

### St. Joseph's Catholic High School Pupil Premium Funding and Projection for 2020-2021

<b>Number on Roll (7 – 11): 990</b>	<b>Number of PP on Roll: 99</b>	<b>PP funding per student: £935.00</b>	<b>2020-2021 PP Budget: £92,565</b>	<b>Date of next PP Review: September 2021</b>
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For the year 2020-2021 there are 99 students in Years 7-11 on the Pupil Premium register at St. Joseph's. The school will receive £935.00 of Pupil Premium funding per student. The funding will be used specifically to ensure that the academic progress of Pupil Premium students is in line with the achievement of their peers. The government does not specify how the Pupil Premium funding should be allocated; at St Joseph's we identify what is of most benefit to the students who are eligible, and use the funding accordingly.

#### **1) The Pupil Premium Philosophy at St. Joseph's Catholic High School**

At St. Josephs we ensure that every child reaches their full potential; all staff are committed to upholding our motto of "Unlocking Belief in All". We will never put limits on the achievements of our pupils, regardless of their background or circumstance. The spending of funding and the targeted approach of raising achievement will start in Year 7, ensuring that it is embedded and in-built positive end of school outcomes for all.

#### **2) Barriers to 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. It is important to understand the notion that the provision of Pupil Premium spending will reach all of our disadvantaged students regardless of their prior performance. To enable us to better understand our PP students and their barriers within their educational achievement we held meetings with every PP student to explore what they believe to be their areas of greatest weakness when it comes to their own learning.

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.

**Homework:**

Homework is a persistent problem for many of our Pupil Premium students. For many 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 students learning and knowledge, causing them to fall behind.

**Engagement in Lessons:**

Many Pupil Premium students struggle to concentrate in lessons due to engagement and understanding. At St Joseph's high quality teaching and learning is the top priority.

As a result of the identified barriers to learning i.e. the issues limiting pupils from succeeding at school, we use the pupil premium to provide students with individualised provision. The complete list of interventions can be found below and they must be tracked and evaluated regularly.

3) Pupil Premium Interventions at St. Joseph's Catholic High School

We follow a 3 tier approach to raising achievement and narrowing the gap. Each tier has been designed to ensure that the Pupil Premium spend is targeted, transparent and sustainable.

**Tier 1 - Teaching**

Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention.

1. Disadvantaged pupils are able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more privileged peers.
2. Teachers in classroom feel accountable for the achievement of disadvantaged pupils.
3. Focus is on pupil need, not labels and assumptions; being eligible for the Pupil Premium does not equate to low attainment or low 'ability'.

### **Tier 2 - Targeted academic support**

Targeted academic support is skillfully designed to provide quality valid additional curriculum, implemented with commitment for all students. Continuous monitoring of progress is an integral part of the process to quickly identify those who are not responding and need further intervention.

Examples include:

- Maths and literacy interventions
- Small group tutoring
- In class intervention strategies

### **Tier 3 – Wider strategies**

Wider strategies may include non-academic use of the pupil premium such as providing a breakfast club so that students are ready to face the day.

### **Pupil Premium Plus**

Pupil Premium Plus is for looked after and previously looked after children. It is available for pupils from reception age to Year 11. Given Pupil Premium Plus students may have complex and multiple needs there are alternative considerations for how best to improve outcomes.

In particular students may need extra support with:

1. Creating and sustaining relationships with adults
2. Managing their peer relationships
3. Managing their feelings and behaviour
4. Coping with transitions
5. Developing their functional skills

## 1) Outcomes

The broad aim of the Pupil Premium is to raise attainment through the following outcomes:

<b>Desired Outcomes</b>	<b>Success Criteria</b>
A. All PP students will have improved attainment in English and Maths.	<ul style="list-style-type: none"> <li>• There will be an increase in the % of PP students making expected progress in English and Maths in GCSE examination in 2021.</li> <li>• There will a reduction in the progress gap between PP and other students in all other year groups.</li> </ul>
B. All PP students will make the same progress as non-PP students.	<ul style="list-style-type: none"> <li>• There will be a reduction in the progress gap between PP and other students in their Progress 8 scores in GCSE examination in 2021.</li> <li>• There will a reduction in the progress gap between PP and other students in all other year groups.</li> </ul>
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"> <li>• There will be a reduction in the progress gap between PP and other students in their Progress 8 scores in GCSE examination in 2021.</li> <li>• There will a reduction in the progress gap between PP and other students in all other year groups.</li> <li>• There will be an improvement in the percentage of PP students engaging in after school activities, trips, interventions and leadership roles within the school.</li> </ul>
D. PP students to attend school as regularly as non-PP students.	<ul style="list-style-type: none"> <li>• Attendance of PP students is at least 95% for each year group.</li> <li>• Punctuality of our PP students to improve in line with that of non-PP students.</li> </ul>

<u>Allocation of Funding</u>	<u>Rational</u>	<u>Projected Cost</u>	<u>Measurable outcome</u>
<p><b>A) <u>Teaching and Learning Strategy</u></b></p> <p>1. Disadvantaged pupils are able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more privileged peers.</p> <p>2. Teachers in classroom feel accountable for the achievement of disadvantaged pupils. Disadvantaged pupils should not be considered ‘someone else’s responsibility’.</p> <p>3. Focus is on pupil need, not labels and assumptions; being eligible for the Pupil Premium does not equate to low attainment or low ‘ability’.</p>	<p>The strategy will focus on the following areas:</p> <ol style="list-style-type: none"> <li>1. <b><u>Feedback</u></b> 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.</li> <li>2. <b><u>Directed questioning</u></b> – PP students will be questioned throughout the lesson to support them in ensuring that they are actively learning.</li> <li>3. <b><u>Homework</u></b> – For each subject there will be a clear homework timetable that will be monitor for completion and level of effort.</li> <li>4. <b><u>Behaviour for learning and classroom environment</u></b> In line with the 5 non-negotiables.</li> <li>5. <b><u>Scaffolding and modelling</u></b> - Initially teachers provide enough support so that pupils can successfully complete tasks that they could not do independently.</li> <li>6. Collaborative learning - pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned.</li> </ol>	<p>Covered by the T&amp;L budget,</p>	<p>Narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from these strategies than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.</p>
<p><b>B) <u>Raising Aspirations and Cultural Capital:</u></b></p> <ul style="list-style-type: none"> <li>• All PP students will be given the funding to attend all subject related trips that apply to them. In addition, we will be running specific trips to encourage culture capital within our PP students. We want to give our students the exposure to different activities like theatre, travel, sport, art and museums to allow these young people to understand the wider world.</li> <li>• Music lessons</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>£10,000</p> <p>Will roll over to 21/22 if Covid affects trips and events</p>	<p>Students will be engaged in their subjects and become more culturally aware.</p>

<p><b>C) Tuition:</b></p> <ul style="list-style-type: none"> <li>• Providing external tuition, if necessary, for our underachieving KS4 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Tuition will be provided for our Year 9 – 11 PP students. These are small group or 1:1 intervention sessions where the students will be grouped in terms of their ability.</li> </ul>	£10,000	<p>Grades with approve at each data collection point.</p>
<p><b>D) Literacy and handwriting</b></p> <p>Intervention for our KS3/4 PP students who are underachieving in literacy, as identified by CAT’s testing and classroom teachers.</p>	<ul style="list-style-type: none"> <li>• It is essential that we ensure that our PP students’ progress in English is in line with their target grades as well as those of their less disadvantaged peers.</li> <li>• This support will help to close the gap in KS3 and will inevitably provide these students with a stronger starting point at KS4.</li> </ul>	£5,000	<ul style="list-style-type: none"> <li>• Regular reading tests</li> <li>• LIT programme baseline and unit tests will determine the students’ progress very clearly.</li> </ul>
<p><b>E) Maths TA – Pupil Premium:</b></p> <ul style="list-style-type: none"> <li>• A teaching assistant in Maths who will work with our PP students who are significantly underachieving. They will support these students in both a classroom environment and in small group sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• The objective is to provide focused support for those students who are struggling in Maths. The support will be provided to all of our PP students from Year 7 – 11. We have identify Maths as a subject where the gap between PP and non-PP is greater and therefore this endeavour will help to ensure that we are reducing that gap.</li> <li>• Our PP students who are making good progress in Maths will also receive support through interventions and in class support.</li> </ul>	£5,000.00	<p>Regular assessment to determine the students’ progress very clearly.</p>
<p><b>F) Rewards System:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Rewards trip at the end of each Year – to recognise achievement and provide incentive to improve.</li> </ul>	£5,000	<p>Attendance and punctuality will be monitored and should improve over a given period of time.</p> <p>Students are motivated at school.</p>
<p><b>G) Transportation:</b></p> <ul style="list-style-type: none"> <li>• Provide transportation for those PP students who do not have appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• It is vital that all of our students have appropriate modes of transportation to and from school to ensure their academic success.</li> </ul>	£6,000.00	<p>Perpetually late students arrive to school on time.</p>

<p>means of travel to and from school through bus passes.</p> <ul style="list-style-type: none"> <li>The 'bus' that will pick up our PP students who's punctuation is poor.</li> </ul>	<ul style="list-style-type: none"> <li>The morning 'bus' will help to ensure that the attendance and punctuality of our PP students is in-line with our non-PP students. This will also help to ensure these students are in lessons and support them with their academic progress and achievement.</li> </ul>		
<p><b>H) Uniform:</b></p> <ul style="list-style-type: none"> <li>Providing uniform – both everyday uniform and PE kit to those PP students who cannot afford it.</li> </ul>	<ul style="list-style-type: none"> <li>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 clothe themselves in terms of uniform.</li> </ul>	£4,000.00	Students feel proud to wear their uniform.
<p><b>I) Equipment:</b></p> <ul style="list-style-type: none"> <li>Textbooks, revision guides and equipment, including calculators for all our PP students.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	£3,000.00	Students are prepared for their lessons and have the equipment to work at home.
<p><b>J) Revision Space:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	£1000.00	Students are able to revise for their exams – assessment will show evidence of improvement.
<p><b>K) Electronic Resources:</b></p> <ul style="list-style-type: none"> <li>It is important that our PP students have the appropriate materials to access information online to support them in their revision. Therefore, we will provide laptops or Ipads with keyboards to our PP students who do not have them at home.</li> </ul>	<ul style="list-style-type: none"> <li>We appreciate that the classroom is moving online and our students are able to access information they miss in the classroom. In addition, many of our revision materials and programmes such as Bedrock Vocabulary, Kerboodle and My Maths require our students to be able to use the internet.</li> <li>Providing our PP students with the tools to access these resources is imperative to their academic achievement.</li> </ul>	£3,200.00	<p>All students can access lessons during any school closure or self isolation period.</p> <p>Clear evidence that digital technology approaches are beneficial for writing and mathematics practice.</p>
<p><b>L) Oracy</b></p> <ul style="list-style-type: none"> <li>A whole school approach with support and guidance for all students who are not</li> </ul>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p>	£2,000.00	A positive impact on learning, including on oral language

<p>exposed to the same level of dialogue and vocabulary as their more advantaged peers.</p>	<ul style="list-style-type: none"> <li>• Targeted reading aloud and book discussion with students, explicitly extending pupils' spoken vocabulary</li> <li>• The use of structured questioning to develop reading comprehension; and</li> <li>• The use of purposeful, curriculum-focused, dialogue and interaction</li> <li>• The debating club is available for students in Years 10-11.</li> </ul>		<p>skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>
<p><b>M) <u>Aspiration interventions</u></b>  Careers support and guidance  We recognise that students may not be encouraged to attend University or pursue professional careers.  Careers focused school provision will be designed to improve students' education, employment and social outcomes.</p>	<ul style="list-style-type: none"> <li>• To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</li> <li>• Careers provision which provides learning either individually or in groups, which has been designed to help students to develop the knowledge, confidence, and skills they need to make well-informed, relevant choices and plans for their future so they can progress smoothly into further learning and work.</li> </ul>	<p>£5,000.00</p>	<p>Evidence of improvements in academic achievement.</p> <p>Higher levels of attainment can be expected when students engage in interventions.</p>
<p><b>N) <u>Pupil Profiles:</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Free, unless printed</p>	<p>Teaching staff are acutely aware of the personalised needs of each student.</p>
<p><b>O) <u>The Breakfast Club:</u></b>  1 in 5 children in the UK is currently at risk of going to school hungry. This issue of child hunger and food poverty is of critical importance and eating a nourishing</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>£35,000.00</p>	<p>Students are ready to face the day.</p>



<p>breakfast is pivotal to a young persons development.</p> <ul style="list-style-type: none"><li>• The breakfast club is open to all students at St. Joseph's. The students are provided with a free breakfast and ensures that no student starts their learning hungry. They are prepared both mentally and physically to meet the demands of the academic day.</li></ul>	<p>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 at St. Joseph's.</p> <ul style="list-style-type: none"><li>• Students are no longer hungry which contributes to disrupting lessons and ability to concentrate.</li></ul>		
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