



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 internal review of strategy	Autumn 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)	50%	76.6%
% achieving 9-5 Basics measure (2017/18)	28.6%	46.7%
% achieving 9-7 Basics measure (2017/18)	3.6%	12.4%
Progress 8 score average (2017/18)	-0.48	-0.32
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.	Staff consistency and expectations to focus on building resilience & independence. Revised whole school behaviour policy to address inconsistencies and aim to address an inability to delay gratification, manifesting itself in poor attendance from some PP learners and giving up when the 'going gets tough'. The need to develop tenacity and a culture of hard work for PP is a focus for 2018-19.
B.	Literacy and numeracy skills for high prior attaining learners are not embedded sufficiently enough to survive the transition process and continue to work at a high level. Curriculum remodelled this year with a stretch group containing a number of Pupil Premium pupils and setting for English and Maths based on relevant KS2 score. The aim is to achieve an aspirational curriculum to which all can aspire to achieve their best. Expectations and outcomes of pupils, groups and sets/classes to be reviewed at each data drop and after year 7 benchmarking to monitor the level of challenge accessed by pupils.
C.	For a number of learners, low levels of emotional resilience means that behaviour in and out of class is, at times, poor and also conflict resolution is primitive meaning that exclusion rates are higher for PP learners. The school has now implemented both a restorative justice system aimed at addressing many such issues with a consistent behaviour management system, and also bespoke behaviour modification programmes for some individuals.

D.	Engagement with the Curriculum. The school offer is now expanding from the relatively traditional GCSE offer, aiming to ensure access to qualifications that are more in line with national entry patterns for all abilities of learners. The bucket list opportunities are intended to 'give students a reason to turn up' create a sense of belonging and something that we are doing for them.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Generational lack of value for education and trust in 'the school establishment' means little support from home for good attendance, completion of HW, modelling of effective conflict resolution and support for Restorative Justice, modelling of a work ethic and developing oracy in the family setting.
F.	Addiction to mobile technology and inappropriate online behaviour – e.g. mobile phone in bedroom at night. This results in irregular sleep patterns, hence poor punctuality and emotional resilience.
G.	For a small number of learners addiction to drugs causes irrational behaviour that is not conducive to good behaviour for learning.
H.	Transient nature of a proportion of affected pupils, with some having transitioned, in year, from a number of previous institutions and with increasingly complex needs.

4. Outcomes.		
	<i>Desired outcomes and how will be measured</i>	<i>Success criteria/Impact</i>
A.	PP learners' improved attendance. More engagement particularly in the ability to overcome challenges – e.g. maths and science.	Improved homework hand in rate shown on Epraise, Improved attendance, Improved number of PP learners reaching their target grades in all subjects. Progress 8 for PP to equal that of NPP nationally.
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 where the student gave up or was insufficiently challenged.	PP progress measures for English and Maths element of P8 trending to match that of NPP nationally.
C.	Through nurture, coaching, counselling and a consistent restorative justice approach students to develop emotional literacy and the language of conflict resolution so that there are fewer incidence of violence. Complement with improved Curriculum offer and modified school day to improve engagement in lessons and reduce unstructured time.	Decrease in the number of violent incidents in school and out of school, hence reduced fixed term exclusions and need for punitive sanctions.
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.
E.	Mobile technology, use of Epraise and social media will be a positive force enabling students to make further progress without serving as a distraction to sleep or studies.	Fewer instances of social media damaging emotional resilience of students. All parents to be clear on the dangers of using technologies and follow advice – e.g. no mobiles in bedroom at night. Students to sleep better and become more emotionally resilient. This will result in fewer 'call outs' and more positive outcomes from conflict resolution.

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.						
i.	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) 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.	RCB Oversight JMo	£46,126 (based on T6 fte)	After each data drop (see calendar). In 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 (see calendar). In 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 S7W 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.
Total budgeted cost					£104,199	
ii.	iii. 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)	One to one and small group teacher mentoring via internal boosters. Period 6 timetable: At first highly targeted support, expand Jan 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.	RF/AH	£16,116 £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 Year 11 data drop as per Assessment calendar.

2c. Develop strategies through internal support to provide PPG Students with coping mechanisms (EEF Toolkit + 4 monts)	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		Year group RAP meetings 3 times p.a
2d. Provide a safe nurturing environment for some of our most vulnerable Yr 7 – 11 PPG Students during unstructured time (EEF Toolkit + 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	£4,015	Daily - SENCo. RAP meetings with HoYs 3 times p.a.
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	HOD's to complete PPG support requests form All requests considered by MGM 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/KWD	£15,000 £2,511	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	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.		MGM/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	To ensure appropriate cohorts receive numeracy and literacy intervention and catch up. RLH + HoYs to coordinate.	100% of targeted pupils access provision and gaps close	Monitor impact after each data drop – JMo/AV	JMo, ,RLH,RF	£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.	Reviewed entry list with Ma & En HoDs, HofY and SENCO. Monitor impact and cohort each half term.	MGM	£16,091	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.
Total budgeted cost					£83,117	
iv.	v. 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 Challenge from Governors needs to be further evidence in the minutes of the meetings	Level of Governor questioning to be raised and recorded at committee meetings. A Governors PP Scrutiny Group needs establishing	Minutes of meetings. Minutes of meetings	Data and school position to be presented in a clear, unambiguous manner. Calendared termly meetings	MGM MGM	£11195	At FPS subcommittee.
3b. Consideration of a more robust system of holding middle leaders to account	Appraisal objective 1 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) PTT meetings & GCSE outcomes meetings include specific focus	Appraisal Objective Outcomes Outcomes Meeting Minutes PTT Minutes	Staff INSET Benchmark target outcomes in line with national for pupils with similar start points in line with FFT20 or greater. Mid-term review	TMC SLT link	£211 Time Time	March 19 and September 19 Reviews for appraisal.

	on PPG gap analysis & intervention Holding to account 'the St Joseph's Way' document			HOD		Termly Governor Scrutiny Group meetings.
3c. 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/MGM	£500 £1000	Evaluation of events post event.
3d. Termly report/Impact Statements to Governors	Governors to be informed of the progress, attendance, punctuality, exclusions of disadvantaged pupils explicitly at termly committee meetings. Data booklet to include analysis compared to peers.	Governors informed at a deeper level. Monitor impact to inform intervention after each data point.	Evidence of challenge from Governors in minutes. Evidence of further action where impact not delivered.	MSi/MGM	£9,350 Time	Termly SPF minutes. Termly RAP meetings with HoY/SENCo.
3e 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	MGM	£1,500 £3,390 £1000 Training costs	Options deadline for return of forms to assess viability of offer.

3f 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.
3g 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	£1,500	Part of SEQA system.
3h 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.	MGM	£500	Termly review of Bucket List.
3i Encourage PP student to engage in learning outside the classroom.	Purchase of revision booklets	Allow PP students access to resources outside of school.	Include as part of department SEF.	MGM	£1,500	SEFs fed back to S&W subcommittee.
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.	MGM	£355	Termly Governor Scrutiny Group meetings.
.Total budgeted cost					£22,501	
.Overall budgeted cost					£209,817	

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 gap increased to 2.26 for English.	This implies that where some effect can be seen it is not sufficient. The extra staffing was intend to remove the need for split classes, increasing accountability and Quality First Teaching. The appointment of a new HofD at Christmas are 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

<p>1b To ensure in Maths 'differences' are below national and closing rapidly</p>	<p>Additional staffing within Maths department (EEF Toolkit + 3 months) Year 11 Form time, P7</p>	<p>Although there were some examples of individual PP pupils attaining better than expected the differences are still not below national for Mathematics and the gap increased to 2.01 for Maths.</p>	<p>This implies that where some effect can be seen it is not sufficient. The extra staffing was intend to remove the need for split classes, increasing accountability and Quality First Teaching. Split classes were removed in upper school although last minuet staffing changes led to some split classes in lower school. Accountability is now clear. However 4 staff changes in the department during the year and the appointment of a new HofD from September 2018, means that it is difficult to make a reliable 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.</p>	<p>£43,294</p>
<p>1c To ensure staff have access to necessary data for PPG pupils to inform strategy and Intervention meetings across Yrs 7 -11</p>	<p>-Data Manager - 3 Data capture points inform Intervention meetings</p>	<p>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.</p>	<p>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 is still not embedded consistently in the practice of all teachers. This is to be a focus of lesson visits this year and subsequent CPDF.</p>	<p>£5,708</p>

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)	<p>One to one and small group teacher mentoring via internal boosters.</p> <p>Period 7 timetable review provision.</p> <p>Elevate: resilience and preparation for exams</p>	<p>The recent trend of a year on year increase in the progress gap between PP and non PP was continued in 2018. Although the aim of this strategy is to narrow the gap the rate of change is not sufficient.</p> <p>Some use was made of Elevate assemblies but it is hard to quantify impact.</p>	<p>The P7 interventions were started very early (September 2017) and where not targeted at first. Later attendance by targeted pupils was not optimal and the system for ensuring attendance by the pupils in most need requires refining. More effective use needs making of home/school support/contact and consequence for non-attendance. Interventions need to be explicitly targeted at the relevant cohort of pupils. Tracking data needs collecting 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 this needs to be a focus this year.</p> <p>When using external resources quantify start and end progress points where possible.</p>	£20,949
2b. To provide support for vulnerable PPG Students in Yrs 7 - 11 through short courses to help them access curriculum	<p>Staff of Nurture Room short courses developed on anger management, bereavement, social situations, risk, self-respect</p>	<p>Although a number of the sessions did occur and some can show an improvement in behaviour the effects on progress are not clearly evident.</p>	<p>The choice of pupils receiving such support was a result of 'crisis' situations occurring. Consideration needs to be made on a pupil by pupil basis, and tailored support offered – ideally before a crisis occurs. There needs to be a consideration of a pupils PP status at Pastoral reviews and where possible the progress start and end points of each intervention need recording and analysing.</p>	£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>The choice of pupils receiving such support was pastorally driven. There needs to be a consideration of a pupils PP status at Pastoral reviews and where possible the progress start and end points of each intervention need recording and analysing.</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 and so will have had little effect on 2018 outcomes. However the feedback from pupils using this has been very positive and as they get older and move into GCSE studies it should have a greater impact on outcomes.</p>	<p>Pupils were allowed to opt in to this provision. There needs to be a more active approach to ensuring older pupils who would benefit from it are directed to it. Consideration of PP status needs to be a factor in this and where possible the progress start and end points of each intervention need recording and analysing. St Anthony's is not currently used a Pastoral resource and the Pastoral Floor has been redeveloped to provide facilities there. This needs reviewing each term to ensure that it is meeting the needs of the pupils and staff.</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) but it was not consistent across all departments. It is also not clear how much effect on PP progress each individual funding request resulted in.</p>	<p>The system for bidding for funds needs refining, the form making simpler but more relevant allowing the impact of any intervention to be more easily measurable.</p> <p>A review need to occur each term and be shared with the governor scrutiny group.</p>	<p>£13,792</p>
<p>2f. To create 2 additional Student Support officers</p>	<p>Develop Student Support Team</p>	<p>This has occurred and they have 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. Consideration need given as to how best to analyse the benefits to other PP pupils in a class where loss of learning time has been effected by the response of the Student support officers.</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 all PP students being in EET. This compares well to National.</p>	<p>Current approaches and focus via Connections and DNK need to be maintained. As do links with FE providers and employers.</p>	<p>£9,036</p>

<p>2h. To provide PPG pupils with e-resources for use at home to support independent learning & homework</p>	<p>To include a strand of ICT plan 2018- 2020. Develop ICT resources on Web Site. Evolve to deliver Workshops supporting year 11.</p>	<p>Some use was made of providing pupils with school laptops but the ICT plan was already agreed and no direct strand was included. Website not used as a portal but ePraise was and differentiated work was uploaded.</p>	<p>ICT plan to include specific provision for PP. ePraise resources need to be specifically targeted at PP pupils. Use of 365 software downloads for PP pupils needs to be investigated and developed where appropriate.</p>	<p>£0</p>
<p>2i. To explore alternative provision placements for PPG pupils as appropriate</p>	<p>D Hancock to liaise with local businesses D Buchanan to source possible placements</p>	<p>A number of extended work placements were arranged targeted at PP pupils. No direct measurement was made of the impact on outcomes for the individual PP pupils and for those then in smaller targeted groups.</p>	<p>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.</p> <p>Current links with employers need to be maintained and new employers found and certified.</p>	<p>£8,186</p>
<p>2j. Targeted support for literacy and numeracy PPG cohorts</p>	<p>To ensure appropriate cohorts receive numeracy and literacy intervention and catch up. KW to have oversight, RH + MOLs to coordinate.</p>	<p>There was numeracy and Literacy Intervention but mainly at KS3. Most at KS4 was delivered through Booster classes but evidence of impact was not recorded systematically.</p>	<p>Interventions did take place but there is no evidence of regular reviews of impact. This needs to happen systemically this year using progress data at the start and end points to show impact.</p>	<p>£1,056</p>

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
3a Challenge from Governors needs to be further evidence in the minutes of the meetings	Governor Pupil Premium Champions to attend all PPG Panel Meetings (BC/PJ) Level of Governor questioning to be raised and recorded at committee meetings	Two Governor Pupil Premium Champions were agreed (PJ and BC) but there is no record of the PPG Panel Meetings. There is evidence of governor scrutiny via committee meetings minutes.	Scrutiny is to take place via the governors SPF committee meetings with reports listing quantifiable data show impact of intervention on PP pupils' progress. A Governors Pupil Premium Scrutiny group needs establishing. Termly meetings need to occur.	Time
3b. Consideration of a more robust system of holding middle leaders to account	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) PTT meetings & GCSE outcomes meetings include specific focus on PPG gap analysis & intervention Holding to account 'the St Joseph's Way' document	The Appraisal Objective #2 did cover this, resulting in most eligible staff not being entitled to pay progression this cycle. 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.	It is to become Appraisal Objective #1 this year. Summaries of discussions from PTT meetings are to be a focus at the termly Governor Scrutiny Group meetings.	Time

<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>Quantifiable records need keeping to show number phone calls made and the number of PP pupils who attended events as a result.</p> <p>A data collection from needs producing and systemic analysis needs making after each event.</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 some evidence of challenge at those meetings.</p>	<p>Data to now by presented to the FPS 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 but no bursary was awarded. Instead 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 they 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. For example, providing ingredients for these students in food technology would not nurture the type of independence we are trying to encourage and so could be counterproductive.
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. This accounts for 1 learner in 2017-18.
3. White learners (usually boys) 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.

<p>Generation after generation have not 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.</p>	<p>'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.</p>
<p>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.</p>	<p>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.</p>
<p>Deferred gratification is not part of their culture. They 'live for today' and see no need to plan for 'tomorrow.' Some parents do not have a bank account.</p>	<p>Whole school resilience campaign. Representatives from Banks to show students the importance and ease of a bank account (Curriculum Enrichment Day)</p>
<p>Families may not eat together and may not have a dining table.</p>	<p>Model dining in school with state of the art dining facilities. Achievement breakfast as an incentive for good punctuality.</p>
<p>There is often no desk or table for a child to complete HW.</p>	<p>Homework club and a 'common sense' policy approach to incomplete Homelearning with a 'preempt stage'</p>
<p>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.</p>	<p>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.</p>

The challenge for these learners is to overcome and reverse the generations 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 way SEQA system are not funded directly through PP, but will all have a major impact in improving achievement and life chances of PP learners.