

PUPIL PREMIUM EXPLAINED

Introduced in 2011, the Pupil Premium Grant (PPG) is Government funding that is allocated to assist disadvantaged children in maximising their potential whilst in education. This funding is issued to schools for children who have registered for free school meals in the last six years from Reception to Year 11, are in care, or have parents in the Armed Forces. In 2012/2013 the National PPG funding was £623 per eligible pupil. In 2013/2014, due to Government interventions, the funding rose to £900 per eligible pupil and £300 for children of Armed Forces families. The PPG has further increased for the 2014-2015 academic year to £935 per Pupil Premium child and to £1,900 per LAC child - although LAs do not release all LAC funds to a school. 2016-2017 received the same allocation.

OUR MISSION AND AIMS

At St Joseph's College (henceforth in this document referred to as SJC), we work hard to ensure that all pupils have access to *quality-first* teaching in each and every lesson. We strive to enhance and accelerate their progress and achievements whilst ensuring that they encounter an overall enriched educational experience. Historically, through the use of the Pupil Premium Grant, the progress made by these pupils has been demonstrating year-on-year improvement and in 2016 to 2017 the PP gap was positive with PP students securing a P8 figure of +0.29 compared to a cohort figure of +0.13 and non-PP figure of +0.02. The national P8 score for non-disadvantaged students was +0.11 thus SJC secured above national progress.

Our aims are:

- to provide additional educational support/intervention to improve pupils' progress. Furthermore, to accelerate the rate of their ongoing progress so that they achieve their challenging end of key stage/year targets (4LoPS)
- to remove barriers which could impede pupils' progress in order that the attainment gaps between PPG students and non PPG students are eliminated, both within SJC and in comparison to non PPG pupils nationally.
- to ensure that all disadvantaged pupils are provided with the opportunities and support to achieve their absolute best.
- to ensure that funding is used strategically, based on the barriers to learning for PPG pupils through ongoing analysis of data, ongoing formal and informal quality assurance of teaching and learning, as well as ongoing evaluation of pupils' progress based on these different sources of evidence.

OUR BARRIERS

The barriers identified using the 2016 information from RoL and the Inspection Dashboard, as well as internal information about pupils' progress, are listed below. These barriers will inform how PP funding is to be targeted in 2017-18. (School Development Plans are also linked to these barriers)

In-School Barriers	1. Developing the skills of our low ability learners (those not secondary ready) to ensure they can make progress that allows them to access level 2 curriculums (Year 7-11). Focus on literacy development through tiered words, feedback,
	2. Teachers preparing differentiated tasks/activities as part of everyday lesson planning especially for middle and higher ability PPG students
	3. a) Targeting the high ability learners who are underachieving with support sessions and additional teaching b) Improving the percentage of students who secure a 4 and 5 or above in English and Maths (the basics) through Pixl Strive interventions and focused subject specific tutor groups
	4. Improving the independent study skills of learners through promotion of revision guides, revision material and Elevate revision sessions
External Barriers	5. a) To improve the attendance of students in year 7 to 11 to ensure full access to the curriculum and fewer days of learning missed (Year 7-11)
	b. Reduce persistent absence (PA) figures (percentage of pupils with overall attendance of 90% and below) so PPG pupils' PA figures are reducing
	6. To reduce the number of behaviour incidents to reduce isolations and fixed term exclusions to ensure negative behaviour is not having a detrimental impact on learning

DESIRED OUTCOMES – Linked to barriers 1-6 above

In-School Barriers	1. All pupils are able access a KS4 curriculum and those students below the secondary ready level are making more than expected progress.
	2. All high ability learners are challenged in lessons and as a result achieve their target grades and are engaged in their learning
	3. a) All year 11 underachieving PPG students have additional support through Easter interventions, Half-Term interventions and targeted afterschool interventions b) All high ability PPG learners achieve the Basics at a 5+ in English and Maths, a positive progress figure and a high proportion of 7-9 Grades
	4. All year 10 and 11 PPG higher ability pupils have access to revision guides they require. All year 11 PPG students have a revision folder with robust revision material. As a result the progress of high ability PPG students improves.
External Barriers	5. Attendance is improved and as a result progress of PPG students across all year groups improves
	6. There is a reduction in behaviour points of PPG pupils and a reduction in fixed term exclusions. HoY tracking is in place to ensure timely interventions are in place to support learners. As a result progress of PPG is in line or better than Non-PPG.

BREAKDOWN

Below is a breakdown of the pupils at St. Joseph's College who are in receipt of the Pupil Premium Grant 2017/18

Number of pupils and Pupil Premium Grant (PPG) received for 2017-2018		Year Group Total Nos	% Current Year Group (559)				
			7	8	9	10	11
		No. of PPG pupils	63	48	71	56	48
Total number of pupils on roll – Y7-11	852		7.4%	5.6%	3.3%	6.6%	5.6%
Total number of students eligible for PPG	286 (33.6%)						
Amount of PPG received per pupil since March 2017	£935 per pupil £267,877.50						
Amount of PPG received per LAC	£1900						
Total No. of LAC pupils eligible for PPG	5 £9,500						
Total amount of PPG expected for 2016-17	£277,377.50 (Inc LAC)						

Premium allocation for 2017-2018 is estimated at **£267,877.50** without LAC. This PPG strategy was created between December 2017 and January 2018 and will be subject to an ongoing half-termly review.

1st PP Review	First week after February half term 2018	n/a
Next External Review	First week after the Easter holiday 2018	n/a
Next Internal Review	First week after May half term 2018	n/a
Next Internal Review	First week in July 2018	n/a

TRACKING OF SPENDING AND IMPACT

The impact of the PP strategy will be assessed at the time that the strategy is reviewed – see table above. Tracking the use of the funding will be done by the SLT in charge of PP through ongoing meetings with the SMCH Finance department. (when appropriate).

EXPENDITURE PLANS FOR 2017-2018**Explanation**

1. The lists below outline the various interventions used across St Joseph's College which are subject to ongoing further funding through the PPG. **These strategies aim to diminish the difference in the achievement between PPG pupils in St Joseph's College and others national. They also support the learning of all pupils in the 2017-2018 cohort which includes disadvantaged pupils (PPG).**
2. The tables on pages 9-17 outline the expenditure linked to addressing the **specific barriers which the school's internal analysis indicates are hindering the progress of PPG pupils (see the barriers highlighted on page 2).**
3. The colour-keyed headings in the table below are matched with specific aspects of the whole-school provision e.g. social needs etc. These colours have also been used to show these types of interventions specifically **targeted at PPG pupils in St Joseph's College (see pages 9-16).**

Expenditure for Interventions listed in this table

Curriculum Provision Intervention

- PPG SLT member responsible for PPG.
- Creation of Revision Folders for all Year 11 Learners
- Transition Group Teacher to support with early intervention of PPG who are not Secondary Ready
- EAL to support targeted PPG EAL pupils across 7 – 11
- Subject intervention support for underachieving pupils in KS4
- February, Easter and May holiday subject booster classes for targeted Year 11 pupils
- English, Science and Maths Tutor Groups in Year 11
- Subsidized trips linked to curriculum needs in KS 3 and 4
- Revision Guide purchase to support curriculum knowledge
- Provision of software support packages to extend learning at home- Doodle, Hegarty Maths, My Maths, My GCSE Science, Tassomai, Pixl Apps

Social Needs Intervention

- Free Breakfast Porridge 7-11
- Year 7 -11 pupils have access to any items of prescribed uniform to ensure compliance with uniform policy at all times, thus impacting positively on confidence levels, irrespective of socio-economic standing.
- Football Beyond Borders (year 9)

Teaching and Learning Interventions

- Extended Library opening hours for homework completion to improve learning opportunities.
- Twilight training on literacy- use of Tier Words, Literacy Mats,
- Targeted Progress Meetings with MAL's to ensure early identification and intervention of underachieving students
- External teaching and learning support to improve differentiation
- External reviews of whole-school aspects (Teaching & Learning).
- Transition Group for lowest ability students.
- Library Support with targeted English lessons in the library focusing on reading books
- Rewards for progress, attendance and contribution to the wider community
- One-to-one coaching for leaders (middle and SLT) judging learning over time, from an external provider.
- Revision guides and folders for all pupils in year 11.

Emotional and Behavioural Interventions

- Reward trips
- Strive for 5 English and Maths trips
- Counsellor for pupils identified as vulnerable through the Pastoral Panel process.
- Mentoring within behaviour support team
- Football Beyond Borders- Y9 Engagement

PUPIL PREMIUM EXPENDITURE PLANS 2017-2018

Curriculum Provision Intervention

Intervention	Target PP Group	Overall Desired outcome	Chosen Approach to learning – By when	Staff Lead	Estimated Cost	Monitoring and Evaluating of impact /By when How will this happen? Quantitative and Qualitative evidence of impact	Post monitoring and impact comments ongoing; review next steps to reach the desired outcome; Who/When
a) Purchasing revision guides for PP students	9-11	PPG students are not disadvantaged by lack of access to revision material. Students are able to complete more independent learning.	Promote at year 9-11 Information Evening thus by January 2018	ADN CKE JHW	£2,385.00	Track sales of Revision Guides. In meetings and when in contact with parents check if they have got the required revision guides. There was a substantial increase in the number of revision guides sold.	In 2018 there was an increase of 4% in the % of students securing a 7+ in Maths, 1% in English Literature & 8% in Science. Actions: Undertake a checklist for Y9-11 following interviews with students to check all PPG students have English, Maths and Science revision guides CKE-LCN-JHW October 2019
b) Post December Maths, English and Science PPG tutor groups	11	To increase the % of students achieving their target grade, as well as to increase the proportion securing 4+ in English and Maths, and a 5+ in English and Maths	Tutor time focused groups January- Exams	PMS- Maths NGE- English	£15x5 x 6 £450.00	Monitor the outcome of PPE2 in the relevant subject area to ensure progress on CAG and raw mark score is evident. The final GCSE outcome will also be analysed to determine the impact.	Was successful. Set up again after PPE 1 2018-see evidence above.
c) Tassomai subscriptions for all PPG students in Science tutor group	11	The 10 PPG students with a Tassomai subscription and time in Science during tutor time will increase their attainment and progress in Combined Science	Science tutor group using targeted software	SCN- Science	£200.00	Monitor the outcome of PPE2 in Science to ensure progress on CAG and raw mark score is evident	This action was impactful with Combined Science as students involved increased by an average of 2 grades from their PPE1 assessment to final outcome Set up again after PPE1 2018.

d) HAPS PPG After School intervention sessions along with other after school study groups	10 & 11	Targeted PPG HAPs to attend High Ability subject specific intervention sessions	Start January 2018 On-going until the end of the academic year	ADN CKE	2 x £50 x 2 x 20 weeks	Monitor the impact of the interventions by comparing the PPE1 grade to that of PPE2 and students' final GCSE Grade. The final GCSE outcome will also be analysed to determine the impact.	High Ability PP students P8 score increased from -1.29 after PPE 2 to -0.09 in Summer 2018.
e) Revision folders created for all PP groups	11	All PPG students to be provided with bespoke folders, containing revision notes, past paper exams and mark schemes for their subjects studied.	November 2017	ADN	Total cost/% PPG eligibility £4790	Students increased the amount of independent study. Students state that they have access to revision material. GCSE outcomes improve for PPG students across all subject areas.	PP progress 8 score improved from -0.86 at the start of Y11 to 0.00 in Summer exams
f) Saturday Walking Talking Mocks for English, Maths and History.	11	Targeted PPG students invited to a WTM to build confidence and competence in responding to exam style questions	WTM delivery by teachers	PMS NGE JBR	£25 x 3x3x3 £675.00	As a result of WTM's students confidence in answering exam questions increases and as a result student outcomes in English, Maths and History all increase	In 2018 there was an increase of 4% in the % of students securing a 7+ in Maths, 1% in English Literature & 8% in Science.
g) After school Walking Talking Mocks in Science	11	Science staff lead subject specific Walking Talking Mock for students based on their PPE2 paper. This is to increase students' understanding of how to respond to the new style Combined Science questions and to increase attainment in Science.	WTM delivered over 6 weeks to students	SCN Science Department	£1,550.00	As a result of WTM's students' confidence and understanding of how to respond to exam style questions increases, as does their subject knowledge. Students feel more confident in Science and as a result student outcomes in GCSE Combined Science increase based on the outcomes of PPE2.	PP Science attainment improved from PPE2 to actual results: 4+ PPE=24% 2018 GCSE=61% 5+ PPE=11% 2018 GCSE=44% 7+ PPE=0% 2018 GCSE=13%
h) Educational trips- Geography field trips. English theatre trips, Pixl Strive for 5 conferences	7-11	PPG students are able to engage in all educational aspects of the course to ensure they can access the full curriculum. PPG students also take part in enrichment activities that broaden their knowledge and engagement in the subject area.	Enrichment activities and trips	LWS NGE PMS	£8,000.00	As a result of an enriched curriculum all students can access Unit 3 in geography confidently. Outcomes of Unit 3 are in line with Unit 1 and Unit 2. As a result of Strive for 5 in Maths and English, as well as theatre trips a higher proportion of PPG students make positive progress and secure a 4+/ 5+ in English and Maths. There is an evident improvement in the outcomes of students from PPE2 to GCSE grades.	In 2018 there was an increase of 4% in the % of students securing a 7+ in Maths, 1% in English Literature & 8% in Science.

i) Easter and June Revision sessions	11	PPG students to attend study sessions across a range of subject areas to support their knowledge development and exam skills during school holidays	Half term and Easter Study Sessions	CKE	£3637.50	As a result of additional holiday support, guidance and intervention outcomes in those subjects improve based on PPE1 data: English, Maths, History, RE, Business Studies, Computing, Mandarin, Spanish and Art. Class teachers have an opportunity to revisit key topics of concern.	PP progress 8 score improved from -0.89 following PPE1 to 0.00 in Summer exams
J) Subject specific APPs- My Science, My Maths, Hegarty Maths, Maths Ninja's, Doodle	7-11	As a result of subject specific APPs students have additional independent revision resources. Tracking of student progress is supported with Hegarty Maths and Doodle.	On line revision material and progress tracking	CKE PMS SCN	£11,000	As a result of better tracking of student progress in Maths, more targeted intervention and homework can be set. Students gaining access to more online revision aids should increase engagement and uptake of independent study. As a result of better tracking and more independent revision student progress increases.	In 2018 there was an increase of 4% in the % of students securing a 7+ in Maths, 1% in English Literature & 8% in Science.
h) English Literature mock marking service	Y11	Students undertake an additional English Literature PPE that is marked externally for moderation and feedback purposes	External validation and exam practice	NGE	£1450.00	As a result of more practice with exam writing the outcomes of English Literature improve. External validation ensures predicted grades at AP4 closely represent final outcomes of GCSE exams	In 2018 there was an increase of 1% in English Literature.
i) Transition group delivering curriculum in English, Maths, Science, History and Geography	7	A teacher focuses on teaching a cohort of vulnerable students who are substantially below the secondary ready level. The transition group focused on literacy and numeracy to support secondary ready catch up.	Transition Group	MFH	£48,024	As a result of in-depth focus on numeracy and literacy reading ages of this cohort increase and students make progress in numeracy. Vulnerable students also grow in confidence and are ready to transition to Year 8	Year 7 PP student progress is above that of Non-PP
j) Doodle reporting techniques	7-9	A system of curriculum progress tracking is in place to track students' progress across key skills areas	Student Progress Tracking	CKE	£2,760	As a result of improved student tracking students make progress in line with aspirational targets. As a result of Doodle Parent parents can support student progress at home and feel informed on the progress of their son	Year 7 PP student progress is above that of Non-PP
TOTAL BUDGETED COST (Apr.) £79,834.00							

Social Needs Intervention

Intervention	Target PP Group	Overall Desired outcome	Chosen Approach to learning	Staff Lead	Estimated Cost	Monitoring and Evaluating of impact /By when	Post monitoring and impact comments ongoing
			– By when			How will this happen?	Review Next steps to reach the desired outcome
						Quantitative and Qualitative evidence of impact	Who/When
a) Free porridge each morning & after school activities	7-11	Through provision of a free breakfast students become better, more engaged learners. Through the provision of music lessons, choir and Football Beyond Borders students feel more part of the SJC Community thus engage more in their learning.	Free breakfast, music lessons, choir and Football Beyond Borders- throughout the year	?	£ 500.00 £3,820,00 £ 405.00 £ 3970.00	There is a reduction in behaviour points as a result of breakfast provision and thus more focused learners. Prior to exams students access the free breakfast and thus perform well, resulting in positive progress. Students on the FBB reduce the number of behaviour points as do those engaged in music lessons	
b) Provision of after school club each day- homework	7-11	As a result of a supervised Learning Resource Centre for homework, students can complete homework and access computers to ensure progress is maintained through out of the classroom learning.	Homework club- September- on-going throughout the year	AOR	£23,188.00	There is a reduction in the number of non-completed homework for this cohort and as a result outcomes of the cohort improve	
c) Parent Engagement sessions- Reporting,	7-11	As a result of hosting Parent Engagement sessions parent involvement and support increase.	Parent Engagement Forums- October and April	CKE CMS	2 x £50 x 2 x 26 weeks = £5,200.00	As a result of more engaged and informed parents behaviour improves, evidenced through a reduction in the number of behaviour points. As a result of improved parental understanding of reports, parental engagement increased and student progress increases.	Reporting and Behaviour Student Forums were held.
TOTAL BUDGETED COST		(Apr.) £37,083.00					

Teaching and Learning Intervention

Intervention	Target PP Group	Overall Desired outcome	Chosen Approach to learning – By when	Staff Lead	Estimated Cost	Monitoring and Evaluating of impact /By when How will this happen? Quantitative and Qualitative evidence of impact	Post monitoring and impact comments ongoing Review Next steps to reach the desired outcome Who/When
a) Inset by and research by HoD on how to challenge HAPs. Sharing of findings and discussion at HoDs meeting (Barrier 1)	7-11	Teachers become more aware of how higher ability learners learn and their perceived barriers to learning to enable effective strategies to be implemented	Spring 1	JBR	£125.00	1- Feedback provided to HoDs on students' perceptions to their learning 2- Strategies discussed in department meetings- particularly around independent learning to improve engagement of HAPs (evidenced in climate walks)	Strategies were discussed in HoDs meeting and disseminated to department. As a result High Ability PP students P8 score increased from -1.29 after PPE 2 to -0.09 in Summer 2018
b) Climate Walks to identify good practice and identify areas of concern in T&L of PPG students	7-11	Climate Walks to be scheduled and undertaken to identify areas of good practice with teaching and learning and also areas of concern.	Throughout the year	SMR-GMS-DGO	£990.00	Climate walks to be undertaken based on a schedule. HoD to be provided with feedback on climate walks providing strengths and areas of development for the department to ensure PPG students make progress	Climate walks were undertaken and feedback provided as a result of improvement PP progress 8 score improved from -0.89 following PPE1 to 0.00 in Summer exams
c) All SIMs profiles and MINT classes to clearly identify the PPG pupils. SIMs to also identify H, M & L students on marketsheets	7-11	MINT SOFTWARE Class teachers are aware of PPG students, notably HAP who are PP and adjust planning and teaching accordingly Sims profiles to also RAG each AP drop to ensure staff are aware of underperforming students	Spring 1	SMR	£1,700.00	In class folders and on MINT classroom class teachers have set up their classes- class teachers are aware of their PPG students and seating plans and teaching strategies reflect this Class teachers analyse results based on RAG system after each half term and use the Initiatives on SIMs to log interventions accordingly to support student progress As a result PPG students make progress in lessons	PP progress 8 score improved from -0.89 following PPE1 to 0.00 in Summer exams

d) T&L Briefings focused on challenge to HAPs	7-11	T&L briefings to focus on PP HAP strategies	Throughout	SMR	£243.75	Teachers become more aware of teaching and learning strategies to support PP students in lessons As a result PPG students make progress in lessons	As a result High Ability PP students P8 score increased from -1.29 after PPE 2 to -0.09 in Summer 2018
e) Pam Fearnley review of lessons	7-11	Identify areas for development in teaching and learning and support HoDs in becoming more effective in observing progress in lessons	Spring 1	SMR	£3,695.00	HoDs become more confident and effective at monitoring progress in lessons thus can provide robust developmental feedback to teachers. The school starts to focus on the key issues in teaching and learning to improve the progress of PPG learners	PP progress 8 score improved from -0.89 following PPE1 to 0.00 in Summer exams
f) Teaching & Learning Group & Bring & Brag	7-11	£ shop challenge encourages innovation in teaching Discussion and sharing of good practice provides teaching strategies that can be adopted across departments	Throughout	DFR		As a result of innovative teaching the engagement of PPG students improves thus progress of PPG students is line with or better than non-PPG students	PP progress 8 score improved from -0.89 following PPE1 to 0.00 in Summer exams
g) Elevate	11	Student independent study skills improve	Autumn 2	ADR	£1,047.24	As a result of external guidance on study skills and time management student study skills improve and PPG students make progress	PP progress 8 score improved from -0.89 following PPE1 to 0.00 in Summer exams
h) Pixl training of HoDs	7-11	HoDs become more effective at tracking the progress of PPG students and intervening	Throughout	NGE, PMS, SCN, JBR, LWS, CYN	£3,120.00	Through adoption and use of Pixl tracking policies and DTT underachieving PPG students are identified early and targeted intervention based on DTT is in place within the department to promote progress	PP progress 8 score improved from -0.89 following PPE1 to 0.00 in Summer exams
TOTAL BUDGETED COST APR £10,920.99							

Emotional and Behavioural Intervention

Intervention	Target PP Group	Overall Desired outcome	Chosen Approach to learning	Staff Lead	Estimated Cost	Monitoring and Evaluating of impact /By when	Post monitoring and impact comments ongoing. Review Next steps to reach the desired outcome. Who/When
			– By when			How will this happen? Quantitative and Qualitative evidence of impact	
a) Behaviour Mentoring	7-11	JMN – Behaviour Manager An on-going reduction in behaviour points and fixed term exclusions of PPG students	Behaviour mentor to work with PPG students of concern weekly Tutor intervention to take place and be monitored by HoY to ensure timely intervention for PPG behaviour concerns	GMS/ JMN Tutors HOY	£35,064.00	The number of behaviour points of those mentored will decrease and the number of fixed term exclusions will decrease Tutor trackers are completed and behaviour interventions are timely	

Attendance & Punctuality Monitoring	7-11	EWO – JBI HBT Overall attendance for each PPG student is improving in line with national (95%=2016). Overall Percentage PA (90% and below) is reducing to become in line with national which is 12.4% 2016	Employment of EWO 2 days a week Employment of a fulltime Attendance Officer Tutor and HoY Tracking of attendance	GMS HBT Tutors HoYs	£32,399 £26,387	EWO works with PPG Students of greatest concern to improve their attendance. HOY, Form Tutors and HBT to track the overall attendance and PA of PPG students so the overall attendance is improving to 95% and PA is reducing to national level.	
Counsellor & Welfare Officer	7-11	IPE/ MGE School Counsellor is available to speak to PPG as required to support their wellbeing Welfare Officer on site to work with vulnerable PPG students	School Counsellor Welfare Officer	IPE MGE	£32,993	As a result of a School Counsellor & Welfare Officer vulnerable PPG students are more engaged in education and attendance improves	
Child Protection Training of additional staff	7-11	As a result of more staff being Safe guarded vulnerable PPG students have more staff available to support them and talk to Emotional Literacy Safeguarding	Safeguarding Staff Emotional Literacy	GMS	£544.00 £195.00	Vulnerable PPG students have more support and as a result are more engaged in their education and make good progress	PP progress 8 score improved from -0.86 at the start of Y11 to 0.00 in Summer exams
TOTAL BUDGETED COST APR £128,077.00							

Est. TOTAL EXPENDITURE **£255,914.99** to April 2018

Appendix 1: Pupil premium strategy historical information

1. Summary information					
School	St. Joseph's College				
Academic Year	2017/18	Total PP budget	£267,877.50	Date of most recent PP Review	NA
Total number of pupils	852	Number of pupils eligible for PP January 2018	286	Date for next internal review of this strategy	Termly/Ongoing

2. Historical attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4-9 incl. EM	70%	84%
% achieving 5-9 incl. EM	39%	64%
Progress 8	Overall= 0.00	Overall = +0.44
Progress 8 score average by ability group	High= -0.09 Medium = -0.16 Low= +0.86	High= +0.38 Medium = +0.53 Low = +0.78
Attainment 8	Overall= 44.91	Overall=56.54
Attainment 8 score average by ability group	High= 55.91 Medium = 40.73 Low= 38.0	High= 64.95 Medium = 47.83 Low= 33.0