

Pupil Premium Strategy Statement: St Joseph's Catholic Academy

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

2. Current attainment			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National average for pupils eligible for PP</i>
% 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	

1. Barriers to future attainment	
In-school barriers	
A.	Reading skills for students are lower for pupils eligible for PP than for pupils not eligible for pupil premium.
B.	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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
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

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Move students closer to chronological reading age.	Reading tests
B.	Close the gap in basic numeracy skills.	Key task and assessment scores.
C.	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 signed 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.

4. Planned expenditure					
i. 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)

ii. 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 appear 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.	<p>Year 12 students to mentor KS3 students with a focus on PPG students and boys.</p> <p>Mentoring is standardised. Monitoring of short-term impact will occur frequently, via analysis of data, rewards and sanctions. Pupil and teacher voice.</p> <p>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.</p> <p>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!</p>	DRI	<p>September 2020</p> <p>(Termly updates)</p>
	Overcoming identified barriers	Evidence from partner school last year shows that this was effective when implemented as a pilot project.	<p>SLT to interview underperforming students to identify barriers and implement solutions based on the barriers given by students.</p> <p>Student voice and staff voice. impact analysis will occur frequently, via analysis of data.</p>	CPL	<p>September 2020</p> <p>(Termly updates)</p>
	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.	<p>Monitor parental attendance to events and parent voice through 2 surveys annually.</p> <p>Postcards to be sent home once a half term for pastoral and academic.</p>	CHA	<p>September 2020</p> <p>(Half - termly updates)</p>

	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 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	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

iii. 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.	CPL	September 2020

			Students to complete an evaluation form post talk.		
	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	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)

		make a successful transition onto level 2 and 3 qualifications.			
	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	Instagram and Twitter to be established for the school.	CPL	September 2020

		finding from a recent and authoritative review of the evidence.	Daily posts on social media relating to school business and keeping your child safe. PP lead to monitor the reach of the channels.		(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)

Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Closing of the gap between disadvantaged pupils and their peers	St Joseph's well-trained leadership team ensure disadvantaged students experience quality first teaching.	SLT PP lead ensures that PP is always central to any strategies regarding CPD, monitoring and evaluation, analysis of data, identification of underachievers for STEP / interventions. SLT PP lead ensures that underachieving disadvantaged pupils receive targeted support with their learning in order to improve progress.	Termly theme one in academic year 19/20 will focus on ensuring that all pupils are appropriately challenged. There will be a particular focus on the teaching and learning of disadvantaged pupils and pupils with special educational needs.	£21,208.00
Improved attitudes towards attainment	Measuring of impact of classroom teacher interventions for underachievers	Monitoring has demonstrated that planning for pupil progress strategies are embedded in all departments and that all departments are using bespoke interventions in order to tackle underachievement. Curriculum leaders have an overview of this and lead on measuring the impact of the interventions across their departments.	The termly 3 lens monitoring remains the perfect vehicle for this strategy. In addition, in the forthcoming year, pupil interventions will be on the agenda for all departmental meetings and bucket link meetings, in order to share good practice within and between departments.	-
	Effective feedback	Whole school CPD has been used to ensure consistency and sharing of good practice in marking and feeding back to pupils	Monitoring continues to focus on this, with SGP planned for this year.	-
	STEP	The STEP process was rationalised, with key pupils being targeted for intervention. Use of a centralised system improved our strategic approach. Y10 pupils were targeted once Y11 pupils had completed external exams	STEP sessions will continue for those pupils that are falling behind. STEP sessions for Y10 underachievers will be revisited with the potential to begin earlier in the school year	£31,036.50

Improved problem-solving skills	Whole school numeracy approach will focus on problem solving	Ongoing	Problem solving continues to be a focus, with increased emphasis on the increased levels of literacy required to understand the questions.	-
Increased independence via homework completion	KS3 and KS4 homework clubs	Homework clubs were launched for both kS3 and KS4 pupils. Additionally, a referral system was introduced to target those children finding homework completion a challenge	This will continue – use of LRC at lunchtime will improve this provision further.	£11,046.60
	Individual revision plans	Positive feedback was received from both pupils and parents. Pupils liked that the expectations regarding revision were clear and timely.	Increased flexibility is required in the design of the plan, particularly for the highest achievers.	£500.00
Improved resilience / reduced anxiety	Whole school CPD focus for the year.	Teaching and learning foci included: Marking and feedback; Challenge; Questioning. Monitoring continues to be used to look at impact of training.	Work continues in this area	-
			Total cost	£63,791.10

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attitudes towards attainment	KS4 mentoring for targeted cohort.	PP pupils on blue report made +0.8 progress between mock 2 and exams on average.	1:1 mentoring of key pupils with members of SLT, Increase number of individual meetings with pastoral team	£2,255.89

	KS3 mentoring for targeted cohort	Really positive engagement between Y7 and Y9, and Y8 and Y10, boys. Qualitative measures showed improvements in attitude and engagement. Progress measures were also positive.	To continue	£100.00
Closing of the gap in reading age of those pupils entering Y8 with a low reading age	Lexia	Record sheets show positive impact of this strategy.	Strategy to continue	£483.24
	Seven Stories project	Did not go ahead		
Improved resilience / reduced anxiety	School counsellor	School counselling provided by the Road Centre. We were pleased with the provision.	Use of Road Centre to continue	£42,245.78
	Ed psych to work with PP pupils who could potentially become vulnerable to anxiety	Additional access to ed psych services was purchased	This support continues	-
Improve social skills in order to improve progress and	Social skills group to meet once per week in an after-school session	Gardening club, mindfulness and art club with BFN – positive feedback from all.	Significant plans in place to develop a social skills group, to be overseen by the SENCO. The model to be implemented has been successful in other schools.	£1,639.95
Improved aspirations and parental engagement	Revision evening for parents	A number of parents are always willing to attend to support their children in achieving the best they can. This strategy offers help in supporting their children academically.	Roll out the strategy for younger students. Use of Positively MAD for revision session for parents? Make phone calls home for key pupils.	£325.60
	Praise postcards home from subject teachers / tutors	Some departments issued postcards	Increase the number of positive comments home. Tutor star of the week.	£334.00

Improved attendance	Incentives for improved attendance	AHOH introduced strategies for involving tutor in monitoring attendance, and having early conversations with absent pupils. Incentives for good attendance. Deputy Headteacher (pastoral) working with attendance officer to prioritise her work and to ensure a strategic approach.	Continued incentives for good attendance. Continued focus of attendance officer on priority pupils and their families.	£35,702.35
Increased access to examinations	Safe Computers for exam arrangements for PP students who need access	Ongoing	Some students would benefit more from practising with a scribe. Use of laptops for key tasks?	£681.43
			Total cost	£83,768.24

i. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved aspirations	Increased participation in extracurricular activities.	Extracurricular activities continue, with music and sports clubs being very popular.	Continued provision of extracurricular activities, with uptake by PP being monitored and barriers to uptake being investigated.	£30,907.01
Improved aspirations	Subsidised Music Tuition	Peripatetic teachers for PP children taking music GCSE.	A new curriculum leader is in place, with many new ideas for engagement of pupils in extra-curricular music activities, some of which will be targeted towards PP pupils.	£863.10

Improved aspirations	Effective careers guidance	The effective organisation and commitment towards careers guidance demonstrated by the member of SLT, the SENCo and the pastoral team, led to a joined-up approach, with Careerwave, in order to ensure that all pupils received effective careers guidance and opportunities. Priority given to PP and vulnerable pupils. Work experience organised for vulnerable pupils.	Careers continues to be led by a committed member of SLT – with Gatsby benchmarks being met. Member of SLT working with Teach First to ensure best practice in this area.	£7,152.00
Improved aspirations	Wildabout adventure	This strategy was replaced by retreats for additional year groups, eg y10	Retreats to the Youth Village will replace this strategy	£12,500.00
			Total cost	£51,422.11

ii. **Additional strategies**

Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Vocational education at KS4 Provision of hairdressing qualification	Excellent outcomes for this course.	To continue	£8,761.50
School chaplain	Pupils value their time with the school Chaplain, particularly during times of bereavement and family troubles.	School chaplain continues to lead a chaplaincy group and helps pupils to organise charitable work and acts of kindness in the community	£30,974.43

Y7 retreat	A retreat to the Youth Village where students focus on the importance of reflection and community citizenship. Positive feedback from all.	To continue	£1,911.19
		Total cost GRAND TOTAL	£41,647.12 £240,628.57

2. Additional detail

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