



Pupil Premium Strategy Statement

Originator: Alexandra Emmerson

Date: October 2022

Review date: September 2023

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	1064
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year 2022/23 3 Year Plan 2021/24
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Stuart Williams, Principal
Pupil premium lead	Alexandra Emmerson, Vice Principal
Governor/Trustee lead	Alex Mould

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,000
Recovery premium funding allocation this academic year	£41,952
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£225,952

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 both academically and socially. "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 (2022) 39% of our PP students arrived below age-related expectations.
3	Disadvantaged student cohort growing – 'Disadvantaged First strategy'
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. Increase in College referrals for School Support Partnership, Social Care referrals, Early Help, Counselling and Mental Health support increased.
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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 pupil premium students 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.</p> <p>Percentage of pupil premium students achieving 4+/5+ is above like-for-like students nationally.</p>
To improve reading comprehension among pupil premium students 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 – known as 'Disadvantaged First'.</p> <p>Termly pastoral meetings quickly identify emerging barriers for PP students and strategies to mitigate this, including access to outside agencies and support.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance of PP students is above the national average.</p> <p>Persistent absence data for PP students is below the national average for PP students.</p>
Holistic "Whole pupil approach" to assessment and intervention.	<p>Create PP Individual Intervention reports for identified PP students from assessment points.</p>

	<p>Intervention report enables a holistic view of PP student which identifies barriers to learning, and intervention subsequently has a positive impact on student progress. Keyworker may be allocated.</p> <p>Student/family barriers recorded within meetings and pastoral support implemented where appropriate.</p> <p>Increased PP parental attendance at Progress Evenings.</p>
<p>Raising aspirations through impartial careers education, advice and work-related learning.</p>	<p>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%.</p> <p>Year 9 PP students will attend university experience days.</p> <p>All PP students will receive two employer interactions in each age group as part of the careers curriculum.</p> <p>All Year 9 PP students will receive one-to-one meetings with members of SLT to ensure options reflect appropriate pathways and raise aspirations.</p> <p>All Year 11 PP students will receive one-to-one meetings to discuss post-16 aspirations and support completing applications where needed.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Qualitative data from student voice, student and parent surveys.</p> <p>Access to additional support from external agencies.</p> <p>An increase in participation in enrichment activities, particularly amongst disadvantaged pupils.</p>

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: £104849.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT CPD linked to Rosenshine to embed 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
Retention and embedding of Most Able curriculum lead's to monitor and accelerate the progress of high ability and pupil premium 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
ITT and 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 EDI	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: £75,623

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

Peer and Adult 1:1 mentoring programme	EEF Social and Emotional Learning +4 months	1,2,3,4,5,6
EAL one to one and small group tutoring	Small group tuition +4 months EEF one-to-one +5 months	1,2,3

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

Budgeted cost: £48,563

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
Vice Principal 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 pupil premium 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 embedded 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: £229036

Part B: Review of outcomes in the previous academic year

Review of Outcomes

Teaching

Budgeted cost: £99,857

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
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	93% of lessons judged good or better.
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	All teachers recruited and retained.
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	Recruited and retained.
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,	All ECT passed year 1 successfully.
CPD Focus Mental Health leads – SEL intervention support.	EEF Social and Emotional Learning +4 months	1,2,3,4,5,6	1 qualified 'Living without abuse' partner. 1 qualified Senior Mental Health lead. All staff trained in universal mental health strategies.

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	Impact
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	Y11 PPP8: +0.03 A8: 4.36 9 – 5: 35% 9 – 4: 68% EBAC entered: 39.5%
One-to-One Tutoring/Small Groups One-to-One tutoring within curriculum time where possible.	Small group tuition +4 months EEF one-to-one +5 months	1,2,3	P8 for this group 0.45.
Adapted curriculum provision within KS4 for identified students, small class size– Study Support	EEF reducing class size +3 months	1,2,3	Increase of +0.06 in final exams compared to mocks.
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	Year 7: Average increase 9 months. Year 8: Average increase 16 months.
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	Y7 end of year SPI English: 0.21 Science: 0.13 Maths: -0.57 Y8 end of year SPI English: -0.21 Science: -0.19

			Maths: -0.69 Y9 end of year SPI English: 0.02 Science: -0.38 Maths: -0.61
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	All students were provided with this opportunity throughout the whole academic year.
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	All students accessed intervention.
Peer Tutoring linked to Reading for KS3 students.	EEF cross age tutoring has a positive effect on progress +5months	1,2,3	Targeted lowest 20% of readers - increase in average reading age of 8 months.

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

Budgeted cost: £46,251

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
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, Education Inclusion Partnership (EIP).	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	29 students supported. Increased individual attendance following bespoke work. Work in this area recognised as

			best practice by the EIP.
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	PP attendance 88% and in line with all students nationally.
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	Trips attended Y7: 91% Y8: 91% Y9: 62% Y10: 61% Y11: 55% Overall: 72% of students attended at least 1 trip. 100% students took part in an enrichment activity.
Pupil Passport to ensure Cultural Capital for all PP Students to be established and implemented this academic year for Year 7.	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	39% of PP students achieved a Bronze award – all started the challenge in Y7.
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	All students accessed this opportunity. 0 PP students were NEET.

Total budgeted cost: £199,648