

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	1146
Proportion (%) of pupil premium eligible pupils	4% 6.8% 5.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 21-22 / 23-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022 December 2023
Statement authorised by	Ms M Roberts (Headteacher)
Pupil premium lead	Mrs C Slattery (DHT)
Governor / Trustee lead	Mrs A Ovenden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,760 £40,385 £51,750
Recovery premium funding allocation this academic year	£6,380 £13,524 £15,732
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£28,089 £25,308 £33,844
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 £101,326

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">2020-2021 (7 students)</th> <th colspan="2">2021-2022 (13 students)</th> <th colspan="2">2022-2023 (7 students)</th> </tr> <tr> <th></th> <th>PP</th> <th>All</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Basics 5+ %</td> <td>71</td> <td>83</td> <td>46</td> <td>80</td> <td>57</td> <td>80</td> </tr> </tbody> </table> <p>Data should reflect that disadvantaged pupils are at least in line with non-disadvantaged pupils.</p> <p>Data reflects that whilst there is an improvement in attainment of 5+ in English and Maths for PP students in the 22-23 year, this is still behind their non-PP peers. One of the 7 students in this cohort did not sit any exams. This has an impact on the data. 5 of the 6 students who did sit exams performed better in English than in maths, with one student achieving the same result in maths and English. Thus, where PP students tend to not achieve a strong pass in maths or English, maths remains the trend.</p>								2020-2021 (7 students)		2021-2022 (13 students)		2022-2023 (7 students)			PP	All	PP	Non PP	PP	Non PP	Basics 5+ %	71	83	46	80	57	80														
	2020-2021 (7 students)		2021-2022 (13 students)		2022-2023 (7 students)																																					
	PP	All	PP	Non PP	PP	Non PP																																				
Basics 5+ %	71	83	46	80	57	80																																				
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">2020-2021 (7 students)</th> <th colspan="2">2021-2022 (13 students)</th> <th colspan="2">2022-2023 (7 students)</th> </tr> <tr> <th></th> <th>PP</th> <th>All</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Ebacc entry %</td> <td>71</td> <td>64</td> <td>38</td> <td>48</td> <td>86</td> <td>95</td> </tr> <tr> <td>Ebacc standard pass %</td> <td>71</td> <td>57</td> <td>31</td> <td>44</td> <td>57</td> <td>72</td> </tr> <tr> <td>Ebacc strong pass %</td> <td>29</td> <td>42</td> <td>15</td> <td>34</td> <td>29</td> <td>52</td> </tr> </tbody> </table>								2020-2021 (7 students)		2021-2022 (13 students)		2022-2023 (7 students)			PP	All	PP	Non PP	PP	Non PP	Ebacc entry %	71	64	38	48	86	95	Ebacc standard pass %	71	57	31	44	57	72	Ebacc strong pass %	29	42	15	34	29	52
	2020-2021 (7 students)		2021-2022 (13 students)		2022-2023 (7 students)																																					
	PP	All	PP	Non PP	PP	Non PP																																				
Ebacc entry %	71	64	38	48	86	95																																				
Ebacc standard pass %	71	57	31	44	57	72																																				
Ebacc strong pass %	29	42	15	34	29	52																																				

	<p>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.</p> <p>There was little noticeable pattern in the subjects where students didn't obtain a strong pass. However, more than one student didn't achieve a strong pass in maths and / or MFL. One student didn't sit any exams and this has an impact on the data here.</p>															
3	<p>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. .</p>															
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="614 752 1198 1050"> <thead> <tr> <th></th> <th colspan="2">2021-2022 (13 students)</th> <th colspan="2">2022-2023 (7 students)</th> </tr> <tr> <th></th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.05</td> <td>0.58</td> <td>-0.28</td> <td>0.68</td> </tr> </tbody> </table> <p>Whilst the confirmed data for 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> <p>The data here is affected significantly by one student not sitting any exams.</p>		2021-2022 (13 students)		2022-2023 (7 students)			PP	All	PP	All	Progress 8	-0.05	0.58	-0.28	0.68
	2021-2022 (13 students)		2022-2023 (7 students)													
	PP	All	PP	All												
Progress 8	-0.05	0.58	-0.28	0.68												
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="568 1547 1243 1845"> <thead> <tr> <th></th> <th colspan="2">2021-2022 (13 students)</th> <th colspan="2">2022-2023 (7 students)</th> </tr> <tr> <th></th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>93.7%</td> <td>94.1%</td> <td>84.3%</td> <td>95.4%</td> </tr> </tbody> </table> <p>Attendance data here is significantly impacted upon by one student whose attendance sat at 6% for the academic year. Without this student, the PP attendance figure would be 97.3%. Measures introduced to combat poor and persistent attendance have proved robust and effective.</p>		2021-2022 (13 students)		2022-2023 (7 students)			PP	All	PP	All	Attendance	93.7%	94.1%	84.3%	95.4%
	2021-2022 (13 students)		2022-2023 (7 students)													
	PP	All	PP	All												
Attendance	93.7%	94.1%	84.3%	95.4%												

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.	<p>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.</p> <p>2024-2025 outcomes for disadvantaged pupils demonstrate:</p> <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.	<p>High levels of well-being demonstrated by:</p> <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>Evidence Based Education research suggests that understanding how students learn is key to their learning and thus their progress.</p>	<p>1, 4</p>

	https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	
<i>Restructure of the curriculum to ensure students can opt for EBacc subjects without losing the pathway for non-Ebacc subjects</i>	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. UCL Disadvantaged students Limit GCSE Option Choices	2

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>We will target disadvantaged students in KS3 for additional tutoring in maths through face to face specialist teaching.</i>	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. 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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 4
<i>We will target disadvantaged students in KS3 for additional tutoring</i>	Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Evidence also	1, 2, 4

<p><i>in English through face to face specialist teaching.</i></p>	<p>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><i>We will target KS4 students for support via online revision platforms.</i></p>	<p>The Chartered College research suggests that teaching and learning approaches that make use of retrieval, interleaving, spacing and visual cues have been found to enhance students' performance, but are not frequently used as independent learning strategies. Revision platforms have developed learning software that applies these four techniques, and tests its efficacy. The results of this research suggest that using a software platform that incorporates a blended approach of spacing, interleaving, retrieval and the use of visual cues to learn material is more effective than a spaced learning approach using a PDF of the same material, and more than a massed practice approach using a printed version of the material.</p> <p>Chartered College Revision Platform Research</p>	<p>1, 2, 4</p>
<p><i>We will target disadvantaged students in KS4 for additional tutoring in key subjects (inc Maths and English) through online tutoring provision.</i></p>	<p>There is not a wealth of research into the benefits of online tuition, but evidence from the EEF's National Online Tuition Pilot suggests the one-to-one format helped the majority of learners to focus and enabled the tuition to be closely tailored to their learning needs. Teachers and tutors felt the format worked particularly well for less confident learners.</p> <p>The vast majority of learners who completed the feedback survey enjoyed the sessions and believed that online tuition was beneficial for their learning. Older learners were pragmatic, recognising the benefits without developing more enjoyment of learning.</p> <p>EEF National Online Tuition Pilot</p>	<p>1, 2, 4</p>

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

Budgeted cost: £ 42,326

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</p>	<p>3, 5</p>

	<p>associated with children's academic outcomes, this includes engagement regarding attendance.</p> <p>Pupil Premium menu evidence brief.pdf</p> <p>EEF Parental Engagement Guidance Report.pdf</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, educational equipment, music tuition, transport etc)</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £ 101,326

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 2022 to 2023 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 with the introduction of online tutoring and access to online revision platforms to try to support addressing this gap.

It is notable that the PP cohort for 2022-23 is again small with only 7 students. One student was issued with an EHCP with their needs directly being related to attendance. Thus, data is skewed by the results of a very small number of students with specific contexts.

The school's mental health strategy has been strengthened through key resources and training. This was started to be implemented in 2022-2023 and thus there is greater support available for pupil premium students to meet their mental health needs. The range of support mechanisms available to PP students is constantly improving and much utilised.

As a result of the review of last year's pupil premium cohort, another challenge was added: challenge 5, which focuses on raising the attendance of the cohort. Only 1 student from the 7 was classed as severely absent with an attendance figure of 6%. The rest of the cohort saw no students persistently or severely absent with an average of 97.3%. School procedures are robust and show a high level of success for encouraging attendance for PP students.

The restructuring of the school's curriculum offer has seen a sharp rise in the entries for PP students in the Ebacc. This entry figure would have been 100% without the one student who did not sit any exams. This restructure has successfully allowed PP students to opt for their personal choices whilst maintaining Ebacc status rather than opting for subjects that do not always match their academic ability (UCL study: [UCL Disadvantaged students Limit GCSE 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

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)