

St Joseph's: Pupil Premium Review 2017-18

1. Summary information					
School	St Joseph's				
Academic Year	17-18	Total PP budget	£202,895	Date of most recent PP Review	14/09/18
Total number of pupils	699	Number of pupils eligible for PP	254	Date for next internal review of this strategy	
Year 11	117	Number of pupils eligible for PP	30		
2. Current attainment (2018)					
	Pupils eligible for PP (your school): 30 students		Pupils not eligible for PP (national average, 2016-17)		
% achieving EM (4+)	36.7%				
Progress 8 score average	-0.62		0.11		
Attainment 8 score average	35.42		49.76		
P8 Eng, P8 Maths, P8 Ebac, Open	-0.82, -0.57, -0.93, -0.24				
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 of High Ability PP students in English and Maths P8 elements, and EBAC				
B.	High FTEs for PP students.				
C.	Lack of active participation in learning				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	High PA linked to poor parental engagement				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	
A.	Promote an ethos of high achievement amongst students through high quality teaching and support			<ul style="list-style-type: none"> Increased P8 element scores evidenced in ASP with increase in 7+ and 5+ across all subjects. 	

		<ul style="list-style-type: none"> • % Teaching judged to be good or better leading to above national outcomes
B.	Reduction in FTE and fewer PA for PP students	<ul style="list-style-type: none"> • Reduction in absence and %PA for PP students • Reduction in exclusions / behaviour incidents • Rewards, internal and behaviour systems show positive trend for PP students
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 students in lessons	<ul style="list-style-type: none"> • Tracking shows all PP students have had at least two progress meetings in school per year. • Increase number of lessons GD+ and Outstanding progress. • Records of communications between parents and school.

5. Review of expenditure and impact of actions					
Academic year	2017-18				
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 high 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?	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)
Increased P8 element scores evidenced in ASP with increase in 7+ and 5+ across all subjects.	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.	Only 1 student achieved 7+ in English (0 in Maths); 9 students achieved 5+ in English and in maths	Target HA PP students earlier and track them more carefully to ensure that they are supported to achieve higher grades.
Rewards, internal and behaviour systems show positive trend for PP.	Set rigorous targets and ensure revision sessions, extra support and interventions focus on achieving these targets. Use classcharts to monitor engagement in lessons	As above	As above	Behaviour and ATL of PP students is in line with non-PP in KS3, but it has been more difficult to change embedded behaviour and low expectations of some KS4 students.	HoY to carefully track Behaviour of HA and PP students and put plans in place for those at risk of under-achieving.
Total cost					£67,000

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?	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)
% Teaching judged to be good or better leading to above national outcomes	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. Build on areas of school where progress is positive by using colleagues to share their approaches to T&L.	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	Over 80% of teaching is good or better and where teachers require improvement, robust support plans are in place to ensure that students' learning and progress is not affected. Tailored CPD in place to ensure that good practice is shared across the school	Ensure that all passive learning is challenged and PP students do not slip; provide support for homework, as necessary Still more support for HW for PP students required from both teachers and pastoral staff.
Reduction in absence and %PA for PP students Reduction in exclusions	Family support worker in close contact with hard to reach parents. Provide focussed support for PP students who are at risk of FTE	Improved parental engagement will lead to reduction in PA. Early intervention will reduce behaviour incidents	Monitor home visits and impact on attendance Record FTEs and attendance	2.3% gap in absence for PP students – no improvement from previous year; 5% reduction in PA for PP students and gap reduced to 4% (13% previous year)	Focus for all staff on attendance for PP students. Interventions and support for PP students need to be bespoke and act asap.
Total cost					£55,000
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?	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)

<p>All PP students have interventions that are tracked and impact is evaluated regularly to ensure success</p> <p>Increase in attendance at revision sessions and other interventions that fall outside of timetable.</p> <p>Feedback to student is clear on next steps for improvement and students respond to this feedback.</p>	<p>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.</p> <p>Support student with behavioural issues to increase engagement and attendance and reduce behaviour points, IR and exclusions.</p> <p>Ensure that students are supported in their learning and this is focussed on outcomes.</p> <p>Increase the attendance of PP students via attendance plans</p>	<p>Increased parental engagement as support for learning will have impact on outcomes.</p> <p>As above</p>	<p>Monthly monitoring of plans of students and meeting and engagement of parents.</p> <p>As above</p>	<p>Targeted numeracy and literacy interventions had positive impact on all students who engaged with them. However, there are still too many students who are reluctant to engage.</p> <p>HoY identify barriers to learning for all PP students and ensure that appropriate support and interventions are in place to meet their needs.</p>	<p>Work with parents to support students in engaging with interventions.</p> <p>Ensure interventions focus on knowledge, as well as skills and that students can link work carried out in the intervention programme back to their core lessons.</p> <p>Early intervention for students presenting concerns around mental health and further develop emotional resilience with those most at risk.</p>
Total cost					£45,000
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?	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)
Tracking shows all PP students have had at least two	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.	Increased parental engagement as support for learning will have impact on outcomes.	Monthly monitoring of plans of students and meeting and	Increased attendance at parents' evenings; Most Students with Edukey Plans improved their grades (compared to predictions);	Parents of PP students to be given opportunities to meet with staff at times convenient to them;

PP St Joseph's 2017-18

<p>progress meetings in school per year. Records of communications between parents and school.</p>	<p>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</p>		<p>engagement of parents.</p>	<p>Tutors monitored communication with parents and made regular contact with parents who were unable to or chose not to attend meetings; Increasing numbers of parents accessed 'classcharts' App, which was used to record behaviour and achievement points, detentions and homework.</p>	<p>Ensure that PP students are 'over-rewarded', where appropriate to increase engagement and motivation;</p> <p>Check that all parents of PP students can access classcharts and if not, ensure that hard copies of information is sent to them at least monthly.</p>
	<p>Communicate successes and areas of concern to parents regularly via all forms of communication.</p>				
Total Cost					£35,000

6. Additional detail

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

An external review was commissioned in November 2017 (CASL) to provide guidance on how to accelerate the progress of disadvantaged students. It was recognised that our key strategies were appropriate and both pastoral and academic interventions were extensive.

The outcomes for disadvantaged students were very disappointing, with a P8 score of -0.620. However, we had 8 students, who either attended Alternative Provision or received HHITs provision and the majority of these were disadvantaged. We had very little influence over their outcomes and when their results are removed from our calculations, then our P8 score for disadvantaged is -0.429.

Out of the 30 disadvantaged students, only 9 achieved a positive P8 score. Eight of these had over 90% attendance and we know that there is a positive correlation between attendance and outcomes.

