised support provided to all Year 11 students. PP students identified from Years 7 to 10 receive targeted support.		Careers advice from ESM. SPW individual meetings. Tutorial Careers Work	ESM/MSI £1,205	July 2021
Total budgeted cost					£13,176.37