



Saint Joseph's
CATHOLIC SCHOOL

Pupil Premium Grant Strategy 2019-20

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 (PLAC – Previously Looked After Children)
- 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 2018-19 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 2018/19 90% of the Pupil Premium Grant was spent: £135,478.22

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 2019-2020

| <u>Pupil Premium Funding 2019-20²</u> | | | |
|---|--|--|---------|
| Total number of eligible LAC | 2 | Currently £2,300 per academic year: an amount of which the VSH might choose to allocate to the school. | £4,600 |
| Total number of post-LAC | 5 eligible for funding, 7 overall | Currently £2,300 per academic year | £11,500 |
| FSM and Ever 6 FSM ³ | 105 (including 11x Yr 12 and not including Sept 2019 Year 7) | Currently £935 per academic year | £98,175 |
| Service Children | 52 (including 5xYr 12) | Currently £300 per academic year | £15,600 |
| TOTAL NUMBER OF PUPIL PREMIUM | 164 (including Yr 7) | | |
| TOTAL PUPIL PREMIUM GRANT AVAILABLE | £ 144,641 (£125,275 and carryover from 2018-19) | | |
| TOTAL PROJECTED SPEND 2019-20 | £135,908 | | |

² This funding was taken from information on the January 2019 census, so does not take into in-year transfer students and also the new Year 7 cohort

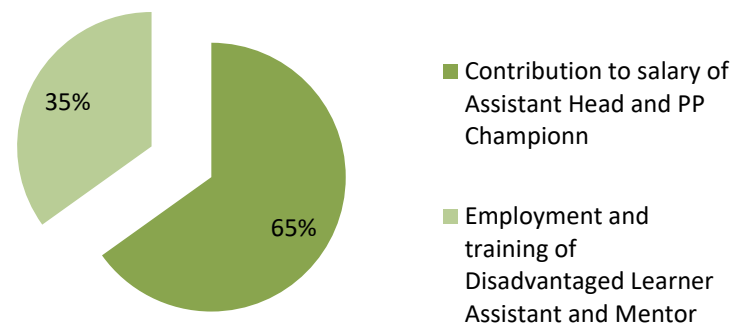
³ LAC and PLA are included in this group also so they are tracked and monitored by all their teachers at all times

Pupil Premium Grant Strategy and Spending Plan 2019-20

Total available: £144,641

Area 1: Leadership and Management Projected Spend: £53,942

**2019-20 % Projected Pupil Premium Spend
Leadership and Management**

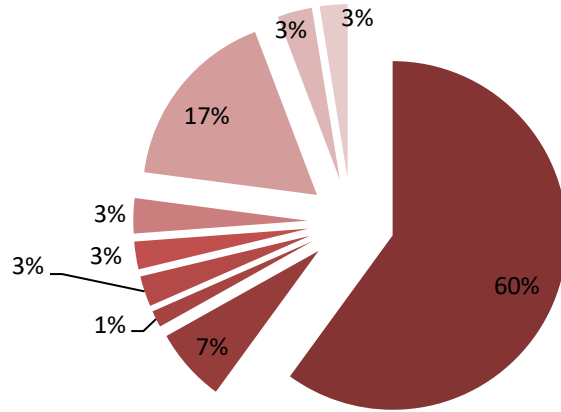


| Strategy | Involving | Rationale | Evidence of Impact | Cost | RAG and comment |
|---|--|---|---|---|-----------------|
| 1.1 Assistant Head teacher maintained as Pupil Premium Champion | All staff and all disadvantaged learners | To embed best practice, continue monitoring role of departments and further hone provision for disadvantaged learners at St Joseph's. To track and monitor progress of Service children also | Attainment gap closing across all year groups, not just Year 11. Ever 6 +0.5 in 2018/19 results. 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 £34286: 50% of salary (inc ON costs), as AH has teaching responsibilities and other SLT duties also. | |

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| 1.2 Development and management of Pupil Conferencing for KS4 disadvantaged learners and Service children (link to 2.3) | FNO (& another if possible) | Each individual disadvantaged learner is known, tracked and has access to a Pupil Conference 3 times a year (KS4) | Year 11 learners (focus on 17 DL) | £0 – but awareness of finding time to do interviews imperative. | |
| 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 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 | |
| 1.4 Continued employment, training and support of Disadvantaged Learner TA | FNO, LOK | LOK supporting PPG learners and LAC 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). | £19,677 | |

Area 2: Teaching, Learning and Assessment Projected Spend: £49,845

**2019-20 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

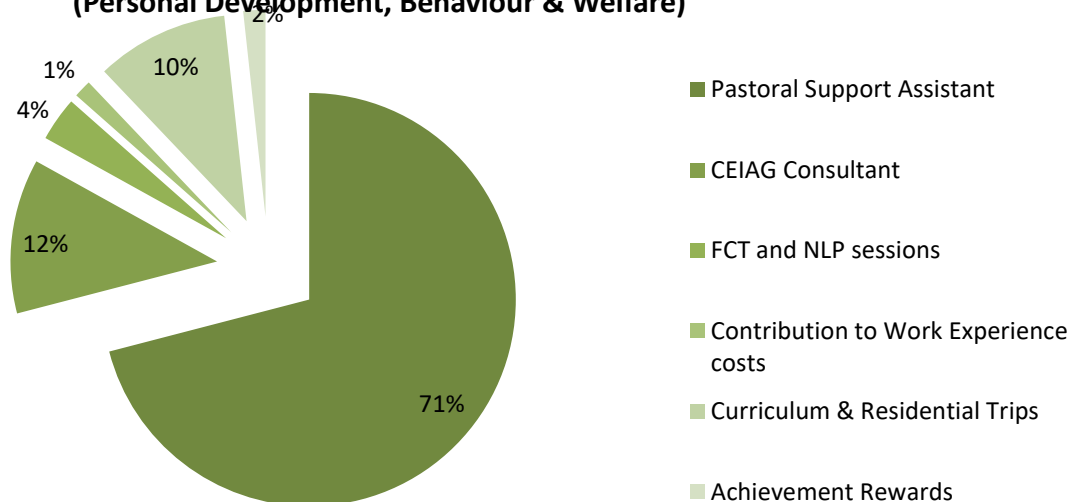
| Strategy | Involving | Rationale | Evidence of Impact | Cost | RAG and comment |
|--|--|--|--|---|-----------------|
| 2.1 SLT and HoD's to track and monitor progress of all PPG learners after each data drop for each year group, using school's data system | Heads of Department, SLT, all teaching staff | 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 HoD's critical 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 | All teachers and TAs, NMO | Pupils all identified with relevant information helps | Teachers know vulnerable learners (e.g. DL, Service, EAL, SEN) and can plan with delivery to each pupil in mind. It aids understanding of | Time – teachers create own seating plans. | |

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| seating plans for each class, so all pupils known, identified and supported. | | individualised planning and positive classroom combinations. | 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 | | |
| 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. | £35,845 | |
| 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 further discussed with HoDs of Maths, English and Year 11 Director of Learning | 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. | £5,000 | |
| 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. | £1000 | |
| 2.7 Revision classes to be continued for Year 11 Easter and May half term | Teachers of different subjects, disadvantaged learners and service childrenindividually | 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. This will be open to discussion as new intervention strategy by Directors of Learning | £15000 | |

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| | invited to revision classes | | may mean teachers feel it unnecessary to offer. | | |
| 2.8 Academic breakfast clubs for disadvantaged learners | FNO | Ensuring positive start to the day and also life skills | Year 7 Break Club to start Sept 2019, aided by 2xDL Yr 9 girls (confidence boost). Yr 11 to be offered breakfast as part of MRO breakfast sessions | £1,500 | |
| 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. | RBL has sourced funding from Wiltshire for music lessons 2019-20, small amount of shortfall to be made up by PPG. VB music lessons to continue (paid for by PLAC amount) | £1,000 (for PLA learner) and small contribution to others (eg JG, 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. Year 11 learners had access to all revision sessions and used taxis when necessary. | £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. | £1,500 | |
| 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, blazers etc. revision resources particularly appreciated. Parents/carers also refer to FNO/NSC for financial support eg bus pass Yr 11 for exams. | £1,000 | |

Area 3: Personal Development, Behaviour and Welfare Projected spend: £32,121

**2019-20
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 | ABA | Some DLs and Service Children require pastoral support to progress and achieve in school due to circumstances outside. PSA supports and offers strategies to develop resilience. | Pastoral Support Assistant (CCU) supporting pupils in isolation and individualised learning environments. | £22,131 | |
| 3.2 Contribution to salary of CEIAG consultant in order to raise awareness of CEIAG Yrs8-11 | SGL, SFE (Careers Co-ordinator) and FNO | CEIAG consultant supports the choices of all learners, but has particular focus on disadvantaged | No NEETS across school 2016-19; 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. | £4,090 | |

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| and ensure no NEETS in Year 11 | | learners: Year 11 pupils have multiple interviews until right pathway for them becomes clear. Year 10 disadvantaged learners focus June-July | | | |
| 3.3 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) | |
| 3.6 FCT and NLP sessions | FNO, Toni Lopez, 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) can 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 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 2020 | £3,000 | |
| 3.6 Achievement Rewards | Directors of Learning | 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, OFO, CBA | Continued improvement of attendance of disadvantaged learners as a cohort | FNO to support OFO and CBA, and work with MST and EWO re support and challenge for those PPG learners with poor attendance. Intervention to be discussed and offered as appropriate. | Cost of intervention (see 3.5, 3.6) and time. | |
| 3.8 Part funding towards alternative provision for pupils | RRI | Alternative provision for 1 pupils to | A DL excluded is benefitting from the opportunity to attend alternative provision to | £1000 | |

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| | | increase education opportunities | enhance their educational opportunities and outcomes | | |
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Pupil Premium Strategy Review 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 ⁴ |
| FSM and Ever 6 FSM ⁵ | 116 (including projected Year 7) | Currently £935 per academic year | £98,175 ⁶ |
| Service Children | 44 (including projected Year 7) | Currently £300 per academic year | £14,700 ⁷ |
| 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 | |

⁴ One PLA is Year 7 September 2019 intake, so will not receive funding until August 2019

⁵ LAC and PLA are included in this group also so they are tracked and monitored by all their teachers at all times

⁶ This includes funding for Year 11 2017-18 but not for Year 7 2018-19

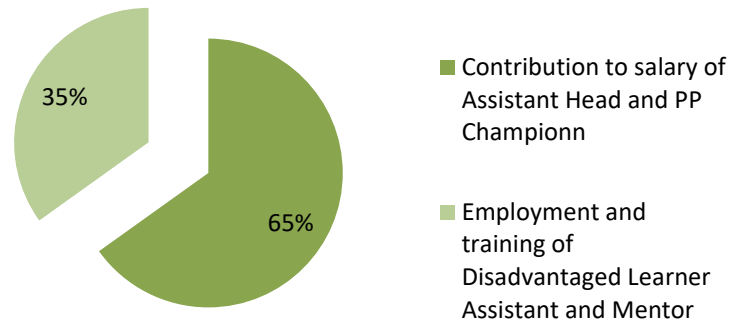
⁷ As above

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

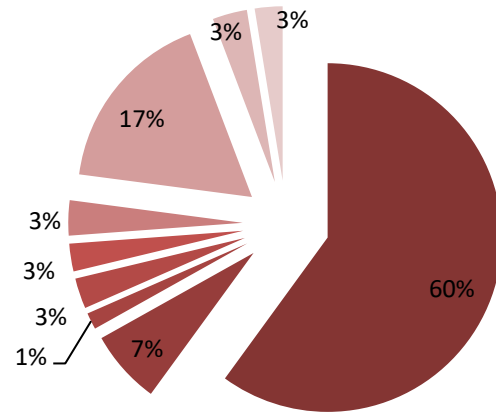


| Strategy | Involving | Rationale | Evidence of Impact | Cost | RAG and comment |
|----------|-----------|-----------|--------------------|------|-----------------|
|----------|-----------|-----------|--------------------|------|-----------------|

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|--|-----------------------------|--|--|---|---|
| 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. | FNO assisting in gap closing across year groups and has become point of contact for vulnerable learners across school. PP learners made good progress 2018-19, 3 FSM students will impact greatly on stats (RR, LH and SB) but outcomes particularly for RR positive. DLs at +0.5 for English |
| 1.2 Development and management of Pupil Conferencing for KS4 disadvantaged learners and Service children (link to 2.3) | FNO (& another if possible) | Each individual disadvantaged learner is known, tracked and has access to a Pupil Conference 3 times a year (KS4) | 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 roll out to Year 10 also, and if possible, KS3 learners also | £0 – but awareness of finding time to do interviews imperative. | Pupils valued time, discussion, intervention and support with other teachers. To be continued 2019-20 |
| 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! | Face to face not achieved 2018-19 due to cover and SLT changes March/April 2019. Personal reasons also |
| 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 | Very valuable, need prompt access to data to ensure worthwhile for all year groups. |
| 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 | LOK important part of PPG strategy, support she offers to students invaluable. |

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 |
|----------|-----------|-----------|--------------------|------|-----------------|
|----------|-----------|-----------|--------------------|------|-----------------|

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|--|---|--|--|---|--|
| 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 | This has proved to be very successful with departments accessing and using the grant to buy resources, particularly revision textbooks |

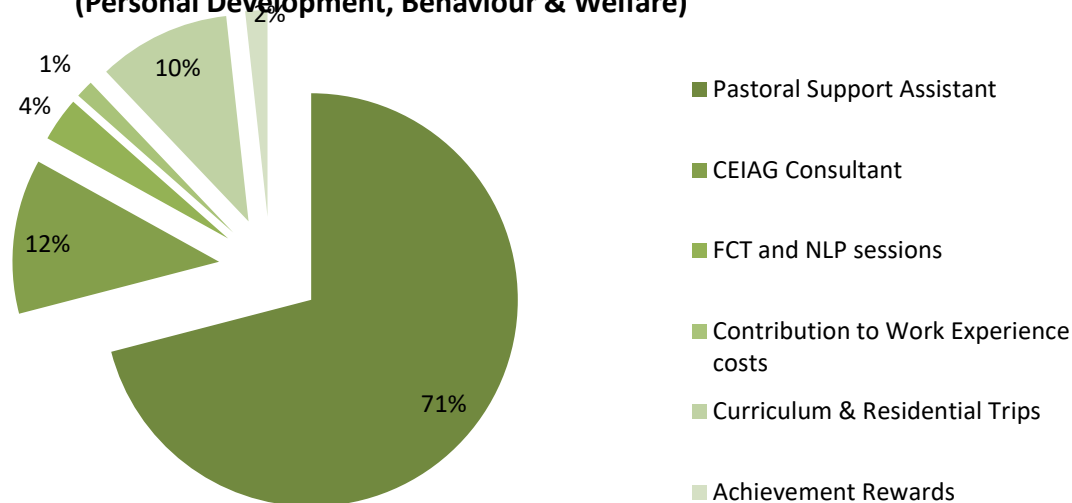
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| 2.6 Individual Literacy Support lessons for KS4 LAC | RSA, KS4 learners | Literacy support needed so learner can access all aspects of GCSE confidently. | Learner not making as much progress as possible in GCSE subjects with reading and writing requirements (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 | LAC now in Year 11 and above target in English, History and RE. Reads out confidently and can now write a page in class without difficulty. |
| 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 | Successful, popular and well attended by Year 11. |
| 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. 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). | £2,000 | This has helped some of our more vulnerable learners in Year 7 gain confidence and understand that there are staff members and older students to support. Has also been beneficial for the two Yr 8 (now Yr 9) helpers, also DL. |
| 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 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) | Wilts funding applied for for 2019-20 also; this has been a popular move and students have gained from music lessons |
| 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 | This has worked very well and also aided a student with poor attendance to come into school regularly. After a change in home circumstances, this student now has attendance of 98.4% |

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

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| 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 | Parents are most grateful for our support with regard to uniform funding. |

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 | This will continue 2018-19 |
| 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 | 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. | £3, 500 | St Joseph's was awarded Career Mark once again in 2018, and Sue's tireless work with those in receipt of the PPG means that once again, we have recorded no NEETs. |

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| | | interviews until right pathway for them becomes clear. Year 10 disadvantaged learners focus June-July | Career Mark to be undertaken once again 2018-19. | | |
| 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 | Unfortunately, Bath Spa have stopped running these sessions and this particular Open Day. |
| 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) | This had a positive impact 2017-18, but not enough changes were made to attendance of small identified group to continue this further. |
| 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 | This has really helped several of our DLs, across year groups, particularly one who suffered severe anxiety before her GCSEs. Sessions helped her undertake GCSEs and stay in exam hall (not the case in the mocks). |
| 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 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 Pencillic; London; Battlefields. | £3,000 | This is a valid and positive use of the PPG, giving students access to opportunities they might not have had previously. |

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| 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. | FNO to discuss with OFO and CBA in terms of how to move forward with regard to DLs with poor attendance. |
| 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 | |