



Pupil premium self-evaluation statement

1. Summary information					
School	St Joseph's RC High School				
Academic Year	2018-19	Total PP budget	£133,705 (FSM Ever 6) £900 Service Child £2,300 Post LAC <u>£34,000 LAC</u> £170,905	Date of most recent PP Review	Jan 2014
Total number of pupils	880	Number of pupils eligible for PP	150 17%	Date for next PP Review	February 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 9-4 Basics measure (2017/18)	52%	71.5%
% achieving 9-5 Basics measure (2017/18)	32%	50.1%
% achieving 9-7 Basics measure (2017/18)	3.6%	12.4%
Progress 8 score average (2017/18)	-0.52	0.13
Attainment 8 score average (2017/18)	36.63	49.26

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Weaker literacy skills for PP pupils on arrival at St Joseph's.
B.	Weaker numeracy skills on arrival.
C.	Behaviour, inclusion and exclusion figures are worse for PP pupils in both key stages.
D.	Engagement with the curriculum with lower participation rates in lunchtime / after school activities.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance and punctuality
F.	Parental engagement and support from home for good attendance, completion of HW, support for behaviour policy
G.	Access to ICT facilities to support learning at home

4. Outcomes.		
	<i>Desired outcomes and how will be measured</i>	<i>Success criteria/Impact</i>
A.	Improved performance of PP pupils in Y11 cohort with improved P8 figures.	Improvements in P8 figures for PP pupils with positive destination data for all PP pupils.
B.	Improved resilience in written work. This involves creating a culture from transition through to Y11 where learners are expected to achieve the highest grades. Learners are able to access the skills needed for GCSE success without being disadvantaged through literacy and numeracy barriers. Fewer examples of incomplete work.	PP progress measures for English and Maths element of P8 trending to match that of NPP nationally. Improved homework completion shown on Epraise,
C.	PP students to develop emotional literacy and the language of conflict resolution through nurture, staff supervision, coaching, counselling and a consistent restorative justice approach. Complement with improved Curriculum offer and modified school day to improve engagement in lessons.	Decrease in the number of behaviour incidents in school with reduced fixed term exclusions.
D.	Parents value education and support school by insisting on good attendance and high standards in school. All students have a place in the home or school for private study. Parents demonstrate a work ethic to students and are supportive of measures implemented by the school to support learning.	PP learners attend interventions willingly and improve progress in all subjects. PP parents attend meetings in school and actively seek to support their child getting the most out of the year.

1.	2. Planned expenditure					
Academic year	2018/2019					
The three headings below demonstrate how we will use the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Resources & Cost	When will you review implementation?
1a To ensure in English 'differences' are below national and closing rapidly	Additional staffing within English Department (EF Toolkit + 3 months)	PPG make appropriate progress in line with national	Timetable (specialist teachers in all year groups). PTT/SEQA minutes, RAP focus on curriculum content and challenge. SLT minutes.	RCB Oversight JMo	£46,126 (based on T6 fte)	After each data drop SEQA calendar. S&W Governor meetings.
1b To ensure in Maths 'differences' are below national and closing rapidly	Additional staffing within Maths department (EEF Toolkit + 3 months) Year 11 Form time, P7	PPG make appropriate progress in line with national	Timetable (specialist teachers in all year groups). PTT/ SEQA minutes, RAP focus on Curriculum content and challenge. SLT minutes.	RF Oversight JMo	£46,126 (based on T6 fte)	After each data drop SEQA calendar. S&W Governor meetings.
1c To ensure staff have access to necessary data for PPG pupils to inform strategy and Intervention meetings across Yrs 7 -11	-Data Manager - 3 Data capture points inform Intervention meetings	Data available and used by HoYS and key staff to inform Intervention for PPG. Governors and leadership to be equipped to provide critical challenge.	SEQA /RAP / SLT minutes – scrutiny of validity of forecasts.	LD Oversight HoDs, HoYs, JMo	£6545 (LD 17%)	After each data drop. SEQA minutes to review individual staff forecasts and monitoring the progress of pupil groups.
1d. To ensure wave 1 in class intervention is focused on PP students	PP students are clearly identified on seating plans and mark books	Wave 1 teaching is more effective than intervention. (EF Toolkit + 3 months)	To be a focus in lesson visits as part of the QA system	JMo	Time	Termly report to Governors S&W subcommittee.

1e. To ensure PP students receive appropriate targeted support where needed.	Appoint specialist TA4's in Maths and English to deliver bespoke lessons.	Some PP are failing to access the curriculum and make sufficient progress in the mainstream groups.	Monitoring by Ma & En HoD and reviewed at SEQA	JMo	£5,402	PTT after each data drop.
Cost					£104,199	
Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Resources & Cost	When will you review implementation?
2a. Identify barriers to learning & develop Intervention as required for Y11 pupils in preparation for summer exams (EEF Toolkit + 1 – 5 months)	Strategies drip fed into Y11 assemblies Period 6 timetable: At first highly targeted support, expand Jan months Use of Elevate	Intervention strategies put in place and accessed by the pupil. KPIs demonstrate gap targets on track. Pupils to be equipped with strategies for exam success	Pupil voice, work scrutiny and review impact after each data drop.	JMo/RC	£0 £1,500	After each Year KS4 data drop initially as per Assessment calendar.
2b. To provide support for vulnerable PPG Students in Yrs 7 -11 through short courses to help them access curriculum	Staff of Nurture Room short courses developed on anger management, bereavement, social situations, risk, self respect	Pupils develop strategies to deal with issues and access main stream education	SENCo to co-ordinate & liaise with Student Support officers and Heads of Year.	RH/HoY /MSi/ SSOs	£3,501	After each data drop as per Assessment calendar.

2c. Develop strategies through internal support to provide PPG Students with coping mechanisms (EEF Toolkit + 4 months)	To provide internal counselling/support with emotional/behaviour needs with student support offices and external agencies when needed.	-Strategies developed to cope with emotional and behaviour needs - Pupils back into main stream school after support	HoY to co-ordinate & liaise with Pupil Support and SENCO.	HoY/RH/MSi/SSOs/SENCo	£4015	Year group intervention meetings
2d. Provide a safe nurturing environment for some of our most vulnerable Yr 7 – 11 PPG Students during unstructured time (EEF + 4 months)	To continue to develop the use of the Pastoral Floor at lunchtime.	-Attended by our vulnerable PPG Pupils -Gained confidence level back to main school population at lunchtime	Student Support office to co-ordinate referrals and attendance with HoY.	MSi/RLH/HoY	£4,015	Daily - SENCo.
2e. PP learners have access to paid for activities for free e.g trips/visits. (Department bid pot) The initiative needs careful consideration and should be linked to outcomes which specifically measure impact	Materials and resources to fully achieve target grades at KS4 Provision Map updated Requests and targeted funds evaluated for impact following data captures.	KPIs maintained Necessary resources available Evaluation records completed and analysed	Scrutinise requests for funding with clear proposed impact.	HODs/MSi/KWD	£15,000	Centralised bid request system implemented. To be reviewed with School Business Manager monthly.
2f. Use of 2 Student Support officers	Develop Student Support Team	Staff in place and assigned to year group to provide strategi and reactive support for PP learners when needed. Also, available to forge better Home/school communication	Appraisal/line management process.	TMC KWD/ MSi	£9,001	Mid and end of appraisal / line management cycle. Internal review meetings.

2g. To initiate a Raising Aspirations programme for PPG pupils with Local Universities	D Hancock – Universities. Bolton School visits etc Bright house Meeting. Civil Servants – H Freeman	Programme in place PPG pupils engagement	Monitor allocation of pupils to attend, ensuring compliance with desired audience.	DH/HoYS	£3,557	Completion of Evolve forms.
2h. To provide PPG pupils with e-resources for use at home to support independent learning & homework	To include a strand of ICT plan 2018- 2020. Develop ICT resources on Web Site. Evolve to deliver Workshops supporting year 11.	Resources available for PPG pupils Delivery of sessions at appropriate times.		JMo	£500	Termly as part of whole school ICT review meetings.
2i. To explore alternative provision placements for PPG pupils as appropriate	D Hancock to liaise with local businesses. D Buchanan to source possible placements	Appropriate placements attended by PPG pupil(s)	Formal request to be made to SLT for individual alternative provision, with clear risk assessment (outcomes /pathways) reviews.	MSi /SSOs	£5,084	SLT meeting / curriculum modification requests
2j. Targeted support for literacy and numeracy PPG cohorts	Appropriate students receive numeracy and literacy intervention and catch up through TA4 intervention AV and AW. RLH + HoYs to coordinate.	100% of targeted pupils access provision and gaps close	Monitor impact after each data drop – JMo/AV	JMo,RLH,RF,RC	£5,741	After each Data drop.
2k. Rationalise the curriculum in year 11 for some PP pupils.	Some PP pupils to take 7 or 8 GCSEs and extra support given for Maths and English by specialist teachers.	Less time pressure due to 1 less GCSE to be taken. More teacher time with specialist core subject teachers. Greater chance of successful destination data.	Reviewed entry list with Ma & En HoDs, HofY and SENCO. Monitor impact and cohort each half term.	JMo/RC/MFS	£16,091 15 extra Ma and En lessons per week	Half termly.

2L. To improve attendance rates for PP students.	Ensure that attendance staff monitor closely at risk pupil premium pupils using home visit and supplying taxis if needed to improve attendance.	Pupils with higher attendance rates make better progress.	Provide external training for the attendance team.	MJS	£500	Review impact following training.
Cost					£68505	
Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Resources & Cost	When will you review implementation?
3a. Engage PPG parents in school based activities (EEF Toolkit + 3months)	Phone calls to all PP Parents about Careers/Parents Evening, Revision Sessions & transportation offered to and from venue KS4 Pupil & parental Learning Evenings	100% attendance of PPG Students	Head of year to monitor attendance & follow up with absences at key events to ensure information disseminated. Whole cohort events : information to be made available on school website.	MSi	£500	Evaluation of events post event.
3b Implementation of wider range of accredited courses.	1 year bursary, if appropriate, to new course leader. External referencing and validation required pre-course start date. Train staff on specific requirements of BTEC type courses.	Secure pupil engagement and outcomes. High quality delivery of appropriate materials	In-school monitoring processes, external validation of Scheme of Learning and teacher judgements. Include in SEQA agendas	HH/JMo	£1,500 £1000 Training costs	Options deadline for return of forms to assess viability of offer.

3c Include PP in student voice lunch consultation exercises.	School to become more responsive to the needs of PP individual students	Summaries of student voice consultations	Include in SEQA programme.	KWD	£500	Report termly to S&W subcommittee.
3d Develop Assertive Mentoring programme focused on PP students.	Award TLR3 to enable monitoring.	Targeted interventions are effective (EEF Toolkit + 1 – 3 months	Targeted intervention with monitorable start and end points.	JMo/PA	£1,500	Part of SEQA system.
3e Involve PP students in the wider life of the school.	Improve extra curricula offer with Bucket List activities		Monitor uptake of Activities by PP students.	MFS	£500	Termly review of Bucket List.
3f Encourage PP students to engage in learning outside the classroom and incentivise school attendance.	Purchase of revision booklets	Allow PP students access to resources outside of school.	Include as part of department SEF.	MFS	£1,500	SEFs fed back to S&W subcommittee.
3g Careers Advice for PP learners	Targeted Careers advice – internal to allow for PP referrals to be made with access to Industry links.	Raise aspirations for PP learners	Careers advisors log	DH	£1000	Report to Govs.
3j Refocus outlook from headline data to individual PP student.	Delivery renewed approach at staff INSETs and Tuesday night meeting.	Current Headline data approach is not producing sufficiently rapid improvement.	Monitor though lesson visits.	JMo/HoD	£0	Termly Governor Scrutiny Group meetings.
Cost					£7,500	
Overall budgeted cost					£180,204	

3. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1a To ensure in English 'differences' are below national and closing rapidly	Additional staffing within English Department (EF Toolkit + 3 months) Year 11 Form time, P7	Although there were some examples of individual PP pupils attaining better than expected the differences are still not below national for English Language and the P8 gap between PP and All was -0.22 for English.	Insufficient impact. The extra staffing was intended to reduce split classes, increasing accountability and Quality First Teaching. The appointment of a new HofD at Christmas and their subsequent resignation leading to a new HofD from September 2018 and 3 other staff changes in the department during the year means that it is difficult to make a correlation between PP outcomes and the effects of the extra staffing. Current staffing is felt to be stable and it is anticipated that this will result in greater impact this year. Split classes were removed at KS4 removed though the above staffing changes subsequently had an impact. Accountability is now much clearer than previously and monitoring of T&L shows improvement on last year. However further consideration needs to be given to the monitoring of groupings of PP pupils within the English setting arrangements.	£43,294
1b To ensure in Maths 'differences' are below national and closing rapidly	Additional staffing within Maths department (EEF Toolkit + 3 months) Year 11 Form time, P7	Although there were some examples of individual PP pupils attaining better than expected the differences are still not below national for Mathematics. The P8 gap was positive for PP pupils with +0.18 compared to All Pupils.	Insufficient impact. The extra staffing was intended to reduce the need for split classes, increasing accountability and allowing for greater level of intervention teaching. However, staff absence meant that additional staffing was used to limit the impact of absence and create consistency for learners. While PP pupils made better progress than Non-PP, this is still negative and needs to improve.	£43,294

1c To ensure staff have access to necessary data for PPG pupils to inform strategy and Intervention meetings across Yrs 7 -11	-Data Manager - 3 Data capture points inform Intervention meetings	Although this data is now readily available for staff on SMID and SISRA the HoD analysis sheet has been redesigned so that pupil premium gaps are followed up with target groups.	All staff now have PP learners identified on their seating plans with quality first teaching strategies in place – e.g. mark PP books first etc. this was evidenced in the good and better lessons visited last year but needs to be embedded consistently in the practice of all teachers. This is to be a focus of lesson visits this year and subsequent CPDF.	£5,708
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
2a. Identify barriers to learning & develop Intervention as required for Y11 pupils in preparation for summer exams (EEF Toolkit + 1 – 5 months)	One to one and small group teacher mentoring via internal boosters. Period 7 timetable review provision. Elevate: resilience and preparation for exams	The most effective small group teaching was where the class teacher and intervention teacher spent time to ensure that the intervention was specific and focused on the students gaps.	The P7 interventions were started very early (September 2017) and attempted to intervene with too many pupils. Later attendance by targeted pupils was not optimal and the system for ensuring attendance by the pupils in most subjects need requires refining. More effective use needs making of home/school support/contact and consequence for non-attendance. Interventions will be explicitly targeted at the relevant cohort of pupils. Tracking data will be collected to show the attainment start and end points of the pupils receiving intervention in order to measure its effectiveness. This is particularly true of the 1 to 1 interventions done at department level and will be a focus this year.	£20,949
2b. To provide support for vulnerable PPG Students in Yrs 7 - 11 through short courses to help them access curriculum	Staff of Nurture Room short courses developed on anger management, bereavement, social situations, risk, self-respect	Although a number of the sessions did occur and some can show an improvement in behaviour the effects on progress are not clearly evident.	Consideration needs to be made on a pupil by pupil basis, and tailored support offered. This will be recorded on a more comprehensive provision map to make support more strategic rather than ad hoc in crisis moments.	£3,339

<p>2c. Develop strategies through internal support to provide PPG Students with coping mechanisms (EEF Toolkit + 4 monts)</p>	<p>To provide internal counselling/support with emotional/behaviour needs with student support offices and external agencies when needed.</p>	<p>An extensive programme of the sessions did occur and some can show pastoral, social and emotional improvements, however the effects on progress are not always clearly evident.</p>	<p>Students need to be targeted earlier on in their school life to prevent issues escalating.</p>	<p>£4,099</p>
<p>2d. Provide a safe nurturing environment for some of our most vulnerable Yr 7 – 11 PPG Students during unstructured time (EEF Toolkit + 4 months)</p>	<p>To continue to develop the use of the lunchtime St Anthony's club.</p>	<p>Uptake of this was mainly by lower school pupils. The feedback from pupils using this has been very positive and the number of incidences at lunch time have decreased.</p>	<p>This provision will be moved to the pastoral floor to avoid the need to take the most vulnerable PP students off site.</p>	<p>£624</p>

<p>2e. Targeted extra funding for Pupil Premium to be further explored in line with the School's recent Pupil Premium policy procedures which support the possibility of departments bidding for extra departmental funding for Pupil Premium intervention. The initiative needs careful consideration and should be linked to outcomes which specifically measure impact</p>	<p>HOD's to complete PPG support requests form</p> <p>All requests considered by the Pupil Premium Panel</p> <p>Materials and resources to fully achieve target grades at KS4</p> <p>Provision Map updated</p> <p>Requests and targeted funds evaluated for impact following data captures</p>	<p>There was effective uptake of this resource (£9,300) and allowed PP students access to costly resources, e.g. revision packs, on line packages or educational visits. This helped create aspiration in the minds of PP learners.</p>	<p>The system for bidding for funds needs refining, the form made simpler but more relevant allowing the impact of any intervention to be more easily measureable.</p>	<p>£9,300</p>
<p>2f. To create 2 additional Student Support officers</p>	<p>Develop Student Support Team</p>	<p>In place - highly effective in ensuring rapid response to issues within the classroom, reducing loss of learning time for all pupils.</p>	<p>Data needs collating to review the amount of time they are dealing specifically with PP pupils. SSO to be more proactive in pre-empting problems, and tackling attendance on a daily basis. Focus on home-school communication.</p>	<p>£8,987</p>
<p>2g. To initiate a Raising Aspirations programme for PPG pupils with Local Universities</p>	<p>D Hancock – Universities. Bolton School visits etc Bright house Meeting. Civil Servants – H Freeman</p>	<p>PP NEET figures are good for 2018 with 100% of PP students being in EET. This compares well to National.</p>	<p>Current approaches and focus via Connections and DHK need to be maintained. Further develop links with FE providers and employers and use Gatsby benchmark to evaluate and guide our provision.</p>	<p>£9,036</p>

2h. To provide PPG pupils with e-resources for use at home to support independent learning & homework	To include a strand of ICT plan 2018- 2020. Develop ICT resources on Web Site. Evolve to deliver Workshops supporting year 11.	Some use was made of providing pupils with school laptops. Website not used as a portal but ePraise was and differentiated work was uploaded.	ePraise resources need to be specifically targeted at PP pupils gaps. Use of 365 software downloads for PP pupils will be investigated and developed where appropriate.	£0
2i. To explore alternative provision placements for PPG pupils as appropriate	D Hancock to liaise with local businesses to source possible placements	A number of extended work placements were arranged targeted at PP pupils. Work based placements engaged students and led to post 16 placements.	Data needs to be collected and analysed to show the effectiveness of these work placement, particularly on progress in their other subjects following a reduction in timetable. Earlier intervention should be considered to engage students and reduce the need for exclusions. Current links with employers need to be maintained and new employers found and certified.	£8,186
2j. Targeted support for literacy and numeracy PPG cohorts	To ensure appropriate cohorts receive numeracy and literacy intervention and catch up. KW to have oversight, RH + MOLs to coordinate.	There was numeracy and Literacy Intervention but mainly at KS3.	Extend the capacity for targeted support in literacy and numeracy but create greater links between classroom teacher and TA4 by placing TA4s in the maths and English department. HoDs to ensure that supported is targeted to fill gaps and ensure that impact is measured so that intervention groups can be fluid.	£1,056
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>3a Challenge from Governors needs to be further evidence in the minutes of the meetings</p>	<p>Governor Pupil Premium Champions to attend all PPG Panel Meetings (BC/PJ) Level of Governor questioning to be raised and recorded at committee meetings</p>	<p>Two Governor Pupil Premium Champions were agreed (PJ and BC).</p> <p>There is evidence of governor scrutiny via committee meetings minutes.</p>	<p>Scrutiny is to take place via the governors SPF committee meetings with reports listing quantifiable data show impact of intervention on PP progress. Also to schedule Governor scrutiny meetings for Y11 data.</p>	<p>Time</p>
<p>3b. Consideration of a more robust system of holding middle leaders to account</p>	<p>Appraisal objective 2 ensures that the outcomes of PP pupils must be in line with their peers nationally, given relative start points. (class teacher/ HOD for dpt/SLT – link areas)</p> <p>PTT meetings & GCSE outcomes meetings include specific focus on PPG gap analysis & intervention</p>	<p>PPG were identified in the data provided for PTT meetings and meetings clearly show that middle leaders were held to account for the PPG progress, however this did not produce sufficient impact for the 2018 outcomes.</p>	<p>Summaries of discussions from PTT meetings are to be a focus at the Governor Scrutiny Group meetings. Governors to ask specifically about PP strategies. Training to be held for all staff in September 18 to identify the barriers for PP learners and the type of strategies that work as part of quality first teaching.</p>	<p>Time</p>

<p>3c. Engage PPG parents in school based activities (EEF Toolkit + 3months)</p>	<p>Phone calls to all PP Parents about Careers/Parents Evening, Revision Sessions & transportation offered to and from venue</p> <p>KS4 Pupil & parental Learning Evenings</p>	<p>Phones calls home did occur and some PP pupils attended events who would not have otherwise.</p>	<p>Continue using SSO to increase the effectiveness of Home School communication.</p>	<p>£300 estimate</p>
<p>3d. Termly report/Impact Statements to Governors</p>	<p>Governors to be informed of the progress, attendance, punctuality, exclusions of disadvantaged pupils explicitly at termly panel meetings. Data booklet to include analysis compared to peers.</p>	<p>Governors were presented with this data at the S&W subcommittee meetings and there is growing evidence of challenge at those meetings.</p>	<p>Data to now by presented to the S&W subcommittee a week before each meeting so that focused questioning by the Governors can occur at the meeting with an emphasis on value for money.</p>	<p>Time</p>
<p>3e Implementation of wider range of accredited courses.</p>	<p>1 year bursary, if appropriate, to new course leader.</p> <p>External referencing and validation required pre-course start date.</p>	<p>A new accessible GCSE equivalent course was introduced in H&SC. Time was given for training prior to the introduction of the courses.</p>	<p>Both years had high PP pupil uptake - over twice the school rate. Will need to monitor progress each data drop to show impact.</p>	<p>Time</p>

Strategies for Diminishing the difference – a brief overview

St Joseph's is a Roman Catholic comprehensive school with approximately 17% of pupils being eligible for the Pupil Premium funding. No single intervention provides a complete solution to the complex educational needs of any child and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed. The key to narrowing the difference between the highest and lowest achieving pupils is careful and thorough monitoring/tracking of pupil attainment and progress.

Types of pupil premium learners and the barriers.

At St Joseph's there are 150 pupil premium learners and although they are all unique and there are exceptions they broadly fall into three different categories;

1. Those from aspirational families who have been unfortunate to be out of work for a short period of time in the last 6 years or those from low income families with a good work ethic who see education as a way to a better life. These students are usually the easiest group to make progress with. They have role models at home who go out to work and demonstrate a good work ethic. We are mindful that we need to continue to build this group's resilience and need to be careful in the use of pupil premium spending.
2. EAL pupil premium. In the main these students come from aspirational backgrounds many of whose families have come to England to seek work. They therefore often have a good work ethic and come from cultures that value education. The key to overcoming barriers to this group is encouraging quick language acquisition and then supporting progress.
3. Learners from backgrounds with generational unemployment and low aspiration. These students present the biggest barriers and will be the priority for us to overcome.

Barriers for PP group 3	Strategy
Limited life experience – many may not have experienced life outside of Bolton. The National Trust middle class concept of '50 things to do before you are 11 3/4' has never been on their agenda.	Take students to see the world around them through trips such as PGL trips, Reward trips, Fieldtrips, retreats, theatre visits, meetings with the Mayor etc. where such trips are being run monitoring for PPG uptake needs to take place.
Generations may not have valued education and in some cases are 'anti-establishment.' For example, this might manifest itself with parents supporting their child wearing expensive footwear that does not meet school policy. Attendance at school is not seen as being important.	'Common sense policies' such as an affordable safe and smart uniform policy. Attendance officer to work with communities. Parents invited to see the possibilities for a brighter future and realise their children's potential.
Parents often did not like school and do not have any experience of the fact that education can be the key to a better future.	Aspirational trips to Cambridge university, Year 10 mentoring programme and Y8&9 'where next?' university visits. Facebook used to show the engaging opportunities in school today. Parents invited to celebration assemblies and welcomed with refreshments.
Deferred gratification is not the norm. They 'live for today' and see no need to plan for 'tomorrow.' Some parents do not have a bank account.	Whole school resilience campaign. Representatives from banks to show students the importance and ease of a bank account (Curriculum Enrichment Day)
Families may not eat together and may not have a culture of social eating.	Model dining in school with state of the art dining facilities. Achievement breakfast as an incentive for good punctuality.

There is often no desk or table for a child to complete HW.	Homework club and a 'common sense' policy approach to incomplete Home learning with a 'pre-empt stage'
Parents sometimes do not have the verbal reasoning to be able to resolve problems and the only response the young people witness is 'fight or flight.' Parents and carers often model this behaviour by demanding to see staff at short notice in a confrontational way.	Expectations about conducting all communication with school in accordance with our values made explicit at all parents evenings and at one to one meetings when necessary. Where a child has failed to meet our expectations e.g. in the case of violence, parental meetings make our values explicit and parents are asked to support us in any sanction. Restorative justice used to deepen understanding.

The challenge for these learners is to overcome and reverse perceptions of 'failure' in education, to teach them resilience and show them new horizons. Much of our work needs to raise aspiration but also show the importance of 'delayed' gratification. These are the hardest type of learners to diminish the difference with but our Catholic Christian ethos is the impetus for improving these young people's lives for the better. In short, our use of PP funding seeks to show these learners that education opens up a better future and the feeling of educational success is the route to sustained happiness and fulfilment.

At St Joseph's we track our PP learners through regular data collections measuring progress followed by a raising achievement meeting, involving team leaders and relevant senior leaders. This tracking then informs effective interventions. Interventions come in a variety of forms but must be specific to the needs of the pupil/group of pupils and not simply generic strategies. Examples of such strategies at St Joseph's include: the creation of additional maths and English intervention tutor groups for Y11 so that these learners can receive a 'little and often approach' in addition to their normal teaching; the creation of a Y11 Assertive Mentoring programme which is designed to motivate and inspire reluctant learners who are underachieving and/or show a poor attitude to learning; Level 4 TA support in maths and English allowing for bespoke one-to-one support for those learners who need additional support in all years; industry mentoring programme in Y9 and 10 to help learners see the link between their studies and future career; Cambridge aspirational visit to inspire Y11 learners to work towards the highest grades. Every teacher has a heightened awareness of the need to create a parity in achievement between pupil premium learners and others. PP learners are highlighted on seating plans and teachers analyse their performance compared to that of NPP learners nationally after each data drop. Intervention is planned for any learner not making expected progress. HoD monitor and track PP learners within the department and develop intervention to address under achievement.

We also know that for pupils to succeed attendance is critical. Improving and maintaining attendance has been a fundamental part of improving standards at St Joseph's. For this reason some of our funds have been dedicated to employing specialised staff with responsibilities to monitor attendance, and develop strategies to work with families to improve attendance.

The most effective strategy for improvement is ensuring quality first teaching. Moving forward our aspirational curriculum for year 9 onwards is designed to enable all learners complete an Ebac qualification. PP learners are encouraged to take part in the Arts with funding used to support PP students learning an instrument. The school's CPD programme, IRIS connect development tool, coaching model and St Joseph's SEQA system are not funded directly through PP, but will all have a major impact in improving achievement and life chances of PP learners.