

St Joseph's: Pupil Premium Review (2019-20)

1. Summary information					
School	St Joseph's Catholic High School				
Academic Year	19-20	Total PP budget	£217,885	Date of most recent PP Review	14/09/20
Total number of pupils	678	Number of pupils eligible for PP	255 (37.6%)	Shared with Governing Body	20/10/20
Year 11	139	Number of pupils eligible for PP	39 (28%)		

2. Outcomes (2020)		
	Students eligible for PP: 39 students	All Students (139)
% achieving EM 4+ / 5+ / 7+	51.3 / 25.6 / 2.6	69.1 / 40.3 / 14.4
Progress 8 score average	-0.59 (12 HA: -0.83, 15 MA: -0.46, 12 LA: -0.37) 38.5% of students achieved +ve P8 scores	0 (HA: -0.04, MA: +0.09, LA: -0.2) 53.2% of students achieved a positive P8 score
Attainment 8 score average	38.29	48.29
P8 Eng/ P8 Maths/ P8 Ebac/ Open	-0.79, -0.25, -0.64, -0.64	-0.28, +0.06, -0.08, +0.21

3. Context

Our outcomes for disadvantaged students in 2019 were below national average, but the gap for attainment had closed. Most notably, a higher % of PP students achieved 5+ in English and Maths than the whole school cohort.

However, for 2019.20 we had a very different cohort of PP students, with fewer High Ability (12, compared to 17 in 18/19) and significantly more Low ability PP students (12 compared to 3 in 18/19). Therefore, we refocussed on four areas in order to try to improve the experience, progress and attainment for disadvantaged students in St Joseph's school.

We wanted to address underachievement and progress of disadvantaged students, specifically by improving attendance and ensuring that any gaps that had developed due to absence were closed through targeted intervention.

We also needed to make sure that all of our disadvantaged students were motivated and had a thirst for learning, both in and outside of school. Support was put in place to ensure disadvantaged students could access homework and parents could support them, as necessary. We introduced more robust tracking of individual students and more personalised mentoring for those who needed it. We were committed to reducing FTEs for disadvantaged students and provide them with bespoke programmes, as necessary.

We further developed our 'complimentary curriculum' to encourage disadvantaged students to widen their experience through trips and visits, as well as putting on a range of programmes to support students' mental health and well-being.

Finally, we wanted to ensure that disadvantaged students were ambitious and had high aspirations, by providing a high quality CEIAG programme.

Unfortunately, along with the rest of the country, we went into lockdown at the end of March 2020. As a result, we deviated from some of our planned activity and put into action a food parcel facility as well as providing additional academic and pastoral support for disadvantaged students – see part E below.

4. Review of 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 funding 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>Reduce absence and improve progress for disadvantaged students.</p>	<p>All staff need to continue to focus on attendance and challenge absence at all levels. 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>	<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> <tr> <td>2019/20 (until 20.3.20)</td> <td>90.34</td> </tr> </tbody> </table> <p>Despite a well-resourced plan for managing absence, particularly for disadvantaged students, our attendance still fell below the acceptable levels in 2019-20. 7 out of 9 'school refusers' were PP.</p> <p>We had improved engagement in 'catch up' sessions from disadvantaged students, as Maths and English were able to carry this out before school and lunchtimes (attendance in after school sessions was less successful).</p> <p>Students with authorised absences were provided with work and an increased number completed work at home.</p> <p>Engagement with parents is improving and they have been supportive in trying to avoid persistent absence.</p> <p>Alternative provision students gained improved results, as they work more closely with SJHS staff.</p>	<u>Academic Year</u>	<u>Attendance (Disadvantaged students)</u>	2016/2017	90.97	2017/2018	90.75	2018/2019	92.3	2019/20 (until 20.3.20)	90.34	<p>Continue to increase our parental engagement and ensure that we have their support in maximising their child's attendance at school.</p> <p>Identify a member of the pastoral team to lead on 'parental engagement' – work alongside 'WELL project' to maximise impact.</p> <p>Consider other strategies/provisions for engaging habitual school refusers – online work, private tuition??</p> <p>Need to ensure maximum use if IT/TEAMS to close the gap.</p> <p>Use of Vocational learning centres (VLC) to help to engage disaffected.</p> <p>Support parents in accessing online materials / info, including how to access FSM</p> <p>Consider community activities to educate parents in understanding how they can support their children in learning.</p>
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Resources: Attendance Officer, 3 x SWASLs, HLTA (Maths) – proportion of salaries			<p>Total cost: £69,500</p>										

B. Underachievement of disadvantaged students

Desired outcome	Chosen action / approach	Evaluation and Impact	Lessons learned (and whether you will continue with this support)																									
<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. Identify students in KS3 who are disadvantaged and regularly fail to complete homework - provide appropriate support. Reduce FTEs for disadvantaged students by placing them in IR wherever possible. Track more carefully the performance of disadvantaged boys and ensure that any disengagement is swiftly addressed. Work with parents to ensure that disadvantaged students, who are targeted for interventions, attend regularly. 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>	<table border="1" data-bbox="752 338 1514 512"> <thead> <tr> <th>Measure</th> <th colspan="2">English (%)</th> <th colspan="2">Maths (%)</th> </tr> <tr> <td></td> <th>Disadv</th> <th>All</th> <th>Disadv</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>4+</td> <td>61.5</td> <td>75.5</td> <td>53.8</td> <td>72.7</td> </tr> <tr> <td>5+</td> <td>28.2</td> <td>45.3</td> <td>43.6</td> <td>56.1</td> </tr> <tr> <td>7+</td> <td>10.3</td> <td>21.6</td> <td>7.7</td> <td>20.9</td> </tr> </tbody> </table> <p>The gap in attainment for both English and Maths</p> <p>We do not have enough disadvantaged students achieving higher grades, despite the fact that over 2/3 of them are middle or high ability.</p> <p>Whilst the majority of T+L in maths, English and all Ebac subjects was judged to be consistently good or better, we still have a number of disadvantaged students who fail to fully engage with our curriculum and begin to become disaffected in KS3. We offer an 'alternative curriculum' to some of these students, including reducing the number of option subjects and completing a more vocational offer, including Animal Care.</p> <p>Attendance at 'Homework club' increased and where incidents of 'no homework completed' was recorded in ClassCharts, this was followed up by the SLT link to each year group.</p> <p>Over 100 revision books and other resources were purchased for disadvantaged students to ensure that they have access to relevant materials.</p> <p>Whilst attendance in Y11 intervention sessions was very good in English and Maths, this had limited impact, as it was cut short in March 2020 and many of these students were still significantly behind their target grades.</p>	Measure	English (%)		Maths (%)			Disadv	All	Disadv	All	4+	61.5	75.5	53.8	72.7	5+	28.2	45.3	43.6	56.1	7+	10.3	21.6	7.7	20.9	<p>Use CAT scores to identify any discrepancies between KS2 scores and actual ability and where there were significant gaps, introduced some early intervention to accelerate students' progress.</p> <p>Clarify our principles for 'setting' to ensure that all disadvantaged students with high prior attainment remain in sets 1 and 2 in KS3 to prevent a drop in expectations.</p> <p>Identify students without access to a suitable device / WIFI for completing homework/home learning and prioritise funding to support them.</p> <p>Ensure that interventions begin lower down the school, so that 'closing the gap' is a 5 year process.</p> <p>Increase the focus on literacy and reading – ensure all students have access to books and resources, as required.</p> <p>Identify students who are underachieving and set up 'progress groups' and use Provision Map to set targets and monitor progress.</p>
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<p>Resources: HLTA x 2 - Maths and additional staffing in English (proportion of salaries), Librarian, Hegarty maths, Edukey</p>			<p>Total cost: £52,000</p>																									

C. Meeting the basic needs of disadvantaged students			
Desired outcome	Chosen action / approach	Evaluation and Impact	Lessons learned (and whether you will continue with this support)
<p>Disadvantaged students are well supported and have every opportunity to make progress in line with their peers.</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>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>AP leader was appointed and has completed a significant amount of training, including 2 day poverty proofing and half day follow up plus webinar; How Attachment and Trauma Impact on Learning (CCC); Mental Health First Aid training; Designated Teacher Forum, PP meetings – West Cumbria Consortium; WELL launch meetings/ training. She is very knowledgeable and highly skilled in ensuring the most disadvantaged students are well supported.</p> <p>Disadvantaged students have priority in terms of referrals to our SEMH lead. He has also delivered training to teachers, as well as provided resources to support groups of students.</p> <p>Tutors and teachers have been proactive in identifying the needs of disadvantaged students and ensuring that they have everything they need to access the curriculum, as well as meeting their basic needs:</p> <ul style="list-style-type: none"> • 148 students were given a subsidised Christmas lunch • Over 100 students were given a pencil case with basic equipment • Calculators were provided for those who didn't have one • 2 students were given bus passes to ensure that they could travel to school, when at risk of not attending due to financial hardship • Students were provided with uniform/PE kit to ensure that they always attended SJCHS looking very smart. <p>Tutors signposted students to extra-curricular activities, as well as trips and visits if they were not able to access these with their families.</p> <p>AP students accessed non-core subjects, eg Business Studies and were supported by SJCHS staff, resulting in positive engagement and improved grades.</p>	<p>Ensure that plans are in place to use all funding streams to maximise the progress of disadvantaged students, particularly around ownership of personal devices and access to high quality teaching and 1:1 support/tuition, as required.</p> <p>Tutors and teachers still need to track disadvantaged students more closely and intervene at the earliest opportunity where standards are slipping.</p> <p>APL working on Poverty proofing project (LIS) to ensure that there is a whole school priority to identify those who are most at need and develop strategies to support them.</p>
<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.</p>			<p>Total cost: £55,500</p>

D. Wider experiences and opportunities for disadvantaged students			
Desired outcome	Chosen action / approach	Evaluation and Impact	Lessons learned (and whether you will continue with this support)
Disadvantaged students are ambitious and have high aspirations	<p>Continue with support from 'Hello Futures', targeting students who meet CCOP criteria.</p> <p>School Chaplain to ensure that all disadvantaged students are able to attend at least one 'retreat' experience in KS3.</p> <p>Disadvantaged students to have opportunities to participate in our 'complementary curriculum' and have as many cultural experiences as other students.</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>Students had a positive experience with projects, including 'Moorclose project' and worked closely with mentors who gave excellent feedback.</p> <p>11 Year 8 students were funded to attend the residential retreat (@£120); Year 7 were also offered funded places (from the Diocese) and all other disadvantaged students (Y7&8) attended Castlerigg for a 1 day experience.</p> <p>We made sure that disadvantaged students were guided to attend a range of cultural activities:</p> <ul style="list-style-type: none"> • 79 students accessed free music tuition and they built up their confidence to perform to the wider school • 190 students attended a performance at the theatre • 9 took part in acting workshops • 4 were funded to do Dance workshops • 2 Y10 students were funded to attend a RYPEN residential experience, which improved their self esteem and self worth • 2 students represented the district in a rotary club catering competition. <p>All Y11 disadvantaged students visited a local FE or HE institution.</p> <p>Y11 disadvantaged students had a 1:1 interview with INSPIRA</p> <p>All Y10 students were allocated high quality work experience (postponed due to Coronavirus)</p>	<p>Identify training programmes which will develop and improve leadership and other wider skills of disadvantaged students.</p> <p>Continue to access support from Hello Futures via E learning courses.</p> <p>Use the Higher Education Access Trackers to further develop study skills and identify post 16 options.</p>
<p>Resources: CEIAG and work experience co-ordinators (proportion of salaries), University visits and cultural trips, Maximise, work experience, refreshments,</p>			<p>Total cost: £40,885</p>

E. Support disadvantaged students who have been negatively affected by the lockdown/school closure in response to Coronavirus outbreak			
Desired outcome	Chosen action / approach	Evaluation and Impact	Lessons learned (and whether you will continue with this support)
Disadvantaged students are well supported	<p>Ensure that all families of disadvantaged students have the opportunity to receive food parcels.</p> <p>Check that disadvantaged students have access to laptops/devices to support learning and if not, secure access to a device (Y10) and/or provide appropriate paper-based work for them.</p> <p>Make home visits to disadvantaged families, where contact with tutors is not forthcoming.</p>	<p>At the beginning of lockdown and prior to the Government starting the 'voucher scheme', we set up a food parcel collection and delivery programme, which was accessed by over 120 families. We continued this through the Easter and half term holidays.</p> <p>Some students were provided with devices by the LA (Y10 x 38), for others in need, we loaned re-conditioned school laptops.</p> <p>40% of our school community requested paper-based work during lockdown as they didn't have access to suitable personal electronic devices/wifi at home.</p> <p>Welfare emails to all students were carried out by tutors during lockdown and follow up phone calls/home visits were made by pastoral staff if students didn't engage.</p>	<p>Maintain a 'tracker' to identify which families are most in need (working collaboratively with HoY).</p> <p>Ensure that all parents know how to 'apply' for FSM.</p> <p>Identify which students do not own a personal device (Questionnaire).</p> <p>Audits required to find out which students need financial support in order to have access to a personal device.</p> <p>Staff to monitor access and use of TEAMS and signpost students to 'homework club' if they are unable to do this at home.</p>
Resources: Canteen staff and food parcels; laptops; workpacks and photocopying; pastoral staff; volunteer staff.			Total cost: £2350

