

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Joseph's College
Number of pupils in school	1174
Proportion (%) of pupil premium eligible pupils	4% 6.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 21-22 / 24-25
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022 November 2023
Statement authorised by	Ms M Roberts (Headteacher)
Pupil premium lead	Mrs C Slattery (DHT)
Governor / Trustee lead	Mr J Devine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,760 £40,385
Recovery premium funding allocation this academic year	£6,380 £13,524
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£28,089 £25,308
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,229 £79,217

Part A: Pupil premium strategy plan

Statement of intent

St Joseph's College seeks to develop the whole person. We are a Catholic School inspired in our mission by the vision of life that is found in the teaching of the Gospel, the Church, and in Jesus who came that we "may have life, and have it to the full". In striving to fulfil this mission, we continue the work of the Christian Brothers and its founder - Blessed Edmund Rice.

In practice, this means that we seek to:

- 1** Encourage, support and inspire young people and the wider school community in the journey of faith
- 2** Create a well ordered community where everyone is valued and respected
- 3** Develop the intellectual, creative, physical, spiritual and religious potential of every student, and encourage involvement in extracurricular activities such as sport, music, drama and community service
- 4** Work in partnership with Parents, Parishes, local industry and commerce, and the wider community in a spirit of mutual service for the benefit of all
- 5** Prepare our young people for life beyond School, and in particular develop personal integrity, moral values and a sense of justice so that they "act justly, love tenderly and walk humbly with God"

What are your ultimate objectives for your disadvantaged pupils?

Our intention is that all students, disadvantaged or not, make good progress and achieve high levels of attainment across the curriculum. We are committed to ensuring the holistic education of each child that contributes to their academic successes.

- To use PP funding to achieve academic excellence for our disadvantaged pupils, allowing them to reach their academic potential and create opportunities for future pathways.
- To have access to excellent pastoral care and information and guidance in order to make informed choices regarding future pathways.
- To use PP funding to ensure access to wider educational experiences and opportunities that will benefit their academic and holistic development.

How does your current pupil premium strategy plan work towards achieving those objectives?

Currently, we will focus on the key issues that hinder our pupil premium students from achieving well, in line with their peers. This includes attainment in the maths element of Basics 5+, overall progress, social and emotional issues prevalent with our disadvantaged cohort and the uptake of EBacc for all students. Our approach will be rooted in rigorous diagnostic assessment.

What are the key principles of your strategy plan?

- Ensuring that all students have access to excellent quality first teaching.

- Targeted academic support and intervention, where necessary, for disadvantaged students.
- Provision of an increased range of in-house support and interventions for SEMH and that encourage attendance.
- Bespoke support to meet the needs of individual circumstances.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																			
1	<p>Where the Basics5+ attainment of disadvantaged pupils is not in line with non-disadvantaged peers, maths is usually (not exclusively) the lower.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2019-2020 (8 students)</th> <th colspan="2">2020-2021 (7 students)</th> <th colspan="2">2021-2022 (13 students)</th> </tr> <tr> <th></th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Basics 5+ %</td> <td>88</td> <td>83</td> <td>71</td> <td>83</td> <td>46</td> <td>80</td> </tr> </tbody> </table> <p>Data should reflect that disadvantaged pupils are at least in line with non-disadvantaged pupils.</p>		2019-2020 (8 students)		2020-2021 (7 students)		2021-2022 (13 students)			PP	All	PP	All	PP	Non PP	Basics 5+ %	88	83	71	83	46	80														
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2	<p>In order to meet the expectation of 90% of pupils sitting the Ebacc by 2025, the uptake of the Ebacc subjects for all pupils, including those who are disadvantaged, needs to be improved.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2019-2020 (8 students)</th> <th colspan="2">2020-2021 (7 students)</th> <th colspan="2">2021-2022 (13 students)</th> </tr> <tr> <th></th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Ebacc entry %</td> <td>38</td> <td>51</td> <td>71</td> <td>64</td> <td>38</td> <td>48</td> </tr> <tr> <td>Ebacc standard pass %</td> <td>38</td> <td>46</td> <td>71</td> <td>57</td> <td>31</td> <td>44</td> </tr> <tr> <td>Ebacc strong pass %</td> <td>38</td> <td>34</td> <td>29</td> <td>42</td> <td>15</td> <td>34</td> </tr> </tbody> </table>		2019-2020 (8 students)		2020-2021 (7 students)		2021-2022 (13 students)			PP	All	PP	All	PP	Non PP	Ebacc entry %	38	51	71	64	38	48	Ebacc standard pass %	38	46	71	57	31	44	Ebacc strong pass %	38	34	29	42	15	34
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	Whilst disadvantaged pupils are not (over time) less likely to opt for Ebacc subjects, more needs to be done to raise this uptake for all students. Attainment of the Ebacc with a strong pass will be a focus for PP students.															
3	Our assessments, observations and interactions with families have identified a rise in concerns and issues regarding emotional well-being and low self-esteem. This is partly as a result of the pandemic, partly the anxieties around lost learning, catching up and the uncertainty of the education system but also due to lack of opportunities for activities and interventions that support mental health and well-being. .															
4	<p>Raising the progress of disadvantaged pupils from their starting point at KS2, to be in line with non-disadvantaged pupils is an area of focus.</p> <table border="1" data-bbox="603 607 1173 904"> <tr> <td></td> <td colspan="2">2018-2019 (6 students)</td> <td colspan="2">2021-2022 (13 students)</td> </tr> <tr> <td></td> <td>PP</td> <td>All</td> <td>PP</td> <td>All</td> </tr> <tr> <td>Progress 8</td> <td>0.17</td> <td>0.54</td> <td>-0.05</td> <td>0.58</td> </tr> </table> <p>Whilst the latest confirmed data (2022) shows that disadvantaged pupils make negative progress from their starting points, this is not the trend over time. When compared to national figures (PP nat: -0.55) the progress of pupil premium students is better, however, PP progress is not in line with non-disadvantaged peers at SJC: this is a focus.</p>		2018-2019 (6 students)		2021-2022 (13 students)			PP	All	PP	All	Progress 8	0.17	0.54	-0.05	0.58
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5	<p>The pandemic highlighted a slightly growing gap between pupil premium and non-premium students in terms of attendance. This is particularly around rates of PA for pupil premium students. Increasing the robust nature of our response to attendance is a focus, along with the complexities around some PP attendance issues.</p> <table border="1" data-bbox="695 1317 1126 1608"> <tr> <td></td> <td colspan="2">2021-2022 (13 students)</td> </tr> <tr> <td></td> <td>PP</td> <td>All</td> </tr> <tr> <td>Attendance</td> <td>93.7%</td> <td>94.1%</td> </tr> </table>		2021-2022 (13 students)			PP	All	Attendance	93.7%	94.1%						
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Further improve Basic 5+ outcomes for all disadvantaged pupils, especially in maths.	Disadvantaged pupils' attainment in English and maths is in line. Pupil premium students' attainment to be in line with non-pupil premium students.
The uptake of the Ebacc subjects will be steadily increasing for all students, especially our disadvantaged cohort. Attainment of a strong pass will be in line for disadvantaged and non-disadvantaged pupils.	By the end of the current plan (24/25) 90% of students will be entered for the Ebacc. 90% of disadvantaged students will be entered for the Ebacc. 2024-2025 outcomes for disadvantaged pupils demonstrate: <ul style="list-style-type: none"> 80% will achieve a strong pass
All students have greater access to support and intervention for mental health and well-being, especially those who are disadvantaged.	High levels of well-being demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice and teacher observations Increased participation levels in extra-curricular activities for disadvantaged students. Increased provision of in house intervention strategies that support mental well-being. Increase in number of students on the SEND register with a need of SEMH. Decrease / stabilisation in the number of counselling referrals
Further improve the progress of disadvantaged pupils from their starting point at KS2	The gap in progress between disadvantaged (0.17) and non-disadvantaged (0.54) students will halve to 0.38. Assuming NPP remains steady
Close the gap between the attendance data of PP and non-PP students.	Currently the gap between PP and non-PP stands at 0.4%. PA rates of PP students (9%) will reduce to 5%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>We will target disadvantaged students in KS4 for additional tutoring in maths through face to face specialist teaching.</i></p>	<p>Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	<p>1, 4</p>
<p><i>We will target disadvantaged students in KS3 for development of literacy skills and reading skills through the introduction of Accelerated Reader.</i></p>	<p>Research links Accelerated Reader to academic success and positive attitudes towards reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://www.renlearn.co.uk/accelerated-reader/ar-research/</p>	<p>1, 4</p>
<p><i>Targeted CPD for staff to enhance high quality teaching. Understanding how students learn will aid effective teaching.</i></p>	<p>Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1, 4</p>

	<p>Evidence Based Education research suggests that understanding how students learn is key to their learning and thus their progress.</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p>	
<p><i>Restructure of the curriculum to ensure students can opt for EBacc subjects without losing the pathway for non-Ebacc subjects</i></p>	<p>Evidence suggest that disadvantaged pupils are less likely than non-disadvantaged peers to choose GCSE subjects that enable them to go to university, regardless of whether they are academically able.</p> <p>https://www.ucl.ac.uk/ioe/news/2016/dc/young-people-disadvantaged-homes-may-limit-their-further-education-options-when-choosing-gcses</p>	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>We will target disadvantaged students in KS3 for additional tutoring in maths through face to face specialist teaching.</i></p>	<p>Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Evidence also shows that small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>Internal data shows that PP students who under perform at Maths GCSE are often (but not exclusively) not making sufficient progress in years 7/8.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-</p>	1, 2, 4

	<p>improvement-planning/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p><i>We will target disadvantaged students in KS3 for additional tutoring in English through face to face specialist teaching.</i></p>	<p>Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Evidence also shows that small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of diagnostic assessments to support baseline assessment and development of SEMH. This will include the training and dissemination of these resources and delivery of interventions</i></p>	<p>Evidence suggests that CBT approaches can have impact on anxieties and risk taking behaviours. The Cochrane review of CBT use with adolescents found that Cognitive behavioural therapy is an effective treatment for childhood and adolescent anxiety disorders. This is supported by research from the Youth Endowment Fund.</p> <p>https://www.cochranelibrary.com/cdsr/doi/10.1002/14651858.CD004690.pub4/full</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p>	<p>3, 5</p>

<p><i>Further development of targeted IAG opportunities for disadvantaged pupils in all year groups to support motivation, aspiration and thus well-being.</i></p>	<p>Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need. Evidence suggests that careers education works best when it is personalised and targeted to individuals' needs from an early age.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_review.pdf</p>	<p>3, 4</p>
<p><i>Training of key staff member to be ELSA (emotional literacy support assistant) - and subsequent roll out of the programme in school.</i></p>	<p>Research indicates that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of the year. Targeted approaches seem to have greater impact than more generalised or whole school approaches.</p> <p>Children and young people learn better and are happier in school if their emotional needs are also addressed.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
<p><i>Purchase of assessments to aid analysis of school phobic behaviours.</i></p>	<p>Research indicates (although this area is not well researched) We know that levels of parental engagement are consistently associated with children's academic outcomes, this includes engagement regarding attendance.</p> <p>Pupil Premium menu evidence brief.pdf.pdf</p> <p>EEF Parental Engagement Guidance Report.pdf</p>	<p>3, 5</p>
<p>Provision of bespoke support for disadvantaged students to ensure they can fully participate in all areas of life at St Joseph's College (text books,</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4</p>

educational equipment, music tuition, transport etc)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
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Total budgeted cost: £ 79,271

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The interim review illustrates that challenge 1 (and indirectly, challenge 2) remain a key focus with pupil premium students generally making less progress in maths than in English. Further amendments have been made to the strategy to try and address these issues by focussing on maths intervention at a much earlier stage.

It is notable that whilst the PP cohort for 2021-22 was larger than previously, it remains small (13 students) and thus data is skewed by the results of a very small number of students with specific contexts (prolonged illness or persistent absence etc).

The school's mental health strategy has been strengthened through key resources and training. This will start to be implemented in 2022-2023 and thus there is greater support available for pupil premium students to meet their mental health needs.

As a result of the review of last year's pupil premium cohort, we have added another challenge: challenge 5, which will focus on raising the attendance of the cohort. 9% (6 students) of pupil premium students last year were classed as persistent absentees. Whilst their attendance in comparison to national thresholds does not cause concern, in comparison to non-pp students, there is a gap that cannot be allowed to grow.

Our curriculum offer has been restructured to allow an extra option choice at KS4. This ensures that students can still opt for the same number of options whilst allowing all students to be entered for the Ebacc. There will always be a very small number of students who have a personalised curriculum depending on their needs, but this restructure has ensured all PP students have access to the Ebacc whilst not reducing their option choices.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ELSA (Emotional literacy support assistants)	First Psychology
Accelerated Reader	Renaissance Place

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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