

St. Joseph's Catholic High School Pupil Premium Funding and Projection for 2018-2019

Number on Roll (7 – 11): 933	Number of PP on Roll: 120	PP funding per student: £935.00	2018-2019 PP Budget: £112,200.00	Date of next PP Review: September 2019
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The 2018-2019 Pupil Premium register at St. Joseph's consists of 120 students in years 7 through 11. Under the Pupil Premium funding initiative the school will receive £935.00 for every Secondary School student classified as Pupil Premium. The funding is to be used appropriately to ensure that the academic progress of PP students are in line with the achievement of non-PP students. Therefore, this academic year we have been allocated a budget of £112,200.00.

1) Pupil Premium Ethos:

At St. Joseph's we are determined to ensure that the gap between the pupil premium and non-pupil premium students is non-existent. Embedded within our ethos we have a fundamental desire and duty of care to do everything within our power to ensure that all students leave here with high aspirations and opportunities. Therefore, it is imperative that we, as a community, prioritise the achievement of our most vulnerable students.

2) Barriers to Educational Achievement at St. Joseph's Catholic High School:

At St. Joseph's we believe that it is important to understand each student as distinct, they have individualised needs and therefore individualised barriers to learning. To enable us to better understand our PP students and their barriers within their educational achievement we conducted meetings with every PP student to explore what they believe to be their areas of greatest weakness when it comes to their own learning. These will then serve as the basis for our interventions. Classroom teachers will be able to address our PP students' barriers to learning within their teaching through different pedagogical approaches. As a school community, we understand that the academic needs of our PP students differs from our non-PP students. It is through appropriately identifying and effective teaching and learning strategies that we will begin to close that gap between our PP and non-PP students. There were three responses that were echoed throughout the interviews conducted:

Low aspirations

Many of our PP students have not had opportunities to understand the world outside their local community. This has resulted in a distinct lack of exposure to different cultural or social events that, perhaps, our non-PP students have participate in. It is important to note that many of our PP students will be the first person in their families to have the ability to attend university and in some cases Sixth Form. This is a scary notion for them because they are having to step outside of what they have only ever known.

Homework

Throughout the PP interviews a number of our students stated that homework was a persistent problem for them. For some of our students, they do not have a quiet place or the necessary resources to allow them to complete their homework at home. In addition to this, responsibilities or the lack of accountability on both the part of the parent and/or teacher allows the student to 'get away' with not completing their homework. This will inevitably create gaps within the young person's knowledge, causing them to fall behind.

Confusion within progressively more difficult tasks

This idea of 'confusion' is not limited to the student not understanding the content or the teacher's explanation in lesson. Much of the confusion arises from our PP students 'fear of failure', coupled with easily giving up or becoming distracted by their peers. Passive learning is also directly linked to confusion it will inevitably create gaps in one's understanding.

3) Outcomes

<u>Desired Outcomes</u>	<u>Success Criteria</u>
A. Improved attainment in English and maths of PP students.	<ul style="list-style-type: none">• Increase in the % of PP students making expected attainment grade in all subjects.
B. All PP students will make the same progress as non-PP students.	<ul style="list-style-type: none">• Reduction in the gap between PP and all students in their Progress 8 scores in GCSE examination in 2019.• Reduction in the gap between PP and all students identified as making at least expected progress in all other year groups.
C. All PP students to participate fully in lessons, complete all homework set and participate fully in school life.	<ul style="list-style-type: none">• Reduction in the gap between PP and all students in their Progress 8 scores in the GCSE examination in 2019.• Reduction in the gap between PP and all students identified as making at least expected progress in all other year groups.• Improvement in the percentage of PP students engaging in after school activities, trips, interventions and leadership roles.
D. PP students to attend school as regularly as non-PP students.	<ul style="list-style-type: none">• Attendance of PP students is at least 95% for each year group.

4) Projected Pupil Premium Spending for the 2018-2019 Academic Year:

<u>Allocation of Funding</u>	<u>Rational</u>	<u>Cost</u>	<u>Measurable Outcome</u>
<p>A) <u>The Breakfast Club:</u></p> <ul style="list-style-type: none"> For the past year and a half we have run a breakfast club that is opened to all students at St. Joseph's. The students are provided with a free breakfast that is nutritious and ensures that no student comes to school hungry. They are prepared both mentally and physically to meet the demands of the academic day. 	<ul style="list-style-type: none"> Through providing our students with breakfast we are helping to ensure that our students' minds are focused on their academics and not on them being hungry. Furthermore, there is a direct correlation to the students' attitude to learning. Our attendance figures amongst PP students have improved since we have begun the breakfast club. The breakfast club is a safe place for our students and many arrive to school as early as 7:00am which means that they are safe and being looked after. Finally, it is an excellent opportunity for the staff and students to break bread with one another as it is an informal setting that we believe is invaluable to the relational ethos that we promote here, at St. Joseph's. 	£62,000.00	<p><i>We understand the importance in being reflective and adaptable within our approaches. All PP initiatives need to be highly impactful and positively support the needs and well-being of our PP students. Therefore, we will measure the impact of these initiatives in the following ways:</i></p> <ul style="list-style-type: none"> <i>The first, and arguably the most significant way, to measure the impact is through our data collections. It is important that we see an incremental increase in the progress of our PP students.</i> <i>Furthermore, we will conduct student voice surveys where we will give our PP</i>
<p>B) <u>Raising Aspirations and Cultural Capital:</u></p> <ul style="list-style-type: none"> Every PP student at St. Joseph's will attend two extracurricular trips that will encourage cultural capital. We want to give our students the exposure to different activities like theatre, travel, sport, art and museums to allow these 	<ul style="list-style-type: none"> The aim with this initiative is to expose our PP students to different experiences. It will undoubtedly be an opportunity that will shape them as a person and help in allowing them to understand that they can achieve through exposure to new experiences. 	£8,000.00	

<p>young people to understand the wider world.</p>			<p><i>students the opportunity to 'weigh in' on the different initiatives and their effectiveness. The students will have the ability to give us an honest appraisal of what they believe helped them the most in terms of their own barriers to learning.</i></p> <ul style="list-style-type: none"> <i>Lesson observations and learning walks that shadow and focus primarily on our PP students is very important. The teachers need to be embedding the teaching and learning strategies as well as engaging with the individualised Pupil Premium Profiles to help support the PP</i>
<p>C) <u>Raising Aspirations and Cultural Capital:</u></p> <ul style="list-style-type: none"> Motivational speakers to come in to discuss what success looks like and deliver workshops to support students in Year 7 – 10 in terms of raising aspirations. 	<ul style="list-style-type: none"> Each year group will hear from a different speaker who will be responsible for delivering talks that will encourage our PP students to strive for the best in terms of their academic achievement and future goals. 	<p>£2000.00</p>	
<p>D) <u>Trips and Outings:</u></p> <ul style="list-style-type: none"> All PP students will be given the funding to attend all subject related trips that apply to them. 	<ul style="list-style-type: none"> It is important that all students, despite their socio-economic background, are given the same opportunities. This will help to eliminate inequality and allow for all of our students to experience an enriching activity. 	<p>£3400.00</p>	
<p>E) <u>Rewards System:</u></p> <ul style="list-style-type: none"> Positive rewards system to allow students the ability to understand that if they work hard they can achieve. Tangible rewards are a great way to motivate young people to become more engaged and active within their learning and their academics. 	<ul style="list-style-type: none"> Although we understand the importance of intrinsic motivation, it is also important to reward positive behaviour. Therefore, we will be running a positive reward system for our Year 11 PP students. They will receive rewards after attending a set number of revision sessions. In addition to this, the highest achiever and the most improved PP student in Year 11 will receive a reward at the end of every term. In order to encourage consistently good attendance we will create the 100 club where those students who have 100% and punctuality will be put forward for a prize. 	<p>£2500.00</p>	

	<ul style="list-style-type: none"> The top achieving PP student in each year group and the most improved PP student in each year group will receive a £10 voucher. 		<p><i>students within their class.</i></p> <ul style="list-style-type: none"> <i>Attendance data</i> <i>Exclusion data.</i> <i>Destinations data</i> <i>Attitude to learning</i>
<p>F) <u>Teaching and Learning Strategy that will endeavour to combat apathy and passive learning.</u></p>	<p>The strategy will focus on the following three areas:</p> <ol style="list-style-type: none"> Feedback either verbally or in writing to every PP student in every lesson. Each PP student will be given a clear target that they need to address within the lesson. The feedback is to create a dialogue with the student and hopefully develop a higher level of engagement. Questioning – PP students will be questioned throughout the lesson to support them in ensuring that they are actively learning. Homework – For each subject there will be a clear homework timetable that will be monitor for completion and level of effort. 	n/a	
<p>G) <u>Pupil Profiles:</u></p> <ul style="list-style-type: none"> To enable us to better understand our PP students and their barriers within their educational achievement. We conducted meetings with every PP student to explore what they believe to be their areas of greatest weakness 	<ul style="list-style-type: none"> At St. Joseph’s we believe that it is important to understand each student as distinct, they have individualised needs and therefore individualised barriers to learning. These will then serve as the basis for our interventions. Classroom teachers will be able to address our PP students’ barriers to learning within their teaching through different pedagogical approaches. 	n/a	

when it comes to their own learning.			
H) Homework timetables: <ul style="list-style-type: none"> All PP students will be on a closely monitored thorough a specific homework timetable. 	<ul style="list-style-type: none"> A homework timetable will help them to keep themselves to account in terms of completing their homework to the appropriate standard. This initiative will help to diminish the difference between non-PP and PP students as many of our PP students have highlighted that they find completing homework particularly difficult. 	N/A	
I) Revision Space: <ul style="list-style-type: none"> We will provide homework and revision clubs where our students can go to complete their homework in a quiet environment that is equipped with the resources that they need. Students will be given a snack and a drink to ensure that they are fuelled during these sessions. 	<ul style="list-style-type: none"> These revision sessions will provide our PP students with the resources that are necessary to appropriately complete their homework. There will be TA support, access to revision text and the internet. We will be targeting our PP students who are underachieving academically and those who have highlighted that completing homework is problematic. 	£600.00	
J) One to one mentoring: <ul style="list-style-type: none"> All Year 11 students will be allocated a staff mentor who they will meet weekly. This person will offer the student support in terms 	<ul style="list-style-type: none"> A member of staff will mentor each Year 11 PP student. This is to ensure that all our Year 11 PP students have an adult figure to hold them to account in terms of their progress and their attitude to learning. We hope to foster a positive working relationship to ensure that every 	n/a	

of their progress and organisation.	Year 11 student's progress is in line with our non-PP students.		
K) <u>Literacy and Numeracy Support:</u> <ul style="list-style-type: none"> One to one support for Year 7 – 9 PP students who are underachieving in either literacy and/or numeracy. 	<ul style="list-style-type: none"> It is fundamental that we ensure that our KS3 PP students' progress in Maths and English is in line with their target grades as well as, in Reading, their chronological age. This support will help to close the gap in KS3 and will inevitably provide these students with a stronger starting point at KS4. 	£3000.00	
L) <u>Tuition:</u> <ul style="list-style-type: none"> Providing external tuition, if necessary, for our underachieving KS4 students. 	<ul style="list-style-type: none"> Those students whose progress and attainment is particularly low and we are concerned about their overall academic achievement we will provide tuition from external companies to ensure that those students are receiving the necessary one to one intervention. 	£5000.00	
M) <u>TA – Pupil Premium:</u> <ul style="list-style-type: none"> A teaching assistant who will work primarily with our PP students who are significantly underachieving in both a classroom environment and in small group sessions. 	<ul style="list-style-type: none"> The objective is to provide focused support for those students who are struggling to 'keep up' with the rigours of academia. It is important that we provide them with focused support to help them make the necessary academic gains. 	£14,000.00	
N) <u>Equipment:</u> <ul style="list-style-type: none"> Textbooks, revision guides and equipment for all our PP students. 	<ul style="list-style-type: none"> It is important that we know that all our PP students have the resources that they need to adequately participate in lesson and to complete work at home. Therefore, we will ensure that all our PP students are equipped to succeed. 	£9,200.00	

<p>O) <u>Uniform:</u></p> <ul style="list-style-type: none"> • Providing uniform – both everyday uniform and PE kit to those PP students who cannot afford it. 	<ul style="list-style-type: none"> • We need to ensure that all our PP students feel no different from our non-PP students, therefore we will provide any necessary uniform to those students who are struggling to accommodate themselves in terms of uniform. 	<p>£1000.00</p>	
<p>P) <u>Transportation:</u></p> <ul style="list-style-type: none"> • Provide transportation for those PP students who do not have appropriate means of travel to and from school. 	<ul style="list-style-type: none"> • It is vital that all of our students have appropriate modes of transportation to and from school to ensure their academic success. 	<p>£1,500.00</p>	

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5) Pupil Premium Expenditure Report 2017 – 2018

<u>Summary of PP Expenditure September 2017-July 2018</u>	<u>Cost</u>
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<p>A) <u>Weekly tuition groups and one to one mentoring in Science</u></p> <ul style="list-style-type: none"> We direct extra tuition from two PhD Science graduates to give one to one support to year 11 students. This is completed to very small groups (3 students to one tutor) or on a one to one basis in order to allow students to be given precise and relevant intervention to improve their attainment in science. 	<p>£14,824</p>
<p>B) <u>Uniform, PE, equipment and revision guides/textbooks</u></p> <ul style="list-style-type: none"> All PP students received an equipment pack (if required) containing all the essential materials for study. We also purchase uniform and PE kit when required for PP students and school shoes. We also buy all PP students text books and revision guides when required. 	<p>£12,392</p>
<p>C) <u>Transport assistance</u></p> <ul style="list-style-type: none"> Where PP student have had low attendance or issues getting to and from school, bus/train fares and bikes repairs have been provided to make sure they are able to get into school and home. This has been the regular school day, revision sessions or school trips. 	<p>£2012</p>
<p>D) <u>Literacy tuition</u></p> <ul style="list-style-type: none"> We bought into the 'Sound Training' Programme. This programme is designed to boost the reading age of pupils and improve literacy across the whole curriculum. Pupils are taught in groups of four, over a period of 6 – 8 weeks. Only PP students with either underachievement or expected progress participated. 	<p>£7,200</p>
<p>E) <u>February half term and Easter Revision, coursework workshops</u></p> <ul style="list-style-type: none"> The February and Easter revision focus for Year 11 has been a successful approach adopted by the school to teach revision strategies, offer in-depth revision classes and the use of ICT suites and resources for all students. These sessions have been well attended and the Head of Year 11, Heads of Departments and the Senior Leadership Team focus on Pupil Premium students and identify support for these students. 	<p>£6,740</p>
<p>F) <u>Breakfast Club</u></p> <ul style="list-style-type: none"> Free breakfasts in the canteen are provided to ensure all students have a good meal, ensuring they are energised before their lessons. 	<p>£59,945</p>

<p>G) <u>Provision of IT equipment</u></p> <ul style="list-style-type: none"> PP students will limited access to IT at home have been loaned an iPad or laptop to aid their completion of coursework, revision and study. 	<p>£4,392</p>
<p>H) <u>Educational trips</u></p> <ul style="list-style-type: none"> Where it is considered that a school trip will enhance a student's understanding and progress within a subject trip, costs have been subsidised or paid in full for PP students where required. Ensuring they are having access to the same experiences as non PP students. 	<p>£1,684</p>
<p>I) <u>Motivational speaker and workshop</u></p> <ul style="list-style-type: none"> As a school we identified a particular lack of belief in themselves amongst the vast majority of our PP students (KS4 in particular). We sourced two organisations – one of which offered a workshop to all KS4 PP students that focused on preparation for exams and success, and another that provided a speaker who came from an underprivileged background himself and has seen success; this was followed by a making it happen' workshop. 	<p>£1,800</p>