St Joseph's: Pupil Premium Strategy Statement

Summary Information:

Numbers on roll – 694 (PP 33.4% LA average 18.8%, national 29.1%)

Total Income for PP students: £219,985 2018-19

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Girls	75	67	66	63	66	337
Boys	76	63	72	80	66	357
% Girls	49.67%	51.54%	47.48%	44.06%	50%	
% Boys	50.33%	48.46%	51.80%	55.94%	50%	
Total	151	130	138	143	132	694
No of Pupil Premium	49	53	57	45	39	243
LAC	2	1		2		5
SEN	23	30	22	21	15	111
FSM	21.19%	27.69%	29.71%	13.29%	16.67%	
% of Pupil Premium	**35.4%**	**40.77%**	**41.30%**	**31.47%**	**29.55%**	**33.4%**

2018 Outcomes / Current Predictions

A higher number of PP students are gaining 4 + E, 4+ M, 5+ M and 7+ M.

Measure	2018 Outcomes		2018/19 T4a Prediction	
	PP (number of students)	All	PP (number of students)	All
4+ E	53.3% (16)	75.6%	66.7% (28)	72.9%
4+ M	50% (15)	72%	69% (29)	74.4%
5+ E	30% (9)	56.4%	35.7% (15)	51.9%
5+ M	30% (9)	49.6%	59.5% (25)	58.6%
7+ E	3.3% (1)	12.8%	2.4% (1)	12%
7+ M	0	11%	14.3% (6)	14.3%
P8	-0.620 (9 +ve)	-0.07	-0.578 (12 +ve)	-0.209

2018 Attendance and PA /Current position

	2017/18		2018/19 (HT1)	
Measure	PP	All	PP	All
Attendance	90.9%	93.29%	92.97%	95.14%
Persistent Absence	22.25%	18.27%	20%	13.69%

Barriers to future attainment (for pupils eligible for PP)	
A.	Attendance and PA for disadvantaged students
B.	Underachievement of High Ability PP students in English, Maths and EBAC subjects
C.	Behavioural, emotional and mental health needs
D.	Low Aspirations of PP students

Planned expenditure	
Academic year	**2018-19**
The four headings below identify the main barriers to future attainment for disadvantaged students and enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

A. Attendance and PA for disadvantaged 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?
Improve attendance and reduce absence for PP students	• Attendance is number 1 priority for all staff – including form tutors • Daily communication with parents of absent students • Targeted interventions for key students • Encourage and build upon positive parental engagement • Reward students for good attendance	Attendance has a direct correlation with outcomes and analysis of Y11 (2018) results demonstrate this, specifically for PP students. This needs to be understood by students and parents, alike. Some students, particularly PP, needs to be motivated to attend, when they are finding it difficult to do so.	Tutors carry out 'return to school' interviews after every absence; Weekly meetings between HoY and tutors; Fortnightly meetings between HoY and attendance officer Weekly meeting between Deputy Head and attendance officer.	LC / HoY + DR	Half termly

Resources: Attendance Officer, Heads of Year , Pastoral Support Worker, Pastoral Administrator (proportion of salaries), Rewards	**Total budgeted cost:** £61,500

B. Underachievement of High Ability PP students in English, Maths and EBAC subjects

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?
Increase achievement of High Ability PP students in English, Maths and EBAC subjects	• Use CATs and reading assessments to identify shortfalls in knowledge and skills of HA students • Review the curriculum for all Ebac subjects to ensure appropriate stretch and challenge in all year groups for HA students • Develop independent learning skills and mastery of all students • Regularly review quality of T+L in these subjects to ensure that HA students are challenged and able to make progress towards gaining higher grades • Closely monitor performance of HA PP students in E,M and all Ebac subjects and ensure that interventions are in place for those who are not on track • Track the students via Sisra and 'war room' ensuring progress plans (Edukey) are focussed on P8 • Encourage PP students to use 'homework club' – after school and/or lunchtime	P8 for all HA students and all PP students was -ve in 2018, with significant gaps compared to 'all students'. Too many students, particularly PP, fail to work effectively outside of the classroom and have significant gaps in their knowledge. We need to ensure that we have close monitoring of interventions for impact and change to ensure focus on correct subjects to enhance scores for all PP students and particularly for those who are HA.	AHTs (KS3/4) will ensure that curriculum is appropriate at all levels; AHT (T+L) will ensure that learning is of the highest quality, particularly for HA PP. SLT will work closely with their link subject leads to ensure that all students are appropriately challenged, both within the classroom and in homework and other independent work.	ELT + JKI/GH/IN	Curriculum – annually; QA – termly; Data analysis – termly Interventions – half termly
Resources: HLTA - Maths and English (proportion of salaries), Edukey, SISRA				**Total budgeted cost:** £72,100	

C. Behavioural, emotional and mental health needs					
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?**
Reduce negative behaviour and improve emotional and mental health of PP students	- Embed a positive culture in school, where praise and reward are encouraged and celebrated - Use Internal exclusion as an alternative to FTE for all, but the most serious behaviour incidents - Tutors to provide support for students in organising and managing their time - HoY to meet with all PP students and identify those who may be showing signs of stress and anxiety - Needs of PP students are identified and appropriate support is given, eg for uniform, revision guides, access to extra-curricular activities - Use internal resources, including personal mentors and the learning mentor (RC) to support individuals and group of students - Use external agencies to work with students in building resilience and reducing stress - Ensure that vulnerable/PP students are carefully monitored and relevant information is shared with all staff to ensure that they receive the appropriate support.	2017/18 data shows that there was an unacceptable balance of achievement v behaviour points awarded; exclusions were high, particularly for PP students and there were too many PP students in Alternative Provision or unable to access their education due to mental health issues.	Monitor classcharts to ensure that balance of Ach:Beh points is >80% for PP students; HoY hold weekly meetings with PP students; Dep Head holds weekly meetings with HoY; HoY track impact of interventions.	HoY + DR	Achievement points – half termly; Rewards – termly; FTE/IR – half termly; Impact of interventions/referrals – termly.
Resources: HoY, Learning mentor (proportion of salaries), CPOMs, uniform, revision books				**Total budgeted cost:** £34,100	

D. Low Aspirations of PP 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?**
Raise aspirations of PP students	• Ensure all students aspire to achieve target grades and develop 'can do' attitude • Place PP students in appropriate sets, according to their prior attainment – don't allow to 'slip' down sets due to negative behaviour • Tutors to work with students from Y7 to identify possible careers • Track career choices and ensure that PP students aim high • Enterprise week to take place annually – target PP students to attend talks which match their ambitions • Post 16 providers to attend Y11 assemblies – ensure PP students consider the best 6th forms • Ensure a high proportion of PP students attend university visits • All PP students in Y10 to have a careers interview • Provide additional support for P students in securing work experience placements •	Too many PP students have been placed in sets below where they should be; 'Destinations' data show that too few PP students complete A levels and go onto university; Not enough PP students choose highly skilled careers; Some PP students lack confidence and find it difficult to secure appropriate work experience placements.	AHT to control set moves, Monitoring of destinations data; Tracking of individual students' career choices	PJ/GH + HoY	Set moves - termly Destinations data – annually; Engagement with interviews/talks etc – termly;
Resources: HoY (proportion of salary), University visits and cultural trips, Maximise, work experience, refreshments,				**Total budgeted cost:** £54,700	

1. Additional detail

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