



Pupil Premium Strategy Statement

This statement details St Joseph's Catholic 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 and those in receipt of the Pupil Premium Grant.

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 Catholic School
Number of pupils in school	557
Proportion (%) of pupil premium eligible pupils	34.29
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Ridley, Headteacher
Pupil premium lead	Francesca Nobis, Assistant Headteacher
Governor / Trustee lead	John Hawkins

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,970.00
Recovery premium funding allocation this academic year	£28,946.50.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,234.00
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	£192,150.50

Part A: Pupil premium strategy plan

Statement of intent

St Joseph's is a Catholic School, proud of being for those of all faiths and none. The role of a Catholic school is not only to ensure academic success but also ensure that each learner leaves us with an understanding of what it is to be truly human, equipped to manage the challenges they may face in modern life. Our absolute commitment to our pupils' academic progress is supported by a wealth of wider strategies to promote their development, including pastoral support and a commitment to CEIAG. We want the best possible outcomes for each learner at GCSE and for their futures. We recognise each of our pupils as an individual, and our pupil premium strategy aims to address common challenges and the needs of the individual.

Our pupil premium strategy is focused on ensuring that all those in receipt of the Pupil Premium Grant achieve the very best possible outcomes, supported by our academic but also nurturing environment. The different challenges facing members of our community that are Children Looked After or Young Carers are taken into account, and this strategy has been written with their needs in mind also.

Our aim is to enhance the understanding across the curriculum of all students, but particularly disadvantaged learners through the promotion of Language for Learning in every classroom. With the use of robust and up-to-date data detailing individual KS3 students' literacy skills, we will be able to intervene as early as possible in KS3 to ensure success at GCSE. Where this has not been possible, we will implement a separate intervention programme for KS4 students focusing on the skills needed to access the GCSE exams across all subjects.

Using wider strategies, we will ensure that all those in receipt of the Pupil Premium Grant, and particularly those that are disadvantaged learners, will benefit from high-quality support and guidance regarding their aspirations, targeted academic support wherever necessary, and individualised pastoral support whenever required. Our commitment to helping our students achieve excellence in the future remains paramount.

In order to ensure that our strategy is effective we will:

- Ensure that this strategy is adopted across the whole school in each department and area so that all teachers take responsibility for the outcomes of each learner in receipt of the Pupil Premium Grant, but particularly those that are disadvantaged
- Monitor the progress of all PPG learners across all year groups and intervene early to ensure their progress is secure
- Ensure that all those in receipt of the PPG are able to quickly access wider wellbeing, pastoral and CEIAG support
- Continue to raise disadvantaged learners' aspirations in our lessons, conversations, and work with universities

Challenges

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

Challenge number	Detail of challenge
1	Ensure that all learners, particularly those that are disadvantaged, are enabled to access ALL aspects of the curriculum through great teaching, targeted academic support, and the promotion of Language for Learning across the curriculum.
2	Level of literacy of some disadvantaged learners upon entry to St Joseph's is low, as evidenced in the last two years by internal data and CATS tests 2021-22. Internal data 2020-21 shows a disparity of 7% between all learners and those in receipt of PPG predicted to achieve 4+ at GCSE in English in subsequent years.
3	Attendance for the whole school remains above the national and county average across autumn term 2021-22 ¹ , but evidence suggests that currently 25% of Pupil Premium learners are below the school average and hit the PA threshold. Of these 16 (9%) have confirmed positive COVID results and so were required to isolate for 10 days. Absenteeism negatively impacts pupils' progress and as such remains a priority for the school, particularly for those in receipt of the PPG.
4	Observations and conversation with pupils, parents/carers, teachers (including subject teachers, tutors; Directors of Learning) and pastoral staff have identified a number of social and emotional issues that are pupils are currently facing including anxiety, medically diagnosed depression, low self-esteem and lack of confidence. These issues are currently impacting on our pupils' ability to thrive academically and socially and as requests for support have increased during the pandemic, pastoral and wellbeing support remains paramount. In the academic year 2021-22, 48% of those in receipt of the Pupil Premium Grant have accessed Pastoral support for a period of time, or for support sessions.
5	Assessments using Star Maths 2020-21 and internal assessments from summer term 21 diagnosed a number of core skills gaps in Maths for pupils, particularly disadvantaged learners. This is in line with EEF findings. ² Using the NTP, Year 11 and Year 10 disadvantaged learners and other identified students will be given the opportunity to engage with online Maths tuition in the first instance in order to ensure core Maths skills are secure and the negative impact of the pandemic eradicated.

¹ 89.3% attendance, national data figure as reported by Wiltshire Council December 10th 2021. St Joseph's attendance 91.2%

² Evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic. [EEF- Guide-to-the-Pupil-Premium-Autumn-2021.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

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
Improved progress across the curriculum for all students in receipt of the Pupil Premium Grant, particularly disadvantaged learners	<p>Internal data, and that of FFT Aspire, showed that while FSM6 HA learners made more progress against FFT targets than non FSM6 HA learners³, there is a gap in progress between FSM6 MA and LA learners. Data used 2020–21</p> <p>By 2024/25, all learners in receipt of the PPG will be enabled to:</p> <ul style="list-style-type: none"> • achieve FFT targets and 0.05 progress • FSM6 MA and LA learners will be supported to achieve academic targets using a number of strategies as detailed in strategy • FSM6 HA learners to be supported to continue to make excellent progress
ALL aspects of curriculum to be accessible to all learners through Language for Learning in all classrooms. KS3 intervention to support individual development of literacy ⁴ and a robust intervention programme for KS4 learners to focus on core literacy skills	Accelerated Reader ⁵ data to show that all PPG learners have reached their numerical ages in reading by the end of KS3 2022–23. Teachers also to be able to assess that all learners, particularly those identified as disadvantaged are more able to access the GCSE curriculum in all aspects.
Attendance to continue to improve for all pupils, particularly those that are disadvantaged.	<p>Sustained higher attendance year on year through further engagement with support services and range of support and encouragement activities in school.</p> <p>By 2024–25, the rate of PA for disadvantaged learners to remain lower than the school average:</p> <ul style="list-style-type: none"> • 80% of learners in receipt of PPG to achieve attendance of 94% or above⁶ • By 2023–34, 70% of PPG learners to achieve attendance of 94%+

³ Overall Progress 8 for disadvantaged learners 0.02 2020/21, FSM6 HA 0.45, non FSM6 HA 0.44. FSM6 MA–0.1, FSM6 LA–0.09

⁴ ‘...every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.’ [Improving Literacy in Secondary Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/our-work/primary/primary-literacy-improvement/primary-literacy-improvement-2018-2021)

⁵ Accelerated Reader to be purchased for 3 years using the PPG and an AR lesson to be part of the English curriculum for Yrs 7 and 8. Language for Learning Lead Learner sessions across the curriculum (led by non English specialist) to be implemented 2021–22

<p>To achieve improved confidence and wellbeing for all pupils especially those that are disadvantaged</p>	<p>By 2023–24, all learners, but particularly those that are disadvantaged will:</p> <ul style="list-style-type: none"> • Access all lessons so that they can benefit from high-quality teaching at all times • Take further advantage of enrichment activities offered at St Joseph’s <p>This will be measured at least annually through qualitative data from student voice, student and parent/carer surveys, and also teachers’ feedback</p>
<p>Improved outcomes for Maths GCSE, particularly for those in receipt of the PPG through use of NTP funding for online tuition and individualised support</p>	<p>By 2023–24, all students will achieve their FFT target grade in Maths⁷ and all disadvantaged learners at Key Stage 4 will have access to individualised tuition or targeted intervention throughout Key Stage 4.</p> <p>This will be measured by individual grades of each cohort and the attainment and progress measures for the school</p>
<p>All students, but particularly those from disadvantaged backgrounds, will have high aspirations for themselves and achieve these. Low aspirations will be challenged.⁸</p> <p>All learners will benefit from high quality CEIAG in their time at St Joseph’s and therefore identify and get on the right pathway for their futures. HA and MA learners will be strongly encouraged to consider university.</p>	<p>2022 and onwards:</p> <p>All students from St Joseph’s Catholic School will have a detailed career plan in place and there will continue to be no NEETs from Year 11 leavers.</p> <p>From 2022/23: Successful previous members of the community will be invited back to talk about their careers (from all pathways).</p>

⁶ Current level of 94% attendance or above for those in receipt of PPG is 59%

⁷ Unless identified and excluded from data due to bereavement, ongoing mental health problems or other valid issue

⁸ According to Cook, Shaw and Morris, *Disadvantage in Early Secondary School* (Nuffield/Machester Met, Dec 2020) ‘Based on pupils’ own self-reported outcomes, there is a gap in attitudes to school, perception of academic ability, occupational and university aspirations, peer behaviour and the home learning environment that widens significantly between pupils from richer and poorer households between the ages of 11 and 14. These gaps are present even when comparing pupils within the same school’

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: £105,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Language for Learning across the whole school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Comprehension strategies have been proved to aid all learners, but specifically those that are disadvantaged, and will aid progress in all subjects. This will positively raise attainment, aspiration and attendance.	1, 2 and 3
Purchase of Accelerated Reader for years to ensure that all learners supported to access all areas of curriculum	EEF: Accelerated Reader EEF (educationendowmentfoundation.org.uk) +3 months for non and +5 months for FSM learners. Encouraging learners to discover reading for pleasure supports and gaining confidence supports whole school strategy. This will be rolled out across Years 7 and 8 Jan 2022.	1 and 2
Contribution to cost of role of Assistant Head to track and monitor efficacy of implementation of Pupil Premium Grant Strategy	The Assistant Head with responsibility for Pupil Premium is a role that ensures that all stakeholders are held to account and continue to hone provision for PPG learners, particularly those that are disadvantaged learners. Responsibility to ensure that all challenges are met within 3-year limit	1, 2, 3, 4 and 5
Continued enhancement of teaching of English by employing specialist teacher	Learners in classes make rapid progress, smaller classes +2 on EEF Teaching and Learning toolkit, planning structured to ensure literacy goals met	1 and 2
Continued employment of Disadvantaged Learner TA	+4 on EEF Teaching and Learning Toolkit, the DL TA has ensured excellent attendance and positive attitudes to learning of some of our most vulnerable learners including a Year 8 CLA. Supports knowledge, understanding and confidence of learners to be gained and produces excellent KS4 revision resources for LA learners	1, 2 and 3

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

Budgeted cost: £32,845.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual Literacy Support sessions	Individualised instruction EEF (educationendowmentfoundation.org.uk) +4 months – for a number of our disadvantaged learners 1-1 learning time with our qualified English (and indeed French) teacher has supported students Yrs7-10 in attaining academically which has supported enhanced attendance. Also supporting EAL students to make progress	1, 2 and 3
Engaging with NTP online Maths tuition provision for year 10/11 students, provided after school. All learners in receipt of PPG in these years invited, as well as other targeted individuals.	Individualised instruction EEF (educationendowmentfoundation.org.uk) Tuition targeted specifically at Maths has been helpful for those most impacted by the pandemic but also for learners suffering from a lack of confidence with regard to Maths. Pupils across the ability groupings attend well and enjoy these sessions. Safe return home assured after sessions, increasing likelihood of engagement	5
Year 6/7 and Year 10/11 Summer Schools	Summer schools EEF (educationendowmentfoundation.org.uk) evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school. Year 6/7 pupils settled well into secondary school and are attending well. Both year groups reported increased confidence and motivation	3, 4 and 5 (Year 10 Summer School used TLC online tuition sessions in Maths and Science also)
Year 11 booster revision sessions	Small group sessions to support knowledge learning and development of Year 11 students before public examinations	1
Revision resources	Revision resources for Year 10 but particularly Year 11 learners e.g. books but also equipment has proved invaluable. All year groups benefit from equipment support	1

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

Budgeted cost: £ 43,149.50

The Activity	Evidence that supports this approach	Challenge number(s) addressed
Payment of counselling for disadvantaged learners referred to the Family Counselling Trust	The impact that the pandemic has had on disadvantaged learners is well documented and as such, some have need of counselling urgently and before CAMHS level. We have taken the decision to support our young people with this. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	3 and 4
Continued employment of Safeguarding and Wellbeing Officer	The need for safeguarding and wellbeing support is ever more evident, and the Wellbeing Officer also engages those that benefit from offsite wellbeing initiatives, many of those invited are PPG. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	3 and 4
Contribution to cost of independent Careers Adviser	Good Careers education ensures better life chances and raises aspiration, which feeds into engagement in school SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)	1 and 2
Promotion of positive attendance initiative	Improving attendance means improving attainment, progress and confidence, so pupils will be able to access an enhanced positive attendance celebration (to be confirmed with DoLs) . Wider strategies EEF (educationendowmentfoundation.org.uk)	3
Contribution to salary of Attendance Officer	Improving attendance means improving attainment, progress, and confidence; attendance is improving across school and DLs and families are benefitting from support of Attendance Officer	3
Contribution to costs of music lessons	Arts participation has a very noticeable beneficial impact, and has particularly helped DLs and PLACs gain confidence Arts participation EEF (educationendowmentfoundation.org.uk)	3 and 4

Total budgeted cost: £ 182,079 ⁹

⁹ We have now been refunded £19,117 for the cost of our Summer Schools July and August 2021

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 2020–2021 academic year.

Standardised teacher assessment grades for August 2021 showed that FSM6 learners in the 2020–21 cohort achieved +0.02 in Progress 8, and 4.4 in Attainment 8. A gap in attainment and progress is still evident amongst MA and LA learners in our school, but not HA learners. In fact, our FSM6 HA learners outperformed their non FSM6 peers by 0.01. A notable number of FSM students, particularly those that took advantage of Year 11 specific support (e.g. ROC Stars programme with SWGS, or access to NTP catch up sessions organised by FNO) achieved extremely well and one of our most vulnerable students, a Young Carer, called weekly during lockdowns achieved well in excess of target and expectation (+0.53). The individual literacy and numeracy sessions organised for a Year 11 LAC ensured that she was enabled to reach her potential and is now very successfully attending her chosen college course.

The impact of COVID, remote learning and lockdowns was undoubtable, but perhaps not as catastrophic for DLs as may have been expected. All those that needed laptops were able to be loaned them and were able to access online lessons.

The impact of Covid-19 related issues has been considerable on particularly mental health and wellbeing, with many students impacted. The effect upon a number of disadvantaged learners has been particularly acute, even though many attended the bubbles in school. Our focus on wider strategies in our new strategy reflects this and we will continue to build upon pastoral, health and wellbeing support for all our students, but particularly those that are disadvantaged.

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?	Our service pupil premium allocation was spent in conjunction with that of disadvantaged learners (the Pupil Premium Grant) in order to raise attainment, aspiration and ensure appropriate pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	The further development of pastoral support, particularly the employment of the Safeguarding and Wellbeing Officer has supported members of our service cohort, particularly with mental health challenges, or dealing with those of parents.

Further Information (optional)

St Joseph's feels that it is important that our learners in receipt of the Pupil Premium Grant, particularly those that come from the most vulnerable families are empowered and are not identified as different to other pupils and as such, offer support with uniform and equipment when necessary.