

Making school more affordable

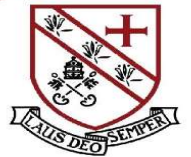
Background:

- Catholic Value of Dignity but without being patronising
- Reinforcement to colleagues that anyone could find themselves in a tricky financial situation but that doesn't affect their aspirations
- Focus on Quality First Teaching and high expectations.
- Making sure the funding offers are there but 'invisible'
- Moving **from** label-led **to** learning-led
- Every child needs a champion!



What have we put in place at SJCC?

- Breakfast club runs through the canteen - £3 per day is added to cards.
- We have added a separate email address for parents pp@stjosephscollege.net meaning that parents can access support efficiently.
- PSA uses Shoe Aid and we have set up a cupboard that will have uniform donations from students at the end of the year.
- Remove barriers to students getting to school by organising bus passes, bikes, helmets. We have also worked with different families in need to provide an air fryer, microwave and washing machine.
- Laptops/alarm clocks
- All students in yr 10 and 11 receive revision guides for all subjects on loan. This was initially bought with catch-up funding and students return them after their exams. Any missing are topped up.
- Art packs for yr 10 – setting up so that parents can buy through parent pay, any student in receipt of PP funding is given an art pack.
- Moving towards doing this with food tech ingredients.



What have we put in place at SJCC?

- Trips – we have four activity days per year and one of these per year group is a trip e.g. Boulogne, Oxford, Science Museum, Thorpe Park. These are fully funded for our students in receipt of PP. Parents get different admin.
- Our aim is that students will have access and be able to participate in one fully-funded residential trip per key-stage but individual requests are taken into consideration. If a trip is likely to be over-subscribed, a letter of wishes from all students wishing to go is asked for.
- Music lessons are fully funded through Swindon Music Cooperative.
- Uniform and shoes paid for – contract with Blaylocks.
- Stationery - pencil cases are sold through ParentPay at £1.35. Students in receipt of PP can collect one per half term.



What have we put in place at SJCC?

- Ignite! – Intervention programme that was developed post-covid. Focus on U/A
- 'Challenge 45' – PPG/WBr focus group
- Careers interviews start with disadvantaged students
- Tea, Toast, Revise for yr 11 twice a week. Average 50-60 students per evening.
- CPD – Attending the Pupil Premium Conference annually/ termly newsletter/ regular updates during briefings.





Access to the Prom

We asked the local community for donations of prom dresses or suits. Students and parents were made aware of this through assemblies/bulletin. Students in receipt of PP have their prom ticket paid for.



PPG in a nutshell – termly newsletter for colleagues – Term 1

St. Joseph's Catholic College

Disadvantaged students Nov 2023

Students in receipt of PPG 23/24

School	FSM	Service	EAL	LAC	SEND
275	248	14	67	6	72

Breakdown across year groups

	Total	FSM	SEND	LAC	EAL
Year 7	63	60	13	2	14
Year 8	54	50	15	2	12
Year 9	51	43	12	0	10
Year 10	67	61	18	2	14
Year 11	40	34	11	0	17

Rewards and Sanctions Term 1

	% of entries for PPG students
Students in receipt of PPG	19
Commendations	18
Praise Postcard	18
C30 late	32
Demerit homework	27
Demerit equipment	23
Demerit uniform	20
C60 homework	31
C60 Friday detention	37
Withdrawal Room	39
Seclusion	33
FTE	76

Attendance Term 1

All students	94%
All PPG	91%
Non PPG	95%
KS3 PPG	92%
KS4 PPG	89%

KEY MESSAGE!

Catholic Social Teaching – DIGNITY

Students do not need to know that they are in receipt of PPG and some parents request that students are not told. Our key aim is to put in support but not make students feel different. Please be mindful of this when speaking to students or distributing resources.

What do we offer our disadvantaged students?

- Revision guides and resources at KS3 and KS4
- Breakfast club - £3 added to card between 8 and 8.40am to incentivise punctuality
- Funded trips
- Stationery packs once per half term through ParentPay
- Laptops and help with internet access
- Uniform, including shoes
- Priority for intervention programmes
- Bespoke resources in conjunction with PSA
- Funded music lessons

GCSE Results 2022-23

Group	School results		Students in receipt of PPG		National results	
	A8	P8	A8	P8	A8	P8
All	46.6	-0.06	42.5	-0.26	46.2	
Boys	45.0	-0.16	37.5	-0.44	43.9	-0.17
Girls	48.2	0.07	47.2	-0.01	48.5	0.12
High PA	63.6	-0.18	61.8	0.01	66.2	
Mid PA	45.9	-0.03	41.4	-0.34	46.7	
Low PA	30.5	0.02	28.1	-0.06	25.9	
PPG	43.3	-0.26	43.3	-0.26	34.9	-0.57
SEND	33.7	-0.85	31.5	-1.00	28.0	-0.62
WBB	42.3	-0.75	34.1	-0.79		
EAL	44.5	0.19	43.4	-0.06	48.5	0.51

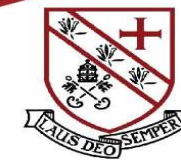
Challenges

1. Provide opportunities for reflection/mentoring
2. Ensure students take full advantage of the full range of opportunities open to them
3. Remove barriers to developing independent learning skills
4. Students make expected progress so that the attainment gap is narrowed.

Actions 23/24

- Knowing who our disadvantaged students are but not drawing attention to them.
- Quality First Teaching – this has a disproportionately positive effect on disadvantaged students (Walkthrus and Dept. subject knowledge CPD)
- Tutor discussions/ reading with students to build relationships.
- Ignite! programme includes small group mentoring as well as literacy and numeracy elements.
- Challenge 45 students in yr 11
- Increase parental engagement – never forget the power of a positive phone call home!

Students' backgrounds should NEVER be a reason to lower our expectations of their future capabilities.



Term 5, including up-to-date research

St. Joseph's Catholic College

Under-resourced students Apr 2024

Students in receipt of PPG as of 22/4/24

School	FSM	Service	EAL	LAC	SEND
284	261	14	69	5	73

Breakdown across year groups

	Total	FSM	EAL	LAC	SEND
Year 7	63	60	13	2	14
Year 8	54	50	12	1	15
Year 9	50	45	10	0	13
Year 10	77	71	16	2	18
Year 11	40	35	18	0	13

Rewards and Sanctions

	% of entries for PPG students	
	Term 3	Term 4
Students in receipt of PPG	20	20
Commendations	18	17
Praise Postcard	18	18
C30 late	38	35
Demerit homework	30	28
Demerit equipment	30	28
Demerit uniform	39	27
C60 homework	36	30
C60 Friday detention	43	31
Withdrawal Room	51	36
Seclusion	49	31
FTE	50	45

Attendance

	Term 1	Term 2	Term 3	Term 4
All students	94%	93%	92%	91%
All PPG	91%	90%	89%	87%
Non PPG	95%	93%	92%	92%
KS3 PPG	92%	91%	90%	89%
KS4 PPG	89%	89%	88%	85%

Challenges

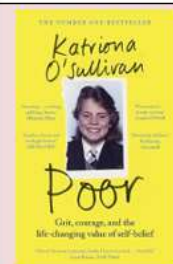
1. Provide opportunities for reflection/mentoring
2. Ensure students take full advantage of the full range of opportunities open to them
3. Remove barriers to developing independent learning skills
4. Students make expected progress so that the attainment gap is narrowed.

Year 10 AR data- use with caution!

Group	School Results		No. students	PPG	
	A8	P8		A8	P8
All	4.16	0.78	69	3.82	0.42
Boys	3.90	0.58	37	3.72	0.42
Girls	4.41	0.98	32	3.94	0.43
High PA	6.70	0.13	0		
Mid PA	5.48	1.11	20	5.37	0.94
Low PA	3.44	0.62	34	3.03	0.12
PPG	3.82	0.42			
EHCP	2.67	0.22	0		
SEN K	2.93	0.41	11	2.56	-0.09
EAL	4.31	1.04	16	4.27	0.70
White Boys	3.45	0.22	10	2.89	0.32

Recommended Read:

The extraordinary story of how Katriona turned her life around and how the seeds of self-belief planted by teachers in childhood stayed with her. She is now an award-winning academic challenging barriers to education.



FOOD FOR THOUGHT.....

The joy of tests (ASCL 12th Jan '24)

Pupils from more affluent backgrounds may live lives rich in financial, social, and cultural capital. They are often being tested – whether that is on the gymnastics beam, in the swimming pool, in social interactions or through games or general knowledge quizzes in the car. And they are experiencing the highs and lows of that testing experience in equal measure. Children who are tested frequently learn the benefits of testing and learn what to do to maximise their chances of success. They also learn to not give up when they are not successful the first time. They develop strategies to overcome challenges. They develop self-confidence and they learn to harness stress. They learn to take on board feedback. Life can be more challenging for our time-poor and materially poor families on low incomes. They may experience insecure employment, housing, relationships, health and more. Clearly, pupils from less affluent backgrounds are tested every day too, often overcoming extraordinary challenges to come to school in the morning. But they do not necessarily experience the positive emotions and joy of overcoming those tests. They are challenges, rather than tests that improve learning. They create stress, rather than reduce it. They socially isolate, rather than include. These are generalisations, of course, but they may help us understand the importance of tests, underpinned by strong relationships. Frequent tests can improve pupils' perceptions of themselves as learners.



Challenges still to overcome:

- Transport so students can attend enrichment
- Peer tutoring
- Improving parental engagement
- 'Theatre for every child'
- Student survey – use of two different links with an identical looking MSForm

