

St Joseph's: Pupil Premium Review (2018-19)

1. Summary information					
School	St Joseph's Catholic High School				
Academic Year	18-19	Total PP budget	£219,985	Date of most recent PP Review	16/09/19
Total number of pupils	694	Number of pupils eligible for PP	243 (33.4%)		
Year 11	132	Number of pupils eligible for PP	39 (29.6%)		

2. Outcomes (2019)		
	Students eligible for PP: 39 students	All Students
% achieving EM 4+ / 5+ / 7+	51.3 / 43.6 / 5.1	60.1 / 41.7/ 8.3
Progress 8 score average	-0.63 (17 HA: -0.9, 19 MA: -0.29, 3 LA: -1.15) 33% of students achieved +ve P8 scores	-0.277 (HA: -0.42, MA: -0.1, LA: -0.47 37% of students achieved a positive P8 score
Attainment 8 score average	41.56	45.22
P8 Eng/ P8 Maths/ P8 Ebac/ Open	-0.92, -0.33, -0.86, -0.49	-0.48, -0.25, -0.47, 0.01

3. Context		
<p>Our outcomes for disadvantaged students in 2018 were below national average and so for 2018.19 we focussed on four areas in order to try to improve the experience, progress and attainment for disadvantaged students in St Joseph's school.</p> <p>We wanted to address underachievement and progress, particularly of High Ability students in English and Maths, as well as Ebac subjects. We had to ensure that disadvantaged students were in school as often as possible, by reducing persistent absence and specifically to improve engagement of parents, and also by decreasing the number of fixed term exclusions.</p> <p>Finally, we wanted to improve participation in learning for disadvantaged students and ensure that any barriers to participation in lessons, as well as trips and visits were eliminated.</p> <p>As our numbers of disadvantaged students in some sub-groups are very low, eg those with low prior attainment (3 students), then the impact of one student, who refused to attend school for over 2 years, despite the best efforts of our staff, significantly affects our figures. We also had 3 High ability, disadvantaged students who did not access full-time education at St Joseph's school for much of Y11.</p>		

4. Review of 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	Evaluation and Impact	Lessons learned (and whether you will continue with this support)								
<p>Improve attendance and reduce absence for PP students</p>	<p>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.</p>	<table border="1"> <thead> <tr> <th><u>Academic Year</u></th> <th><u>Attendance (Disadvantaged students)</u></th> </tr> </thead> <tbody> <tr> <td>2016/2017</td> <td>90.97</td> </tr> <tr> <td>2017/2018</td> <td>90.75</td> </tr> <tr> <td>2018/2019</td> <td>92.3</td> </tr> </tbody> </table> <p>90 students (68% of Y11 cohort) who had over 95% attendance gave P8 score of 0. Attendance of disadvantaged Y11 students (95.43) was better than their non-disadvantaged peers. Regular communication and meetings with parents took place, including those who were at risk of PA. Over 80% of parents attended one or more parental meeting / information evening. PA fell to 13.73%, with 'occasional absence' being significantly reduced due to early intervention from tutors and also support from HoY and attendance officer. Students with 100% attendance were recognised at the annual prize-giving event and those with over 95% were entered into a draw each term.</p>	<u>Academic Year</u>	<u>Attendance (Disadvantaged students)</u>	2016/2017	90.97	2017/2018	90.75	2018/2019	92.3	<p>All staff need to continue to focus on attendance and challenge absence at all levels.</p> <p>Students who have lengthy periods of absence to have a support plan, which includes academic intervention and 'catch up'.</p> <p>69% of Y11 disadvantaged students had over 95% attendance, but their P8 was -0.4. This suggests that more still needs to be done in lessons to stretch and challenge students who are eligible for PP funding, including additional intervention before/after school, as well as break/lunchtimes.</p>
<u>Academic Year</u>	<u>Attendance (Disadvantaged students)</u>										
2016/2017	90.97										
2017/2018	90.75										
2018/2019	92.3										
<p>Resources: Attendance Officer, Heads of Year , Pastoral Support Worker, Pastoral Administrator (35% of salaries), Rewards</p>			<p>Total budgeted cost: £61,500</p>								

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

Desired outcome	Chosen action / approach	Evaluation and Impact	Lessons learned (and whether you will continue with this support)																									
<p>Increase achievement of High Ability PP students in English, Maths and EBAC subjects</p>	<p>Use CATs and reading assessments to identify shortfalls in knowledge and skills of HA students;</p> <p>Review the curriculum for all Ebac subjects to ensure appropriate stretch and challenge in all year groups for HA students;</p> <p>Develop independent learning skills and mastery of all students;</p> <p>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;</p> <p>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;</p> <p>Track the students via Sisra and 'war room' ensuring progress plans (Edukey) are focussed on P8</p> <p>Encourage PP students to use 'homework club' – after school and/or lunchtime</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Measure</th> <th colspan="2" style="text-align: center;">English (%)</th> <th colspan="2" style="text-align: center;">Maths (%)</th> </tr> <tr> <td></td> <th style="text-align: center;">Disadv</th> <th style="text-align: center;">All</th> <th style="text-align: center;">Disadv</th> <th style="text-align: center;">All</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4+</td> <td style="text-align: center;">64.1</td> <td style="text-align: center;">70.5</td> <td style="text-align: center;">64.1</td> <td style="text-align: center;">69.7</td> </tr> <tr> <td style="text-align: center;">5+</td> <td style="text-align: center;">51.3</td> <td style="text-align: center;">56.1</td> <td style="text-align: center;">59.0</td> <td style="text-align: center;">53.8</td> </tr> <tr> <td style="text-align: center;">7+</td> <td style="text-align: center;">10.3</td> <td style="text-align: center;">15.9</td> <td style="text-align: center;">12.8</td> <td style="text-align: center;">15.2</td> </tr> </tbody> </table> <p>The attainment for disadvantaged students in both English and Maths is improving and particularly for the % of students who gained a 5+ in Maths.</p> <p>There are still too many HA students who do not gain higher grades, including 9 who didn't achieve 4+ in English and Maths.</p> <p>Entries were reviewed mid-year to ensure that students were able to cope with 10/11 subjects and where they were having difficulties, proposals were made to 'drop' a subject, allowing them to concentrate on fewer exams. Special consideration was given to disadvantaged students and those with SEMH issues. Over 1/3 of students who dropped a subject went on to gain improved grades in their other subjects.</p> <p>The majority of T+L in maths, English and all Ebac subjects was judged to be consistently good or better. Where individual staff were not consistently good, informal support plans were put in place and included developing skills of differentiation and stretching more able students.</p> <p>Underachieving students were placed on 'progress report', had an identified mentor and were targeted for intervention. Most of these students improved on their predicted grades, particularly in English and Maths, where HLTAs provided before/after school and lunchtime intervention sessions.</p>	Measure	English (%)		Maths (%)			Disadv	All	Disadv	All	4+	64.1	70.5	64.1	69.7	5+	51.3	56.1	59.0	53.8	7+	10.3	15.9	12.8	15.2	<p>Ensure that all students with high prior attainment remain in sets 1 and 2 in KS3 to prevent a drop in expectations.</p> <p>Identify students in KS3 who are disadvantaged and regularly fail to complete homework - provide appropriate support.</p> <p>Track more carefully the performance of disadvantaged boys and ensure that any disengagement is swiftly addressed.</p> <p>Work with parents to ensure that disadvantaged students, who are targeted for interventions, attend regularly.</p> <p>Complete a thorough curriculum review to ensure that disadvantaged students opt for subjects which are appropriate for their academic ability and review regularly to ensure that they are studying the correct subject.</p>
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<p>Resources: HLTA – Maths (x2) and English (80% of salaries), Costs: Edukey, SISRA</p>			<p>Total budgeted cost: £72,100</p>																									

C. Behavioural, emotional and mental health needs			
Desired outcome	Chosen action / approach	Evaluation and Impact	Lessons learned (and whether you will continue with this support)
Reduce negative behaviour and improve emotional and mental health of PP students	<p>Embed a positive culture in school, where praise and reward are encouraged and celebrated;</p> <p>Use Internal exclusion as an alternative to FTE for all, but the most serious behaviour incidents;</p> <p>Tutors to provide support for students in organising and managing their time;</p> <p>HoY to meet with all PP students and identify those who may be showing signs of stress and anxiety;</p> <p>Needs of PP students are identified and appropriate support is given, eg for uniform, revision guides, access to extra-curricular activities;</p> <p>Use internal resources, including personal mentors and the learning mentor to support individuals and group of students</p> <p>Use external agencies to work with students in building resilience and reducing stress;</p> <p>Ensure that vulnerable/PP students are carefully monitored and relevant information is shared with all staff to ensure that they receive the appropriate support.</p>	<p>The balance of achievement: behaviour points was over 80% for the school overall across all year groups and subjects.</p> <p>Fixed term exclusions fell to below national average. Fewer individual students were excluded and it was rare to exclude disadvantaged or SEN students.</p> <p>The majority of students who are in Alternative Provision are disadvantaged and/or SEN. These students were unable to access mainstream school and needed specialist provision.</p> <p>The Internal Exclusion facility (IR) was used effectively to isolate students for a short period of time and then re-integrate them into mainstream school, with support, as necessary.</p> <p>Uniform, including shoes and blazers were purchased for any disadvantaged student who was unable to buy their own.</p> <p>Equipment (pens, pencils, calculators) are given to any disadvantaged student who loses theirs or is unable to buy them at the beginning of term.</p> <p>Revision guides for Science, Geography, RE, MFL, as well as texts for English were purchased for PP students.</p> <p>The Learning Mentor prioritised disadvantaged students in his work to reduce anxiety and manage stress.</p>	<p>A 'Champion for disadvantaged students' to be appointed to ensure that resources are more targeted and barriers for all disadvantaged students are removed.</p> <p>An HLTA with a focus on SEMH to be appointed to improve the emotional and mental health of disadvantaged students.</p> <p>Tutors to be more proactive in identifying where support is required for disadvantaged students.</p> <p>Students in Alternative Provision to be more closely monitored to ensure that they make progress across a range of subjects.</p>
Resources: Learning mentor (proportion of salary), CPOMs, uniform (£1261) , revision books (£252)			Total budgeted cost: £34,100

D. Low Aspirations of PP students			
Desired outcome	Chosen action / approach	Evaluation and Impact	Lessons learned (and whether you will continue with this support)
Raise aspirations of PP students	<p>Ensure all students aspire to achieve target grades and develop 'can do' attitude; Place disadvantaged 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 disadvantaged students aim high; Enterprise week to take place annually – target disadvantaged students to attend talks which match their ambitions; Post 16 providers to attend Y11 assemblies – ensure disadvantaged students consider the best 6th forms; Ensure a high proportion of PP students attend university visits; All disadvantaged students in Y10 to have a careers interview; Provide additional support for disadvantaged students in securing work experience placement.</p>	<p>Disadvantaged students in y9-11 received support from 'Hello Futures' to raise their aspirations and build their resilience.</p> <p>A review of setting took place, though too many students in KS4 were in the wrong sets – this needs to be addressed in KS3.</p> <p>'Blue folders' are used to record career ambitions in Y7 and these will be tracked through to Y11.</p> <p>All year groups receive careers advice and opportunities for CEIAG are identified across all subject areas. The school is working towards the 'Gatsby benchmark' and all students have a positive experience.</p> <p>Students at risk of 'NEET' are identified at the beginning of Y11 – the majority of whom are disadvantaged. Support is in place through INSPIRA to avoid any student being categorised as 'NEET'.</p> <p>A high proportion of disadvantaged students attended university visits.</p> <p>Disadvantaged students were targeted to attend talks during 'enterprise week' – needs more work to further increase numbers.</p>	<p>Continue with support from 'Hello Futures'.</p> <p>Review setting arrangements in Y7-9 to ensure that no disadvantaged students are more than 1 set below their starting point.</p> <p>Continue to ensure that disadvantaged students access all opportunities for careers support and are ambitious in their choice of work placement and post 16 options.</p>
<p>Resources: CEIAG and work experience co-ordinators (proportion of salaries), University visits and cultural trips (£139), Maximise, work experience, refreshments,</p>			<p>Total budgeted cost: £54,700</p>

