

Pupil Premium Strategy Statement: St Joseph's Catholic Academy 2020-21

Summary information					
School	St Joseph's Catholic Academy				
Academic Year	2020/21	Total PP budget	£220,605	Date of most recent PP Review	
Total number of pupils	1151	Number of pupils eligible for PP	266	Date for next internal review of this strategy	Sept 21

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 (2019/20 only)	60.4%	81.3%	TBC
Progress 8 score average (from 2019/20)	+0.08	+0.56	TBC
Attainment 8 score average (from 2019/20)	45.9	55.0	TBC

Attainment targets for 2021		
	<i>Pupils eligible for PP</i>	<i>All students</i>
% achieving 4+ in EM	In line with National (other)	80%
Progress 8 score average	In line with National (other)	+0.4
Attainment 8 score average	In line with National (other)	55

Barriers to future attainment		
In-school barriers	Desired outcomes and how they will be measured	Success criteria

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A.	Reading skills for students are lower for pupils eligible for PP than for pupils not eligible for pupil premium.	Move students closer to chronological reading age.	Reading tests demonstrate positive impact of strategy.
B.	Basic numeracy skills for students are lower for pupils eligible for PP than for pupils not eligible for pupil premium.	Close the gap in basic numeracy skills.	Key task and assessment scores demonstrate positive impact of strategy
C.	Poor study skills from our young people lead to a lack of sustained progress across all key stages.	Improved exam results and improved study skills.	Key task and assessment scores. Fewer debits and more credits. Improved student and pupil voice.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Lack of access to the virtual learning environment for some.	All students will be able to complete home learning on Google Classroom.	All students engaging with GC
E.	Attendance rates in key stage 4 for pupils eligible for PP are below the national average.	Improved attendance.	Increased attendance for PP students
F.	Challenging home contexts and poor mental health for some students result in poor focus in school.	Students better able to cope in school.	Student and staff voice reports students better able to cope.
G.	Lack of aspiration and school engagement in some families.	Improved aspirations and school engagement in some families.	Increased attendance of parents' evenings. Increased parental support and reduction in negative phone calls.
H.	Some students do not have the cultural capital required to access the exams. This results in young people making less than expected progress.	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.
I.	Return from lockdown has resulted in increased low-level disruption, disproportionately from PP students (evidenced by number of debits awarded)	Improved focus and engagement in lesson time.	Reduced number of debits for low-level disruption in lessons.
J.	Lack of social skills amongst a small group of students having a detrimental effect on their academic progress.	Improved social skills amongst the young people.	Fewer issues in school as shown through credits and debits. Positive pupil voice
K.	Lack of aspirations and understanding of job requirements	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. Destination data.

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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, B, C	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.	T&L Lead	September 2021 (Termly updates)
A	Reading catch-up	Use of reading tests to identify students with a reading age below their age. Targeted support to be provided by TAs and ITTs during reading sessions in the library.	All staff involved to be trained by literacy co-ordinator to ensure consistent approach. Sessions to be timetabled for students so that they know when and where.	GMR	September 2021 (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 to take place in tutor time. CL maths will ensure that this is targeted and strategic.	GHH	September 2021 (Termly updates)
A, B, C, I	CPD	Whole school CPD focus to ensure quality first teaching meets the needs of our pupils following lockdown – bounce-back strategy. Term two – Rosenshine focus – modelling, scaffolding and feedback – EEF evidence of positive impact with PP students.	CPD sessions agreed and in calendar. CPD focus for two terms.	T&L Lead	September 2021 (Termly updates)

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A, B, C	Y7 and Y11 Homework clubs.	Evidence shows that homework has a positive impact on learning. The establishment of this last year was effective. Due to bubble structure of school, only Y7 and Y11 homework clubs are possible. Y11 homework club is for study support – they have access to 'virtual STEP' set on Google Classroom - bespoke to need.	Homework club will be run in the library for Y7 – cover supervisor is timetabled, for continuity. Y11 study support is overseen by a lead practitioner – to ensure positive working environment for all.	MSE ZHD	September 2021 (Termly updates)
C, I	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.	Lead practitioner with responsibility for Y11 interventions. Series of revision lessons delivered during PSHE time and tutor time by Y11 form tutors. 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...'	ZHD	September 2021 (Termly updates)
D	Remote learning	Significant potential for students to be required to repeatedly self-isolate throughout this academic year. We must ensure provision of learning is uninterrupted.	All homework to be set via GC, to ensure that students are familiar with this platform and will be confident with its use during periods of self-isolation. T&L lead to monitor engagement with GC to identify students having difficulty with GC. Troubleshooting to ensure that issues are resolved quickly.	T&L Lead	September 2021 (Termly updates)
C, I	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 and 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.	DMS PP Lead	September 2021 (Termly updates)

ii. Targeted support

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Desired outcome	Chosen action/approach	Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, C	STEP	All departments have identified 'essential knowledge and skills' for success in examinations STEP will be used to reinforce this key knowledge and skills.	Pupils will be selected by CLs working with link SLT to ensure that the correct cohort is identified. DMS will have the whole school overview.	DMS	September 2021 (Half - termly updates)
D	Provision of laptops and dongles for students without home access to the internet	All students must be able to access the virtual learning environment. Early identification of students without access will enable targeted provision of resources.	All students to be engaged with home learning – homework activities (monitored by individual teachers & assistant heads of house). All students to engage with learning during periods of self-isolation – RAG sheet will establish whether this is happening.	PP Lead	September 2021 (Termly updates)
C	Academic mentoring for Y11 students	Students identified using Y10 mock data with RAG rating of engagement during lockdown.	A number of teachers have additional time to work with our students. The Trust mentoring handbook has been provided and training given to ensure a consistent approach to mentoring. Timetabled weekly sessions for each student with log kept and QA by lead practitioner with responsibility for Y11 interventions.	ZHD	September 2021 (Termly updates)
C	Blue support 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 support cohort of students identified following year 11 knowledge tests and student data. Students meet weekly with blue support mentor and receive targeted support and guidance. Mentoring is standardised. Monitoring of short-term impact will occur frequently, via analysis of data.	ZHD DMS	September 2021 (Termly updates)
C	KS3 mentoring	Evidence from last year shows that this was effective when implemented as a pilot project.	Due to bubble structure of school, peer mentoring between different year groups is not currently possible. To be reviewed on a termly basis and put into action as soon as possible.	PP Lead	September 2021 (Termly updates)
A, C, G	Sibling reading programme	Close the vocabulary gap and promote reading for pleasure. Ensure pupils have reading materials at home - 1 in 10 homes do not have a single book (national figure). Will support lower age pupils in their guided	Reading books provided for ks3 pupils with an older sibling in school. An online reading record is completed with the aim for students to read three novels during	Literacy coordinator	September 2021 (Termly update)

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		reading and older siblings. Promote social skills also.	the academic year. Incentives associated with each completed novel.		
C, G, K	Overcoming identified barriers in Y10	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.	PP Lead	September 2021 (Termly updates)
J	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	RDY	September 2021 (Termly updates)
C, G, K	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.	The revision session might need to be virtual this year – will be recorded and then parents invited to a Zoom meeting following January mocks – in order to encourage students to prepare fully for final examinations	T&L Lead	September 2021 (Termly updates)
F	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.	RDY	September 2021 (Termly updates)

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E	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 rewards.	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 Wellbeing Room – a room designed to help pupils re-engage in attending school. TA running the Wellbeing Room will support with mental health issues and will look at integration timetables back to class	Head of House & Assistant Heads of House	September 2021 (Half -termly updates)
F, G, K	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.	Pastoral 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. Pastoral lead to coordinate the implementation of any actions which come out of the phone calls and track them.	Pastoral Lead	September 2021 (update after each data drop)
C, G	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 Pastoral lead and supported by transition lead. Pastoral lead to meet with all classroom teachers to gather information and bespoke transition strategies to be put in place.	Pastoral Lead	September 2021
iii. Enrichment and Other approaches					
Desired outcome	Chosen action / approach	Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
H	Speakers for schools	Exposing students to more life journeys and experiences will enlarge their life experience.	Sign post students to virtual speakers for school offers. Careers lead to monitor the attendance of students. Students to complete an evaluation form post talk.	Careers Lead	September 2021

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	Breakfast	The link between breakfast and performance of students is well documented in DfE research.	All Y7 students to receive a breakfast (this is via access to a free bagel). CHL working to ensure all students have access to breakfast. National breakfast programme.	CHL	Sept 2021
H	Social action projects	Research shows a link between social action and satisfaction with life. Students have more life experiences to discuss at interview or 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.	AYG	Sept 2021 (Termly updates)
K	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 using compass +.	SLE	Sept 2021 (Termly updates)
K	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.	Future Me offer delivered from year 9. Sequential programme runs through year 9 to 13. Full overview of careers guidance and keeps an accurate and up to date record of careers guidance for each pupil using compass +	SLE	Sept 2021 (Termly updates)
K	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. Virtual offer to be investigated later in year.	SLE	Sept 2021 (Termly updates)

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K	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 using compass +.	SLE	Sept 2021 (Termly updates)
H, J	Increased participation in extracurricular activities. (When possible)	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 House events Sports activities Active lunch Trip leaders to be requested to ensure 25% of attendees are PP students. To be monitored by PP lead.	PP Lead	Sept 2021 (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.	CPD plans include: Attachment needs (all staff & Pastoral teams) Positive behaviour management	Pastoral team	Sept 2021 (Termly updates)
G	Parents evening	As above	Targeted approach to parents evening with PP Lead calling parents before parents evening to ask them to attend and assuring them of the format.	Heads of House	September 2021 (Termly updates)

Review of expenditure for previous academic year (2019/20)

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1. Desired Outcomes (2019-20)		
	<i>Desired outcomes</i>	<i>How they will be measured</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.

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
A and B	Measuring of impact of classroom teacher interventions for underachievers	All teachers record specific interventions. Impact of interventions being monitored at individual teacher level. Need to ensure SGP is possible.	To continue	None
A and B	Effective feedback	Key tasks marking only to ensure workload is reduced without compromising impact of feedback.	To continue	None

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A and B	STEP	Lockdown prevented full development of STEP for this academic year	STEP to continue. DMS to ensure that PP students are targeted for STEP sessions.	£20,000
B	Whole school numeracy approach will focus on basic numeracy skills	Full programme developed but only partially delivered (lockdown). Numeracy tasks provided throughout lockdown. Numeracy coordinator assessed quality of work produced during tutor time - positive feedback. Lockdown prevented full evaluation of this strategy.	To continue.	Cost of numeracy coordinator (£4,812) + resources (£1000) + brum books (£250)
A, B, C	CPD	QFT CPD sessions were positively received. P8 Gap between PP and others was reduced by 0.26 (0.48 from 0.74) However, lockdown will have had a disproportionate effect on our disadvantaged cohort. Bounce-back strategy will be used to ensure QFT throughout this year too.	Bounce-back strategy (term one) Rosenshine (term two)	£21,738.00 CPD £200 Training
A, B, C	KS3 and KS4 Homework club.	Attendance at homework club was increasing but lockdown then prevented further development.	Y7 and Y11 homework clubs will be possible due to bubble structures.	£686.00 x 5 £3432
C	Study skills	Programme of study skills sessions was designed and partially delivered in advance of lockdown occurring. This included a visit from 'Positively Mad' for both students and parents.	To continue. Positively Mad will not be used again – poor feedback from students.	Cost of Positively Mad £1425.00
	Student voice	Student surveys were developed and partially completed but lockdown prevented full development.	Students will continue to complete surveys to gain pupil voice.	
	Data analysis	Full data analysis following module one to identify underachieving PP students – reported to SLT and CLs – to ensure targeted support and interventions for these students. Lockdown meant that only one module was fully analysed and reported.	To continue.	None

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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
C, F	KS4 mentoring	Targeted support and mentoring conversations for underachieving Y11 students. Tracking of blue support reports by Y11 intervention lead demonstrated increased engagement and improved attitudes amongst blue support cohort. Lockdown then ceased this intervention.	To continue.	Y11 interventions R&R AWE £2557 + resources £2000
C, F	KS3 mentoring	Early evidence showed improved attitudes of this small cohort of underachieving Y9 students during their intervention sessions. Lockdown prevented full development of this strategy and impact was not able to be measured. Excellent relationships built between Y7 and Y9 students in numeracy sessions – early impact was positive, in terms of improved confidence. Lockdown prevented full development.	To continue when bubble structures allow.	£300
C, F	Overcoming identified barriers	Work scrutiny took place with Y10 underachieving students with barrier conversation taking place too. Information was shared appropriately, but lockdown prevented full development of this.	To continue.	None
F	Praise postcards	All subject areas are now equipped with appropriate postcards. Postcards were sent throughout lockdown and were positively received.	To continue.	£650
H	Social skills	RBN led successful social skills work - positive impact observed with the small numbers of students involved. Additional support offered to specific students following lockdown.	To continue.	£1,639.95 + 2.5%

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F	Revision session guidance for parents.	This year we used Positively Mad to deliver this session. The session was very disappointing, with low turnout (possibly due to timing of session – just after Christmas break)	In-house session (virtually). Carefully consider time of year to ensure engagement with session.	Cost of Positively Mad session £354
E	School counsellor	Positive impact observed, support to continue. Virtual counselling sessions took place throughout lockdown period.	To continue.	Road Centre £11,700 + Trust Counsellor (1 day per week) £8000
D	Incentives for improved attendance	Lockdown prevented full development of this strategy	To continue	£35,702.35 + LA attendance drive £3,848.96
C	Laptops for exam arrangements for PP students who need access	Laptops were provided for use in exams. These were also available during in-lesson key tasks, to ensure that students are familiar with their use.	To continue.	£350 x 10
F	Parent phone calls following assessment weeks.	This occurred following module one only – due to lockdown.	To continue	None
G	Theatre trip to inspector calls for early entry year 10 and 11 pupils.	Visit took place. Positive feedback from students. Impact not measured due to lockdown.	C-19 restrictions likely to prevent this.	£900
	Enhanced transition	Virtual transition took place, with additional support and targeted intervention towards students identified by primary schools.	To continue.	None
iii. Enrichment and 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

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G. Increased cultural capital	99 things project	99 things developed but then change of PP lead. Character development strategy to replace this project	Character development strategy to replace this project.	None
G	Speakers for schools	Lockdown prevented full development	To continue	None
C	Breakfast club	Ongoing	To continue	None
G. Increased cultural capital	Social action projects	AYG & AMS continue to involve students in social action projects. Lockdown prevented full programme for the year.	To continue	Project work across Trust - school dog! £3000
I	Careers guidance	All year 11 students received impartial 1:1 careers advice. See destination data.	To continue	Cost - SLD £2500 x25% = £625
I	University access support	All year 11 and post 16 students had access to University careers information. Year 10 University visit and year 9 talks cancelled due to closures. % of students pathway to University increased from 60% to 85%.	To continue if external visitors return. Investigate virtual alternative offers.	None
I	High quality work experience	Work experience cancelled due to closures. Virtual work experience offered to students, some engagement from sixth form students.	Investigate use of virtual work experience for a wider group of students.	None
I	Apprenticeship information	All year 11 students received apprenticeship information via assemblies. Addition cohorts of PP students attended assessment day, application and CV writing workshops and mock interviews. Employer and student voice suggested increased confidence and employability skills. Phone calls made home during lockdown to direct students whose apprenticeships had been cancelled to relevant alternative courses. See destination data.	Targeting groups virtually this year using google classroom. To continue if external visitors return.	None
C, F, G	Increased participation in	Tracking of participation on extracurricular activities began but lockdown prevented full analysis of results.	Tracking to continue when C-19 restrictions allow.	£18,600

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	extracurricular activities.			
D, E, H	Pastoral CPD	Pastoral CPD focused on building positive relationships with students, including having restorative conversations. This training was positively received by all staff with early impact observed. Lockdown prevented full development.	Programme of pastoral CPD to continue.	None
F, I	Development of new social media strategy	We now have a good social media following on Facebook, Twitter and Instagram. These were particularly important throughout lockdown, where a number of key messages were shared.	To continue	None
	Uniform Swap Shop and foodbank centre.	Donated uniform was collected at the end of the academic year.	Donated uniform used to equip families with uniform essentials going forwards.	None
F	Golden tickets	Lockdown prevented roll out of this.	Change of PP Lead.	
F	Parenting support	As above	Change of PP Lead.	
			New programme for 2020	to be updated asap
C, F, I	Parents evening	Phone calls took place in advance of Y11 parents evening to invite parents along.	To continue	None

iv. Additional approaches required due to school closure

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
Phone calls home for all	All families received a minimum of two calls home during lockdown – checking in with the family for wellbeing purposes and to check access to home study tasks.	Phone calls were well received and will inform support during periods of lockdown going forwards.	None
Targeted phone calls	Pastoral team offered bespoke and individual support via targeted phone calls to vulnerable families throughout lockdown.	Information used to inform support going forwards.	None

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Provision of food	A number of families were supported with essential items of food throughout lockdown.	Information used to inform support going forwards.	Cost of food packages 143 x £15 x 3 weeks =£6435
Provision of hygiene products	A number of families were supported with essential hygiene products throughout lockdown, via the Red Box Project.	Information used to inform support going forwards.	£200
Provision of stationery items	A number of families were supported with essential items of stationery throughout lockdown.	Information used to inform support going forwards.	£500
Setting up of Google Classroom for all students to allow continuation of learning throughout lockdown.	All teachers set up classes and provided home study tasks for every lesson to ensure that learning was uninterrupted. Training was provided both to students and teachers to ensure that all could use this learning platform.	Google Classroom use will continue for the setting and completion of homework tasks, to ensure that students are confident and competent when using this learning platform.	None
Provision of paper copies of home study tasks	Surveys and phone calls were used to establish those students who were having difficulty accessing the online learning. These students were sent paper copies of the work every fortnight.	Information used to inform targeted support with GC.	£3000 + postage £540
Provision of laptops and dongles for students without access to the virtual learning environment.	Survey used to establish those students with no online access at all – these families received laptops and dongles so that online learning could take place. Total of 22 laptops and 7 dongles were provided.	Laptop provision continues for those students without their own access.	22x£300 = £6600 7x£180 = £1260
Dedicated support via email for home study tasks	An email address was set up immediately to offer support to students requiring additional input to ensure successful home learning. This was manned by the T&L team to ensure that responses were immediate and bespoke to need.	This will be used again in future whole school lockdown scenarios.	No cost

Other costs
Vocational education at KS4 - Provision of Hairdressing qualification - £18,250 + TA time allocation (£3891 6/37 hours) School Chaplain - £30,974.43 Wellbeing TA - £23,974

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Subsidised music tuition - £863.10

Total = £222,220.74