

St Joseph's: Pupil Premium Strategy Statement

Summary Information:

Numbers on roll – 678 (PP 37.61% LA average 18.8%, national 29.1%)

Total Income for PP students: £217,885

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Girls	63	73	64	57	63	320
Boys	79	73	64	64	78	358
Total	142	146	128	121	141	678
No of students eligible for Pupil Premium	61	50	53	50	41	255
LAC	1	2	1	0	2	6
PP+	2			2		
MOD		1			1	2
SEN	19	21	25	17	19	101
FSM	38	34	38	35	18	163
% eligible for Pupil Premium	42.96%	34.25%	41.41%	41.32%	29.08%	37.61%

2019 Outcomes

	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

2018/19 Attendance and PA

Measure	2018/19	
	PP	All
Attendance	91.74%	94.12%
Persistent Absence	23.07%	13.87%

Planned expenditure					
Academic year		2019-20			
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?
Reduce absence and improve progress for disadvantaged students.	<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>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. Also students who are in Alternative Provision need to be closely monitored to ensure that their attendance is high and that they are following suitable courses and achieving good qualifications.</p> <p>Provide support to parents of students who have lengthy absences.</p>	<p>Attendance for disadvantaged students still lags behind ALL; PA is stubbornly high, particularly for current Y11 disadvantaged students.</p> <p>There are too many gaps in students' work following absence.</p> <p>In 2019, 69% of Y11 disadvantaged students had over 95% attendance, but their P8 was -0.4. 3 of these students were in AP and their P8 scores were exceptionally low.</p> <p>Some parents have difficulties in getting their children into school.</p>	<p>Continue with 'return to school' interviews and involve SWASLs in early intervention for those students at risk of PA.</p> <p>Monitor attendance at revision and intervention sessions.</p> <p>Monitor the quality of teaching and intervention for targeted students; Provide lesson resources via website and ensure all disadvantaged students have revision guides; Monitor the quality of provision for students in AP.</p> <p>Encourage attendance at 'Talking Teens' sessions.</p>	LC	Half termly
Resources: Attendance Officer, SWASLs x 3, HLTA (Maths) (proportion of salaries)				Total budgeted cost: £69,500	

B. Underachievement of 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?
<p>Maintain a high level of challenge, with additional support, for disadvantaged students</p>	<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>Reduce FTEs for disadvantaged students by placing them in IR wherever possible.</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>	<p>Too many disadvantaged students drop sets as a consequence of poor behaviour and/or low engagement.</p> <p>A high proportion of disadvantaged students fail to complete HW.</p> <p>Several disadvantaged students were unable to manage 10 GCSEs and so their options need to be modified to give them the best possible chance of success.</p> <p>Attendance at revision classes is sporadic and those who need the most support don't always engage.</p>	<p>Regularly revisit setting following CATS and further assessments, ensuring that all students are being appropriately challenged.</p> <p>Monitor completion of Homework and target individuals for support before/after school and at breaks and lunchtimes.</p> <p>Ensure that all parents have access to classcharts.</p> <p>Monitor use of Hegarty maths and allow disadvantaged students to access computers in school, as required.</p> <p>Use Edukey plans to measure progress against targets.</p>	DR + JKI/GH/IN	<p>Curriculum – annually; QA – termly; Data analysis – termly Interventions – half termly</p>
<p>Resources: HLTA x 2 - Maths and additional staffing in English (proportion of salaries), Librarian, Hegarty maths, Edukey</p>				<p>Total budgeted cost: £52,000</p>	

C. Meeting the basic needs of 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?
Disadvantaged students are well supported and have every opportunity to make progress in line with their peers.	<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>School Chaplain to ensure that all disadvantaged students are able to attend at least one 'retreat' experience in KS3.</p> <p>All Year 7 students will have a 1:1 meeting with their tutors to create a 'pen portrait' and further identify their needs.</p> <p>Students in Alternative Provision to be more closely monitored to ensure that they make progress across a range of subjects.</p>	<p>More dedicated time needs to be spent on supporting disadvantaged students, as well as PP+, LAC and service children.</p> <p>SEMH is a barrier to progress for a number of disadvantaged students.</p> <p>Some students do not have equipment or uniform and need support with their general organisation.</p> <p>All students at SJCHS should experience a catholic retreat, as well as other cultural and ethical activities.</p> <p>Some disadvantaged students do not receive appropriate or sufficient support.</p> <p>A high proportion of students in AP are disadvantaged.</p>	<p>Access to activities beyond the curriculum will be tracked to ensure that all students access a rich and varied programme.</p> <p>Disadvantaged students will be referred for SEMH support, as a priority.</p> <p>Pastoral staff will support students who need uniform, equipment, revision guides etc.</p> <p>Track attendance at Retreats</p> <p>Have a bespoke plan for all Y7 disadvantaged students, monitored by tutors.</p> <p>AO to visit students in AP, at least termly to ensure that they are following an appropriate curriculum and that they are stretched and challenged to achieve the best possible grades.</p>	AD / LC	<p>Interventions - Half – termly</p> <p>Progress – termly</p> <p>Uniform, equipment - weekly</p>
Resources: 'Accelerated Progress leader' (part-time), HLTA – SEMH, Pastoral centre staff, Attendance officer (proportion of salaries), budget to subsidise transport, trips/visits and uniform, equipment, revision guides etc.				Total budgeted cost: £55,500	

D. Wider experiences and opportunities 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?
Disadvantaged students are ambitious and have high aspirations	<p>Continue with support from 'Hello Futures', targeting students who meet CCOP criteria.</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>Too few disadvantaged students have positive role models re higher education and highly skilled work.</p> <p>Some disadvantaged students slip down the sets as a result of negative behaviour.</p> <p>Several disadvantaged students were unable to find appropriate work placements in Y10.</p> <p>Whilst the % of NEET students is low (1.68%), they are more likely to be disadvantaged.</p>	<p>Raise aspirations for underachieving boys and ensure that their ATLs are being closely monitored by SLT.</p> <p>SLT to approve all set moves.</p> <p>Target disadvantaged students for additional support in securing work placements.</p> <p>Identify students who are at risk of NEET and work with INSPIRA to ensure they are supported early in considering their post-16 options.</p> <p>Monitor attendance at careers activities, enterprise week etc.</p> <p>Arrange college/university visits for all students and analyse evaluations from disadvantaged students so that any follow up can be targeted.</p>	AD/PJ	<p>Set moves - termly</p> <p>Destinations data – annually;</p> <p>Engagement with interviews/talks etc – termly;</p>
Resources: Careers leader, work experience co-ordinator, (proportion of salary), University visits and cultural trips, Maximise, INSPIRA, work experience,				Total budgeted cost:	£40,885

1. Additional detail

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

