



Saint Joseph's
CATHOLIC SCHOOL

Pupil Premium Grant Strategy 2018-19

What is the Pupil Premium Grant?

The Pupil Premium Grant is an allocation of funding given to schools by the Department of Education in order to help support and further raise the attainment of pupils who are in one or more of the following categories:

- Pupils currently eligible for free school meals (FSM)
- Pupils who have been eligible to claim for free school meals within the last six years (Ever6 FSM)
- Pupils that have been adopted from care (PLA – Previously Looked After)
- The children of members of our Armed Services (Service Children)
- At St Joseph's we track, monitor and support our LACs and PLAs as part of the PPG cohort so that they remain highly visible to all staff.

The funding is given directly to schools¹, and schools are encouraged to use it in ways that will promote the progress, attainment and achievement of those in receipt of the Pupil Premium through both Key Stage 3 and Key Stage 4, and ultimately secure the best possible outcomes for each learner at GCSE.

St Joseph's Catholic School has maintained a rigorous approach to the spending of the Pupil Premium Grant, with the greatest amount spent in 2017- 18 on Teaching, Learning and Assessment, closely followed by Personal Development, Behaviour and Welfare. It is envisaged that this commitment to a focus on what happens in the classroom will be maintained, augmented by development and support of each learner in receipt of the Pupil Premium.

In 2017/18 the total spend was: £116,362.00

¹ With the exception of the LAC premium which will be administered by the Virtual School Head, who will use for the child's educational needs as set out in their Personal Education Plan.

Pupil Premium Strategy 2018 - 2019

<u>Pupil Premium Funding 2018-19</u>			
Total number of eligible LAC	1	Currently £1900 per academic year: an amount of which the VSH might choose to allocate to the school.	£1,900
Total number of post-LAC	5	Currently £2,300 per academic year	£9,200 ²
FSM and Ever 6 FSM ³	116 (including projected Year 7)	Currently £935 per academic year	£98,175 ⁴
Service Children	44 (including projected Year 7)	Currently £300 per academic year	£14,700 ⁵
TOTAL NUMBER OF PUPIL PREMIUM	163 (2 Service also Ever 6)		
TOTAL PUPIL PREMIUM GRANT AVAILABLE	£ 151, 070 (£122,075 allocated and carryover)	£28,995 carryover	

² One PLA is Year 7 September 2019 intake, so will not receive funding until August 2019

³ LAC and PLA are included in this group also so they are tracked and monitored by all their teachers at all times

⁴ This includes funding for Year 11 2017-18 but not for Year 7 2018-19

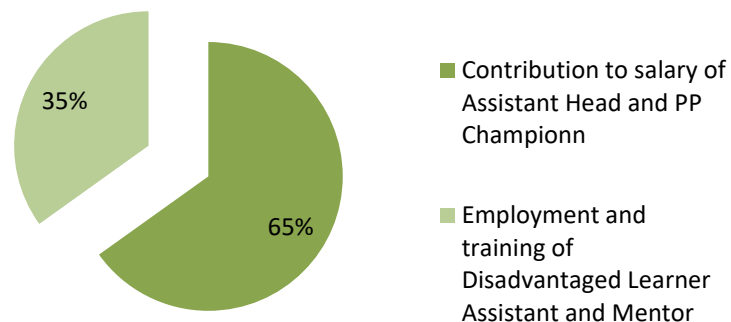
⁵ As above

Pupil Premium Grant Strategy and Spending Plan 2018 - 2019

Total available: £151,070

Area 1: Leadership and Management Projected Spend: £41,429

**2018-19 % Projected Pupil Premium Spend
Leadership and Management**

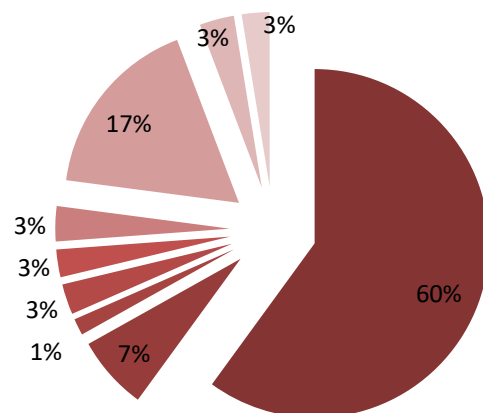


Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
1.1 Assistant Head teacher maintained as Pupil Premium Champion	All disadvantaged learners	To embed best practice, continue monitoring role of departments and further hone provision for disadvantaged learners at St Joseph's.	Attainment gap closing across all year groups, not just Year 11. Pupil Premium Champion to continue to oversee progress, hold HoD's to account and initiate support/intervention as necessary so all pupils achieving as well as possible.	The contribution from the PP grant will be £26,944: 50% of salary, as AH has teaching responsibilities and other SLT duties also.	
1.2 Development and management of Pupil Conferencing for KS4 disadvantaged	FNO (& another if possible)	Each individual disadvantaged learner is known, tracked and has access to a Pupil	Year 11 learners 2017/18 valued Pupil Conferencing and stated it helped them organise their time, focus on subjects and target time appropriately. Plan for 2018-19 to	£0 – but awareness of finding time to do interviews imperative.	

learners and Service children (link to 2.3)		Conference 3 times a year (KS4)	roll out to Year 10 also, and if possible, KS3 learners also		
1.3 Further development of Parent Conferencing	FNO	Build positive relationships with parents/carers from September 2018 so all feel comfortable approaching school for support, particularly Year 11 learners	In Parent Conferencing conversations with Year 11 parents Feb-March 2018, parents felt comfortable raising concerns/issues. Led to several positive outcomes (further support, laptop for exams, taxis for revision classes) which enhanced PPG learners opportunities to succeed.	£0 – but time imperative!	
1.4 PP Progress and Intervention Trackers for each year group to be compiled and updated regularly	FNO	All PPG learners' progress tracked; each PPG learner is an individual and known as such.	Overview of progress and achievement across year groups helpful: can identify individual learners/subjects needing further support to ensure progression and achievement. Also ensures close analysis of intervention and support for PPG learners.	Time	
1.5 Continued employment, training and support of Disadvantaged Learner TA	FNO, LOK	LOK now key member of staff supporting PPG learners in lessons to make sustained progress.	LOK valued by all she is working with and has helped PPG learners knowledge, understanding & progress in subjects to increase. Working closely with LA PPG learners across both key stages (but has been deployed to HA groups with success when necessary).	£14,435	

Area 2: Teaching, Learning and Assessment Actual Spend: £58,067

**2018- 19 Projected Pupil Premium Spend
(Teaching, Learning & Assessment)**



- Literacy/English Academic Teaching Assistant
- Revision Classes
- 1-1 Literacy Support lessons for LAC
- Lesson Resources (Art & Technology)
- Private Music Lessons
- Academic Breakfast Club (KS3, Yrs9&10; & Yr 11)
- Departmental T&L Bids
- Educational Consumables
- Taxis for revision sessions, Homework Club, sports clubs

Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
2.1 SLT and HoD's to track and monitor progress of all PPG learners after each data drop for each year group, using school's data system	Heads of Department, SLT, all teaching staff	All learners in receipt of PPG known to teachers, HoD's, and SLT, so any at risk of not making progress can be identified and support /intervention put in place	Close analysis of data by HoD's and Senior Leaders helps identify barriers to rapid progress, which can then be overcome. Data Analysis Pack to be issued to HoD's to be filled in after each AP for each year group. Thus, changes in progress/those not making expected progress will be identified and support and intervention organised as necessary.	Time after each assessment point.	
2.2 Teachers to create individualised seating plans for each class, so all pupils known, identified and supported.	All teachers and TAs, NMO?	Pupils all identified with relevant information helps individualised planning and positive classroom combinations.	Teachers know vulnerable learners (e.g. DL, Service, EAL, HA) and can plan with delivery to each pupil in mind. It aids understanding of each pupil and can be helpful when considering classroom movement. NMO working on program to help teachers create own seating plans – FNO to discuss Sept 2018	Time – teachers create own seating plans.	

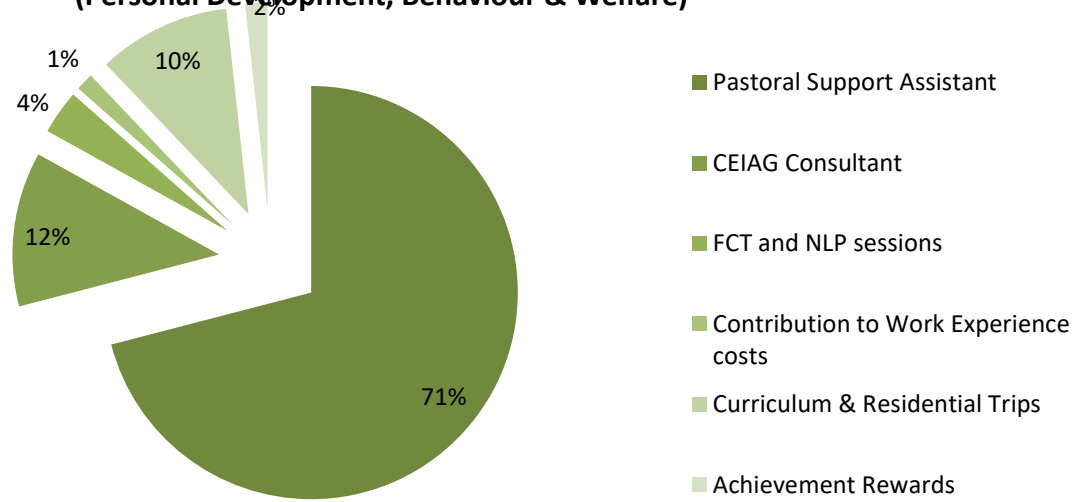
2.3 Continued employment of Literacy/English Academic Teaching Assistant	English specialist TA, Head of English, learners not making progress, especially disadvantaged learners	Employment of the specialist has meant smaller class sizes and that literacy needs of pupil are met.	Learners in classes make rapid progress, planning is structured to ensure literacy goals are met, and is also supporting DL TA. When not teaching, supporting KS4 learners in English.	£35,017	
2.4 Appointment of subject Pupil Premium Champions in Maths and English.	FNO, CPE. MHE:	Progress of, support and intervention for PPG learners across all year groups in Ma & Eng co-ordinated by appointed person.	Support of PPG learners not just matter for class teacher and HoD. Appointed person to work with HoD to ensure all PPG learners achieving well and making progress, and to co-ordinate support and interventions as necessary. To be in place for AP1 October 2018.	Performance Management Target	
2.5 Departmental T&L bids for resources /strategies/ research for raising attainment of disadvantaged learners	All departments, SLT: Progress of disadvantaged learners	Departments can have brilliant ideas of how they can help push pupils further but need financial help to pursue these.	Revision workbooks, access to a Poetry Day, calculators for DLs to take and use at home; new resources for MFL, revision textbooks to be bought – all of these can be accessed via the department budget.	£10,000	
2.6 Individual Literacy Support lessons for KS4 LAC	RSA, KS4 learners	Literacy support needed so learner can access all aspects of GCSE confidently.	Learner not making as much progress as possible in GCSE subjects with reading and writing requirements (eg History). Specialist employed (RSA) to give 30 min sessions weekly before school to help him catch up and gain confidence. Engagement, achievement rising. 30 sessions scheduled.	£900	
2.7 Revision classes to be continued for Year 11 February and May half term; Easter also.	Teachers of different subjects, disadvantaged learners individually invited to revision classes	Focussed revision sessions designed to raise attainment	Revision classes popular and well attended by Year 11 for all subjects. Many cite revision sessions as very helpful to them.	£4,000	
2.8 Academic breakfast clubs for disadvantaged learners	FNO, SBR, LOK?	Ensuring positive start to the day and also life skills (KS3 – life skills; KS4 study skills focus)	Breakfast Clubs well attended: KS3 attendees had fewer behaviour and more achievement points. To continue as Yr7/8 Breakfast Club. KS4: Year 9 2017-18 only group requesting; small group of 6. To be discussed 2018-19.	£2,000	

			FNO to ask Yr 11 2018-19 if want BC or not (not run 2017-18 as Yr 11 didn't want it& accessed support in other ways).		
2.9 Private music lessons	Disadvantaged learners learning musical instruments can have these paid for by PPG	All PPG learners have the right to develop interests. Can help to increase engagement, interest and resilience.	All disadvantaged learners receiving music lessons maintain excellent progress and attainment. Music shown to aid development of brain ⁶ RBL has found another source of Wilts funding for PPG music lessons to be utilised also	£1,000 (for PLA learner) and contribution to others (JS, JW, EF)	
2.10 Taxis for attendance at revision sessions, Homework Club, Sports Clubs in winter.	Disadvantaged pupils, KS3&4	This enables pupils to get home safely after Homework Club, Sports Clubs and revision sessions when it's dark	School policy to invite pupils to Homework Club to support homework being completed. Sports clubs can help increase confidence and foster school spirit (HW, Yr 7 2017-18). Year 11 learners had access to all revision sessions and used taxis when necessary. Also mentoring sessions after school (pastoral) attended and paid for. To continue 2018-19.	£1500	
2.12 Educational resources for disadvantaged learners – Technology/Art based	FNO, Technology Department, Art Department	All pupils have the right to access resources needed in order to be successful.	Resources are provided which enables learners to engage in lessons without worrying about how resources will be gained. Also ensures KS4 learners can be ambitious for themselves in projects without worrying about costs.	£1,650	
2.13 Uniform and equipment support	FNO, NSC	Disadvantaged learners benefit from access to new equipment and help with uniform in cases of extreme need	Our Catholic ethos recognises and supports the dignity of each individual learner so can access all aspects of curriculum with confidence. Pupils will refer to FNO/NSC in times of need e.g. equipment, uniform etc. revision resources particularly appreciated. Parents/carers also refer to FNO/NSC for financial support	£2,000	

⁶ See <https://news.usc.edu/102681/childrens-brains-develop-faster-with-music-training/> for further details – a study which confirms anecdotal suggestions.

Area 3: Personal Development, Behaviour and Welfare Projected end: £31,288

**2018 - 19
Projected Pupil Premium Spend
(Personal Development, Behaviour & Welfare)**



Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG rating
3.1 Continued employment of Pastoral Support Assistant	SMC, MST	Some DLs and Service Children require pastoral support to progress and achieve in school due to circumstances outside. PSA supports and could offer strategies to develop resilience.	Pastoral Support Assistant (CCU) supporting pupils in isolation and individualised learning environments. Has undertaken ELSA training to further support learners, including DLs.	£20,518	

3.2 Contribution to salary of CEIAG consultant in order to raise awareness of CEIAG Yrs8-11 and ensure no NEETS in Year 11	SGL, SFE (Careers Co-ordinator) and FNO	CEIAG consultant supports the choices of all learners, but has particular focus on disadvantaged learners: Year 11 pupils have multiple interviews until right pathway for them becomes clear. Year 10 disadvantaged learners focus June-July	No NEETS across school 2015-2017; all learners in receipt of PPG have a place in tertiary education. All year groups have CEIAG in PSHE and DLs across year groups have clear access to Sue Glover. Year 10 Work Experience - 84% (19 pupils) enjoyed successful placements. Career Mark to be undertaken once again 2018-19.	£3,500	
3.3 Bath Spa University Awareness workshops for disadvantaged learners Yr7-9	SFE, SGL, Bath Spa staff and students	Ensuring all learners understand that university is attainable, enjoyable and that learners just like them achieve	The workshops are very popular with all PPG learners, and the highlight for many is the Year 9 trip to Bath Spa. This ensures that all have a mental picture of life at university, ensuring high aspirations as they continue their GCSE studies.	Cost of Year 9 trip included in 3.5	
3.4 Contribution to cost of Work Experience	FNO, SFE	Work Experience Admin outsourced at cost of £35. Learners in receipt of PPG can have this paid for them to further encourage taking part.	All Year 10 PPG learners will be offered this service as it encourages them to take part, and exemplifies school's commitment to their experience of work.	£400 (50% of PPG learners requesting support)	
3.5 Launch First programme for KS3 low attenders	FNO, Janine Osmond	Launch First builds confidence, social understanding and aspiration.	Low attending DLs in Year 7 summer 18 benefitted from small group intervention to build confidence and improve attendance. Confidence and aspiration improving. Attendance to be monitored closely Sept 18	£500 (2 courses – summer 18, spring 19)	
3.6 FCT and NLP sessions	FNO, Cyndy Walker, Nikki Emerton	FCT counselling to be made available to DLs when necessary, NLP sessions for individual students/CPD	Some learners in receipt of PPG might need support with mental health/behavioural issues that could benefit from FCT counselling and support. NLP sessions (eg 2 for anxiety) could help improve attendance and engagement.	£1000	
3.7 Contributions to necessary trips and also curriculum enhancing trips	Trip organisers, pupils	A contribution to the cost of curriculum enhancing trips supports progress and	More learners in receipt of PPG taking part in school trips and extra curricula trips. Some DLs have been able to experience	£3,000	

		attainment of learners. Can also lead to creation of new and positive social networks.	opportunities they might not have had access to eg Pencelli; London; Battlefields.		
3.6 Achievement Rewards	SMC, Heads of KS3&4,	Recognising achievement; motivational.	Learners across year groups value rewards that are offered and recognition of achievements, academic and otherwise.	£500	
3.7 Increased attendance of disadvantaged learners, Year 7 - 11	FNO, SMC	Continued improvement of attendance of disadvantaged learners as a cohort	SMC and FNO to work with MST and EWO re support and challenge for those PPG learners with poor attendance. Intervention to be discussed with SMC and offered as appropriate.	Cost of intervention (see 3.5, 3.6) and time.	
3.8 Part funding towards alternative provision for pupils	RRI, SMC	Alternative provision for 2 pupils to increase education opportunities	Two disadvantaged learners are benefitting from the opportunity to attend alternative provision to enhance their educational opportunities and outcomes	£1870	

Pupil Premium Strategy Review 2017-18

Pupil Premium Funding 2017-18

Total number of eligible LAC	2	Currently £1,900 per academic year: an amount of which the VSH might choose to allocate to the school.	£3,800
Total number of post-LAC	2	Currently £1900 per academic year	£3,800
FSM and Ever 6 FSM	85+Yr. 7 (21) = 106	Currently £935 per academic year	£79,475
Service Children	35+ Yr. 7 (5) = 40	Currently £300 per academic year	£10,500
TOTAL NUMBER OF PUPIL PREMIUM	148 (including Year 7)		
Pupil Premium Allocated 2017/18:			£132,518.63

Headline Data with regard to those in receipt of Pupil Premium⁷ 2017/8

2018 Achieving English Lang/Lit and Maths 9-4 national:	Disadvantaged Learners:	All Other Learners: 65%
2018 Achieving English Lang/Lit and Maths 9-4 SJCS:	Disadvantaged Learners: 67%	All Other Learners: 63.2%
2018 National Data Progress 8	Disadvantaged Learners: tbc	All Other Learners: tbc
2018 SJCS Progress 8	Disadvantaged Learners:	All Other Learners:

St Joseph's School Data Disadvantaged Learners 2017/8

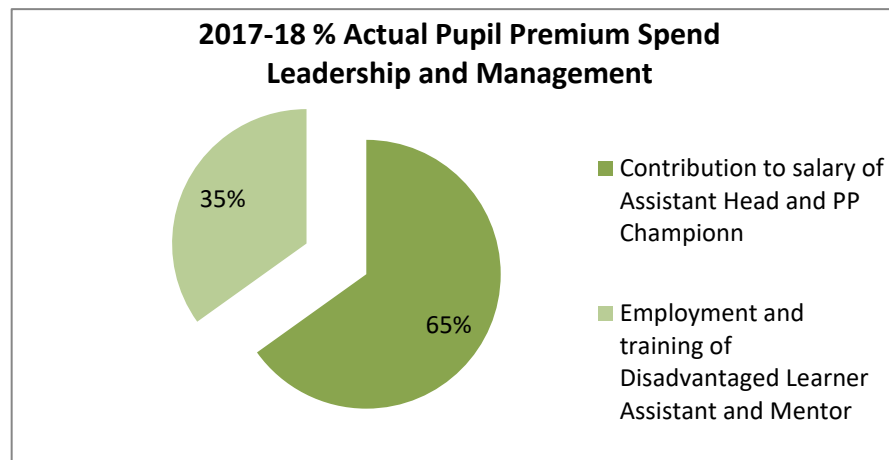
Year Group	At or exceeding expectation English AP3%	At or exceeding expectation Maths AP3%
Year 7	75%	84%
Year 8	73%	76%
Year 9	83%	80%
Year 10	85%	60%

⁷ All learners in receipt of the PPG, those that are disadvantaged and children of our armed services have been tracked in this cohort 2016-17; there was only one Service Child in Year 11. This group will be split for monitoring and tracking 2018-19.

Pupil Premium Grant Strategy and Spending Review 2017 - 2018

Total available: £132,518

Area 1: Leadership and Management Projected Spend: £41,429

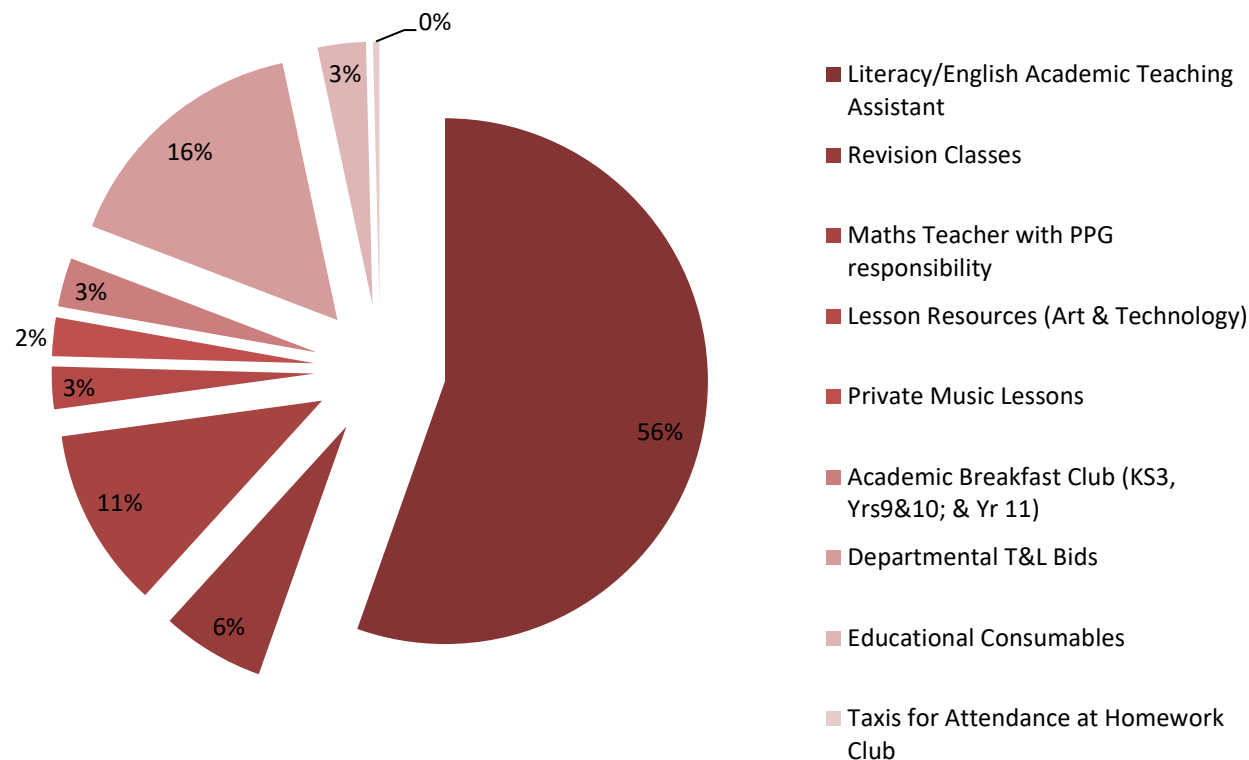


Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
1.1 Assistant Head teacher maintained as Pupil Premium Champion	All disadvantaged learners	To embed best practice, continue monitoring role of departments and further hone provision for disadvantaged learners at St Joseph's.	Attainment gap closing across all year groups, not just Year 11. Pupil Premium Champion to continue to oversee progress, hold HoD's to account and initiate support/intervention as necessary so all pupils achieving as well as possible.	The contribution from the PP grant will be £26,944: 50% of salary, as AH has teaching responsibilities and other SLT duties also.	Assistant Headteacher focussed on supporting departments and holding HoDs to account, ensuring intervention was taking place, formulating individual intervention where necessary across year groups and ensuring all those in receipt of PPG had access to resources needed to be successful learners.

1.2 Development and management of Pupil Conferencing for all disadvantaged learners and Service children (link to 2.3)	FNO	Each individual disadvantaged learner is known, tracked and has access to a Pupil Conference 2 times a year (KS3) and 3 times a year (KS4)	Year 11 learners 2016/17 and parents identified Pupil Conferencing (discussions re progress after APs) as one of most useful aspects of support. FNO and SSI to continue with Year 11 Pupil Conferencing, FNO to roll out with Year 10/9.	£0 – but awareness of finding time to do interviews imperative.	Pupil Conferencing rolled out for Year 11 from Nov 2017 (after AP1). All PPG pupils invited to individual session with FNO. Due to staffing issues, Pupil Conferencing not rolled out across year groups and focus was Year 11 PPG learners. Focus 2018-19 to initiate Pupil Conferencing across KS4 for all PPG learners. (Year 11 PPG learners commented how valuable it was)
1.3 PP Progress and Intervention Trackers for each year group to be compiled and updated regularly	FNO	All PPG learners' progress tracked; each PPG learner is an individual and known as such.	Overview of progress and achievement across year groups very helpful and can identify individual learners/subjects needing further support to ensure progression and achievement. Also ensures close analysis of intervention and support for PPG learners.	Time	Ongoing: information updated after Aps, individualised intervention noted and tracked. Discussions with HoDs took place after APs when PPG learners not making appropriate progress. To continue 2018-19
1.4 Employment, training and support of Disadvantaged Learner TA	FNO, JOH (training) and LOK	LOK part of school community and very effective with less able learners – in class and also train as mentor (tutor time)	PP TA appointed June 2017 to work p.5&6 with least able disadvantaged learners, particularly at KS3. Enables teacher to focus on supporting a greater number of pupils in class as she supports and engages least able/confident DLs Also will mentor individual DL/AOC learners	£14,435	LOK full time from Nov 2017: working with DL across year groups and subjects identified as needing extra support and intervention. Has proved to be invaluable in lessons and also supports The Haven (for vulnerable learners at lunchtime). Employment confirmed for 2018-19.

Area 2: Teaching, Learning and Assessment Actual Spend: £53,189

2017 - 2018 Pupil Premium Spend (Teaching, Learning & Assessment)



Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
2.1 SLT and HoD's to track and monitor progress of all PPG learners after each data drop for each year group, using	Heads of Department, SLT, all teaching staff	All learners in receipt of PPG known to teachers, HoD's, and SLT, so any at risk of not making progress can be identified and support /intervention put in place	Close analysis of data by HoD's and Senior Leaders helps identify barriers to rapid progress, which can then be overcome. Data Analysis Pack to be issued (in New SR) to HoD's to be filled in after each AP for each year group. Thus, changes in progress/those not making expected progress were identified and supported more quickly.	Time after each assessment point.	Close analysis of data after AP meant that SLT and HoDs were aware when PPG learners were not making expected progress and could intervene. This use of the Data Analysis packs will continue 2018-19.

school's data system					
2.2 Teachers to create individualised seating plans for each class, so all pupils known, identified and supported.	All teachers and TAs	Pupils all identified with relevant information helps individualised planning and positive classroom combinations.	Teachers know vulnerable learners (e.g. disadvantaged, Service, EAL, HA) and can plan with delivery to each pupil in mind. It aids understanding of each pupil and can be helpful when considering classroom movement.	Time – teachers create own seating plans	Although creating individual seating plans time consuming – particularly for teachers working in many classrooms, all teachers were aware of individual learners and so could focus questioning, give relevant support, and provide intervention as appropriate
2.3 Continued employment of Literacy/English Academic Teaching Assistant	English specialist TA, Head of English, learners not making progress, especially disadvantaged learners	Employment of the specialist has meant smaller class sizes and that literacy needs of pupil are met.	Learners in classes make rapid progress, planning is structured to ensure literacy goals are met, and is also supporting DL TA.	£35,017	To be continued in 2018-19
2.4 Appointment of subject Pupil Premium Champions in Maths and English.	FNO, CPE. MHE: English – EMA Maths - MRO	Progress of, support and intervention for PPG learners across all year groups in Ma & Eng co-ordinated by appointed person.	Support of PPG learners not just matter for class teacher and HoD. Appointed person to work with HoD to ensure all PPG learners achieving well and making progress, and to co-ordinate support and interventions as necessary.	Performance Management Target set.	MRO employed as PPG co-ordinator in Maths with great success. Due to MRO retirement 2018, FNO to discuss appointment of person with MHE Sept 2018. FNO/CPE liaised directly 2017-18 re PPG learners; FNO to discuss with CPE Sept 2018 with regard to PPG learners in English
2.5 Continued contribution to cost of Maths Teacher with focus on learners in receipt of PPG	Maths intervention specialist, Head of Maths, learners not making progress, especially disadvantaged learners	Experienced Maths teacher maintained as intervention specialist for Maths Department to lead to all learners making sustained progress and attaining	Rate of pupils not achieving target grade has fallen across year groups also. 2016 - 17 – 100% Year 7 disadvantaged learners making target progress, 83% of disadvantaged Year 8s making target progress (+4% on all other learners)	£7,000 (Contribution)	Due to retirement, contribution to salary not continued. FNO to discuss with MHE appointment of another member of Maths team and relevant remittance.
2.6 Departmental T&L bids for resources /strategies/ research for raising attainment of disadvantaged learners	All departments, SLT: Progress of disadvantaged learners	Departments can have brilliant ideas of how they can help push pupils further but need financial help to pursue these.	Revision workbooks, access to a Poetry Day, calculators for DLs to take and use at home; new resources for MFL – all of these can be accessed via the department budget.	£5,000	Several departments ensured access to resources through requests for funding from PPG eg Sci textbooks for learners to use at home, contribution to Sci revision app for all, Hist textbooks for PPG learners etc. To be continued 2018-19.

2.7 Revision classes to be continued for Year 11 February and May half term; Easter also.	Teachers of different subjects, disadvantaged learners individually invited to revision classes	Focussed revision sessions designed to raise attainment through attention to commonly made mistakes and detailed subject knowledge.	Revision classes popular and well attended by Year 11 for all subjects. Many cite revision sessions as very helpful to them.	£1,800	Most departments ran revision sessions at Easter and May half term which were well attended by learners in receipt of the PPG. Students valued these sessions and they will be continued in 2018-19
2.8 Academic breakfast clubs for disadvantaged learners	FNO, SSI, SBR,	Ensuring positive start to the day and also life skills (KS3 – life skills; KS4 study skills focus)	Breakfast Clubs well attended KS3 and attendees had fewer behaviour and more achievement points. KS4 – 81% regularly attended and requested for ABC to happen more regularly. Appreciated support and skills learned, and rated it as excellent place to revise.	£1,000	Year 11 did not attend a Breakfast Club 2018-19 so ended October 2018. KS3 Breakfast Club Yr7/8 moderately successful; all PPG learners invited, 16-20 came weekly. Yr 9 vulnerable PPG requested continuing Breakfast Club, so was restarted: 6 attended regularly. Breakfast Club to be continued Yr 7-8 and Yr 10. Will also be offered to Yrs 9&11.
2.9 Private music lessons	Disadvantaged learners learning musical instruments can have these paid for by PPG	All PPG learners have the right to develop interests. Can help to increase engagement, interest and resilience.	All disadvantaged learners receiving music lessons maintain excellent progress and attainment. Music shown to aid development of brain ⁸	£1,000	PPG learners accessing music grant progressing well, and RBL secured funding for younger PPG learners to start guitar and piano. One learner now at Grade 5 in trumpet and drums. Support to continue 2018-19
2.10 Taxis for attendance at Homework Club	Disadvantaged pupils, KS3&4	This enables pupils to get home safely after Homework Club when it's dark	School policy to invite pupils to Homework Club if they have received behaviour points for lack of homework. Points for lack of homework have fallen among KS3 disadvantaged learners.	£500	This continued to support attendance at Homework Club, but also Sports Club (HW, Yr 7) and many revision sessions for 2 Yr 11 PPG learners, Nov-May. Actual spend:
2.12 Educational resources for disadvantaged learners – Technology/Art based	FNO, Technology Department, Art Department	All pupils have the right to access resources needed in order to be successful.	Resources are provided which enables learners to engage in lessons without worrying about how resources will be gained. Also ensures KS4 learners can be ambitious for themselves in projects without worrying about costs.	£1,650	Very successful use of PPG for learners – to be continued 2018-19.
2.13 Uniform and equipment support	FNO, Finance Manager	Disadvantaged learners benefit from access to new equipment and help	Our Catholic ethos recognises and supports the dignity of each individual learner so can access all aspects of curriculum with confidence.	£1,872	Learners becoming more confident with regard to asking for support and has helped parents and carers greatly also. To be continued without fanfare 2018-19.

⁸ See <https://news.usc.edu/102681/childrens-brains-develop-faster-with-music-training/> for further details – a study which confirms anecdotal suggestions.

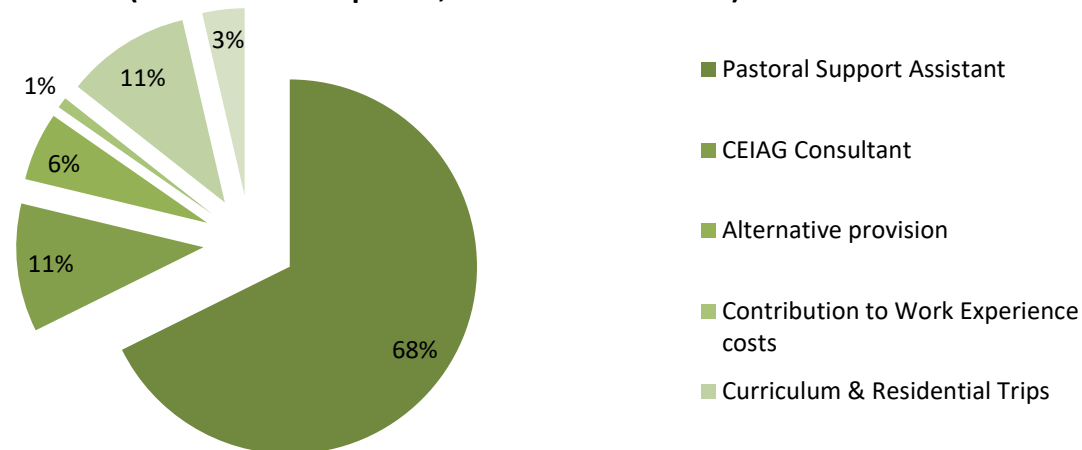
with uniform in cases of extreme need

Pupils will refer to FNO/NSC in times of need e.g. equipment, uniform etc. revision resources particularly appreciated.

Revision resources greatly valued by most Yr 11 PPG learners.

Area 3: Personal Development, Behaviour and Welfare Actual Spend: £21,744

**2017 - 2018 Actual Pupil Premium Spend
(Personal Development, Behaviour & Welfare)**



Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG rating
3.1 Appointment of Pastoral Support Assistant to offer further pastoral support to DLs	SMC, MST	Some DLs and Service Children require pastoral support to progress and achieve in school due to circumstances outside. PSA supports and could offer strategies to develop resilience.	Previous PSA worked well with small groups and individuals to build confidence in DLs and others with confidence/resilience/attendance issues and concerns. Good attendance key to ensuring positive outcomes and part of role could be building relationships with learners with attendance issues/parents/carers	£12,474 (£12,474 = £1,782 per month x 8, assuming employment from Oct 2017)	CCU working well with learners needing support in pastoral area, either in isolation or individualised learning. Has undertaken ELSA training and role will continue to develop 2018-19.
3.2 Contribution to salary of CEIAG consultant in order	SGL, SFE (Careers Co-ordinator) and FNO	CEIAG consultant supports the choices of all learners, but has	No NEETS across school 2015-2017; all learners in receipt of PPG have a place in tertiary education, including those educated	£3, 500	Sue Glover excellent resource and works well with PPG learners. DLs her first priority in every

to raise awareness of CEIAG Yrs8-11 and ensure no NEETS in Year 11		particular focus on disadvantaged learners: Year 11 pupils have multiple interviews until right pathway for them becomes clear. Year 10 disadvantaged learners focus June-July	off site/with poor attendance due to ill health (SB, JK). Sue Glover has accompanied a number of DLs and SEN learners on visits to colleges and ensured all are confident with next step.		year group and support she gives them invaluable.
3. 3 Bath Spa University Awareness workshops for disadvantaged learners Yr7-9	SFE, SGL, Bath Spa staff and students	Ensuring all learners understand that university is attainable, enjoyable and that learners just like them achieve	The workshops are very popular with all PPG learners, and the highlight for many is the Year 9 trip to Bath Spa. This ensures that all have a mental picture of life at university, ensuring high aspirations as they continue their GCSE studies.	Cost of Year 9 trip included in 3.7	Bath Spa's contribution to development of PPG learners continues to be helpful and their workshops and the visit raise aspirations.
3.4 Contribution to cost of Work Experience	FNO, SFE	Work Experience Admin outsourced at cost of £35. Learners in receipt of PPG can have this paid for them to further encourage taking part.	All Year 10 PPG learners will be offered this service as it encourages them to take part, and exemplifies school's commitment to their experience of work. 2016 – 9 pupils requested help with the admin fee.	£400 (50% of PPG learners requesting support)	This ensures all PPG learners can access WEX with ease and confidence. To be continued 2018-19.
3.5 Contributions to necessary trips and also curriculum enhancing trips	Trip organisers, pupils	A contribution to the cost of curriculum enhancing trips supports progress and attainment of learners. Can also lead to creation of new and positive social networks.	More learners in receipt of PPG taking part in school trips and extra curricula trips. Some DLs have been able to experience opportunities they might not have had access to eg Pencelli; London; Battlefields (2016/18)	£3,000	Several learners have benefitted from access to these groups which have enhanced learning and resulted in pleasing progress in linked subjects. Confidence of students has grown and many are able to articulate why
3.6 Achievement Rewards	SMC, Heads of KS3&4,	Recognising achievement; motivational.	Learners across year groups value rewards that are offered and recognition of achievements, academic and otherwise.	£500	Rewards are a valuable way of ensuring all learners feel valued, and contribution will continue. DLs frequently share their success with tutor/FNO and enjoy achieving.
3.7 Increased attendance of disadvantaged learners, Year 7 - 11	FNO, SMC	Continued improvement of attendance of disadvantaged learners as a cohort		No cost	Focus to continue 2018-19 and SMC and FNO to work together on strategies and support for low attending learners in receipt of PPG.

3.8 Part funding towards alternative provision for pupils	RRI, SMC	Alternative provision for 2 pupils to increase education opportunities	Two disadvantaged learners are benefitting from the opportunity to attend alternative provision to enhance their educational opportunities and outcomes	£1870	Funding available 2018-19 should it be necessary (tbc: one learner has now finished at alternative provision?)
Area of Pupil Premium Grant			Spend		
Leadership and Management			£41,429		
Teaching, Learning and Assessment			£63,189		
Personal Development, Behaviour and Welfare			£23,424		
Total spent financial year 2017-18			£116,382		
Carryover to 2018/19			£28,998		

Year 7 Literacy and Numeracy Catch-Up Premium 2017 – 18 Review

The total amount allocated to the Year 7 Literacy and Numeracy Catch-Up Premium for 2017 – 18 is: £39,332 (including rollover from 2016-17)

The spending for the Year 7 Literacy and Numeracy Catch-Up Premium was as follows: £22, 585.75

Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
1.1 Continued development of role of Second in English with responsibility for Literacy	English Department, Head teacher, pupils in need of literacy support	The post holder ensures that all members of English Department are supporting learners. Focus 2017-18 will be further developing literacy across the curriculum.	English department fully trained to maximise learner progress and support those below a grade 4 make rapid progress in Year 7. NPQSL project written up and key findings to be shared across staff – best practice adopted by all staff.	£4,628	Due to staffing issues and subsequent maternity leave, the HoD and other members of English dept split many of responsibilities of second in Dept, with great success. FNO to discuss what support can be offered to English while EMA on maternity leave til Feb 2018.
1.2 Literacy Post-holder to develop strategies for further development of Literacy across the curriculum.	EMA, HoD's, SLT	EMA to lead tracking and monitoring of literacy across the curriculum (eg subject specific spellings to be correct)	EMA to ensure HoD's include monitoring of literacy for their subject when completing book trawls, so all learners are corrected if spelling mistakes are made. Each department to develop Literacy in Curriculum display boards (July and Sept 2017) with key skills and vocabulary clearly shown. Teachers to refer to frequently in lessons to ensure knowledge and understanding. Relaunch of whole school literacy and correction symbols.	£500 (for photocopying and Literacy displays in all subject areas)	Boards created in each dept and teachers referred to it frequently in lessons. Some learners making more use of it than others. Will continue to be a focus 2018-19 with HoD and Assistant Head (RRO) developing 'Levelling Up Literacy'
1.3 Accelerated Reader Resources (Renaissance Learning)	Literacy Post-holder, English teachers, Year 7 & 8 pupils	This is a successful and proven programme that ensures that pupils make rapid and sustained progress in reading which will support their overall progress.	Continued use of Accelerated Reader resources in order to ensure pupils improve their reading age in a positive, enjoyable and sustained manner. All other English staff and those working with English (eg non-specialist TAs) to be given opportunity to observe model AR lesson.	£12, 541.75 (3 year package to 2020)	Logistical difficulties (lack of IT space as new build took place) meant AR not as well used as could have been 2017-18. AR to be relaunched 2018-19; ABR (Eng Dept) to take responsibility

1.4 Development of reward system within AR	Literacy Post-holder, English teachers, Year 7&8 pupils	Further motivation of pupils so that all are engaged and ambitious for accelerating their literacy.	Development of certificates and prizes to further support engagement of all learners in AR lessons. Learners to make sustained progress with regard to reading, and remain motivated to achieve for the whole year.	£250	To be discussed
1.5 Employment of an EAL specialist to work with Yr7/8 EAL pupils individually to raise literacy outcomes	FNO, EMA, EAL specialist (RSA)	A small number of EAL pupils would benefit from small group/ individual intervention to ensure literacy is developing to access whole curriculum.	All EAL pupils can fully access the curriculum and are progressing well in their studies (immediate focus: Year 8 learners) EAL specialist to develop further resources for KS3 EAL learners to be rolled out to tutors.	£3,500 (appointment of EAL specialist to come in for weekly sessions with identified pupils, including on-costs)	Very successful and has ensured that EAL learners make rapid progress and are able to access lessons with success. To be continued 2018-19.
1.6 Continuation of Reading Challenge	JOH, EMA, FNO	Reading Challenge enables pupils to become more confident readers and promotes positive inter-year relationships	JOH to continue organising Yr. 9+ mentors for pupils with reading ages below their chronological age. Year 7 pupils to make progress towards chronological reading age, mentors to gain further confidence and mentoring skills from relationship.	£150 (certificates and rewards to learners and mentors for whole year)	Very successful 2017-18 and praised for impact by Ofsted Jan 2018. FNO to discuss with CPE continuation (LOK?KHA?)
1.7 Nessy renewal	EMA, FNO, GHO	Nessy enables learners with dyslexia, weaker literacy to gain confidence and progress.	Wider cohort of pupils enabled to make progress through use of Nessy	£400	Did not take place – EMA on maternity and therefore unable to oversee.
1.8 Maths Step Workbooks	Maths Department, pupils in need of numeracy support	Workbooks designed to aid pupils numeracy skills which are used to help those not making adequate progress	Pupils using the Maths Step Workbooks are able to make rapid and sustained progress	£400	Used with great success, enabling those below level upon entry to make progress towards and exceed expected level. To be continued 2018-19
1.9 Mathletics renewal	Maths Department	MHE and team	Mathletics has proved to be most helpful in raising attainment for Catch-Up pupils. Impact and usage to be continued and monitored by Maths Department	£216 (60x£3.60)	Again, utilised with great success by Maths and will be continued 2018-19.
1.10 Further research into potential strategies	Head of Maths, Literacy Post-holder	Research to be done to investigate further gains to be	Further time to be given to discussion of strategies that will support the least able in	Time (and future investment)	This work will now take place in 2018-19: FNO to make request to CPE and MHE Sept

to raise progress and attainment for those eligible for catch-up		made for pupils eligible for catch-up	Maths so that 100% of pupils are at or exceeding target by end of Year 7		2018 – might it be a performance management target?
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