



Saint Joseph's
CATHOLIC SCHOOL

Pupil Premium Grant Strategy 2017 – 2018

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 (post-LAC)
- The children of members of our Armed Services (service children)
- At St Joseph's we track, monitor and support our LACs 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 2016 - 2017 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 2016/17, the total Pupil Premium spend was £118,431.

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 2017 - 2018

Pupil Premium Funding 2017 - 18

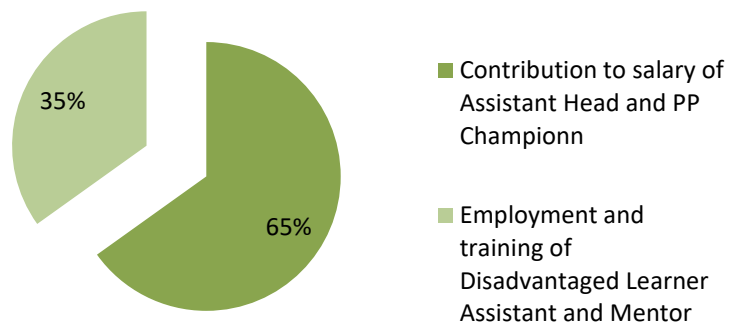
Total number of eligible LAC	3	Currently £1900 per academic year: an amount of which the VSH might choose to allocate to the school.	£5,700
Total number of post-LAC	2	Currently £1900 per academic year	£3,800 (included in overall PPG)
FSM and Ever 6 FSM	85+Yr. 7 (21) = 106	Currently £935 per academic 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)		
TOTAL PUPIL PREMIUM GRANT AVAILABLE	£107,765 + carryover	£132,518.63	

Pupil Premium Grant Strategy and Spending Plan 2017 - 2018

Total available: £132,518

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

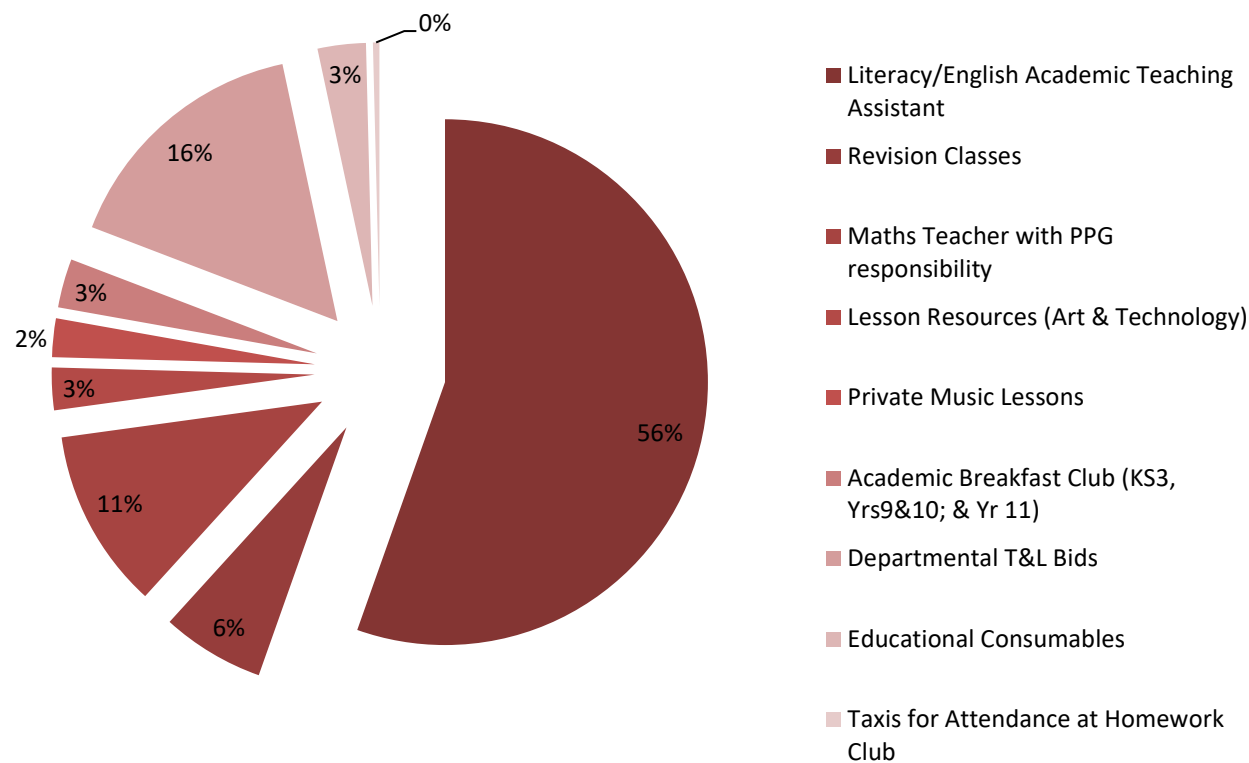
**2017-18 % Actual Pupil Premium Spend
Leadership and Management**



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 all disadvantaged learners and Service children (link to 2.3)	FNO, SSI,	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. FNO to trial with Year 8 2017/18	£0 – but awareness of finding time to do interviews imperative. SSI to aid FNO with Year 11 once again – cover implications?	
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	
2.3 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	

Area 2: Teaching, Learning and Assessment Projected Spend: £63,189

2017 - 2018 Projected 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	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	Close analysis of data by HoD's and Senior Leaders helps identify barriers to rapid progress, which can then be overcome. ² Data Analysis Pack to be issued (in New SR) to HoD's to be filled in after each AP for each year group. Thus, any change in	Time after each assessment point.	

² See 2.1 in Pupil Premium Review Strategy 2016/17 below for further details.

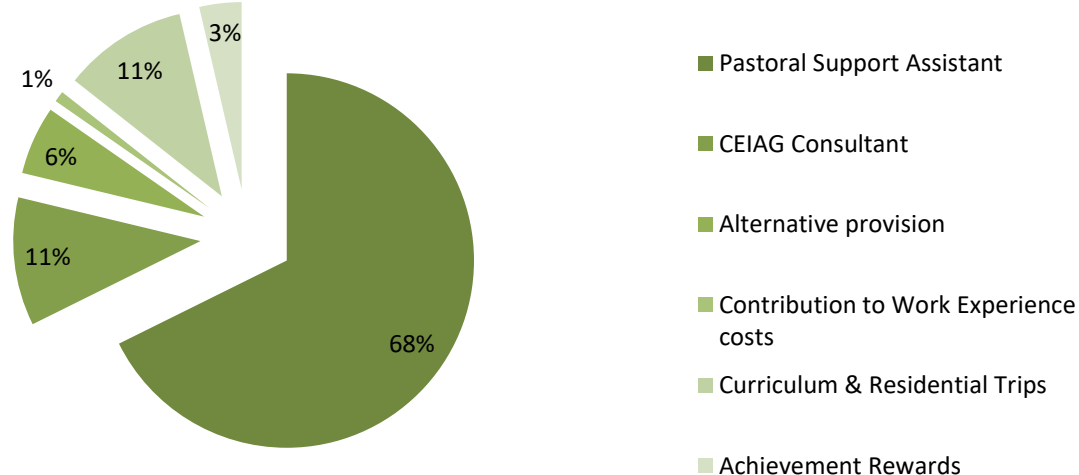
group, using school's data system		support /intervention put in place	progress/those not making expected progress can be identified and supported more quickly.		
2.2 Teachers to create individualised seating plans for each class, so all pupils known, identified and supported.	All teachers and TAs	Pupils 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	
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	
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?	
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)	
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.	£10,000	

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.	£4,000	
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.	£1,900	
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 ³	£1,500	
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.	£250	
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, Finance Manager	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.	£1,872	

³ 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 Spend): £23,424

**2017 - 2018 Projected 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)	
3.2 Contribution to salary of CEIAG consultant in order to raise awareness	SGL, SFE (Careers Co-ordinator) and FNO	CEIAG consultant supports the choices of all learners, but has particular focus on	No NEETS across school 2015-2017; all learners in receipt of PPG have a place in tertiary education, including those educated off site/with poor attendance due to ill health	£3,500	

of CEIAG Yrs8-11 and ensure no NEETS in Year 11		disadvantaged learners: Year 11 pupils have multiple interviews until right pathway for them becomes clear. Year 10 disadvantaged learners focus June-July	(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.		
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	
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)	
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)	£3,400	
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.	£1,150	
3.7 Increased attendance of disadvantaged learners, Year 7 - 11	FNO, SMC	Continued improvement of attendance of disadvantaged learners as a cohort		No cost	

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	
Area of Pupil Premium Grant			Spend (out of allocation of £132,518.63)		
Leadership and Management			£41,429		
Teaching, Learning and Assessment			£63,189		
Personal Development, Behaviour and Welfare			£23,424		
Total			£128042		
Contingency			£4,476.63		

Pupil Premium Strategy Review 2016 - 17

Pupil Premium Funding 2016 - 17

Total number of eligible LAC	3	Currently £1,900 per academic year: an amount of which the VSH might choose to allocate to the school.	£5,700
Total number of post-LAC	2	Currently £1900 per academic year	£3,800
FSM and Ever 6 FSM	96	Currently £935 per academic year	£89,760
Service Children	32	Currently £300 per academic year	£9,600
TOTAL NUMBER OF PUPIL PREMIUM	135		
Pupil Premium Allocated 2016/17			£143,185

Headline Data with regard to those in receipt of Pupil Premium⁴ 2016/7

2017 Achieving English Lang/Lit and Maths 9-4 national:	Disadvantaged Learners:	All Other Learners: 66.3%
2017 Achieving English Lang/Lit and Maths 9-4 SJCS:	Disadvantaged Learners: 60%	All Other Learners: 68%
2017 National Data Progress 8	Disadvantaged Learners:	All Other Learners:
2017 SJCS Progress 8	Disadvantaged Learners: -0.33	All Other Learners: 0.08

St Joseph's School Data Disadvantaged Learners 2016/7, Years 7- 10

Year Group	At or exceeding expectation English AP4 %	At or exceeding expectation Maths AP4 %
Year 7	60	77
Year 8	88	59
Year 9	81	71
Year 10	42	34

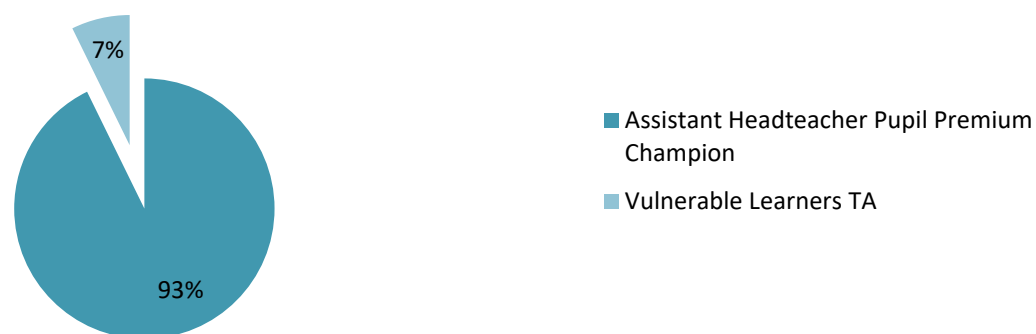
⁴ All learners in receipt of the PPG, those that are disadvantaged and children of our armed services have been tracked in this cohort 2016-17; there was only one Service Child in Year 11. This group will be split for monitoring and tracking 2017-18.

Pupil Premium Grant Spending Review 2016 – 17

Total available: £143, 185

Area 1: Leadership and Management: £29,052

2016-17 Leadership and Management Pupil Premium Spend

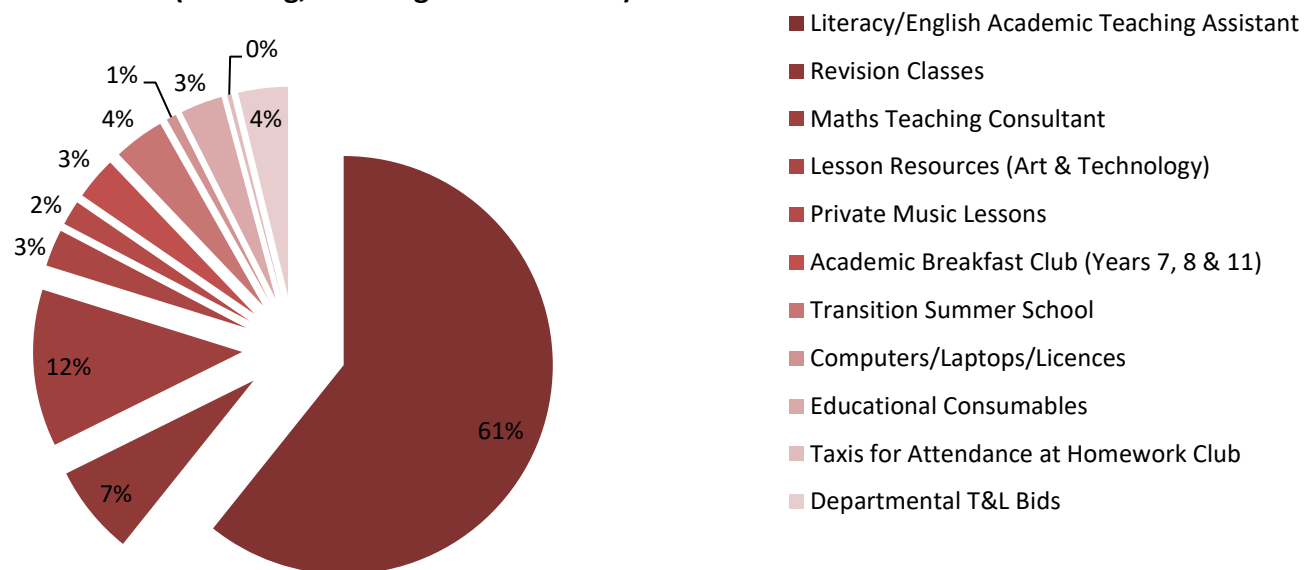


Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
1.1 Assistant Head teacher maintained as Pupil Premium Champion	All disadvantaged learners	To embed best practice, continue monitoring role of departments and further hone provision for disadvantaged learners at St Joseph's.	Attainment gap closing across all year groups, not just Year 11.	The contribution from the PP grant will be £26,944: 50% of salary, as AH has teaching responsibilities and other SLT duties also.	Assistant Head teacher role to be maintained in order to further support staff to raise attainment and progress of disadvantaged learners, including support staff.

1.2 Development and management of Pupil Conferencing for all disadvantaged learners (link to 2.3)	FNO, SSI	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)	Pupil Conferencing rolled out with Year 11 after AP2 and AP3 and led to learners analysing how they could improve further. Parent Conferencing rolled with participation of 87% Year 11 parents Feb-March 2017.	£0 – but awareness of finding time to do interviews imperative. SSI to aid FNO with Year 11 once again – cover?	Both Year 11 DLs and parents found the discussions useful and both groups reported that it had helped parents to support pupils at home, particularly with revision. Male DLs particularly rated Pupil Conferencing highly. Grades did improve – this was one aspect that contributed.
1.3 Disadvantaged Learner Academic Mentor	FNO, RSA	RSA to be employed as Academic Mentor for DLs, focussing on supporting learners to achieve target grades through removal of barriers to learning	RSA in place Sept – Dec 2016 and successful, particularly supporting DLs in class in order to ensure positive outcomes for learners. RSA took decision to retire at Christmas, so post on hold until Sept 2017. Vulnerable Learners TA employed May 2017	£2,108	Amber as we were unable to fully benefit from the expertise of RSA due to her retirement. Teachers found the support in class invaluable, and FNO valued targeted discussion of needs of DLs, so Vulnerable Learners Academic Mentor in place for Sept 2017.

Area 2: Teaching Learning and Assessment (Actual Spend) £57,653.37

2016 - 2017 Actual Pupil Premium Spend (Teaching, Learning & Assessment)



Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
2.1 Enhancement of knowledge of attainment of each disadvantaged learner ⁵ across teaching and pastoral staff in order to identify and remove barriers to learning	Heads of Department, SLT, all teaching staff	Increased use of data tracking of all learners (including disadvantaged) by Heads of Department after each AP will lead to further awareness of barriers to learning of pupils.	Disadvantaged learners at risk of not attaining in one or a number of subjects quickly identified and supported. Year 11 PPG learners in English Maths and Science received intervention and small group support to raise achievement and understanding in addition to timetabled classes. Using new data analysis system, PPG learners focus for all HoD's and those at risk of not achieving target /not showing progress received intervention: aided identification and support.	Time for SLT, HoD's to analyse and disseminate information.	Year 11 PPG learners made progress and over half moved closer to FFT20 target grade. Pupils across school benefitting from close analysis of individual results by HoD's, to be maintained and built upon 2017-18.

		Two sub-levels below target to trigger department intervention			
2.2 To invest in software that will produce seating plans with pupil photos and link with SIMS and other pupil data	All teachers and TAs	To raise attainment, it is helpful that disadvantaged and all other learners are identified in each lesson, with ease and efficiency. This will promote progress for all learners.	Seating plans introduced in standardised format 2016/17, all in one place on Shared Resources. Teachers all responsible for own seating plans. All PPG learners, More Able, SEN and EAL learners identified on seating plans – teachers able to plan more effectively for needs of individual pupil.	Time – teachers create own seating plans	Teachers more aware of each learner and positive about identifying individual needs. To be continued 2017/18.
2.3 Disadvantaged Learners Academic Mentor to be employed	FNO, Disadvantaged Learners Academic Mentor, supporting staff	This role will be created in order to ensure: That Pupil Conferences are delivered and are high quality immediately Pupils are able to discuss their progress, attainment and any barriers to learning twice/three times a year in Pupil Conferences so attainment and progress are secured. Higher attainers pushed and challenged to aim higher.	Impact Sept-Dec notable, particularly in lessons: identified disadvantaged learners making more progress in lessons and gaining confidence. Post holder left Dec 2016 - but a Vulnerable Learners TA to be employed for Sept 2017. Pupil Conferencing pursued (SSI/FNO) with Year 11PPG learners and positive feedback received – identified as valuable by Year 11 pupils and parents.	Accounted for in L&M section	Vulnerable Learners TA employed for Sept 2017: support in lessons and role at Academic Breakfast Club; continuing to aid progress for all learners.
2.4 Disadvantaged learner audit to be carried out summer/September 2016 to identify	FNO (September Disadvantaged Learner Academic Mentor to support)	Barriers to learning identified on individual basis and intervention	Review efficacy of audit October 2016 in order to ensure valid and smooth completion of audit (consider questions asked of pupils)	Time	The audit was not carried out in original manner identified, but in fact morphed into our PP Progress and Intervention Trackers , which identify the individual progress of and support given to each individual learner in receipt of

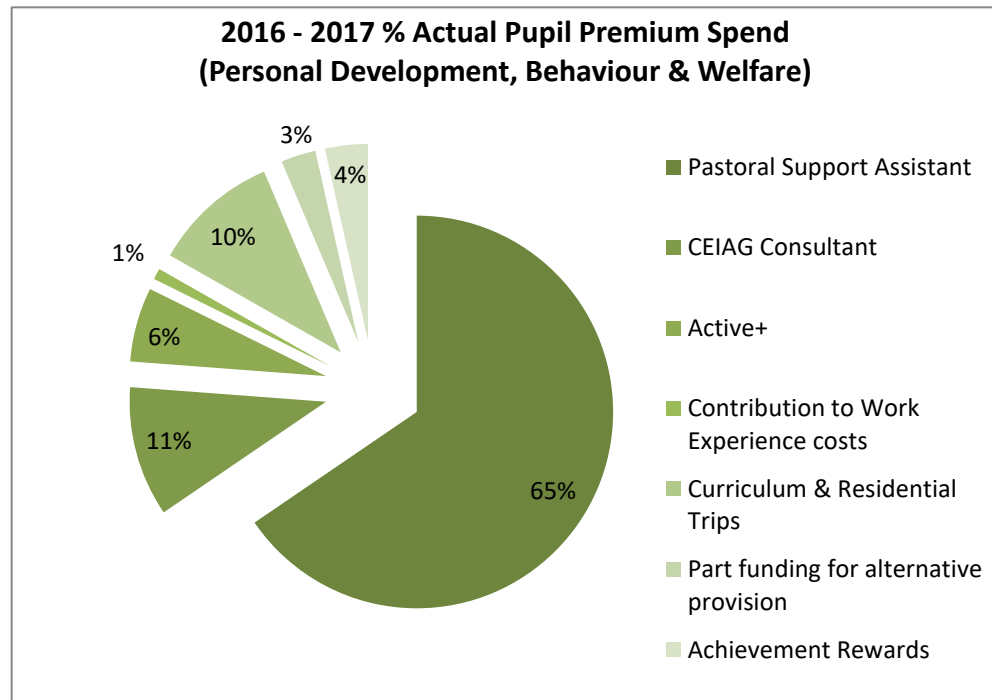
barriers to learning of all disadvantaged and vulnerable and interventions to be put in place		actioned to remove barriers			the PPG. This ensures PP Champion has good overview of every learner in each year group and can identify which interventions to maintain and which to remove.
2.5 Continued employment of Literacy/English Academic Teaching Assistant	English specialist TA, Head of English, learners not making progress, especially disadvantaged learners	Employment of English Specialist TA has meant small group intervention for learners across KS3 - 4 not achieving target progress.	Rate of pupils not achieving target grade has fallen across year groups. English Academic Teaching Assistant will continue to focus on providing high quality small group intervention, particularly for disadvantaged learners.	£35,017	The English specialist Lead Learner's contribution to attainment and progress of disadvantaged learners cannot be underestimated: her contribution to department and whole school success significant.
2.6 Employment of additional Learning Mentor (Nov 2016)	Disadvantaged learners not making progress	Individual and small group work support to aid progress	PP TA to be appointed after April 2017 to work in afternoons, specifically supporting least able disadvantaged learners	N/A for 2016/17	LOK appointed May 2017 and confirmed for afternoons from Sept 2017.
2.7 Continued contribution to cost of Maths Teaching Consultant	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. 2015 – 16 – 100% Year 7 disadvantaged learners making target progress, 83% of disadvantaged Year 8s making target progress (+4% on all other learners)	£7,000 (Contribution)	Maths intervention and excellent Teaching & Learning of department impacts particularly positively on disadvantaged learners, who are frequently exceeding target grades (e.g. 77% Year 7 disadvantaged learners at or exceeding target)
2.8 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.	Bids made and strategies/interventions used analysed for impact (eg for Year 11) Maths – revision materials (workbooks, CDs) English – revision materials eg books to work in at home	£2,214	All departments grateful for opportunity to bid for extra funding to aid progress of PPG learners
2.9 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.	Attainment continues to rise and all learners (including disadvantaged) achieve best results possible for them.	£2,000 The cost for 2016/17 was £4,000	These revision sessions are popular with pupils and teaching staff work hard to make them as valid but also engaging as possible. All subjects offered structured revision to Year 11 learners.

2.10 Academic breakfast clubs for disadvantaged learners	FNO, SSI and SBR	Breakfast club Year 11 to be run in Food Tech room by SSI and FNO; after initial session to become academic and CEIAG skills sessions Year 8 – FNO/SBR Year 7 – FNO/SBR	Year 11 disadvantaged learners' achievement, motivation and attendance continues to rise. Year 8 - to ensure focus on progress remains in final year of KS3 Year 7 – to ensure pupils are happy, settled, remain motivated and feel confident in approaching staff if there is a problem. All pupil voice has confirmed that Breakfast Club is a positive and helpful start to the day and supports pupils' progress and attainment through greater confidence and motivation.	£1,900	To be continued 2017/18 – KS3 PPG learners attending Breakfast Club have better attendance than others in cohort and Terms 1-4 gained more achievement points. ⁶ KS4 ABC attenders also felt encouraged to attend other interventions, and seek help and guidance when necessary.
2.11 Private music lessons	Disadvantaged learners learning musical instruments can have these paid for by PPG	Participation in music can be beneficial for academic and affective outcomes	All disadvantaged learners receiving music lessons maintain excellent progress and attainment – research has proved link between learning a musical instrument and cognitive development (see footnote 3)	£1,100	This strategy has ensured access to private music lessons for disadvantaged learners and is continuing.
2.12 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.	£190	Ensuring that pupils can get home safely when it is dark after homework club ensures participation and has led to more progress being made and fewer achievement points.
2.13 Contribution to software licences eg Lucid	FNO, GHO, disadvantaged learners with SEN	Some disadvantaged learners benefit from testing to help remove barriers to learning	Some disadvantaged learners have barriers to learners which suggest an additional need (eg dyslexia). Funding has helped testing be carried out quickly in order for pupils to be able to access support needed to be successful. Has also helped non PPG learners.	£445	Using Lucid, learners have been identified with additional needs which has enabled teachers to be more aware, plan accordingly and organise appropriate support/intervention for the learner.
2.13 Educational resources for disadvantaged learners – Technology/Art based	FNO, Technology Department, Art Department	Removal of potential barriers to learning (e.g. lack of equipment, inability to pay for trip, resources for GCSE Art)	All students have freedom to fully access all of the curriculum St Joseph's offers them.	£1,650	This is green as we believe investing in pupils in this way enables them to access all aspects of curriculum without difficulty or embarrassment
2.14 Uniform and equipment support	FNO, Finance Manager	Disadvantaged learners benefit from access to new equipment and	Our Catholic ethos recognises and supports the dignity of each individual learner so can access all aspects of curriculum with confidence.	£1,872	Pupils ready to learn and have positive attitude towards it. Parents feel supported in times of need.

⁶ Please refer to Breakfast Club Impact Statement April 2017

		help with uniform in cases of extreme need	Pupils will refer to FNO/NSC in times of need eg equipment, uniform etc.		
2.15 St Joseph's Transition Summer School	FNO, SBR, NBR, RKN, new Year 7 Pupil Premium intake September 2016	Using our own staff and building the curriculum ourselves will ensure Year 7 Disadvantaged Learners start in September aware of school ethos and will feel less worried about transition	Analysis of disadvantaged attenders versus non-attenders in Oct 2016: re achievement points. Pupil voice also. Although those attending settled well and made excellent progress (including representing the school in a number of ways) Summer School was not utilised July 2017.	£2,265.37	Successful for those attending 2016, but not continued 2017 as greater numbers of learners could be impacted positively by using same amount in a different manner.

Area 3: Personal Development, Behaviour and Welfare (Actual Spend): £32,661



Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG rating
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<p>3.1 Continued employment of a Pastoral Support, working with all pupils including many disadvantaged learners</p>	<p>Pastoral Support Assistant, Pastoral Manager, pupils, SLT (monitoring and support)</p>	<p>Pastoral support offered to those in need, many of whom are disadvantaged learners</p>	<p>Mary Guest Centre (pastoral base) utilised and appreciated by pupils, who recognise that the Pastoral Support team work hard to support their learning, both in the classroom and the Mary Guest Centre. Post holder left July 2017 due to relocation</p>	<p>£21,384</p>	<p>PSA contributed to support and development of those DLS accessing pastoral support and impacted positively on their ability to access learning inside the classroom.</p>
<p>3.2 Engaging learners in a programme of both metacognition and mindfulness, delivered through the PSHE programme</p>	<p>Pastoral Support Assistant (trained in mindfulness techniques) FNO, all learners</p>	<p>EEF Toolkit suggests that metacognition can add +8 months to progress, so a learning to learn approach will be delivered through PSHE. Mindfulness enables pupils to develop attention, emotional control and problem solving</p>	<p>Learners more able to address learning issues and think through barriers to progress; more engaged and able to be independent in learning Learners are more resilient, calm, positive in outlook and more able to cope with difficulty</p>	<p>Resources (photocopying) and time Pastoral Support Assistant to deliver – was unable to, due to other commitments.</p>	<p>Mindfulness training undertaken by some staff but not yet rolled out to pupils. Further discussion and planning required. Aspects of metacognition undertaken in PSHE (ABL); pupils responded very positively to sessions.</p>
<p>3.3 Contribution to salary of CEIAG consultant in order to raise awareness of CEIAG Yrs8-11 and ensure no NEETS in Year 11</p>	<p>CEIAG consultant, Careers Co-ordinator, Assistant Head responsible for CEIAG(FNO), all learners, with a particular focus on KS4 disadvantaged learners</p>	<p>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</p>	<p>Once again, evidence will be no NEETS (current in August 2016) – and also further development of CEIAG across school.</p>	<p>£3,500</p>	<p>Sue Glover's contribution to wise choices pupils make excellent; all Year 11 pupils progress onto FE and some to HE</p>

3.4 Bath Spa University Awareness workshops for disadvantaged learners Yr7-9	CEIAG consultant, Careers Co-ordinator, Bath Spa outreach team; Year 7-9 disadvantaged learners	Raising aspirations for disadvantaged learners so myths are dispelled about university and pupils aim higher: this is continued 2016 - 17	Pupils commit themselves to working harder and aiming higher from Year 7; attainment for each disadvantaged learner moves towards parity with all other learners. Year 9 pupils 2017 responded very positively to visit to Bath Spa and it has raised aspirations for several.	(included in total 3.6)£395 for coach and £18 for FSM lunches for Year 9 PP disadvantaged learner trip to Bath Spa University	SFE has already contacted Bath Spa with regard to organising for 2017/18, such is level of engagement of pupils.
3.5 Active Plus workshops for 16 Yr7&8 disadvantaged learners	Active Plus charity, FNO, Yr7&8 disadvantaged learners	Learning of life skills eg teamwork, resilience, adaptability important; Active Plus deliver these with skill. Workshops to be focussed in one term to maximise learning gains	Positive attitude to learning and fewer behaviour points for learners on programme. Better attendance achieved, particularly by Year 7 pupils. Has had long-lasting positive impact on several pupils (HB, LC, BS, for example)	£2,500	This has helped the attendance of some, engaged and encouraged others, led to a more positive attitude to school and learning.
3.6 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.	83% of all PPG learners took part in Work Experience outside of the school environment June 2017 at a wide range of business and other establishments (including a riding school and several primary schools). Learners had to apply individually and were supported by Careers Co-ordinator and Independent Careers advisor	£297	Enabled all pupils to access a WEX placement without concern of admin fee.
3.6 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.	Disadvantaged learners feel empowered to consider going on trips; parents and carers feel supported by the school	£3,395 (this takes into account payment for compulsory trips e.g. GCSE Geography field work and contributions to curriculum enhancing trips)	This has been a successful initiative and has resulted in disadvantaged learners gaining valuable and lifelong opportunities
3.7 Achievement Rewards	Heads of KS3&4	Recognising achievement; motivational.	Disadvantaged learners gain confidence and further understand that hard work brings success	£1,150	This strategy will be further honed and tracked 2017-18. Assistant Head to discuss with Heads of KS3&4.

3.8 Increased attendance of disadvantaged learners, Year 7 - 11	FNO, MST	Continued improvement of attendance of disadvantaged learners as a cohort	A number of outliers affected FSM attendance 2017/18 but much progress has been made (eg BS, Yr. 7 2016/17). PPG attendance above national average.	No cost	Senior Leader employed to take lead on Attendance, Behaviour and Welfare and support work of Pastoral Support Manager. FNO to continue to track/monitor/attend SAMs.
3.9 provision of alternative education for Yr11 pupil	RRI, MST	Offering educational opportunity to pupil	This pupil (SH) is benefitting from more regular attendance at WASP, thus increasing his educational opportunities	£936	
Area of Pupil Premium Grant			Actual Spend (out of allocation of £141, 714)		
Leadership and Management			£29052		
Teaching, Learning and Assessment			£57,653		
Personal Development, Behaviour and Welfare			£32,661		
Total			£119,366		
Contingency			£22,348		

Year 7 Literacy and Numeracy Catch-Up Premium Review 2016 - 2017

The amount allocated for 2016-17 was £31,664 due to a rollover from 2015-16. The post holder left in December 2015 and was not replaced immediately. A second in the English department was appointed May 2016 as Literacy Co-ordinator.

The spending for the Year 7 Literacy and Numeracy Catch-Up Premium was as follows: £8,506.

Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
1.1 Appointment of Literacy TA	English Department, Head teacher, Literacy TA, learners that join St Joseph's below Level 4	The appointment of this TA will focus on supporting the catch-up of Year 7 pupils not achieving floor KS2 standard through a number of intervention strategies	Pupils are able to achieve required standard and then make similar progress to peers in Year 7.	£15,120 (projected)	This did not take place 2016-17 as support was organised and given to learners directly by trained and experienced English teachers through timetabled Literacy lessons for these learners.
1.2 Appointment of Second in English with responsibility for Literacy	English Department, Head teacher, pupils in need of literacy support	The post holder (already appointed) can ensure that all members of English Department are supporting learners and that Literacy TA (to be appointed) is adding value	Training has already taken place so that all members of English Department are able to maximise progress of learners using Accelerated Reader; appointment of TA to aid further development	£4,628	Impact already visible: accelerated reader training has already taken place to maximise pupil outcomes; further development of role to aid progression of pupils clear.
1.3 Accelerated Reader Resources (Renaissance Learning)	Literacy Post-holder, English teachers, TA (when employed) all Year 7 pupils identified as benefitting from programme.	This is a successful and proven programme that ensures that pupils make rapid and sustained progress in reading which will support their overall progress.	Part of the programme is regular and standardised testing, coupled with teacher analysis of pupil attainment and progress. This takes place in English lessons, and complements the Reading Challenge in place for learners that join us with a reading age below their years. Reading Challenge utilises mentors from KS4 to buddy and support Yr 7s.	£2,128	Training took place 2016-2017 so that all English teachers became aware of how to structure Accelerated Reader lessons in order to ensure that all learners made rapid progress.
1.4 Maths Step Workbooks	Maths Department,	Workbooks designed to aid	Pupils using the Maths Step Workbooks are able to make rapid and sustained progress	£400	Maths use a number of very successful strategies (including small group work,

	pupils in need of numeracy support	pupils numeracy skills which are used to help those not making adequate progress			intervention, workbooks) to aid progress – this will continue.
1.5 NPQSL funding	Literacy Post-holder (second in English)	Ensuring that next generation of middle leaders develop and can add further value to school	NPQSL project focussed around literacy, specific to needs of St Joseph's learners.	£950	NPQSL project resulted in significant gains for school for pupils on programme: worthwhile to continue strategy. July 2017: NPQSL project focussed on literacy strategies being written up and findings to be disseminated across school.
1.6 Investment in Nessy programme	Literacy Post-holder (second in English)	Using specifically designed programmes to raise achievement and literacy progress.	EMA to trial with 8E and if engaged and make progress, can be rolled out across other groups. July 2017: 8E made progress with Nessy, discussion EMA/FNO re efficacy of wider cohort.	£400 (50 logons)	
1.7 Further research into potential strategies to raise progress and attainment for those eligible for catch-up	Head of Maths, Literacy Post-holder	Research to be done to investigate further gains to be made for pupils eligible for catch-up	Identification of further needs and investment in different strategies. Discussion with Maths with regard to a Numeracy coordinator.	Time (and future investment)	Further time to be given to discussion of strategies that will support the least able in Maths so that 100% of pupils are at or exceeding target by end of Year 7 (77% in 2016-17)

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

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 projected spending for the Year 7 Literacy and Numeracy Catch-Up Premium is 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	
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)	
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)	

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	
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)	
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)	
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	
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	
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)	
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 Maths so that 100% of pupils are at or	Time (and future investment)	

to raise progress and attainment for those eligible for catch-up		made for pupils eligible for catch-up	exceeding target by end of Year 7 (77% in 2016-17)		
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