

## 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. 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. 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 2018 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 2018-2019. (School Development Plans are also linked to these barriers)

<b>In-School Barriers</b>	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.
	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
	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.
	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>	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)
	Persistent absence (PA) for our PPG students (percentage of pupils with overall attendance of 90% and below)
	Poor behaviour resulting in isolation and fixed term exclusions impacting PPG students learning and ability to access the curriculum. IS this an External Barrier??

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

<b>In-School Barriers</b>	All pupils are able access a KS4 curriculum and those students below the secondary ready level are making more than expected progress.
	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
	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
	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.
<b>External Barriers</b>	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
	Attendance is improved and as a result progress of PPG students across all year groups improves

**BREAKDOWN**

Below is a breakdown of the pupils at St. Joseph's College who are in receipt of the Pupil Premium Grant 2018/19

Number of pupils and Pupil Premium Grant (PPG) received for 2018-2019		Year Group Total No's	% Current Year Group				
			7	8	9	10	11
		No. of PPG pupils	75	50	75	55	50
Total number of pupils on roll – Y7-11	833		9%	6%	9%	6%	6%
Total number of students eligible for PPG	305 36%						
Amount of PPG received per pupil since March 2018	£935.00 £285,175						
Amount of PPG received per LAC	£2,350						
Total No. of LAC pupils eligible for PPG	10						
Total amount of PPG expected for 2018-2019	23,500						

Premium allocation for 2018-2019 is estimated at **£285,175** without LAC. This PPG strategy was created between December 2018 and January 2019 and will be subject to an ongoing termly review.

<b>Next Internal Review</b>	First week after the Easter holiday 2019	Updated Below.
<b>Next Internal Review</b>	First week in July 2019	Updated.
<b>Next Internal Review</b>	August 2019	Updated.

#### **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 2018-2019**

**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 2018-2019 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**

- PPG SLT member responsible for PPG.
- 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
- 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 and Pixl Apps
- Strive for 5 Maths and English Conferences

**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 8)
- Reward Trips for PPG with outstanding behaviour and attendance
- Y7 Resiliency Group

### Teaching and Learning Interventions

- Study Club daily with 6<sup>th</sup> Form staffing from 2.,35pm to 4.30pm
- Twilight and in-set training on literacy- use of Tier Words, Literacy Mats and other literacy strategies
- 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
- One-to-one coaching for leaders (middle and SLT) judging learning over time, from an external provider.
- 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- Y8 Engagement

## PUPIL PREMIUM EXPENDITURE PLANS 2018-2019

## 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 2019	LCN CKE JHW SEND	<b>£3,180</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	Revision guides updated following Y11 SLT Progress Meetings March 2019. Verbal audit indicates students have access to revision material. There was an increase of 18% in the number of revision guides purchased.
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	PMS-Maths NGE/ EON/ MFH-English Miss Desbottes-Science	<b>15 x 5 x 6</b>  <b>£475</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.	Tutor time focus groups in place Post Jan 2019. Post PPE2 results indicate a fall in the % securing a 4 and 5 + in EM. Action: a second Maths tutor group has been added. Improvement in raw marks is evident for the 60%of students.  75% of SEN-PP students increased their grade in Maths by 1 grade between year 10 and 11, 13% improved by 2 grades. In English 25% of students increased their grade by 1 over the same time period. In English Literature 38% did.

<p><b>c) HAPS PPG After School intervention sessions along with other after school study groups</b></p>	<p>10 &amp; 11</p>	<p>Targeted PPG HAPs to attend High Ability subject specific intervention sessions</p>	<p>On-going until the end of the academic year</p>	<p>LCN CKE</p>	<p><b>£375</b></p>	<p>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.</p>	<p>There has been a 6% increase in the % of 7-9 grades at PPE2 Maths. Intervention Groups have been re-set accordingly. English High ability PP attainment has decreased- as a result Easter intervention (2 sessions) has been offered to students to focus on key 7-9 skills. Overall GCSE outcomes indicate a 66% increase in Grade 9s and a 100% increase in the proportion of A* grades. In addition HAP students P8 score increased by +0.77 throughout the academic year.</p>
<p><b>d) Revision Fayre and provision of revision materials</b></p>	<p>11</p>	<p>All PPG students to be provided with the opportunity to attend a Revision Fayre, containing revision notes, past paper exams and mark schemes for their subjects studied.</p>	<p>March 2019</p>	<p>LCN</p>	<p><b>£400</b></p>	<p>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.</p>	<p>Revision Fayre for Maths and English held post PPE2. Prizes of revision material awarded. The PP gap is in line with that of 2017-18 and overall PP progress improved by 0.68 throughout the academic year.</p>
<p><b>e) Saturday Walking Talking Mocks for English, Maths and other subjects as scheduled.</b></p>	<p>11</p>	<p>Targeted PPG students invited to a WTM to build confidence and competence in responding to exam style questions</p>	<p>WTM delivery by teachers By July 2019</p>	<p>PMS NGE TBC</p>	<p><b>£25 x 3 x 3 x 3</b> <b>£675</b></p>	<p>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</p>	<p>46 students attended the Maths Saturday WTM and 38 students attended the English WTM held in May/ June.</p>
<p><b>f) Educational trips- Geography field trips. English theatre trips, Pixl Strive for 5 conferences</b></p>	<p>7-11 PP-SEN students</p>	<p>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</p>	<p>Enrichment activities and trips On-going</p>	<p>NGE PMS English staff TBC</p>	<p><b>£6,000</b></p>	<p>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.</p>	<p>21 PP students attended Maths Strive for 5 and 22 PP English students.</p>

		<p>enrichment activities that broaden their knowledge and engagement in the subject area.</p> <p>The % of PPG students who achieve a 5+ in English and Maths increases</p>				<p>There is an evident improvement in the outcomes of students from PPE2 to GCSE grades.</p>	<p>50% of PP-SEN Maths and English students attended Strive for 5.</p> <p>46% of PP students increased their Maths grade from PPE2 to GCSE. 26% improved in English language and 46% in English Literature.</p>
g) Easter and June Revision sessions	11	<p>PPG students to attend study sessions across a range of subject areas to support their knowledge development and exam skills during school holidays</p>	<p>Half term and Easter Study Sessions</p>	<p>CKE</p>	<p><b>£4,250</b></p>	<p>As a result of additional holiday support, guidance and intervention outcomes in those subjects improve based on PPE1 data.</p> <p>Class teachers have an opportunity to revisit key topics of concern.</p>	<p>A wide range of Easter Intervention was offered to PP students.</p> <p>The PP gap is in line with that of 2017-18 and overall PP progress improved by 0.68 throughout the academic year.</p>
h) Subject specific APPs- My Science, My Maths, Hegarty Maths, Maths Ninja's & Doodle	7-11	<p>As a result of subject specific APPs students have additional independent revision resources. Tracking of student progress is supported with Hegarty Maths and Doodle.</p>	<p>On line revision material and progress tracking</p> <p>On-going</p>	<p>CKE</p> <p>PMS</p> <p>CDS</p>	<p><b>£11,000</b></p>	<p>As a result of better tracking of student progress in Maths, more targeted intervention and homework can be set.</p> <p>Students gaining access to more online revision aids should increase engagement and uptake of independent study.</p> <p>As a result of better tracking and more independent revision student progress increases.</p>	<p>The PP gap is in line with that of 2017-18 and overall PP progress improved by 0.68 throughout the academic year.</p>
i) English Literature mock marking service	Y11	<p>Students undertake An English Literature PPE that is marked externally for moderation and feedback purposes</p>	<p>External validation and exam practice</p> <p>By April 2019</p>	<p>NGE</p>	<p><b>£1,459</b></p>	<p>As a result of more practice with exam writing the outcomes of English Literature improve.</p> <p>External validation ensures predicted grades at AP4 closely represent final outcomes of GCSE exams</p>	<p>Undertaken- review shared with department and outcome embedded into revision plans</p>
j) Transition group delivering curriculum in English, Maths, Science, History and Geography	7	<p>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.</p>	<p>Transition Group</p> <p>On-going</p>	<p>MFH</p>	<p><b>£51,144</b></p>	<p>As a result of in-depth focus on numeracy and literacy reading ages of this cohort increase and students make progress in numeracy.</p> <p>Vulnerable students also grow in confidence and are ready to transition to Year 8</p>	<p>87% of Transition students achieved their aspirational Maths target and 60% in English.</p>
k) Pixl membership	7-11	<p>Through Pixl membership students in Year 11 have</p>	<p>Pixl membership</p> <p>On-going</p>	<p>CKE</p>	<p><b>£2,760</b></p>	<p>As a result of topic based, bespoke feedback from the Pixl Wave students in Year 11 focus revision and improve outcomes.</p>	<p>The PP gap is in line with that of 2017-18 and overall PP progress</p>

		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				As a result of access to revision, teaching and tracking resources teaching and progress of students in year 7 to 11 improve.	improved by 0.68 throughout the academic year.
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	CKE	<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	REMOVING 2020-2021
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 2019	CKE	<b>£4,000</b>	As a result of improved confidence and familiarity with using a laptop students outcomes improve, particularly for those students who are PP & SEN.	Not actioned.  This is a target that needs to be considered for 2019-20.
<b>TOTAL BUDGETED COST £87,468</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
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<p>a) Free parathe 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>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>JHW</p>	<p><b>£500</b> <b>£3,875</b> <b>£3,970</b> <b>£500</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>	<p>The number of behaviour appointments remained consistent with that of the previous year.</p> <p>Other strategies should be looked at for 2019-20 to reduce the behaviour points of students.</p> <p>In year 11 non completion of homework reduced by 48% from 2017-18.</p>
<p><b>Resiliency Group</b></p>	<p>7</p>	<p>Students have a nurture intervention to support their transition and social needs</p>	<p>Resiliency Group sessions</p>	<p>IPE</p>	<p><b>£500</b></p>	<p>There is a smooth transition for vulnerable students. Students social needs are met which supports high attendance.</p>	<p>Resiliency group undertaken and students received certificates.</p>
<p><b>Parent Elevate Session</b></p>	<p>11-13</p>	<p>Parents are more aware of social factors impacting academic success of their child</p>	<p>Parent Elevate Revision Support Session</p>	<p>CKE</p>	<p><b>£700</b></p>	<p>Parents are more aware of how to manage social issues and strategies they can use to support the progress and success of their child</p>	<p>Undertaken- attendance was low. Next year consider methods of increasing parental engagement.</p>
<p><b>Skills for Learning provision</b></p>	<p>7-11 PP-SEN students</p>	<p>Pupils who are PP and SEN have a supportive learning environment to improve their study skills</p>	<p>Skills for Life</p>	<p>GMS</p>	<p><b>£10,000</b></p>	<p>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</p>	<p>In year 11 non completion of homework reduced by 48% from 2017-18.</p>
<p><b>Show My Homework</b></p>							
<p><b>TOTAL BUDGETED COST</b></p>		<p><b>£23,295</b></p>					

### 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) AHT Lead Inset Session on PP and support strategies	7-11 PP-SEN students	Staff to be more aware of the progress of current PPG students, particularly SEN & PP students.  Staff to utilise suggested strategies and additional interventions to support better progress of this cohort	January 2019	CKE	<b>£250</b>	Teachers awareness of PP students increases, particularly SEN-PP students who are underachieving  Strategies and interventions are utilised by class teachers to support improved progress of this cohort. As a result SEN-PP students outcome are higher than that of 2017-18	Inset- shared with Staff Jan 2019  PP-SEN progress dipped by 0.2 between 2018-19 and 2017-18. However over the academic year (Year 11) progress improved by 0.80.
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	SLT HoDs	<b>£675</b>	Climate walks 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	Round 1 of Climate Walks Undertaken.  Actionable targets to be reconsidered June Term.  The PP gap is in line with that of 2017-18 and overall PP progress improved by 0.68 throughout the academic year.
c) All SIMs profiles and MINT classes to clearly identify the PPG pupils. SIMs to also identify H, M &	7-11	MINT SOFTWARE  Class teachers are aware of PPG students, notably HAP & SEN who are PP and adjust planning and teaching accordingly	September and updated throughout	SMR/ CKE	<b>£1,700</b>	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	Climate walks indicate an increase % of staff having up to date class folder and students identified.

L students on marketsheets <b>SHOW MY HOMEWORK??</b>		Sims profiles to also RAG each AP drop to ensure staff are aware of underperforming students				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	
<b>d) T&amp;L Briefings</b> focused on PP, SEN and high ability learners	7-11	T&L briefings to focus on PP/ SEN & HAP strategies	Throughout	SMR	<b>£500</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	Undertaken  The PP gap is in line with that of 2017-18 and overall PP progress improved by 0.68 throughout the academic year.
<b>e) Pupil First review</b> of lessons	7-11	Identify areas for development in teaching and learning and support HoDs in becoming more effective in observing progress in lessons	Term 1	SMR	<b>£3,695</b>	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	The PP gap is in line with that of 2017-18 and overall PP progress improved by 0.68 throughout the academic year.
<b>f) Teaching &amp; Learning Group &amp; Bring &amp; Brag</b>	7-11	E shop challenge encourages innovation in teaching  Discussion and sharing of good practice provides teaching strategies that can be adopted across departments	Throughout	SMR	<b>£250</b>	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	The PP gap is in line with that of 2017-18 and overall PP progress improved by 0.68 throughout the academic year.
<b>g) Elevate</b>	11	Student independent study skills improve	Autumn 2	CKE	<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	Undertaken as part of a Life Skills Programme  The PP gap is in line with that of 2017-18 and overall PP progress improved by 0.68 throughout the academic year.

h) Pixl training of HoDs  <b>CHANGE TO INSPIRE?</b>	7-11	HoDs become more effective at tracking the progress of PPG students and intervening	Throughout	NGE, PMS, SCN, ASH, LWS, TPL	<b>£3,050</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	The PP gap is in line with that of 2017-18 and overall PP progress improved by 0.68 throughout the academic year.
<b>TOTAL BUDGETED COST    £11,245</b>							

**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) <b>Behaviour Mentoring</b> including Football Beyond Borders	7-11	JMN – Behaviour Manager  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 Football Beyond Borders  Throughout the Year	GMS/ JMN  Tutors HOY    JHW	<b>£44,654</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.	The number of behaviour points amongst the mentored group decreased by 22% (2017/18 academic year compared with 2018/19)           The number of behaviour points remained consistent with that of 2017-18.           Attendance improved from 94.81% to 95.8%. However behaviour did not improve as desired. The focus for this year is improving the presence of FBB around the school in monitoring students and working with students.



ST. JOSEPH'S COLLEGE PUPIL PREMIUM GRANT STRATEGY 2018-2019

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 2 days a week  Employment of a fulltime Attendance Officer  Tutor and HoY Tracking of attendance	GMS HBT EWO Tutors HoYs	<b>£27,362</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.	Attendance in 2018-2019 = 93.75% compared to 94.63% in 2017-18. This role will be reviewed and edited for 2019-20.
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>£30,137</b> <b>£40,597</b>	As a result of a School Counsellor & Welfare Officer vulnerable PPG students are more engaged in education and attendance improves	Attendance in 2018-2019 = 93.75% compared to 94.63% in 2017-18. This role will be reviewed and edited for 2019-20.
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>£1,575</b>	Vulnerable PPG students have more support and as a result are more engaged in their education and make good progress	The PP gap is in line with that of 2017-18 and overall PP progress improved by 0.68 throughout the academic year.
Pastoral Managers				SMR			
<b>TOTAL BUDGETED COST</b>		<b>£156,203</b>					

## Appendix 1: Pupil premium strategy historical information

1. Summary information					
School	St. Joseph's College				
Academic Year	2018/2019	Total PP budget		Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	Easter 2019

2. Historical attainment		
	Pupils eligible for PP (your school)	Pupils <b>not</b> 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