

## 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. For 2019/20 the PPG grant remains at £935 with the LAC premium increased to £2300.

## 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. In 2017-18 disadvantaged students secured a Progress 8 figure of 0.0. The school therefore helped ensure that students' progress did not regress despite potential challenges they faced external to the school. In 2018-19 disadvantaged students received a P8 score of -0.36. This academic year our goal is to ensure the progress of PP students is above 0.0, hence through quality education PP students make positive progress and moreover, progress in line with their non-PP counterparts.

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
- 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 2019 information from Analyse School Performance (ASP) 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 2019-2020. (School Development Plans are also linked to these barriers)

<b>In-School Barriers</b>	1. Low ability learners (those not secondary ready) have not developed the essential skills needed to enable progress via accessing level 2 curriculums (Year 7-11). In particular literacy and numeracy development has not been sufficient.
	2. Teachers need to be more consistent in preparing differentiated tasks/activities as part of everyday lesson planning especially for middle and higher ability PPG students
	3. a) High and middle ability PPG learners are not making or exceeding their expected progress through a lack of additional support and targeted teaching strategies. This is significantly effecting the number of students securing a 4 and 5 or above in English and Maths.
	4. PPG students do not always have access to relevant revision guides and material which in turn hinders their ability to study independently
<b>External Barriers</b>	5. a) Poor attendance of some students in year 7 to 11 is effecting their ability to access the curriculum and results in missed learning (Year 7-11)
	b. Persistent absence (PA) for our PPG students (percentage of pupils with overall attendance of 90% and below)
	6. Poor behavior resulting in isolation and fixed term exclusions impacting PPG students learning and ability to access the curriculum.

**DESIRED OUTCOMES – Linked to barriers 1-6 above**

<b>In-School Barriers</b>	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 and middle ability learners are consistently challenged in lessons. As a result, they achieve their target grades and are engaged in their learning
	3. a) All year 11 underachieving PPG students have additional support through Easter, Half-Term and targeted afterschool interventions b) All high and middle 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 middle and higher ability pupils have access to revision guides they require. All year 11 PPG students have access to a revision Fayre and revision materials. As a result the progress of high and middle ability PPG students improves.
	5. There is improved awareness of PPG-SEN students resulting in more timely class teacher and whole school interventions to support the progress of these students
<b>External Barriers</b>	6. Attendance is improved and as a result progress of PPG students across all year groups improves
	7. There is a reduction in behaviour points of PPG pupils and a reduction in fixed term exclusions. HoY tracking and mentoring 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 2020/21

Number of pupils and Pupil Premium Grant (PPG) received for 2020-2021		Year Group Total No's	% Current Year Group				
			7	8	9	10	11
		No. of PPG pupils	67	90	68	49	47
Total number of pupils on roll – Y7-11	834	Not all funds released to schools.	8%	10.7%	8.6%	5.7%	5.6%
Total number of students eligible for PPG	321 38.5%%						
Amount of PPG received per pupil since March 2018	£955						
Amount of PPG received per LAC	£2,345						
Total No. of LAC pupils eligible for PPG	7						
Total amount of PPG expected for LAC students in 2019-2019	£16,415						

Premium allocation for 2020-2021 is estimated at **£306,555** without LAC. This PPG strategy was created between December 2020 and January 2021 and will be subject to an ongoing termly review.

<b>Next Internal Review</b>	First week after the Easter holiday 2021	n/a
<b>Next Internal Review</b>	First week in July 2021	n/a
<b>Next Internal Review</b>	August 2021	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 Finance department (when appropriate).

**EXPENDITURE PLANS FOR 2019-2020****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 nationally. They also support the learning of all pupils in the 2020-2021 cohort which includes disadvantaged pupils (PPG).**
2. The tables on pages 8-15 outline the expenditure linked to addressing the **specific barriers which the schools 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 8-15).

## Expenditure for Interventions listed in this table

**Curriculum Provision Intervention**

- Hosting and materials provided at a Revision Fayre for 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
- Subsidised 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 and Pixl Apps
- Strive for 5 Maths and English Conferences
- Claro Read Programme
- Literacy and Numeracy Club
- Touch Typing Club

**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)
- Reward Trips for PPG with outstanding behaviour and attendance
- Y7 Resiliency Group
- Parental support sessions
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### Teaching and Learning Interventions

- Study Club daily with 6<sup>th</sup> Form staffing from 2.35pm to 4.30pm
- Targeted Progress Meetings with RSL'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
- Revision guides and for all pupils in year 11.

### Emotional and Behavioural Interventions

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

## 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	10-11 PP-SEN students	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 Evenings thus by January 2020	OON/BMA LCN ASH JHW AOR	<b>£3,560</b>	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. Post Mock Review with underachieving PPG Y11 students. SEN department to ensure in review meetings that students have access to required revision guides	
b) Post December Maths, English and Science PPG tutor groups	11 PP-SEN students	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 To also increase the % of SEN PPG students who achieve their target grade	Tutor time focused groups January-Exams	OON/BMA PMS- Maths NGE/ EON/ MFH- English ACL- Science ASH/CKE	<b>15 x 5 x6</b> <b>£450</b>	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.	
c) 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	On-going until the end of the academic year	LCN ASH	<b>£375</b>	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.	
d) Revision Fayre and provision of revision materials	11	All PPG students to be provided with the opportunity to attend a Revision Fayre, containing revision notes, past	Jan 2020	PMS/NGR/ TMN/EON/ ASH/LCN	<b>£400</b>	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.	



		paper exams and mark schemes for their subjects studied.					
e) Saturday Walking Talking Mocks for English, Maths and other subjects as scheduled.	11	Targeted PPG students invited to a WTM to build confidence and competence in responding to exam style questions	WTM delivery by teachers By July 2020	PMS NGE ACL	<b>£29 x 3 x 3 x 3</b>  <b>£783</b>	As a result of WTM's students confidence in answering exam questions increases and as a result student outcomes in English, Maths and other subjects that lead a WTM all increase	
f) Educational trips- Geography field trips. English theatre trips, Pixl Strive for 5 conferences	7-11 PP-SEN students	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.  The % of PPG students who achieve a 5+ in English and Maths increases	Enrichment activities and trips On-going	OON/BMA NGE PMS English staff LWS/DWG TBC	<b>£7,984</b>	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.	
g) 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	LCN / ASH	<b>£8,828</b>	As a result of additional holiday support, guidance and intervention outcomes in those subjects improve based on PPE1 data.  Class teachers have an opportunity to revisit key topics of concern.	
h) 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 On-going	ASH PMS ACL	<b>£13,800</b>	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.	
i) English Literature mock marking service	Y11	Students undertake An English Literature PPE that is marked externally for moderation and feedback purposes	External validation and exam practice By April 2020	NGE	<b>£1,649</b>	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	

j) 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 On-going	MFH BMA/OON / ASH	<b>£51,144</b>	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	
k) Pixl membership	7-11	Through Pixl membership students in Year 11 have the opportunity to engage in a Pixl Wave Exam. This provides students with some comparison to national progress as well as personalised feedback on topics of strength and development.  Teachers have access to a wide range of teaching, revision and tracking resources for Year 7-11	Pixl membership On-going	CKE	<b>£2,760</b>	As a result of topic based, bespoke feedback from the Pixl Wave students in Year 11 focus revision and improve outcomes.  As a result of access to revision, teaching and tracking resources teaching and progress of students in year 7 to 11 improve.	
l) Doodle reporting techniques	7-8	A system of curriculum progress tracking is in place to track students' progress across key skills areas	Student Progress Tracking On-going	ASH	<b>£1,750</b>	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	
m) Purchase of laptops for PPG students who have Exam provision of using a Word Processor	11 PP-SEN students	Students' confidence and familiarity with using a word processor improves	January 2020	BMA OON	<b>£4,390</b>	As a result of improved confidence and familiarity with using a laptop students outcomes improve, particularly for those students who are PP & SEN.	
n) Claro Read Programme	7-13	Students will be able to use software in the LSU, classrooms, for private study and in exams to access texts and produce work independently	November 2019	BMA OON	<b>£595</b> (package) Headphones/Laptops - tbc	SENDCo will track effectiveness of programme regularly  OON and SENDCo to review programme Feb/March 2020 in-line with 90 day trial period	
o) Literacy Club and Numeracy Club	7-8	Students with catch-up funding will use these additional sessions to address their weaknesses in literacy and numeracy. Through their improvement they will develop their	Throughout	HMN – Literacy  ENA- Numeracy	<b>£10,000</b>	Attendance and punctuality to be tracked by HMN and ENA. Parents informed if students do not attend and engage fully.  Student progress will be tracked after each data point and findings discussed with SLT leads for data and SEN. For Literacy, a reading test will also be carried out.	

		self-esteem and better access the mainstream curriculum		JHW and OON			
p) Touch-typing Club	7-13	Lunchtime touch-typing course to enable students with access arrangements (scribe, word processor) to be more independent	Throughout	BMA	<b>£600</b>	BMA to monitor attendance. BMA to review student progress mid-year and at the end of the year.	q) Touch-typing Club
<b>TOTAL BUDGETED COST £109,068</b>							

### Social Needs 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
<p>a) Free porridge each morning &amp; lunch &amp; after school activities</p> <p>b) Provision of afterschool Study Club 2.35pm to 4.30pm staffed by Sixth Formers</p>	<p>7-11</p> <p>7-11</p>	<p>Through provision of a free breakfast students become better, more engaged learners. Through the provision of music lessons, choir and other sports clubs students feel more part of the SJC Community thus engage more in their learning.</p> <p>Football Beyond Boarders</p> <p>As a result of a Study Support Club for homework, students can complete homework and access computers to ensure progress is maintained through out of the classroom learning. Students have access to 6<sup>th</sup> Form students who support their learning.</p>	<p>Free breakfast, music lessons, choir &amp; sports clubs- throughout the year</p> <p>Study club- September-on-going throughout the year</p>	<p>ASH</p> <p>JHW</p>	<p><b>£500</b></p> <p><b>£3,875</b></p> <p><b>£3,970</b></p> <p><b>£500</b></p> <p><b>6,800</b></p> <p><b>£3,250</b></p>	<p>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.</p> <p>Students engaged in music and sports clubs at lunch and afterschool reduce the number of behaviour points</p> <p>There is a reduction in the number of non-completed homework for this cohort and as a result outcomes of the cohort improve</p>	
c) Resiliency Group	7	Students have a nurture intervention to support their transition and social needs	Resiliency Group sessions	IPE	<b>£500</b>	There is a smooth transition for vulnerable students. Students social needs are met which supports high attendance.	
d) Parent Support Sessions	11-13	Parents are more aware of social factors impacting academic success of their child	Revision Support Session	LCN/ KWN/ ASH	<b>£700</b>	Parents are more aware of how to manage social issues and strategies they can use to support the progress and success of their child	
e) Skills for Learning provision	7-11 PP-SEN students	Pupils who are PP and SEN have a supportive learning environment to improve their study skills	Skills for Life	GMS	<b>£10,000</b>	As a result of improve study skills there is a reduction in the number of missed homework and improved outcomes of students who are PP and SEN	
f) Show My Homework	7-13	Students and parents have instant access to homework via the internet thus increasing students		CKE	<b>£600</b>	As a results of online access, homework completion and attitude to learning will improve and become more positive and conducive to learning.	

		engagement with outside of school learning					
<b>TOTAL BUDGETED COST</b>		<b>£30,695</b>					

### 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) DDIs to identify good practice and identify areas of concern in T&L of PPG students	7-11	DDIs to be scheduled and undertaken to identify areas of good practice with teaching and learning and also areas of concern.	Throughout the year	CKE/ HODS	<b>£675</b>	DDIs to be undertaken based on a schedule.  Staff to be provided with feedback on climate walks providing strengths and areas of development for the department to ensure PPG students make progress	
b) All SIMs profiles and Show My Homework classes to clearly identify the PPG pupils. SIMs to also identify H, M & L students on marketsheets	7-11	Show My Homework SOFTWARE  Class teachers are aware of PPG students, notably HAP & SEN 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	September and updated throughout	CKE	<b>£1,700</b>	In class folders and on Show My Homework 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	
c) TLI Briefings focused on PP, SEN and high ability learners	7-11	TLI briefings to focus on PP/ SEN & HAP strategies	Throughout	CKE	<b>£2000</b>	Teachers become more aware of teaching and learning strategies to support PP students in lessons  As a result PPG students make progress in lessons	
d) Pupil First review of lessons	7-11	Identify areas for development in teaching and learning and support	Throughout	CKE / SLT	<b>£3,953</b>	HoDs become more confident and effective at monitoring progress in lessons thus can provide robust developmental feedback to teachers.	

		HoDs in becoming more effective in observing progress in lessons  External reviews for underachieving departments				The school starts to focus on the key issues in teaching and learning to improve the progress of PPG learners	
<b>e) Elevate</b>	11	Student independent study skills improve	Autumn 2	API / GMS	<b>£1,125</b>	As a result of external guidance on study skills and time management student study skills improve and PPG students make progress	
<b>f) Pixl training of HoDs</b>	7-11	HoDs become more effective at tracking the progress of PPG students and intervening	Throughout	NGE, PMS, ACL, ASH, LWS, TPL	<b>£3,745</b>	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	
<b>g) Aspire</b>	7-11	Staff become more effective at tracking the progress of PPG students and intervening	Throughout	GMS	<b>£3500</b>	This year we have invested in supporting teacher development with delivery of high quality professional training, which will allow for further progressive collaboration when supporting PPG students	
<b>h) Build Up/GCSE PoD (through PiXL)</b>	11	Students will improve their K/S/U in GCSE subjects by participating in regular online learning sessions	Throughout	OON/ BMA	<b>£600</b>	SENDCo will review student use of GCSEPod weekly using their analytics tool.  SENDCo to monitor student use of GCSEPod booklets. SENDCO and SLT lead will review student progress at the of each data point.	
<b>TOTAL BUDGETED COST    £17,298</b>							

### Emotional and Behavioural 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) Pastoral Leader mentoring including Football Beyond Borders	7-11	An on-going reduction in behaviour points and fixed term exclusions of PPG students  Improved behaviour, attendance and engaged in the life of SJC	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  Selected students join or continue with Football Beyond Borders  Throughout the Year	SMR/ JOB / JPE / NDA / DDY  Tutors HOY    JHW	<b>£54,987</b>	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   Students, as a result of the mentoring football programme improve their behaviour and attendance.  Improved behaviour and attendance improve the outcomes of students.	

Attendance & Punctuality Monitoring	7-11	Employment of an Attendance Officer (Full Time) and Educational Welfare Officer (weekly) to ensure attendance of the PPG cohort is improving in line with national  Overall Percentage PA (90% and below) is reducing to become in line or better than with national	Employment of EWO 1.5 days a week  Employment of a fulltime Attendance Officer  Tutor and HoY Tracking of attendance	SMR HBT EWO Tutors HoYs	<b>£27,914</b> <b>£10,900</b>  <b>£1,050</b>	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	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	<b>£30,740</b> <b>£41,409</b>	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 Guarding Trained, vulnerable PPG students have more staff available to support them	Safeguarding Staff	GMS	<b>£2,034</b>	Vulnerable PPG students have more support and as a result are more engaged in their education and make good progress	
TAC Meetings	10-11	Better coordination of support and targeted interventions monitored closely by involved parties  Improvement in progress, attendance and behaviour of all identified students with concerns	Following each Assessment Point	SMR ASH RSL HOY MGE IPE HBT	<b>£1,124</b>	Improvement in progress, attendance and behaviour of students identified as requiring support.  Improved relationships between staff, students and parents of identified students.	
<b>TOTAL BUDGETED COST    £170,158</b>							



## Appendix 1: Pupil premium strategy historical information

1. Summary information					
School	St. Joseph's College				
Academic Year	2019/2020	Total PP budget	£327,291	Date of most recent PP Review	Autumn 2019
Total number of pupils	841	Number of pupils eligible for PP	347	Date for next internal review of this strategy	Easter 2020

2. Historical attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4-9 incl. EM	52%	64%
% achieving 5-9 incl. EM	31%	43%
Progress 8	Overall= -0.36	Overall = 0.13
Progress 8 score average by ability group	High= -0.51 Medium = -0.41 Low= +0.02	High= 0.12 Medium = 0.17 Low = 0.04
Attainment 8	Overall= 41.86	Overall= 49.96
Attainment 8 score average by ability group	High= 57.33 Medium = 37.45 Low= 28.86	High= 62.45 Medium = 42.76 Low= 25.11