Pupil premium strategy statement – St Joseph's College

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Y7-11 753 Y12-13 350
Proportion (%) of pupil premium eligible pupils	12.22% Y7-11
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	3 academic years: 2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs C Slattery (Headteacher)
Pupil premium lead	Miss C Appleyard
Governor / Trustee lead	Mrs A Ovenden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,800
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£68,800

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.

This strategy outlines the approaches and strategies employed by the school to best meet the needs of our Pupil Premium students and to best tackle the consequences of inequality and disadvantage. Our strategy will be reviewed formally, annually. The evaluation of individual strategies deployed is an on-going process.

In line with guidance from the EEF, our strategy focuses upon the key areas of: teaching, targeted academic support and wider strategies.

Our commitment is to ensure that all students, regardless of their background, will:

- Achieve the same high levels of attainment as their peers
- Be able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enjoy the same high-quality school experience as their peers
- Access a curriculum with equal breadth, depth, and enrichment opportunities
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Progress to suitable and ambitious destinations, ensuring that students' aspirations for the future are not narrowed or undermined by their background or circumstances

In order to achieve our objectives and overcome identified barriers to learning, we will:

- Provide all teachers with high quality CPD to ensure that students access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition where necessary
- Target funding to ensure that all students have access to trips, residentials and first-hand learning experiences
- Provide opportunities for all students to participate in enrichment activities including sport and music
- Provide appropriate support to enable students to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals. We also recognise that some of the most powerful actions and interventions that can best support our students will have zero cost implications. For this reason, this strategy outlines both those actions which carry a financial cost and those which do not. Finally, we recognise that many of the approaches outlined here will benefit all of our students, not only those in receipt of pupil premium.

Our pupil premium strategy prioritises high-quality teaching, detailed tracking and monitoring, and targeted interventions to ensure that disadvantaged students achieve the same progress and enjoy the same overall school experience as their peers. Our goal is not just to narrow the attainment gap but to eliminate it entirely, adopting a proactive approach of "keep-up, not catch-up."

To achieve this, we invest in quality continuing professional development for our staff, focusing on evidence-based practices that equip teachers with effective strategies and the confidence to apply them. Our whole-school approach, (centred on the "Teaching for Excellence" and "Learning for Excellence" frameworks which have been renewed this academic year to align with Steplab) integrates metacognition and self-regulation into the curriculum. Additionally, our literacy initiatives (including the introduction of the e-reader, Sora) and extra-curricular offer provide a consistently high standard of provision for all students.

We believe that meeting these goals is the responsibility of every teacher, Subject Leader, Head of Year, and Senior Leader. To ensure a unified and sustained focus, the Pupil Premium Lead coordinates these efforts across the school.

This strategy recognises that in comparison to other schools locally, St Joseph's College has a relatively small number of students in receipt of the pupil premium and that the needs of this small but important group of students can vary significantly. As a semi-selective school, many of our pupil premium students are high attainers, but it is important that staff remain acutely aware of the 'unseen' barriers which might exist for some of our students and the adverse effects these could potentially have on the progress students are able to make.

Challenges

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

Challenge number	Detail of challenge
1	We would like to ensure fairer access to those students who qualify for pupil premium and wish to attend this school. Numbers in the pupil premium cohort have increased recently, but we would like to continue this trend.
2	Cultural capital enhances all that we do in school. We have observed that some of our pupil premium students are lacking cultural capital and have

<table>
<tr><td></td><td>lower aspirations for their future destinations. Financial pressures can also pose further barriers to some students accessing trips and activities that might otherwise enhance cultural capital and broaden horizons and aspirations.</td></tr>
<tr><td>3</td><td>Where the Basics 5+ attainment of disadvantaged pupils is not in line with non-disadvantaged peers, maths is usually (not exclusively) the lower.
<table>
<tr><th></th><th colspan="2">2022-23 (7 students)</th><th colspan="2">2023-24 (12 students)</th><th colspan="2">2024-25 (4 students)</th></tr>
<tr><th></th><th>PP</th><th>PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th></tr>
<tr><td>Basics 5+ %</td><td>57</td><td>83</td><td>83</td><td>80</td><td>75</td><td>78</td></tr>
</table>
Data should reflect that disadvantaged pupils are at least in line with non-disadvantaged pupils.</td></tr>
<tr><td>4</td><td>Our assessments, observations and interactions with families have identified a rise in concerns and issues regarding emotional well-being and low self-esteem.</td></tr>
<tr><td>5</td><td>Observations indicate that disadvantaged students tend to rely more heavily on the teacher for guidance on how to make progress. Additionally, their ability to reflect on their own learning and manage their own progress (metacognition and self-regulation) is less developed compared to their peers. More support and guidance is needed with revision and how to study effectively outside the classroom.</td></tr>
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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
The pupil premium students from our feeder primary schools will be targeted with extra support so that they feel confident in approaching the entrance test, ultimately encouraging an increase of children in receipt of pupil premium opting to complete the entrance test.	Numbers of pupil premium children taking the entrance test will continue to increase.
The cultural capital of all of our students (with a focus of those in receipt of pupil premium) will be boosted. Disadvantaged students will receive targeted guidance, support and mentoring to ensure equality of progress and attainment in lessons and opportunity and participation in the wider life of the school.	Increase in participation of wider school and extra-curricular opportunities, particularly amongst disadvantaged students. Examples include pupil premium students accessing funding to go on trips, being involved in clubs and sporting activities outside of their usual scheduled timetable. Analysis of participation in clubs and extra-curricular activities shows increasing levels of participation for pupil premium students and a

	reduction of the gap between pupil premium and non-pupil premium students.
Further improve 5+ outcomes for all disadvantaged pupils, especially in maths and science.	Disadvantaged pupils' attainment (particularly in English, maths and science) is in line with their peers. Pupil premium students' attainment to be in line with non-pupil premium students.
Well-being for all pupils, including those who are disadvantaged, is improved.	St Joseph's College is committed to the well-being of every single one of its students. All students have access to support in line with their level of need. Counselling support and emotional literacy strategies are used to support all students, but especially those who are classed as vulnerable. We regularly review student need via our inclusion meetings, ensuring timely interventions for individuals. Data from student voice (well-being reviews) will show higher levels of well-being by academic year 2025-26 for all students.
Improve student progress and outcomes for all and especially for key cohorts, including pupil premium.	Progress 8 (or the equivalent measure on ALPS for the next 2 years) and Attainment 8 measures show a reduction in the attainment gap. Attainment gap to remain significantly below national averages. Close monitoring of attainment gap across each year group (7-11) through the effective use of the MER process demonstrates a reduction in the attainment gap for each cohort as they move through the school. Ideally pupil premium cohorts will demonstrate progress equal to or above that of non-pupil premium students.
All students (especially disadvantaged) will continue to receive high quality CEIAG in order to achieve access to suitably ambitious destinations post-16 and post-18.	Pupil premium students are given priority access to careers appointments and all students are given the impartial advice that they need in order to maximise their potential. Destinations data will be closely monitored for all cohorts, especially the pupil premium cohort to ensure that their destinations are suitably ambitious. RONI closely monitored at relevant MER points to ensure that NEET figures for PP are lower than national average.
In order to ensure the continuing improvement and delivery of high-quality teaching and learning, our method of observations (or 'drop ins') will change, culminating in a new framework for Teaching and Learning at St Joseph's College, in line with the principles from Steplab.	Key staff, including (but not limited to) senior leaders, subject leaders and pastoral leaders will be trained in instructional coaching and will be able to further develop the high-quality teaching culture of the school by giving purposeful, granular feedback to teachers and honing in on one element of teaching at a time.
All students will become 'better' at revision, and will begin to see revision as an on-going	Revision and study skills will become a key part of the tutor programme and will be

process, not just something that is completed in the run up to exams and tests.	spoken about across all lessons, throughout all year groups. Assemblies and workshops will take place when relevant and necessary. Student voice will indicate that revision is better understood and is a continuous process.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate staff professional development that supports the delivery of high-quality teaching and learning. Whole school CPD sessions to develop the principles of quality first teaching, an approach that will benefit all students, including pupil premium and SEND students. Develop students' understanding of principles of metacognition and self-regulation, especially in relation to revision. Support subject specific CPD courses to allow staff to target and access the training that best meets their specific needs. Introduction of Steplab to support the drop-in process, making all of our teaching staff knowledgeable about the benefits of instructional coaching to their teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/meta-cognition-andself-regulation/ The Revision Revolution: How to build a culture of effective study in your school (Helen Howell and Ross Morrison McGill) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://steplab.co/ Some PD has a sizable positive effect on teaching and learning. However, sadly, much of the PD in which teachers have participated up until recently likely had limited effect. We have carefully used our PP	2, 3, 5

	and CPD budget to ensure that our PD results in improved teaching and learning. Instructional coaching is one effective form of PD. PD incorporating mechanisms from the EEF review of effective PD is more likely to be effective. For example, augmenting PD with modelling is likely to improve its impact. Steplab knows that effective implementation is the final piece in the puzzle, so it focuses hard on supporting schools to implement effectively.	
Use of MASSOLIT to improve subject knowledge of teaching staff and give students easy access to 'the best that has been thought and said'.	MASSOLIT offers short video lectures presented by university academics, covering a wide range of subjects. While specific quantitative data on student outcomes is limited, testimonials from educators suggest that MASSOLIT is a valuable resource for both teachers and students. For instance, the Head of Humanities at Brighton, Hove & Sussex Sixth Form College stated, "This is the best new resource we have used with students in the last five years." In summary, MASSOLIT provides structured, high-quality content that can enhance student learning and improve academic performance. The effectiveness of MASSOLIT supported by both quantitative data and positive feedback from educational institutions. https://massolit.io/	
Further utilise satchel:one to ensure that teaching staff are aware of who to target first when questioning / offering feedback and further support in the classroom.	Satchel:one makes it very clear to all teaching staff and LSPs which students are PP and therefore need to be targeted. https://www.satchelone.com/	

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

Budgeted cost: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
The recruitment, retention and professional development of	In class support and one-to-one interventions will help student attainment, not just for those in receipt of pupil premium, but others in the group who are in need of academic support too.	3, 4, 5

LSPs and learning mentors to provide targeted support, small group and one-to-one Intervention, both inside and outside the classroom.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
The 'Monitoring, Evaluation and Recording (MER)' process used to help senior leaders, teachers, subject leaders and pastoral leaders to work more closely together in building and utilising a range of strategies to support vulnerable groups, including disadvantaged.	Rigorous monitoring and tracking of student progress through departments, inclusion meetings and line management.	2, 3, 4, 5
Interventions across KS3, and especially for disadvantaged students. Interventions may include handwriting support, reading interventions or maths intervention (Axiom).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://axiommaths.com/programme/how-to-recruit-and-retain-pupils/identifying-pupils/	2, 5
GCSE intervention – targeted intervention in KS4 ahead of GCSEs, including after school booster groups where necessary.	Improve level of student engagement with support of in class LSPs, and out of class learning mentors, along with regular monitoring. Evidence indicates that one to one or small group tuition can be effective, delivering approximately four to five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3, 5
Text books and revision guides provided to pupil premium students	To facilitate independent study and engage parental support. EEF suggests +8 months progress for metacognition and self-regulation.	2, 3, 5
Provision of technology and other resources to support student learning. This might be to support PP students with SEND needs or those facing financial barriers that would hinder progress due	This support will be put in place for those students on a case by case basis, but especially where SEND profiles or EHCPs recommend or require such provision. Where GCSE courses depend upon access to technology (e.g. DT or Art).	2

to a lack of access to required resources/technology.		
Regular 1:1 meetings between Assistant Head i/c PP and disadvantaged students as needed.	Close monitoring of student progress allowing implementation of effective interventions to improve outcomes.	2, 4
Employ a learning mentor (who has trained as a teacher) to run the Learning Mentor Room (LMR) and give bespoke 1:1 and group tuition, and also help students with their metacognition, self-regulation, organisation and 'check in' on student well-being	https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/meta-cognition-andself-regulation/ The Revision Revolution: How to build a culture of effective study in your school (Helen Howell and Ross Morrison McGill) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2, 3, 4, 5
Audit our aspiring St Joseph's College students from our feeder primary schools to find out who the pupil premium students are and then help them to prepare for the entrance test through provision of books (verbal and non-verbal reasoning) and facilitate tuition morning for prospective pupil premium students so that they can feel more at ease when they come to sit the test.	By increasing the messaging of the support offered and by supporting learning and readiness for the entrance test from an earlier age, we can increase the number of disadvantaged students that benefit from all we offer. As our data shows all measures at St Joseph's College are above national levels (attainment, progress and attendance). This may not impact on our students, but it will benefit our future students and disadvantaged students more widely.	1

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

Budgeted cost: £8,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of support groups to develop social skills and support students' mental health.	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. Children and young people learn better and are happier in	4

	school if their emotional needs are also addressed. https://www.elsa-support.co.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Continued use of the 'well-being' reviews across all year groups.	Senior leaders and key pastoral staff meet with each and every student for a yearly wellbeing review for at least 10 minutes. Anything that needs further discussion is then timetabled for a later date. https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing	4
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, instrumental lessons, transport etc.)	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdoor-adventure-learning	2, 3, 4, 5
Improve home-school liaison and relationships by supporting potential attendance barriers such as uniform, food hardship and prohibitive transport costs.	Ensure parents of PP students feel safe and confident engaging with school. HOY to check appointments at all parent events. EEF Toolkit Parental Engagement suggests +4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4, 5

Total budgeted cost: £68,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment & Progress data
We have analysed the performance of our disadvantaged pupils during the 2024/25 academic year against the national key stage 4 national performance data. The number of disadvantaged students was four, and therefore only very limited statistically significant conclusions can be made.

Some key findings were:
● The 2024/25 analysis of exam data highlighted that disadvantaged students performed well compared to the national trend for PP progress 8. However, as there was no official progress 8 data this year due to the pandemic, it is very hard to be precise. The progress data also shows that the gap between the whole cohort and the disadvantaged students was (-0.39). On the surface, this may appear to be significant, but again, due to the very small cohort in receipt of PP, it is very difficult to draw such conclusions.

● When compared to the rest of the cohort of students within the school in their year, there was an attainment gap which was slightly negative overall, but this varied between positive or negative depending on the subject area. This reflects that some of these students came to the school with lower attainment and therefore our focus is on progress.

	Non-disadvantaged	Disadvantaged	National
Attainment 8	62.65	60.38	46.0
English attainment	12.97	13.00	
Maths attainment	11.90	11.00	
Ebacc attainment	18.86	17.50	
Open attainment	18.91	18.88	
Progress 8	0.31*	-0.08*	0.00

* FFT Estimates due to the pandemic

Despite our efforts with PP students each academic year, the data fluctuates hugely from year to year due to the relatively small numbers and variation within the cohort. Therefore, we know that we cannot become complacent, and all necessary measures must continue to be put into place to ensure we enact our ‘keep up not catch-up’ approach.

We believe the careful and strategic support, tracking and intervention has contributed to our PP students achieving some good grades. However, last year we had a positive attainment and progress outcome for our PP cohort, whereas this year, the story is more mixed, and we have a negative gap both in terms of progress and attainment (on the whole).

Having said this, crucially, the PP students still managed to achieve an ALPS QI score of 3 overall, exactly in line with their non-disadvantaged peers, which is something we are proud of.

ALPS data	2022-23	2023-24	2024-25
Non-disadvantaged number of students	145	142	147
Disadvantaged number of students	6	12	4
Non-disadvantaged Quality Indicator Score (Progress Indicator)	2	2	3
Disadvantaged Quality Indicator Score (Progress Indicator)	2	2	3

Courses on Minimum Expected Grade (MEG) 2024-25	On or above MEG	Lower split of grades	Below by 1 grade	More than 1 grade below
Non-disadvantaged	53.6%	8.5%	17.6%	20.3%
Disadvantaged	53.8%	7.7%	7.7%	30.8%

The data in the tables above strongly supports that the long-term identification and support of our pupil premium students is having an impact. However, we cannot become complacent, and we do expect this to fluctuate year-on-year due to the relatively small numbers.

Participation data
All disadvantaged students participate in at least one extra-curricular activity, and many participate in more. All disadvantaged students who wish to take part in music lessons are supported. All year 7 disadvantaged students were supported to take part in our residential retreat. Any student wanting to take part in a school trip or activity was supported. Participation is on the agenda at SLT meetings and at line management of the Heads of Year so that we can proactively identify opportunities. Several students received support in attending wider curriculum trips and activities.

School attendance for the academic year 2024/25
The data shows that the attendance gap within school (0.6%) is significantly below the national gap (7.1%). However, there is still a gap, and we will continue to proactively work to reduce this further. The Attendance Lead on SLT and the Inclusion Assistant, along with Heads of Year, tutors and all staff actively promote strong attendance. Any patterns of absence are addressed promptly through student and parent consultation via the school's renewed attendance tracking systems.

Year 7-11 Attendance

	Attendance 2024/25 FFT
Pupil premium students	95.8%
Non-pupil premium students	96.4%
Whole school	96.4%