

Pupil premium strategy statement (St Joseph's Catholic Academy) 2017/18

1. Current summary information (2017/18)

School	St Joseph's Catholic Academy				
Academic Year	2017/18	Total PP budget (est)	£239 750	Date of most recent PP Review	N/A
Total number of pupils	1008	Number of pupils eligible for PP	269	Date for next internal review of this strategy	09/18

2. Current attainment

Attainment Measures	PP-STJ	All-STJ	All Nat
%4+ English	39 – 79%	142 – 77.2%	70%
%5+ English	23 – 46.9%	100 – 54.3%	53%
%4+ Mathematics	31 – 63.3%	126 – 68.5%	71%
%5+ Mathematics	22 – 44.9%	106 – 57.6%	50%
%4+ E&M	29 – 59.2%	117 – 63.6%	TBC
%5+ E&M	17 – 34.7%	80 – 43.5%	39.6%
Progress 8 Average (est)	49 – (-0.799)	184 – (-0.446)	-0.03
Attainment 8 Average	4.20	4.49	N/A

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Lack of aspiration and poor attitudes towards attainment	
B.	Low reading age of pupils on entry to school	
C.	Weak problem solving skills	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor completion of homework activities for a small group of pupils in each year group	
E.	Lack of resilience/ anxiety	
F.	Poor social skills in a number of students across the school	
G.	Lack of aspiration from some family homes	
H.	Attendance issues with a small cohort of pupils	
I.	Anti-social behaviour for a small group outside of school	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		How will impact be measured
A.	Improved attitudes towards attainment	Performance in assessments and response to feedback
B.	Closing of the gap in reading age of those pupils entering Y8 with a low reading age	Reading tests
C.	Improved problem solving skills	Internal and external maths assessments
D.	Increased independence via homework completion	Reduced number of sanctions for lack of homework
E.	Improved resilience / reduced anxiety	Fewer referrals to HOH regarding anxiety, emotional vulnerability
F.	Improve social skills in order to improve progress and wellbeing	6 week programmes with mentors. Reduced numbers of issues.
G.	Improved aspirations and parental engagement	Pupil attendance at extracurricular clubs and parental attendance at parents evenings and events
H.	Improved attendance	Whole school attendance to improve
I.	Improve behaviour in the community outside of school hours	Fewer police reports of any anti-social behaviour

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
A	Measuring of impact of classroom teacher interventions for underachievers	We need to gather evidence about what works in individual contexts in order to make interventions as effective as possible	Class summary sheets will enable easier tracking of underachievement. Monitoring has a focus on underachievers. CPD sessions will look at specific causes of underachievement and possible solutions.	BS	Sept 2018
	Effective feedback	All teachers are providing targeted and timely feedback. This could be further refined to make marking as impactful as possible, whilst further reducing teacher workload	Work scrutiny CPD sessions	CS	Sept 2018
	STEP	New specifications require pupils to remember lots of key facts, information, quotes and equations. STEP will be used to reinforce this key knowledge	Pupils will be selected by HoDs working with link SLT to ensure that the correct cohort is identified. MCA will have the whole school overview	MCA	Sept 2018

B	Whole school numeracy approach will focus on problem solving	Increase in requirement for problem solving in GCSE mathematics	Numeracy co-ordinator will design whole school numeracy programme. PP co-ordinators will ensure that this is targeted and strategic.	CS	Sept 2018
C	KS3 and KS4 homework clubs	Launch a Homework club for all year groups. This will be open to all along with referrals from HOH.	Homework club will to be run by a cover supervisor and TA to ensure continuity Homework clubs will be overseen by the SENCo to ensure that they run efficiently and are valued by both pupils and teachers	HH	Sept 2018
	Individual revision plans	Supports pupils with time management and breaks down revision into manageable chunks, therefore reducing anxiety. Bespoke activities and use of PLCs mean that plans are individualised.	CLs to be involved in the quality assurance of plans from other departments.	CS	Sept 2018
D	Whole school CPD focus for the year.	Teaching and Learning.	CPD sessions agreed and in calendar	T&L team	Sept 2018
Total budgeted cost					£68 766

ii. Targeted support

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?
A	KS4 mentoring for targeted cohort.	Evidence from the last academic year from our partner school shows that blue forms are most effective when implemented early. A version of blue forms will be used with Y10, to enable early intervention	CS to lead . Mentoring will come from previous HOY and AHOY who are currently on protected salaries. Mentoring is standardised. Monitoring of short term impact will occur frequently, via analysis of data,	BS	Sept 2018

		EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	analysis of number of rewards & sanctions and pupil & teacher voice		
	KS3 mentoring for targeted cohort	Focus will be on Pupil premium under achieving boys from across the year groups.	Students will be monitored, tracked and have regular meetings.	BS	Sept 2018
B	Lexia	Record sheets from the last 5 years show positive impact of this strategy	HLTA organises and facilitates sessions. She monitors data logs to track progress and record difficult vocabulary	HH	Sept 2018
	Seven Stories project	Research evidence on reading for pleasure https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	SENCo and LP for Literacy will select pupils. Reading havens have been created so pupils have a quiet space to read at lunch time. Book buzz	HH CS	Sept 2018

C	School counsellor	School-based counselling is evaluated positively by service users and school staff; and is perceived by them as an effective means of bringing about improvements in students' mental health and emotional wellbeing. School staff and service users also perceive school-based counselling as enhancing young people's capacity to engage with studying and learning. It increases the extent to which all young people have an independent, supportive professional to talk to about difficulties in their lives https://www.bacp.co.uk/research/publications/School_Counselling.php	Pastoral team and SENCO in frequent contact with school counsellor – both in making referrals and ensuring that sessions with school counsellor have impact, by making sure that follow-up is appropriate.	IDP AL HH	Sept 2018
	Ed psych and Andrew Fawkes to work with PP pupils who could potentially become vulnerable to anxiety	A number of younger pupils are experiencing extreme anxiety around school, home life and are distressed by world events. These students can develop into poor attenders or school refusers. They tend to become extremely stressed during exam periods. These are students whose parents have frequent communications with Heads of House and SENCo.	SENCO to observe sessions and oversee program	HH	Sept 2018
D	Social skills group to meet at break and lunch time.	Poor social skills can prevent learning during lessons, particularly in tasks that require pupils to interact with others in their group. Social skills group will use small group tasks. Evidence: positive impact observed in previous years – improved self-confidence observed in those attending social skills club	HH will work with SB (mentor). HH will hold half termly meetings to ensure that the social skills group remains on track	HH	Sept 2018
E	Revision evening for parents	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf :	Session will be led by CS, using ideas and resources from previous successful sessions.	CS	Sept 2018
	Praise postcards home from subject	Parental engagement has a large and positive impact on children's learning. This was the single most important	Policy for use of praise postcards will be established at pastoral board and HoD meeting.	IDP AL	Sept 2018

	teachers / tutors	finding from a recent and authoritative review of the evidence: Parental involvement in the form of home visits will take place	Monitor and record home visits against attendance and achievement.	IDP	Sept 2018
F	Incentives for improved attendance	There is a clear link between poor attendance at school and lower academic achievement. It is a school target to improve attendance and to reduce PA in this academic year. Incentive will be given – champions league attendance tables and Passport to prom credits.	Mentor and counsellor to visit home of absentees and work with families. They will bring pupils into school and take home where appropriate. Use of the Green Room – a room designed to help pupils re-engage in attending school. TA running the Green Room will support with mental health issues and will look at integration timetables back to class.	AL HH	Sept 2018
Increased access to examinations	Laptops for exam arrangements for PP students who need access	Poor handwriting and presentation is a problem for a number of pupils. These pupils need to have access to safe computers for their examinations. In order for this to become their usual way of working, they should complete all key tasks using ICT.	Exam laptops only to be used for key tasks to improve general way of working and exams. Typing program encouraged. Pupils to be referred to HH	HH	Sept 2018
Total budgeted cost					£89 526
iii. Enrichment activities & other approaches					
Desired	Chosen action /	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff	When will you review?

outcome	approach	choice?		lead	
G	Increased participation in extracurricular activities.	Sutton Trust: evidence shows that aspirational activities and small group work have a beneficial outcome on pupil's engagement in school and their self-confidence. In-school evidence and rationale – high attendance rates at extra-curricular clubs and increases in pupil confidence and enjoyment of subjects.	Reading club Choir Chaplaincy group Disability athletics House events	HH CS AL	Sept 2018
	Effective careers guidance	Connexions begin their 1:1 interviews with our most vulnerable pupils. PP pupils are taken to South Tyneside careers convention. Last year this resulted in no neet pupils. We know the link between pp and neet and their reduced lack of social and economic prospects. Qualified professional impartial careers advice and follow up meetings at the post 16 provider are a way of ensuring pupils make a successful transition onto level 2 and 3 qualifications. We follow this up with destination data on every y11 pupil with a keen focus on pp children.	HB maintains a full overview of careers guidance and keeps an accurate and up to date record of careers guidance for each pupil. 1:1 interviews with SLT STEM interviews. Work Experience	HB	Sept 2018
	Wildabout Adventure	For pupils to experience learning through a different format. They will aspire to gain qualifications in First Aid as well as become successful in gaining the John Muir award for outdoor education and conservation.	Targeted pupils facilitated with staff and TA's. HH to plan project and oversee the weekly running.	HH	Sept 18
Total budgeted cost					£81 459

6. Review of expenditure	
Previous Academic Year	2016/17

In addition to the main school budget for the academic year **2016-17**, **St Joseph's Catholic School** received an additional grant of **£239 514** for **Pupil Premium** (inc Service and LAC).

St Joseph's Catholic Academy – Allocation of Pupil Premium 2016/17			
Intervention	Description	Cost	Review
Improve Tracking Systems to Monitor the Progress			
Assessment Tracker	Develop our tracking system, SISRA, to monitor the attainment and progress of pupil premium students so that time spent on data entry and analysis can be reduced and thus more time allocated to delivering effective interventions that can be planned and monitored using the most up to date data.	£2000	Intervention after each data drop to inform effective STEP
Support for Learning			
Maximise use of E-Learning	Use 'My Maths' to support targeted students in Maths. Utilise U-Explore to support students with options choices at key transition points. Targeted students to work with Head of E-Learning to use tablets and apps to support progress. Read for my school initiative.	£9000	Increased use of google classroom. Worked with Primary schools Caboodle was used and was very effective but now not used due to change to modules.
Literacy and	Continue to develop Literacy and Numeracy across the Curriculum	£7500	Identify gaps and work on specific

Numeracy across the Curriculum (inc Early Intervention)	<p>co-ordinators. Resources to be developed for parents and targeted support provided. Interventions developed to improve reading ages of students so that access to the curriculum is improved. Times-table Rock Stars programme implemented to improve access to Maths curriculum. Close liaison with primary staff to improve early intervention strategies in both Maths and English.</p> <p>Purchase of Hodder maths and English whole school testing.</p>		<p>interventions</p>
Allocation of Learning Support Team	<p>Learning support assistants are allocated to support individual students and small groups in specific subjects in order to enhance progress and attainment. The TA team will be developed to include an intervention team working with targeted students. Increased support in English, Maths and science</p>	<p>43 000</p>	<p>This worked extremely well when students had highlighted timetables to show exactly which lesson were being supported</p>
<p>Allocation of Student Support Team: Learning Mentors</p>	<p>The school employs a student support team who look after the vulnerable groups and students who are experiencing either short-term or long-term social, emotional or behavioural difficulties. They provide mentoring and counselling. They also work with the student, their parents and external agencies when necessary in order to enhance educational performance, engagement, social interaction and confidence.</p>	<p>29 000</p>	<p>Use of circle of friends, counselling sessions and mentor sessions work well for lots of pupils. Friendships increased and fallouts decreased – all monitored for individuals.</p> <p>The sessions have to be short, sharp and meaningful.</p> <p>For the system to work it is the mentors who dictate the appointments and not the pupils.</p>
<p>Mentor / Counsellor</p>	<p>The school has a specialist who supports and regularly works with all of our Looked After Children. Attendance, behaviour, emotional wellbeing, progress and attainment are all closely monitored and interventions carefully planned to promote positive outcomes. External agencies are also engaged.</p>	<p>12 000</p>	<p>Working with (need number) of pupils along with CYPS to deal with a host of problems and mental health issues.</p> <p>Mental health champions and mental health</p>

			<p>first aid used as part of the work.</p> <p>Monthly meetings with CYPS to update on individual cases.</p>
Access to a Curriculum that meets the needs, abilities and aspirations of our students			
Key Skills at KS3	A specific programme of additional Literacy and Numeracy support delivered by HLTA.	19 000	<p>Delivered to help increase key skills in literacy and numeracy.</p> <p>Records from assessments to track progress and attainment</p>
1:1 work	Specific sessions with individuals to gain key skills in all academic areas.	6000	As above
Vocational Education at KS4	Provision in Hairdressing in conjunction with Hebburn Comprehensive School so that students can access a curriculum that meets their needs, abilities and aspirations.	12 000	All passed and 3 PP students are now following this career.
Engagement Programme at KS4	Targeted provision for those students who are at risk of disengaging with learning. Personalised timetables are developed to include small group / individual tuition in English and Maths and this is combined with vocational qualifications and experiences outside of school.	6000	Groundworks intervention helped to reduce disruption of a small group who were disengaged.
Develop the 'Damascus Centre'	Continue to develop a centre through which we can work with those students whose behaviour is limiting progress – encouraging students to become positive and active members of St Joseph's school community.	8000	The 'unit' was brought back on site rather than being a separate area.
Develop Support	Fully develop a support centre which is staffed from 8am until 4.30 to offer our most vulnerable students a variety of support. A safe space	12 500	Successful with over 70 students with

Centre (D002)	environment.		mental health or medical issues. Room to be changes to look solely at improving attendance
Individual exam tests	Specialist teacher sessions to assess barriers to learning beyond the classroom.	9 000	Improve access to examinations.
Early Intervention / Transition			
Summer School	Two weeks of science activities for targeted students designed to promote literacy, numeracy and enterprising attitudes and behaviours – to promote effective transition. To work in conjunction with Green Shift Education provider.	1000	12 students attended.
Primary Transition Project	In conjunction with Seven Stories a series of sessions and staff CPD Sessions were delivered for all primary students to improve the transition process. A primary team visit feeder and non-feeder primary schools to identify targeted students so that future additional support can be identified and in place ready for the new academic year. Anxiety / uncertainty is reduced. Parents induction and transition visits are also in place. A celebration evening for all staff, students and parents in the Autumn term. Seven Stories project – to allow a common theme with all our students who will join us from year 6	15 000	Modules of work in year 7 reflect the theme of the book. 180 people at the celebration event
KS2-3, KS3-	Sessions delivered for all students to ensure that their progress and progression is smooth focused, informed and guided. Independent	3200	No NEETS and smooth transitions

4, KS4-5	careers advisor commissioned to work with students individually. U-Explore purchased to support learners at home. Head of Careers coordinates IAG for all students and coordinates external provider opportunities and awareness.		
Catch Up	A range of early intervention strategies including limited setting in Maths, Reading and Maths Age testing, Renaissance Reading, Sixth Form Literacy Leaders Programme, Spelling Bee, Times Table Rock Stars Programme and readathon.	13 000	Small group work and 1:1 when needed Report from maths suggests the improvement in tables and more students were reading books. Data from Maths and English.
Enrichment Activities			
Y9 'Choices' Retreat	A student leadership activity. Students are often influenced by their peers in terms of the choices they make. Students will take part in a 1 day residential based around the theme of choices and then work with their pupil premium peers to offer student – student advice at key transition points.	5000	60 pupils attended the retreat
Y7 Retreat	A Retreat to the Youth Village where students focus on the importance of reflection and community citizenship.	6000	Full year group attended the retreat. 3 did not stay over night
Activities / Visits / Clubs	This funding allows us to subsidise school trips and visits so that they can be accessed by our Pupil Premium students. In addition, Pupil Premium students are given the opportunity to develop important lifeskills alongside their peers through access to a range of skill based activities. Staff provide a number lunchtime and afterschool activities	2500	Enrichment week trips were subsidised and some pupils were paid fees to join Hebburn and Jarrow running club. 3 pupils went on to represent the North East team in athletics.
Wild about Adventure	Use of an external company for resilience work with targeted students. An ongoing programme to look at success v failure. Group projects looking at certified courses in first Aid, conservation and	18 000	Students gained the qualifications in first Aid and in Navigation. Conservation group were able to build bird

	<p>navigation.</p> <p>Whole year group projects looking at team building and wider skills.</p>		<p>boxes. All pupils presented their work to SLT and their confidence was massively increased.</p> <p>Great feedback from enrichment week on the activities the company hosted</p>
Safety works sessions	Transport training and travel awareness for all vulnerable students in years 7 and 8.	814	Successful for vulnerable pupils and this will continue

7. Additional detail

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

In addition to the planned projects above, we also worked with the Newcastle United Foundation. The ASDAN programme enabled 20 year 8 (10 girls and 10 boys) students to gain certificates for the programme. Cost £500. This project made a huge difference to the self-esteem of all members of the group. Questionnaires were carried out at the start and end and all showed improvement.

All PP students had access to at least 1-hour session with Google expeditions. This was linked with careers, as the expeditions were very career related.

