

St Joseph's: Pupil Premium Strategy Statement

1. Summary information					
School	St Joseph's				
Academic Year	16-17	Total PP budget	£190,700	Date of most recent PP Review	3.10.17
Total number of pupils	670	No. of pupils eligible for PP	210		
Number of pupils (Y11)	92	No. of pupils eligible for PP (Y11)	25	Date for next internal review of this strategy	

2. Current attainment (2016)			
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving EM	11 students	31%	64.7%
% achieving 3LP and 4LP in English / Maths (2015-16 only)	45.7/ 38.9	20/8.3	75.8% / 73.4%
Progress 8 score average	-0.92		0.12
Attainment 8 score average	36.19		52.56
P 8 Eng, P8 Maths, P8 Ebac, Open	-0.8, -0.9, -1.7, -0.2		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Underachievement in English and Maths P8 elements, and EBAC
B.	Attendance of PP and PA of PP students is below national
C.	Poor literacy and independent work behaviours often as a result of poor personal motivation.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
A.	Promote an ethos of achievement amongst these students.
	Success criteria
	<ul style="list-style-type: none"> Increased P8 element scores evidenced in Raise

		<ul style="list-style-type: none"> Rewards, internal and behaviour systems show positive trend for PP students
B.	Ensure high quality teaching and support(for attendance and behaviour) for these students	<ul style="list-style-type: none"> % Teaching judged to be good or better leading to above national outcomes Reduction in absence and %PA for PP students Reduction in exclusions / behaviour incidents
C.	Ensure support for these students is planned, effective, focussed and tracked for impact	<ul style="list-style-type: none"> All PP students have interventions that are tracked and impact is evaluated regularly to ensure success (Edukey). Increase in attendance at revision sessions and other interventions that fall outside of timetable Feedback to student is clear on next steps for improvement and students respond to this feedback
D.	Increase the engagement of parents	<ul style="list-style-type: none"> Tracking shows all PP students have had at least two progress meetings in school per year. Increase in attendance by identified parents at specified events / meetings Records of communications between parents and school.

5. Planned expenditure					
Academic year	2016-17				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Promote an ethos of achievement amongst these students.					
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 P8 element scores evidenced in Raise Rewards, internal and behaviour systems show positive trend for PP students.	Tracking the students via Sisra and wall ensuring progress plans are focussed on P8 Boost progress via interventions using HLTA and extra sessions itemised on progress plans. Review plans monthly for PP	Close monitoring of interventions for impact and change to ensure focus on correct subjects to enhance scores for all PP students.	Monthly monitoring of plans of students.	KM	Termly
	.Set rigorous targets and ensure revision sessions, extra support and interventions focus on achieving these targets. Use ECDL to boost Open P8 Use classcharts to monitor engagement in lessons	As above	As above		Termly
Total budgeted cost					

ii. Ensure high quality teaching and support for these students					
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?
% Teaching judged to be good or better leading to above national outcomes Reduction in absence and %PA for PP students Reduction in exclusions	External and internal QA process established Ensure lessons are planned for all students to make progress by sharing good practice to improve rates of progress in lessons Improve literacy levels of students in all years.	Improved teaching will lead to improved outcomes Good practice and consistency of approach will increase rates of progress and secure outcomes As above	Routine QA system of monitoring of teaching and learning across the school will be calendared. Training will be given. Report to Govs and SLT on quality and impact of CPD observed through lesson observations.	GH	Termly
	Build on areas of school where progress is positive by using colleagues to share their approaches to T&L.		Ensure support in lessons is targeted on the identified students. Ensure high attainers are supported to achieve top grades.		
Total budgeted cost					
iii. Ensure support for these students is planned, effective, focussed and tracked for impact					
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?
All PP students have interventions that are tracked and impact is evaluated regularly to ensure success Increase in attendance at revision sessions and other interventions that fall outside of timetable.	Implement pupil support plans for all PP students across the school to monitor the quality and impact and cost of interventions and share these with parents. Support student with behavioural issues to increase engagement and attendance and reduce behaviour points, IR and exclusions.	Increased parental engagement as support for learning will have impact on outcomes. As above	Monthly monitoring of plans of students and meeting and engagement of parents. As above	JK	Termly

Feedback to student is clear on next steps for improvement and students respond to this feedback.	Ensure that students are supported in their learning and this is focussed on outcomes. Increase the attendance of PP students via attendance plans				
	Communicate successes and areas of concern to parents regularly via all forms of communication.				
	Review rewards for these students to ensure they are focussed on the outcomes.				
Total budgeted cost					
iv. Increase the engagement of parents					
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?
Tracking shows all PP students' parents have had at least two meeting in school per year	Implement pupil support plans for all PP students across the school to monitor the quality and impact and cost of interventions and share these with parents. Support student with behavioural issues to increase engagement and attendance and reduce behaviour points, IR and exclusions. Ensure that students are supported in their learning and this is focussed on outcomes. Increase the attendance of PP students via attendance plans	Increased parental engagement as support for learning will have impact on outcomes.	Monthly monitoring of plans of students and meeting and engagement of parents.	JK	Termly

	Communicate successes and areas of concern to parents regularly via all forms of communication.				

6. Review of expenditure 2016-7

i. Promote an ethos of achievement amongst these students.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £106,458																								
Increased P8 element scores evidenced in Raise	All Y11 PP student have a personal plan in 'Edukey' and had a personal mentor. Additional HLTA support was given, where appropriate. ECDL used to boost open P8	<table border="1"> <thead> <tr> <th>PP</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>% EM 4+</td> <td>31 (36)</td> <td>31 (42)</td> </tr> <tr> <td>P8</td> <td>-0.92</td> <td>-0.4</td> </tr> <tr> <td>A8</td> <td>36.19 (36)</td> <td>33.74 (37)</td> </tr> <tr> <td>English C/4+</td> <td>42 (47)</td> <td>57.1 (60)</td> </tr> <tr> <td>Maths C/4+</td> <td>39 (43)</td> <td>42.8 (50)</td> </tr> <tr> <td>P8 E/M</td> <td>-0.8/-0.9</td> <td>-0.3/-0.46</td> </tr> <tr> <td>P8 open/ebac</td> <td>-1.7/-0.2</td> <td>-0.85/+0.02</td> </tr> </tbody> </table> <p>(figs in brackets are county average)</p>	PP	2016	2017	% EM 4+	31 (36)	31 (42)	P8	-0.92	-0.4	A8	36.19 (36)	33.74 (37)	English C/4+	42 (47)	57.1 (60)	Maths C/4+	39 (43)	42.8 (50)	P8 E/M	-0.8/-0.9	-0.3/-0.46	P8 open/ebac	-1.7/-0.2	-0.85/+0.02	We need to focus on progress for HA PP students in all subject areas; Ensure curriculum offer gives full coverage of pots for all students	
PP	2016	2017																										
% EM 4+	31 (36)	31 (42)																										
P8	-0.92	-0.4																										
A8	36.19 (36)	33.74 (37)																										
English C/4+	42 (47)	57.1 (60)																										
Maths C/4+	39 (43)	42.8 (50)																										
P8 E/M	-0.8/-0.9	-0.3/-0.46																										
P8 open/ebac	-1.7/-0.2	-0.85/+0.02																										
Rewards, internal and behaviour systems show positive trend for PP students.	Extra support and interventions focus on PP students	Increase in achievement points and decrease in behaviour points are seen over the year	Need to formalise and raise the profile of our rewards system, with a specific focus on raising aspirations for PP students																									

ii. Ensure high quality teaching and support for these students																															
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons learned (and whether you will continue with this approach)	Cost £43,273																									
% Teaching judged to be good or better leading to above national outcomes	Ensure lessons are planned for all students to make progress by sharing good practice to improve rates of progress in lessons Improve literacy levels of students in all years	Literacy levels have improved across the school; Increased consistency is seen within departments in terms of quality of T+L; Progress has improved significantly in E/M			Through robust monitoring, ensure high level of challenge for all students Increased focus on progress of HA students																										
Reduction in absence and %PA for PP students Reduction in exclusions	PP students received targeted support when attendance drops <92% Increased pastoral support for PP students who are at risk of FTE.	<table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>National</th> <th>PA</th> <th>PA National</th> </tr> </thead> <tbody> <tr> <td>2013-4</td> <td>91.1%</td> <td>%</td> <td>18.3 (85%)</td> <td>12.8%</td> </tr> <tr> <td>2014-5</td> <td>91.2%</td> <td>92.5%</td> <td>14.4% (85%)</td> <td>10.9%</td> </tr> <tr> <td>2015-6</td> <td>92%</td> <td>92.8%</td> <td>23.9% (90%)</td> <td>21.6%</td> </tr> <tr> <td>2016-7</td> <td>92.05%</td> <td></td> <td>25.8% (90%) 26.2%</td> <td>PA on roll PA with leavers</td> </tr> </tbody> </table>				Attendance	National	PA	PA National	2013-4	91.1%	%	18.3 (85%)	12.8%	2014-5	91.2%	92.5%	14.4% (85%)	10.9%	2015-6	92%	92.8%	23.9% (90%)	21.6%	2016-7	92.05%		25.8% (90%) 26.2%	PA on roll PA with leavers		
	Attendance	National	PA	PA National																											
2013-4	91.1%	%	18.3 (85%)	12.8%																											
2014-5	91.2%	92.5%	14.4% (85%)	10.9%																											
2015-6	92%	92.8%	23.9% (90%)	21.6%																											
2016-7	92.05%		25.8% (90%) 26.2%	PA on roll PA with leavers																											
iii. Ensure support for these students is planned, effective, focussed and tracked for impact																															
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons learned (and whether you will continue with this approach)	Cost £37,030																									

<p>All PP students have interventions that are tracked and impact is evaluated regularly to ensure success</p> <p>Feedback to student is clear on next steps for improvement and students respond to this feedback.</p>	<p>Pupil support plans in place for Y11 PP students; Plans monitored and parents informed of progress; Students are supported in their learning and this is focussed on outcomes.</p>	<p>Students are more focussed and engaged in their learning;</p> <p>P8 improved significantly for PP students (see above)</p>	<p>Raise aspirations of PP students so that they are ambitious to achieve higher grades.</p> <p>Put plans in place for ALL PP students in every year group – monitored by AHT.</p>	
<p>Increase in attendance at revision sessions and other interventions that fall outside of timetable.</p>		<p>Attendance at revision classes improved for targeted PP students.</p>	<p>Publish revision schedule in good time, share with parents and seek support to encourage students to attend.</p>	

iv. Increase the engagement of parents

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £1,418																		
<p>Tracking shows all PP students' parents have had at least two meeting in school per year</p>	<p>Communicate successes and areas of concern to parents regularly via all forms of communication.</p>	<table border="1"> <thead> <tr> <th>Year Group</th> <th>Attendance % All</th> <th>Attendance % PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>75.9</td> <td>62.1</td> </tr> <tr> <td>8</td> <td>64.2</td> <td>56.6</td> </tr> <tr> <td>9</td> <td>68.8</td> <td>54.5</td> </tr> <tr> <td>10</td> <td>70</td> <td>44.4</td> </tr> <tr> <td>11</td> <td>71.4</td> <td>67.9</td> </tr> </tbody> </table>	Year Group	Attendance % All	Attendance % PP	7	75.9	62.1	8	64.2	56.6	9	68.8	54.5	10	70	44.4	11	71.4	67.9	<p>Use email communication to maintain regular contact with parents; Support parents of PP students to attend parents' evening – give preferred appointment times;</p>	
Year Group	Attendance % All	Attendance % PP																				
7	75.9	62.1																				
8	64.2	56.6																				
9	68.8	54.5																				
10	70	44.4																				
11	71.4	67.9																				

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Whilst the gaps in terms of attendance, achievement and progress are closing for PP students, they are still there.

Persistent absence is a particular problem and there is still work to do to engage parents and raise the aspirations of PP students so that they value school and the rewards that high achievement will bring.

We need to raise the aspirations of PP students and improve progress, particularly for high ability students.

In planning for our PP spend 2017/18, we will consider the following:

- * How effectively has the school identified the main barriers faced by different disadvantaged pupils, in particular those with high prior attainment and those with low prior attainment who need to catch up?
- * How was the pupil premium funding spent to address the different barriers and how effective were the various approaches?
- * How might the progress and attainment of disadvantaged pupils in all current year groups compare with the 2017 progress and attainment?

