



Pupil Premium Strategy Statement

Originator: Clare Pugh

Date: November 2021

Review date: September 2022

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Catmose College
Number of pupils in school	1017
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Academic Year 2021/22 3 Year Plan 2021/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Stuart Williams, Principal
Pupil premium lead	Claire Pugh, Vice Principal
Governor/Trustee lead	Andrew Holt

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,277
Recovery premium funding allocation this academic year	£23,021
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£189,298
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Part A: Pupil Premium Strategy Plan

Statement of Intent

Catmose College is committed to providing the very best provision and support for all its students – irrespective of their background or the challenges they face – in order for them to make good progress and achieve high attainment across the curriculum.

We are also committed to providing provision and support for our disadvantaged students which is evidence-informed and proven to have an impact where it has been implemented previously. The College's continued drive of ensuring researched-based strategies inform our Pupil Premium provision is based on a core moral purpose that also ensures these students receive a well-rounded education and support towards an aspirational future.

High quality teaching is at the heart of our approach; this is proven to have the greatest impact on closing the disadvantage attainment gap. Our strategy is also integral to wider school plans for education recovery.

Challenges

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

Challenge number	Detail of challenge
1	Mitigate the impact of the pandemic on disadvantaged students due to lost learning opportunities. "If we wanted to design a curriculum and mode of delivery that would disadvantage the disadvantage, then distance learning would be it." (Dan Nicholls, Director of Education, Cabot Learning Federation) 'Projections suggest that school closures will widen the attainment gap between the disadvantaged students and their peers, reversing the gains made in closing the gap since 2011, and widening the gap by as much as 36%' EEF (Education Endowment Foundation)
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This has an impact on progress in all subjects. On entry to Year 7 (2021) 54% of our PP students arrived below age-related expectations.
3	Disadvantaged students are a focus for 2021-22 with the internal gap between male and female an area for development within open basket subjects.
4	Attendance and persistent rates for disadvantaged students is positive at the College, however, as outlined by the EEF, there is a risk that high levels of absence following College closure poses a particular risk for disadvantaged pupils. Therefore, we will still need to be vigilant and maintain this as important area of focus.

5	Aspirations for future education/careers.
6	Socio-economic disadvantage, i.e. poverty leading to low accessibility to transport, equipment, clubs, extra-curricular trips and visits linking to cultural capital.
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for pupils such as anxiety, depression and low self-esteem. Wider safeguarding issues have also been identified for some students. During the pandemic, College referrals for Social Care referrals, Early Help, Counselling and Mental Health support increased. 32 pupils currently require additional support.

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
To raise attainment and progress among disadvantaged pupils across the curriculum at the end of KS4.	<p>Close the progress and attainment of PP students, Progress 8 to be equal to or above +0.2 for PP students. P8 will consistently be above national average.</p> <p>Males within the open basket to close the gap with female PP students and have Progress 8 target of equal to or above 0.</p> <p>Disadvantaged students to meet or exceed Attainment 8 minimum target and achieve above national disadvantaged students.</p> <p>Percentage of disadvantaged students achieving 4+/5+ is above like-for-like students nationally.</p>
To improve reading comprehension among disadvantaged pupils in KS3.	<p>Accelerated Reader tests demonstrate improved reading age for PP students, to move towards chronological age.</p> <p>Assessments demonstrate improved comprehension.</p> <p>Impact on positive progress for PP students within all curriculum areas.</p>
To mitigate the pandemic impact on our disadvantaged students.	<p>Passport to Success launched for Years 7 and 8 students to ensure wider curricular opportunities and cultural capital are accessible to students.</p> <p>Lesson Observations show QFT evidence of strategies being implemented to ensure progress of PP students</p> <p>PP students a focus of Intervention meetings for both SLT, team leaders and teachers within team areas.</p>

	Termly pastoral meetings quickly identify emerging barriers for PP students and strategies to mitigate this, including access to outside agencies and support.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance and persistent attendance of PP students is above the national average. Attendance and persistent absence data for PP students is above national for PP students.
Holistic "Whole pupil approach" to assessment and intervention.	Create PP Individual Intervention reports for identified PP students from assessment points. Intervention report enables a holistic view of PP student which identifies barriers to learning, and intervention subsequently has a positive impact on student progress. Student/family barriers recorded within meetings and pastoral support implemented where appropriate. Increased PP parental attendance at Progress Evenings.
Raising aspirations through impartial careers education, advice and work-related learning.	PP students are at greater risk of becoming NEET, so will receive unbiased careers advice, support and guidance to ensure positive destination data is maintained at 100%. Year 9 PP students will attend university experience days. All PP students will receive two employer interactions in each age group as part of the careers curriculum. All Year 9 PP students will receive one-to-one meetings with members of SLT to ensure options reflect appropriate pathways and raise aspirations. All Year 11 PP students will receive one-to-one meetings to discuss post-16 aspirations.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Qualitative data from student voice, student and parent surveys. Access to additional support from external agencies. An increase in participation in enrichment activities, particularly amongst disadvantaged pupils.

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: £99,857

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT CPD linked to Rosenshine to implement deliberate strategies to stretch all PP pupils, e.g. targeted questioning, clear feedback both verbal and written, spiral curriculum. Lesson observations will also focus on this through the QA process.	EEF Collaborative Learning + 5 months Feedback + 8 months Mastery Learning + 5 months	1,2,3
Recruitment and retention of three teachers to work with a small group of intervention students in KS3/4 who require additional support to meet target grades in maths, English and science.	Sutton Trust research indicates that pupils taught in small groups make an average of four additional months' progress when compared to larger groups of whole class teaching.	1,2,3
Recruitment and retention of Most Able curriculum lead to monitor and accelerate the progress of high ability and financially disadvantaged students. They will take an active role in seeking enrichment opportunities	EEF targeted academic support and QFT identified as effective in ensuring progress of PP students.	1,2,3
ECT CPD to ensure QFT in all classrooms.	EEF recognises professional development is key to ensuring an effective teacher is in front of every class.	1,2,
CPD Focus Mental Health leads – SEL intervention support.	EEF Social and Emotional Learning +4 months	1,2,3,4,5,6

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

Budgeted cost: £53,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Assistant Principal to act as an advocate for PP students by overseeing and co-ordinating a range of intervention activities alongside SLT, team leaders and teachers within the College. PP students are rigorously tracked, monitored and mentored. Individual intervention meetings.	EEF targeted academic support and QFT identified as effective in ensuring progress of PP students	1,2,3,4, 5, 6,7
One-to-One Tutoring/Small Groups Holiday school one-to-one or small group tutoring for PP students programme to be completed. One-to-One tutoring within curriculum time where possible.	Small group tuition +4 months EEF one-to-one +5 months	1,2,3
Adapted curriculum provision within KS4 for identified students, small class size– Study Support	EEF reducing class size +3 months	1,2,3
Literacy Support – Accelerated Reader programme to promote the literacy of all PP students	EEF research suggests, on average, reading comprehension approaches improve learning by an additional 6 months over the course of a school year.	1,2,3
Online Intervention Packages Maths Watch Mathletics KS3 Science – KS3 Seneca Learning, KS4 Kerboodle Sport – Everlearner SEND – Wordshark, TTRS	EEF Prep (Homework) +5 Months EEF Digital technology +4 Months EEF Individualised Instruction +3 Months	1,2,5
Extended College day and prep club accessible for all students from 8am to 5pm to allow use of resources and access support within College. Enrichment opportunities provided through clubs.	EEF Extended school time +2 months EEF Prep (Homework) +5 Months	1,2,3,6

Intervention sessions are implemented before and after College and within Electives to ensure students have opportunities to revise and embed key knowledge outside of the classroom.	A proportion of disadvantaged students simply do not have the environment to work outside of College. EEF targeted academic support and QFT identified as effective in ensuring progress of PP students	1,2,3
Peer Tutoring linked to Reading for KS3 students.	EEF cross age tutoring has a positive effect on progress +5months	1,2,3

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

Budgeted cost: £46,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student wellbeing is monitored by Client Services (CS) team with a focus on PP students. Support to be provided from internal pathways and external providers as appropriate. Clear systems in place to access support, including relate counselling, NHS Mental Health support, Educational Inclusion Partnership.	Students will attend College when they feel supported and positive. Increased attendance leads to increased progress. Wellbeing is fundamental to these students being in College with a positive mindset.	3,5,6,7
Two Senior Assistant Principals and CS Adviser to monitor and track attendance. Personalised support to be provided for each PA student eligible for PP.	We cannot improve attainment for pupils if they are not attending College. NFER briefing for school leaders identifies addressing attendance as a key step.	3,4,5,6,7
Enrichment and subject specific excursions that disadvantaged students may not be able to access are subsidised. 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.	1,2,4,5,6
Pupil Passport to ensure Cultural Capital for all PP Students to be established and implemented this academic year for Years 7 and 8 students.	Adopting a tiered approach is recognised as good practice by EEF, wider strategies are recognised as having a significant impact for PP students.	6,7
Identified PP students to receive bespoke careers advice and opportunities.	EEF recognises 1 to 1 tuition/support and feedback as having a positive impact.	5

Total budgeted cost: £199,648

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2020 to 2021 academic year.

CAG results 20/21 only from collaboration data, therefore P8 unreliable as not a national comparison.
2019 National Average P8 for PP students -0.45, Attainment 8 36.54 PP

	Results 2018/19			CAG Results 2019/20			CAG Results 2020/21			National 2018/19		
	PP P8	PP	N	PP P8	PP	N	PP P8	PP	N	PP	N	ALL
Pupil Premium Outcomes												
Number of Students	38	38	136	36	36	158	40	40	157			
Attainment/Progress 8 Overall	0.54	4.72	5.16	0.24	4.92	5.68		4.86	5.76	3.7	5	4.6
Attainment/Progress 8 English	0.65	5.21	5.45	0.09	4.97	5.93		5.18	5.71	4	5.3	5
Attainment/Progress 8 Maths	0.65	4.61	5.01	0.03	4.75	5.34		4.13	5.32	3.5	4.9	4.5
Attainment Progress 8 EBacc	0.47	4.39	5.08	0.27	4.74	5.72		4.96	6.02	3	4.4	4
Attainment Progress 8 Open	0.46	4.79	5.15	0.26	5.18	5.71		5.01	5.83	3.8	5.1	4.7
% English and Maths Grade 4		73.7%	73.5%		66.7%	85.4%		57.5%	82.2%	44%	72%	64%
% English and Maths Grade 5+		39.5%	47.8%		44.4%	67.7%		25.00%	59.9%	24%	50%	43%
% EBacc Grade 4		7.9%	16.2%		22.2%	36.1%		25%	49.0%	13%	29%	25%
% EBacc Grade 5		5.3%	12.5%		19.4%	27.8%		12.50%	36.3%	17%	20%	17%

Review of Outcomes

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?	Impact	
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.	Clear evidence-based strategies informing practice CPD PP Senior Assistant Principal – ongoing	
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.	90% lesson observations graded as good or outstanding. PP Progress 8 +0.04 (not a national comparison, CAG grades) Year 7 – Pupil Premium students Attainment 8 is 44.32; this is above their target score of 42.95. The average grade achieved is 4.43; this is again above the target of 4.30. Year 8 – Pupil Premium students Attainment 8 is 49.04; this is slightly above their target score of 48.49. The average grade achieved is 4.90; this is again above the target of 4.85. Year 9 – Pupil Premium students Attainment 8 is 50.15; this is above the target score of 46.52. The average grade achieved is 5.01; this is again above the target of 4.65.	

				Year 10 – Pupil Premium students Attainment 8 is 44.58; this is slightly below their target score of 45.42. The average grade achieved is 4.56; this is again below the target of 4.54. Identified students were targeted through tutoring within Year 10 summer term and this will continue within Year 11 intervention.																
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. Checkpoint quality assurance with all team leaders and VP links. Clear focus for QA within teams.	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.	Weekly intervention meetings completed and bespoke action plans implemented for identified students. QA completed both within team leaders and team meetings. Termly data analysis informing subject specific intervention. Termly meetings with Principal and link VP completed.																
High levels of progress in Literacy and Numeracy for students eligible for PPG.	Robust monitoring within English and maths of PP students. Accelerated Reader provision for all students within Years 7 and 8; targeted students to then receive more bespoke support.	Small group tuition +4 months Sutton Trust 2014	Accelerated Reader lead responsibility monitored by VP link. Assistant maths team leader to QA and monitor implementation of KS3 maths intervention. Implementation by qualified teachers.	<table border="1"> <thead> <tr> <th colspan="3">Year 9</th> </tr> <tr> <th>Tier of intervention</th> <th>Number of Students</th> <th>On or above target</th> </tr> </thead> <tbody> <tr> <td>Tier 1 (Monitored due to lack of engagement)</td> <td>15</td> <td>93% (14)</td> </tr> <tr> <td>Tier 2 (Intervention implemented)</td> <td>29</td> <td>97% (28)</td> </tr> <tr> <td>Maths Intervention</td> <td>32</td> <td>78% (25)</td> </tr> </tbody> </table>	Year 9			Tier of intervention	Number of Students	On or above target	Tier 1 (Monitored due to lack of engagement)	15	93% (14)	Tier 2 (Intervention implemented)	29	97% (28)	Maths Intervention	32	78% (25)	
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	KS3 intervention for identified students in maths to address gap between PP and non-PP students.		QA through QA procedures.	<table border="1"> <tr> <td>English Intervention</td> <td>34</td> <td>85% (29)</td> </tr> <tr> <td>Accelerated Reader</td> <td>12</td> <td>Improved Standardised score 75% (9)</td> </tr> <tr> <td colspan="3">Year 8</td> </tr> <tr> <td>Tier of intervention</td> <td>Number of Students</td> <td>On or above target</td> </tr> <tr> <td>Tier 1</td> <td>16</td> <td>69% (11)</td> </tr> <tr> <td>Tier 2</td> <td>31</td> <td>68% (21)</td> </tr> <tr> <td>Maths Intervention</td> <td>27</td> <td>67% (18)</td> </tr> <tr> <td>English Intervention</td> <td>36</td> <td>89% (32)</td> </tr> <tr> <td colspan="3">Year 7</td> </tr> <tr> <td>Tier of intervention</td> <td>Number of Students</td> <td>On or above target</td> </tr> <tr> <td>Maths Intervention</td> <td>29</td> <td>72% (21)</td> </tr> <tr> <td colspan="3">QA of Accelerated Reader within English Subject review</td> </tr> </table>	English Intervention	34	85% (29)	Accelerated Reader	12	Improved Standardised score 75% (9)	Year 8			Tier of intervention	Number of Students	On or above target	Tier 1	16	69% (11)	Tier 2	31	68% (21)	Maths Intervention	27	67% (18)	English Intervention	36	89% (32)	Year 7			Tier of intervention	Number of Students	On or above target	Maths Intervention	29	72% (21)	QA of Accelerated Reader within English Subject review			
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Accelerate the progress of most able PP students	Most Able curriculum lead to monitor and accelerate the progress of high ability and financially disadvantaged students.	EEF targeted academic support identified as effective in ensuring progress of PP students	Most Able Curriculum Lead monitored by VP link.	<p>Impact of Covid on enrichment activities, however some virtual activities completed, e.g. Raspberry Pie CS, Virtual University experiences, Academic/Music/Sport Scholarship programmes implemented</p> <p>Recruitment of two More Able leads for 2021/22</p> <table border="1"> <tr> <td></td> <td>Target</td> <td>Achieved</td> </tr> <tr> <td>More able</td> <td>6.18</td> <td>6.73</td> </tr> </table>		Target	Achieved	More able	6.18	6.73																															
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	They will take an active role in seeking enrichment opportunities (trips, visits and competitions such as Youth Speaks) for high ability, financially disadvantaged students. They will also oversee the Academic Scholarship.				
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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?	Impact	
Improved SEMH and confidence of disadvantaged students.	Targeted disadvantaged students access regular and bespoke support by CS Adviser. CPD for CS team to support.	Strong links between regular keyworker support and mental health toolkit in improving mental health and confidence.	Selection is linked to existing mentoring and wellbeing provision so that a smooth transition and regular support is achieved.	<ul style="list-style-type: none"> • 5 Mental Health Practitioner Referrals NHS • CTH CS adviser support provided • SEMH specialist teacher support • Key Worker support for identified students – regular contact even within lockdown periods. Disadvantaged students invited into College. 	

<p>Blocks of tuition are provided to disadvantaged students with a focus on progress and attainment for improved outcomes for PP students.</p>	<p>Students are identified and then targeted for additional tuition from specialist tutors.</p>	<p>Specialised tuition also highlighted as having a higher effect size by EEF particularly for disadvantaged students.</p>	<p>Regular tracking and monitoring of progress from the appropriate team leaders and Assistant Principal for Intervention will track students via assessment.</p>	<p>Year 10 Tutoring completed – PP focus</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>No. student</th> <th>% on or exceeding target</th> <th>% 1 level below</th> <th>% 2 or more below</th> </tr> </thead> <tbody> <tr> <td>Eng Lang</td> <td>13</td> <td>92%</td> <td>8%</td> <td></td> </tr> <tr> <td>Eng Lit</td> <td>13</td> <td>54%</td> <td>23%</td> <td>23%</td> </tr> <tr> <td>Maths</td> <td>6</td> <td>50%</td> <td>33%</td> <td>17%</td> </tr> <tr> <td>Science</td> <td>8</td> <td>63%</td> <td>25%</td> <td>12%</td> </tr> <tr> <td>Biology</td> <td>5</td> <td></td> <td>60%</td> <td>40%</td> </tr> <tr> <td>Chemistry</td> <td>5</td> <td>20%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Physics</td> <td>5</td> <td>20%</td> <td>40%</td> <td>40%</td> </tr> </tbody> </table>	Subject	No. student	% on or exceeding target	% 1 level below	% 2 or more below	Eng Lang	13	92%	8%		Eng Lit	13	54%	23%	23%	Maths	6	50%	33%	17%	Science	8	63%	25%	12%	Biology	5		60%	40%	Chemistry	5	20%	40%	40%	Physics	5	20%	40%	40%	
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Physics	5	20%	40%	40%																																									
<p>Students have access to Chromebooks and these are integrated into daily curriculum.</p>	<p>Chromebooks purchased.</p>	<p>To support most vulnerable; learning will be possible in case of isolation or further lockdown.</p>	<p>Ensure they are integrated into daily curriculum. Training for students where appropriate.</p>	<ul style="list-style-type: none"> • Chromebooks purchased and provided to DSP provision. • Curriculum adaptations to integrate into lessons; clear support to enable students to be confident in use. • Chromebooks also provided to any PP student who did not have access to IT within lockdown periods. 																																									

<p>Intervention sessions are implemented to ensure that students have opportunities to revise and embed key knowledge and understanding outside the classroom.</p>	<p>Students invited to Intervention sessions . PP students may be targeted to attend specific sessions – Groupcall messages/letters will be sent to parents.</p>	<p>A proportion of disadvantaged students simply do not have the environment to work effectively outside of College.</p>	<p>Attendance and progress is monitored and evaluated by the Intervention Team and team leaders to ensure impact is gained.</p>	<ul style="list-style-type: none"> • Intervention sessions completed with Year 11 to enable best possible CAG outcomes. • Term 6 Electives targeted to Year 10 students to provide further intervention to address. 	
<p>After-College 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.</p>	<p>Students are sign-posted to appropriate intervention – Intervention team will contact parents.</p>	<p>A good proportion of disadvantaged students simply do not have the environment outside of College to revise effectively – the after-College revision sessions allow those students to access this without fear or any barriers.</p>	<p>Attendance and progress is monitored and evaluated by the Intervention Team and team leaders to ensure impact is gained.</p>	<p>Year 11 – completed within Terms 1 and 2. Move to TAG grades meant adaptation of strategy. In-class Intervention completed. Maths – Years 7/8/9 Intervention completed after College to address gaps from lockdown period. Maths tracker has data.</p>	
<p>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.</p>	<p>Students to have access in College to revision sessions throughout the academic year. Online platforms also provided.</p>	<p>Specialised tuition also highlighted as having a higher effect size by EEF particularly for disadvantaged students.</p>	<p>Online platform lesson in College with all students. Class teachers to monitor usage. Implementing low stakes testing to ensure understanding.</p>	<p>Online programmes completed in individual subjects, tracking of impact evident.</p> <ul style="list-style-type: none"> • Maths Watch provided to all students • Mathematics Intervention KS3 • Science – KS3 Seneca Learning, KS4 Kerboodle • Sport – Everlearner • SEND – Wordshark, TTRS, <ul style="list-style-type: none"> • Intervention and revision sessions implemented. • Year 11 – terms 1 and 2 • Year 10 – terms 5 and 6 	

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.	<ul style="list-style-type: none"> EIP Partnership established, AEM and CPU (email evidencing) SEMH specialist support ADHD solutions Early Help and Social Care support in place where appropriate EP support Mental Health support NHS 	
KS3/4 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 completion of Prep. Reflected within checkpoint reports.	Appropriate staffing provided.	<ul style="list-style-type: none"> Prep club provided both accessible within main College and within Intervention for more structured support. 	
Student wellbeing 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 College when they feel supported and positive. Increased attendance leads to improved progress. Wellbeing is fundamental to those students being in College, and with a positive mind-set.	Counselling sessions to be monitored by Vice Principal and clear liaison with outside agencies.	<ul style="list-style-type: none"> 38 Relate referrals completed 2 bereavement referrals completed 6 school nurse referrals completed Support completed, within lockdown period; this was completed via teams. 	
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 to help 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.	Mentors unable to attend during lockdown period. CS maintained contact through weekly phone calls with identified students. Online tutorials to ensure contact with PP students. Tracking of Live Lesson attendance; if PP students not attending they were invited into College.	

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, maths and prep Optional subject support.	Provides an alternative and personalised curriculum to ensure students 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.	<ul style="list-style-type: none"> • One-to-one meetings for all PP students with SLT completed. If they were not in College due to lockdown these were completed via teams. • Adapted pathway for identified students implemented. • Small group numbers to support progress. • Personalised curriculum to support GCSE studies. 	
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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?	Impact	
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 College. 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.	<ul style="list-style-type: none"> • Two Senior Assistant Principals responsible for KS3/4 attendance. • Clear partnership with RCC. • Exemplary practice for medical-needs students recognised by RCC. • Weekly review of PA students, rapid intervention implemented where concerns raised. • Support after Covid lockdown to ensure attendance. 	

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.	Covid impact on trips evident, however recovery planned for 2021/22	
Music tuition/scholarships provided to disadvantaged students as an enrichment opportunity to develop interest and engagement in the arts.	One-to-one lessons provided via the peripatetic team.	Opportunities for development in the arts subjects support the holistic experience of the child.	Team Leader for music to ensure that programme is consistently run and linked to the curriculum.	<ul style="list-style-type: none"> Scholarship programme promoted to all students, impact of covid however lessons continued online one to one when possible. 	
Revision sessions supported by discounted revision guides 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.	<ul style="list-style-type: none"> Revision guides purchased for all PP students. Additional resources such as art packs provided to PP students 	
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.	<ul style="list-style-type: none"> Summer school for all PP students Transition visits for all identified students from Primary Transition visits EIP information and support shared Transition information gained from all feeder schools Bespoke transition meetings for vulnerable students. 	

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	<ul style="list-style-type: none"> • Individual meetings completed for all Year 11 students • Careers Adviser meetings for all PP students • Destination Data – 100% students moved on to employment or education • Virtual Careers experiences for all PP students • University virtual targeted experience Year 10 students. 	
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Service pupil premium funding (optional)

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	<p>Designated Client Services Adviser to support Service students. Transition support for identified Service students Meetings with students Meetings with Parents/Guardians Strong links with local barracks and welfare officer Support group within College Contact during lockdown period</p> <p>SAP Intervention to monitor progress and implement appropriate interventions.</p> <p>Careers Meetings</p> <p>Individual Options Meetings for Year 9 with SLT</p> <p>Individual Careers meetings for Year 11 to discuss post-16 choices</p> <p>Revision guides provided to KS4 Students</p>
What was the impact of that spending on Service Pupil Premium-eligible pupils?	Service students positive progress impact TAGS 2021 (Data not compared with National, collaboration data only)

	13 Students Progress 8 +0.23 Attainment 8 is 49.27, which is above their minimum target of 47.31 Attainment 8 Grade is 4.93, which is above target of 4.73
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