**Pupil Premium Strategy Statement: St Joseph’s Catholic Academy**

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| 1. **Summary information** | | | | | |
| **School** | St Joseph’s Catholic Academy | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £233750 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 1138 | **Number of pupils eligible for PP** | 266 (23%) | **Date for next internal review of this strategy** | Sept 20 |

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| 1. **Current attainment** | | |  |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* | *National average for pupils eligible for PP* |
| **% achieving 4+ in EM (2018/189only)** | 40.9% | 70.8 |  |
| **Progress 8 score average (from 2018/19)** | -0.69 | 0.078 |  |
| **Attainment 8 score average (from 2018/19)** | 3.93 | 5.11 |  |

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| 1. **Barriers to future attainment** | |
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| **In-school barriers** | |
|  | Reading skills for students are lower for pupils eligible for PP than for pupils not eligible for pupil premium. |
|  | and basic numeracy skills for students are lower for pupils eligible for PP than for pupils not eligible for pupil premium. |
| **C.** | Poor study skills from our young people lead to a lack of sustained progress across all key stages. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Attendance rates in key stage 4 for pupils eligible for PP are below the national average. |
| **E.** | Challenging home contexts and poor mental health for some students result in poor focus in school. |
| **F.** | Lack of aspiration and school engagement in some families |
| **G.** | Some students do not have the cultural capital required to access the exams. This results in young people making less than expected progress. |
| **H.** | Lack of social skills amongst a small group of students having a detrimental effect on their academic progress. |
| **I.** | Lack of aspirations and understanding of job requirements |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Move students closer to chronological reading age. | Reading tests |
|  | Close the gap in basic numeracy skills . | Key task and assessment scores. |
|  | Improved exam results and improved study skills. | Key task and assessment scores. Fewer debits and more credits. Improved student and pupil voice. |
| **D.** | Improved attendance. | Increased attendance |
| **E.** | Students better able to cope in school. | Student and staff voice reports students better able to cope. |
| **F.** | Improved aspirations and school engagement in some families. | Increased attendance of parents evenings. Increased parental support and reduction in negative phone calls. |
| **G.** | Students to have the knowledge and skills needed to access the exams. | Students to make more progress, especially the higher prior attaining students. Number of experiences sighed on 99 things list increased. |
| **H.** | Improved social skills amongst the young people. | Fewer issues in school as shown through credits and debits. Positive pupil voice |
| **I.** | Improved aspirations amongst young people and understanding of how to gain a job. | Positive pupil voice and better response to feedback. Fewer debits and more credits. |

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| 1. **Planned expenditure** | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **What is the rationale for this choice** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A and B | 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. | DRI | September 2020  (Termly updates) |
| A and B | 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 | DRI | September 2020  (Termly updates) |
| A and B | 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. DMC will have the whole school overview | AWH | September 2020  (Half - termly updates) |
| B | Whole school numeracy approach will focus on basic numeracy skills | | Increase in requirement for problem solving and quick recall of basic numeracy skills in GCSE mathematics | Numeracy co-ordinator will design whole school numeracy programme. PP co-ordinators will ensure that this is targeted and strategic. | Numeracy coordinator | September 2020  (Termly updates) |
| A, B, C | CPD | | Whole school CPD focus to ensure quality first teaching meets the needs of our pupils. | CPD sessions agreed and n calendar.  CPD focus for one term. | DRI and CPY | September 2020  (Termly updates) |
| A, B, C | KS3 and KS4 Homework club. | | Evidence shows that homework has a positive impact on learning. The establishment of this last year was effective. | Homework club will be run in the library to ensure continuity Homework clubs will be overseen by a Lead Practitioner to ensure that they run efficiently and are valued by both pupils and teachers. | CHA | September 2020  (Termly updates) |
| C | Study skills | | In-school student voice has revealed a gap in knowledge amongst our Y11 pupils about successful revision strategies - many of our pupils say that they do not know how to revise. | Series of revision lessons delivered during PSHE time by Y11 form tutors.  Access to supervised study area after school every day.  20 underachieving pupils identified for Seneca group on a Monday - use of this accelerated revision programme to encourage focused revision.  Each week, specific Y11 assembly will focus on preparations for the final examinations - ‘This is the week…’  Termly theme 2 - CPD focus on memory and retrieval - will help all pupils in the school to develop successful study habits. | AWH | September 2020  (Termly updates) |
|  | Student voice | | In order to fully understand the needs of our young people it is important to carry out student voice. | Student voice to be carried out twice a year in order to inform and monitor policy and programmes. | CPL | September 2020  (Termly updates) |
|  | Data analysis | | Data informed teaching has been proven to accelerate progress. | Following each assessment window, PP lead to analyse the performance of PP students, carry out a work trawl an identify underperformers to be discussed with curriculum leaders, pastoral board and in department meetings. A strategy document to be shared with strategies which are working for those students in different areas and a POP timetable for lessons in which those students are performing. | DMC | September 2020  (Termly updates) |
| **Total budgeted cost** | | | | | |  |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **Milestones** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
|  | KS4 mentoring | | Evidence from last year shows that this was effective when implemented. Early intervention and application appears to be most effective based on evidence from partner school. | Blue report cohort of students identified following year 10 mock results and student data. Students meet weekly with blue report mentor and receive targeted support and guidance.  Mentoring is standardised. Monitoring of short term impact will occur frequently, via analysis of data. | AWH | September 2020  (Termly updates) |
|  | KS3 mentoring | | Evidence from last year shows that this was effective when implemented as a pilot project. | Year 12 students to mentor KS3 students with a focus on PPG students and boys..  Mentoring is standardised. Monitoring of short term impact will occur frequently, via analysis of data, rewards and sanctions. Pupil and teacher voice.  There is KS3 numeracy mentoring to add in here too - Y9 pupils mentoring Y7 pupils - both will benefit. PLT and JHS are leading. Lee Stanley has the details.  Later in the year, KS3 mentoring during PSHE time can get up and running again - will need to use ITTs, as they are the only teachers available during this time! | DRI | September 2020  (Termly updates) |
|  | Overcoming identified barriers | | Evidence from partner school last year shows that this was effective when implemented as a pilot project. | SLT to interview underperforming students to identify barriers and implement solutions based on the barriers given by students.  Student voice and staff voice. impact analysis will occur frequently, via analysis of data. | CPL | September 2020  (Termly updates) |
|  | Praise postcards | | Parental engagement has a large and positive impact on children’s learning. This was the single most important finding from a recent and authoritative review of the evidence. | Monitor parental attendance to events and parent voice through 2 surveys annually.  Postcards to be sent home once a half term for pastoral and academic. | CHA | September 2020  (Half - termly updates) |
|  | Social skills | | 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. | SENDCO will hold half termly meetings to ensure that the social skills group remains on track | RBO | September 2020  (Termly updates) |
|  | Revision session guidance for parents. | | Parental engagement has a large and positive impact on children’s learning. This was the single most important finding from a recent and authoritative review of the evidence. | Monitor parental attendance to events and parent voice through 2 surveys annually. | CPL | September 2020  (Termly updates) |
|  | School councillor | | 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 | 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. | RBO | September 2020  (Termly updates) |
|  | 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 | Head of House | September 2020  (Half -termly updates) |
|  | 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 referred to SENDCO. | RBO | September 2020  (Termly updates) |
|  | Parent phone calls following assessment weeks. | | Parental engagement has a large and positive impact on children’s learning. This was the single most important finding from a recent and authoritative review of the evidence. | PP lead to evaluate the performance of PP students post assessment weeks and phone parents of children who are underperforming to offer support and discuss strategies to use at home.  PP lead to coordinate the implementation of any actions which come out of the phone calls and track them. | CPL | September 2020  (update after each data drop) |
|  | Theatre trip to inspector calls for early entry year 10 and 11 pupils. | | Students are studying the play at GCSE. | Attendance of trip.  End of year results. | CCU | September 2020 |
|  | Enhanced transition | | research by Ofsted and the DfE states that KS3 can become ‘lost years’ if students are not adequately supported through transition. | Students to have an enhanced transition led by PP lead and supported by transition lead.  PP lead to meet with all classroom teachers to gather information and bespoke transition strategies to be put in place. | CHA | September 2020 |
| **Total budgeted cost** | | | | | |  |
| 1. **Enrichment and Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **Milestones** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| G. Increased cultural capital | 99 things project | | The new GCSE requires cultural capital and a broader knowledge of the wider world. | Develop 99 things for students to do as part of the whole school CPD focus.  PPG lead to monitor the implementation of this programme and track opportunities and participation. | CPL | September 2020  (Termly updates) |
|  | Speakers for schools | | Exposing students to more life journeys and experiences will enlarge their life experience. | Register for speakers for schools.  Accept application of talks.  PP lead to monitor the attendance of students.  Students to complete an evaluation form post talk. | CPL | September 2020 |
|  | Breakfast club | | The link between breakfast and performance of students is well document in DfE research. | Delivery from Asda of breakfast goods.  PP lead to monitor and track the number of pupils accessing free breakfast. | RBO and CPL | Sept 2020 |
| G. Increased cultural capital | Social action projects | | I will research shows a link between social action and satisfaction with life. Students have more life experiences to discuss at interview of write in personal statements. | Ensure identification of pupils is fair, transparent and properly recorded.  Engage with parents.  Monitor attendance but also monitor whether improvements in attendance translate into improved attainment.  Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. | AYO | Sept 2020  (Termly updates) |
|  | Careers guidance | | 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. | Student careers advisor to begin their 1:1 interviews with our most vulnerable pupils.  Full overview of careers guidance and keeps an accurate and up to date record of careers guidance for each pupil.  A group of 12 boys (a number of whom are PP) have had an enhanced careers offer in the form of apprenticeship and interview technique coaching. | SLE | Sept 2020  (Termly updates) |
|  | University access support | | 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. | PP pupils are taken to UCAS sessions.  Full overview of careers guidance and keeps an accurate and up to date record of careers guidance for each pupil. | SLE | Sept 2020  (Termly updates) |
|  | High quality work experience | | We know the link between pp and neet and their reduced lack of social and economic prospects. High quality work experience will support students to make more informed decisions. | High quality work experience to be ensured through the creation of a bank of work experience options for pupil premium children.  Full overview of careers guidance and keeps an accurate and up to date record of careers guidance for each pupil. | SLE | Sept 2020  (Termly updates) |
|  | Apprenticeship information | | Apprenticeship guidance for a group of PPG students to ensure better decisions can be made and a smooth transition to level 2 and 3 qualifications. | Full overview of careers guidance and keeps an accurate and up to date record of careers guidance for each pupil. | SLE | Sept 2020  (Termly updates) |
|  | 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. | Homework club  Choir  Rock Band  Chaplaincy group  Disability athletics  House events  Active lunch  Trip leaders to be requested to ensure 25% of attendees are PP students. To be monitored by PP lead. | CPL | Sept 2020  (Termly updates) |
|  | Pastoral CPD | | Research through young Minds shows that students who have high quality pastoral support make more progress in school. This is especially the case for disadvantaged pupils. | All pastoral staff and the admin support team to have 3 sessions of pastoral training focusing on academic resilience, ACEs and restorative strategies.  Pupil and staff voice to show pupils feel safe and valued. | CHA | Sept 2020  (Termly updates) |
|  | Development of new social media strategy | | Parental engagement has a large and positive impact on children’s learning. This was the single most important finding from a recent and authoritative review of the evidence. | Instagram and Twitter to be established for the school.  Daily posts on social media relating to school business and keeping your child safe.  PP lead to monitor the reach of the channels. | CPL | September 2020  (Half-termly updates) |
|  | Uniform Swap Shop and foodbank centre. | | Parental engagement has a large and positive impact on children’s learning. This was the single most important finding from a recent and authoritative review of the evidence. | Uniform swap shop created and school registered as a foodbank centre | CPL | September 2020  (Termly updates) |
|  | Golden tickets | | Parental engagement has a large and positive impact on children’s learning. This was the single most important finding from a recent and authoritative review of the evidence. | Golden tickets sent home to parents inviting them to visit the school at a time which suits them.  PP lead to track the attendance and make phone calls to encourage participation. Parents will be invited into school to view performances throughout the year. | CPL | September 2020  (Termly updates) |
|  | Parenting support | | As above | Cooking with your child course to take place on a Friday for a 4 week block, aimed at improving relationships between pupil premium children, their parents and the school, whilst also incorporating parenting tips. | CPL | September 2020  (Termly updates) |
|  | Parents evening | | As above | Targeted approach to parents evening with PPG lead calling parents before parents evening to ask them to attend and assuring them of the format. | Heads of House | September 2020  (Termly updates) |