

## St Joseph's: Pupil Premium Strategy Statement

### Summary Information:

Numbers on roll – 628 (PP 39.8%; LA average 18.8%, national 29.1%)

Total Income for PP students: £ 219 650

Allocation £995 per student for pp

|   | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total        |
|---|--------|--------|--------|---------|---------|--------------|
| Girls                                     | 51     | 65     | 71     | 55      | 58      | 300          |
| Boys                                      | 63     | 78     | 76     | 48      | 63      | 328          |
| Total                                     | 114    | 143    | 147    | 103     | 121     | <b>628</b>   |
| No of students eligible for Pupil Premium | 51     | 60     | 48     | 44      | 51      | 254          |
| LAC                                       |        | 1      |        | 1       |         | 2            |
| PP+                                       | 3      | 1      | 1      |         | 3       | 8            |
| MOD                                       |        |        | 1      |         |         | 1            |
| SEN                                       | 31     | 22     | 18     | 16      | 15      | 102          |
| FSM                                       | 41     | 40     | 38     | 36      | 39      | 194          |
| % eligible for Pupil Premium              | 45%    | 39%    | 33%    | 43%     | 43%     | <b>39.8%</b> |

FSM 194/628 = 31% of school are fsm. This is an increase from previous year 7% as of 8/12/20. Nationally across all schools FSM has increased from 15.4% to 17.3%, and across secondary schools it has increased from 14.1 to 15.9%

PP has increased by 2.1% on last year.

**2020 Outcomes (Centre Assessed Grades)**

|  | Y11 Students eligible for PP: <b>39 students</b>  | All Students  |
|--|---|---|
| <b>% achieving EM 4+ / 5+ / 7+</b>     | <b>51.3 / 25.6 / 2.6</b>  | 69.1 / 40.3 / 14.4  |
| <b>Progress 8 score average</b>        | <b>-0.59</b><br><b>(12 HA: -0.83, 15 MA: -0.46, 12 LA: -0.37)</b><br><b>38.5% of PP students achieved +ve P8 scores</b> | 0<br><br>(HA: -0.04, MA: +0.09, LA: -0.2)<br>53.2% of students achieved a positive P8 score |
| <b>Attainment 8 score average</b>      | <b>38.29</b>  | 48.29   |
| <b>P8 Eng/ P8 Maths/ P8 Ebac/ Open</b> | <b>-0.79, -0.25, -0.64, -0.64</b>   | -0.28, +0.06, -0.08, +0.21  |

**Persistent Absence (PA):**

|   |        |
|---|--------|
| All Terms Included : (03/09/2018 to 10/06/2019) | 13.73% |
| All Terms Included : (02/09/2019 to 20/01/2020) | 20.9%  |

**Attendance and PA (Sept to Dec 2020)**

| Term  | No. of students who met absence threshold | % of students who met absence threshold | No. of students who met absence threshold & PP | % of students who met absence threshold & PP |
|---|---|---|--|--|
| Half Term 1 : (01/09/2020 to 25/10/2020)        | 143                                       | 22.73                                   | 73   | 51.05  |
| Half Term 2 : (31/10/2020 to 07/12/2020)        | 130                                       | 20.7                                    | 60   | 46.15  |
| All Terms Included : (01/09/2020 to 07/12/2020) | 145                                       | 22.87                                   | 80   | 55.17  |

| <b>Planned expenditure for Academic Year 2020-21</b>  |   |   |   |  |  |
|---|---|---|---|--|--|
| The three headings below identify the main areas for improvement which should have the greatest impact on the future attainment for disadvantaged students and enable us to demonstrate how we are using the Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies. |   |   |   |  |  |
| <b>A. TEACHING AND LEARNING</b>   |   |   |   |  |  |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                      | <b>When will you review implementation?</b>  |
| <b>The majority of lessons to be Outstanding and online learning to be accessible, particularly for classes with a high proportion of disadvantaged students</b>  | Increase the focus on <b>literacy and reading</b> – ensure all students have access to books and resources, as required.  | Literacy and reading levels across the school are not high enough, particularly for disadvantaged students.   | Introduction of 30 mins of daily reading in tutor time (extended by 20 mins); use of online software in the library; use of digital resources across curriculum areas.  | IN<br>+KS,<br>PJ,<br>JGA.              | Online learning - weekly<br>Curriculum – annually;<br>QA – termly;<br>Data analysis – termly<br>PM reviews - ongoing |
|   | Close <b>tracking</b> of disadvantaged students, with appropriate early intervention.   | The progress and attainment gap is still too wide for disadvantaged students.   | Use FE tracker to further develop study skills; all staff to use seating plans to ensure support for disadvantaged students, as well as targeted questioning and priority marking; use classcharts to monitor engagement. |  |  |
|   | Support students in online learning: Identify students without access to a suitable device / WIFI for completing homework/home learning and prioritise funding to support them. | A significant proportion of disadvantaged students did not have access to a suitable device for learning during lockdown 1 (from March 2020) and other were unable to access the work set due to low level of skills. | Provide training in the use of TEAMS as a platform to access and submit work, thus ensuring that blended learning is easy and accessible to all; provide online training in effective use of IT.                          |  |  |
|   | Raise aspirations through promoting careers across all subjects.  | Y10 and 11 students have missed out on work experience week, as well as a World at Work day.  | Target high ability disadvantaged students to be part of the 'Brilliant Club'.<br><b>*Arrange workshops for college/post 16 applications and interview techniques for those who have not completed by March'21</b>        |  |  |
| Access INSET training from the National College on online teaching and the use of new, emerging and existing platform/apps to improve the quality and standard of T and L.  | Disadvantaged students aren't always appropriately supported in lessons and a significant number find it difficult to access online learning.                                   | Performance Management – set relevant targets; T+L group to focus on provision using technology; IPEEL focus on disadvantaged students, especially boys.  |   |  |  |
| <b>Resources:</b> Additional staffing in English and Maths, Librarian and software, Classcharts   |   |   |   | <b>Total budgeted cost:</b><br>£82,000 |  |

| B. Targeted Academic Support 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?  |
| <b>Maintain a high level of challenge, with additional support, for disadvantaged students</b> | Use CAT scores to identify any discrepancies between KS2 teacher assessments and actual ability and where there were significant gaps, introduced some early intervention to accelerate students' progress. | A significant proportion of disadvantaged students have higher TA than their ability according to CATS. (No KS2 SATS in 2020 or 2021)                              | Regularly revisit setting following CATS and further assessments, ensuring that all students are being appropriately challenged. Develop 'pen portraits' of all disadvantaged students to identify their individual needs. | DR<br>GH<br>AF, JGA<br>HK<br>AD        | Curriculum – annually;<br>QA – termly;<br>Data analysis – termly<br>Interventions/plans – half termly |
|  | 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.                                  | Too many disadvantaged students drop sets as a consequence of poor behaviour and/or low engagement   | Carefully track engagement and progress of disadvantaged students, both in school and with online learning.  |  |   |
|  | Tutors and teachers still need to track disadvantaged students in their use of TEAMS and intervene at the earliest opportunity where standards are slipping.  | Attendance at revision classes is sporadic and those who need the most support don't always engage.  | Monitor completion of Homework/online learning and target individuals for support before/after school and at breaks and lunchtimes.  |  |   |
|  | Ensure that interventions begin lower down the school, so that 'closing the gap' is a 5 year process.   | Students fall too far behind before we identify the need for 'catch up'.   | <b>*Meet with every PP student on return to school and provide additional support, as reqd.</b>  |  |   |
|  | Identify students who are underachieving and set up 'progress groups' and use Provision Map to set targets and monitor progress.  | Several disadvantaged students were unable to compete 10 GCSEs and so their options need to be modified/reduced to give them the best chance of achieving targets. | Use Edukey plans to measure progress against targets; ensure all parents have access to classcharts.   |  |   |
| Use of online curriculum resources to encourage engagement of disaffected students.            | A high proportion of disadvantaged students fail to complete HW or online learning  | Monitor use of Hegarty maths etc and allow disadvantaged students to access computers in school, as required.  |  |  |   |
| <b>Resources:</b> HLTA x 3, Edukey, curriculum resources, eg Hegarty maths                     |   |  |  | <b>Total budgeted cost:</b><br>£64,500 |   |

| <b>C. Meeting the basic needs of disadvantaged students</b>   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>                              | <b>When will you review implementation?</b>  |
| <p><b>Disadvantaged students and their families are well supported and have every opportunity to make progress in line with their peers.</b></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>'Inclusion Team' to ensure that all vulnerable and /or disadvantaged students are appropriately supported.</p> <p>AD 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; Ensure that all parents know how to 'apply' for FSM.</p> <p>Increase parental involvement and engagement to improve attendance, as well as attainment.</p> <p>Further develop the 'Way of St Joseph' to ensure that all students have access to high quality spiritual, cultural and creative experiences</p> <p>Introduce 'St Joseph's extras' programme to support students in learning basic/essential skills in areas such as typing, IT, fitness and reading.</p> | <p>More dedicated time needs to be spent on supporting disadvantaged students, PP+, LAC and service children in accessing online learning.</p> <p>SEMH is a barrier to progress for a number of disadvantaged students, with high levels of anxiety being experienced during enforced lockdown.</p> <p>Some students do not have equipment or uniform and need support with their general organisation. Some families have also had very low income due to the covid pandemic.</p> <p>Some parents have not accessed classcharts or attended parents' evenings and promote absence.</p> <p>All students at SJCHS should experience a catholic retreat, as well as other cultural and ethical activities.</p> <p>A significant number of students do not have the basic skills required to access their learning or lead a healthy lifestyle.</p> | <p>Offer support for students who don't have access to their own device and maintain a spreadsheet to ensure that all PP students have the technology to access online learning.<br/><b>*Apply to charities for funding for additional laptops for disadvantaged students (x58)</b></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, as well as those who need food parcels (in addition to government vouchers).</p> <p>KH, supported by 'WELL project' to develop strategies and maintain a 'tracker' to identify which families are most in need.</p> <p>Access to activities beyond the curriculum will be tracked to ensure that disadvantaged students experience a rich and varied programme.</p> <p>Disadvantaged students will be supported to access these programmes.<br/><b>*Target students for IT</b></p> | <p>DR/AD<br/>JKI/HOY<br/>LC<br/>RC</p>         | <p>Attendance - weekly<br/>Interventions - Half – termly<br/>Progress – termly<br/>Uniform, equipment - weekly</p> |
| <p><b>Resources:</b> 'Accelerated Progress leader' (part-time), HLTA – SEMH, HOY/Pastoral centre staff, Attendance officer (proportion of salaries), budget to subsidise transport, trips/visits and uniform, equipment, revision guides etc.</p> |  |  |  | <p><b>Total budgeted cost:</b><br/>£73,500</p> |  |

### Additional detail

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

DR (Deputy Head) and AD (Accelerated Progress Leader) have completed 9 modules of training, funded by the 'WELL project', looking at 'Making a Difference for Disadvantaged Pupils'. We have used the research and knowledge which we have gained to ensure that the strategy will have maximum impact. We have considered and responded to the following:

#### **How do you know that the priorities you have identified get to the root of the issue and are amenable to change?**

- We need to improve our English and Maths disadvantage gap, evidence is that % achieving English and Maths across the grades 4/5/6 for our pp students is significantly lower than those who are not pp (see data p1)) so use of extra tutor time for extra Eng and maths, as well as Y11 having maths or English teachers as tutors aids this. High quality teachers in those subject areas. Early intervention vital for those students who are PP to help bridge the gap. Reducing no. of subjects would allow greater time to focus on core subjects.
- Completing IT audit has shown there is a gap. We know there is a need for IT 1:1 devices, but on further investigation we found that more students actually had only a phone to work on or had a device, but no data. Provision of devices and/ or dongle/ access to WIFI will reduce that barrier to learning.
- Our students are reporting more and more to their HOY that they are anxious about current situation. Especially exam classes. Need of counsellor to aid this as current counsellor provision is overwhelmed. We have the added issue with charities and providers closing such as CYA who in the past we have used successfully.
- Attendance continues to be an issue, even more so with Covid.
- High ability pp boys has greatest gap

#### **What evidence have you looked at to help you systematically explore programmes and practices?**

- Data from 2020 outcomes, GCSE ( P8 scores, and % of achieving EM 2020)
- Strategies focus on HA boy pp achievement
- Outcomes from the IT audit from whole school, followed up with phone calls home.
- Attendance figs from last couple of years has seen an improvement with strategies.
- Conversational evidence from HOYs reporting greater need for counsellor. RC ( in house triage counsellor) is fully booked, despite increase in hours to manage SEMH issues of our students.
- KS4 strategy is in place and Blue Folder Data – used to inform 1:1 interviews with students in focus groups.

**How confident are you that the proposed activities are a good fit and feasible for your school?**

- Relatively confident that IT strategy will have a positive impact. Buy in is important from staff and students. Covid means that feasibility of all plans is in question. New access to creativity suite will improve photography and art access. This should improve the results of open baskets, particularly in those subjects.
- We have 38% of students as PP, which is a significant number of students to focus on. Success depends on staff 'buy in' to the strategy, which will be strengthened through Performance Management. Use of Teams/ webinars should bridge the gap.
- The growing number of students who are PP is an issue. This is due to fall out following Covid.
- We have a lot of different approaches in place, across all subject bases. The Assoc Ass Head Teachers will help to guide and advise as their focus is on PP.







