



Pupil Premium Strategy Statement

This statement details updates to St Joseph's Catholic School's use of pupil premium (and recovery premium) for the academic year 2023–2024. We are committed to using this funding to help improve the attainment of all those in receipt of the Pupil Premium Grant.

This statement outlines updates to our pupil premium strategy, first published September 2022, how we have adapted our intent to spend the funding in this academic year and the impact 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 | 607 |
| Proportion (%) of pupil premium eligible pupils | 31.00% |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 to 2024/25 |
| Date this statement was published | 18 th December 2024 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | John McParland, Headteacher |
| Pupil premium lead | Francesca Nobis, Assistant Headteacher |
| Governor / Trustee lead | John Hawkins |

Funding Overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £167,445 |
| Recovery premium funding allocation this academic year | £42,248 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £15,648 |
| 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 | £225,341 |

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 improved literacy, particularly for those students who have reading ages below their chronological age. To this end, all English lessons now start with 10 minutes of silent reading. We have developed a shared language and culture of learning across the school, the 'St Joseph's Way'. We will support students to take ownership of their learning and value stretch and challenge through a variety of strategies including staff research and development in our TLCs, academic assemblies developing students understanding of the science of learning, and collaboration with pupils across year groups.

With the use of robust and up-to-date data detailing individual KS3 students' literacy skills, we intervene as early as possible in KS3 to ensure success at GCSE. Where this has not been possible, we 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 Grant¹, but particularly those who 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
- Prioritise access to the school Emotional Literacy Support Assistant² for disadvantaged learners in need of this support, particularly at KS3 – early intervention is ideal
- Identify and support KS4 disadvantaged learners' access to coaching and mentoring with an outside agency
- Continue to raise disadvantaged learners' aspirations across year groups by working with universities³ but also in lessons, in conversations with students throughout school.

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 the St Joseph's Way across the curriculum. |
| 2 | Level of literacy for many students upon entry to St Joseph's is low, as evidenced in the last two years by internal data, CAT tests and STAR reading reports. This therefore means that literacy remains a priority for the whole school with interventions necessary at both key stages and modelling of Tier 2 and 3 language at GCSE required in all subjects. |
| 3 | Attendance for the whole school remains above the national average ⁴ 2022-23, and FSM6 students were also above national average for 2022-23 ⁵ . However, not all year groups sustained this throughout the year. Absenteeism negatively impacts pupils' progress and as such remains a priority for the school, particularly for those in receipt of the PPG. |

¹ Hereafter PPG

² Hereafter ELSA

³ For example, Bath Spa University deliver three workshops a year to Year 8 - Year 9 students in receipt of the Pupil Premium Grant to understand that university could be for them. All pupils in receipt of the PPG attend.

⁴ 92.7% for whole school 2022-23,

⁵ 88.9% for whole year (nat.av 85.3%)

| | |
|---|--|
| 4 | <p>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 our pupils are currently facing including anxiety, medically diagnosed depression, low self-esteem and lack of confidence.</p> <p>These issues are currently impacting on our pupils' ability to thrive academically and socially and as requests for support have increased since the pandemic, pastoral and wellbeing support remains paramount.</p> <p>In the academic year 2021-22, 48% of those in receipt of the Pupil Premium Grant accessed Pastoral support for a period of time, or for support sessions. A high number of FSM6 learners in Year 11 2022-23 required intensive support and so therefore the need for individualised support across year groups remains paramount.</p> |
| 5 | <p>Students in receipt of the Pupil Premium Grant 2022-23 did not make as much progress as their peers, and even with outliers removed, the attainment gap between FSM6 and their non FSM peers still grew. Tracking and support of all year groups is important, but in 2023-24, further focus needs to be on Year 11 to achieve better outcomes to ensure a more successful future. All year groups attainment data will be analysed after each assessment point and Year 11 after both sets of mocks. Pupils not achieving within one grade of their target grade will be identified and discussed either at department level or at year group level. Year 11 pupils will be invited to discuss their data, and parents will be made aware of support that is on offer for their child.</p> |

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 |
|---|---|
| <p>Improved progress across the curriculum for all students in receipt of the Pupil Premium Grant, particularly disadvantaged learners</p> | <p>2022-23, the school improved overall in terms of P8, but even with notable outliers removed, the attainment gap still grew. This must be a focus for 2023-24.</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 • 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 make excellent progress |

| | |
|---|--|
| <p>KS3 intervention to support individual development of literacy⁶ and a robust intervention programme for KS4 learners to focus on core literacy skills</p> | <p>Star reader tests 2022–23 showed that after small group intervention, pupils reading ages progressed to be more in line with chronological reading age.</p> <p>Using both small group intervention⁷ and targeted use of language we will continue to focus on ensuring that the curriculum is accessible for all learners, particularly those who are disadvantaged.</p> <p>Star reader tests 2023–24 after intervention to show progress in reading for identified pupils, particularly those who are disadvantaged</p> |
| <p>ALL aspects of curriculum to be accessible to all learners through use of high quality teaching and targeted use of language.</p> | <p>A whole school priority for 2023–24 is for all teachers to provide effective adaptive approaches to cater for the needs of all learners within a class so that progress can be achieved for all learners. This will be evidenced by learning walks by SLT and HoDs, and improved progress as evidenced by internal and external data.</p> |
| <p>Attendance to continue to improve for all pupils, particularly those who are disadvantaged.</p> | <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 above⁸ • By 2023–24, 70% of PPG learners to achieve attendance of 94%+ |
| <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 who 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 unless otherwise agreed by support agencies within school (pastoral, Attendance Officer etc) • Take further advantage of enrichment activities offered at St Joseph's eg DofE first cohort 2023–24 |

⁶ ‘...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.educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools/)

⁷ ‘When one-to-one and small group tutoring are implemented well—following the principles in this short guide—it is likely that it can be impactful’ - EEF [Tutoring Guide 2022 V1.2.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.educationendowmentfoundation.org.uk/tutoring-guide-2022-v1.2.pdf)

| | |
|--|--|
| <p>Continue to improve outcomes for Maths GCSE, particularly for those in receipt of the PPG through use of Maths department facilitated intervention in tutor time and after school</p> | <p>By 2023–24, all students will achieve their FFT target grade in Maths⁹ and all disadvantaged learners at Key Stage 4 will have access to individualised tuition or targeted intervention throughout Key Stage 4. 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.¹⁰ 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>2022/3 and onwards: 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. Further engagement with HE establishments from Year 7 will ensure that all pupils, particularly those who are disadvantaged will have an understanding of why HE is for them, and the benefits of university with regard to future opportunities.</p> |

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: £96,362

⁶ level of 94% attendance or above for those in receipt of PPG is (at October 2023) 68%, FSM6 attendance Sept–Oct23 is at 91.8%, 4.5%+ on national average

⁹ Unless identified and excluded from data due to bereavement, ongoing mental health problems or other valid issue

¹⁰ According to Cook, Shaw and Morris, *Disadvantage in Early Secondary School* (Nuffield/Manchester 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 | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Continued focus on literacy for learning across the curriculum, not just in English | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Comprehension strategies have been proved to aid all learners, but specifically those who are disadvantaged, and will aid progress in all subjects. This will positively raise attainment, aspiration and attendance. | 1, 2 and 3 |
| Continued enhancement of teaching of English by employing teacher to support smaller class sizes | Learners in classes make rapid progress, smaller classes +2 months on EEF Teaching and Learning toolkit, planning structured to ensure literacy goals met | 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 who are disadvantaged learners. Responsibility to ensure that all challenges are met within 3-year limit | 1, 2, 3, 4 and 5 |
| Continued employment of Disadvantaged Learner TA and ELSA | +4 on EEF Teaching and Learning Toolkit, the Pupil Premium TA has ensured excellent attendance and positive attitudes to learning of some of our most vulnerable learners including a Year 10 CLA and Year 10 PCLA ¹¹ . (Supports knowledge, understanding and confidence of learners to be gained and produces excellent KS4 revision resources for LA learners.) Last year St Joseph's supported this teaching assistant to qualify as an ELSA practitioner, and support sessions are now in place alongside supporting students in class at other times ¹² | 1, 2 and 3 |

¹¹ CLA = Child Looked After, PCLA Previously Child Looked After

¹² +4 on SEL [Social and emotional learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

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

Budgeted cost: £31,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Individualised Literacy Support sessions | <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>There is a robust system of literacy support and intervention across KS3 and 4 which runs in tutor time, thus ensuring students don't miss valuable learning time with their peers.</p> <p>+4 months – for a number of our disadvantaged learners 1-1 learning time with our qualified English (and indeed French) teacher has supported students Yrs7-11 in attaining academically which has supported enhanced attendance. Also supporting EAL students, including Ukrainian refugees, to make good progress.</p> | 1, 2 and 3 |
| Maths intervention sessions to continue, run by Maths specialist staff in school | <p>Progress and attendance of targeted students improved 2022-23 once Maths staff (as opposed to NTP online provider) undertook intervention in tutor time or after school. This will continue 2023-24 as the Maths department have developed an effective intervention strategy that students appreciate and attend.</p> | 5 |
| Year 6/7 Summer Schools for those in receipt of PPG, EHCP and those identified as other vulnerable by primary | <p>Summer schools EEF (educationendowmentfoundation.org.uk)</p> <p>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. Audit suggested 100% of</p> | 3 and 4 |

| | | |
|--|--|---|
| | Year 6/7 2023 recommended continuing Summer School 2023/24 ¹³ | |
| Year 11 booster revision sessions | Small group sessions to support knowledge learning and development of Year 11 students before public examinations before and after school and during the February half term and Easter holidays 2024 | 1 |
| Targeted small group tutoring to develop self regulation and study skills | Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Year 11 will benefit from small group (2/3 students) targeted academic mentoring conversations with Assistant Head/Head of English to develop self regulation, discuss progress and ensure removal of barriers to learning. ¹⁴ Started Term 2 2023 | 5 |
| 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 and the nuanced approach access to intervention sessions for all has given | 1 |
| Continued access to academic and wider curriculum activities within school for all those in receipt of the PPG | Opportunities to access trips and visits with appropriate support can change lives – whether it is a fully funded visit to a museum with their peers ¹⁵ or funding that will help a student to access the Duke of Edinburgh award – we have a duty to enable all our students to benefit from the wider curriculum. | |

¹³ Summer School 2023 was attended by over 50% of those invited and helped PPG and other identified pupils (EHCP or identified by primary school) feel confident and secondary school ready. Under consideration for 2024.

¹⁴ We believe that by giving learners the opportunity to reflect and monitor their strengths and areas of improvement, discuss and plan how to overcome any current difficulties we will not only aid the development of study skills and their grades, but also help to develop life long self management skills

¹⁵ For example, Bovington Tank Museum July 2022

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

Budgeted cost: £ 56,040

| 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 |
| 1-1 coaching and mentoring to Year 10/11 disengaged students | A trusted supporter of the school, a mentor and life coach (previously Enterprise Adviser) is coaching/mentoring Year 10/11 students at risk of disengagement with school to identify post-16 options, relate them back to school and also develop life skills | 5 |
| Continued employment of Safeguarding and Wellbeing Officer | The need for safeguarding and wellbeing support is ever more evident, and the School Wellbeing Officer also engages those who 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 |
| Access to ELSA | The PP TA is now ELSA qualified and works with identified students – 6 per half term currently, many of whom are in receipt of the PPG. | 4 |
| Raising aspiration; engagement with Careerpilot and Bath Spa activities for Service children and FSM6 learners | Outreach activities facilitated by Careerpilot and Bath Spa University to ensure that all learners in receipt of the Pupil Premium Grant develop understanding of their own motivations, their future career options, including about HE. Year 9 PPG trip to Bath Spa in June 2024 also will ensure learners gain an understanding of a university campus. | 1, 2 and 4 |
| Promotion of positive attendance initiatives | 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) | 3 and 4 |

| | | |
|--|--|---------|
| | Wider strategies EEF (educationendowmentfoundation.org.uk) | |
| Contribution to salary of Attendance Officer | Improving attendance means improving attainment, progress, and confidence; attendance is improving across school and Disadvantaged Learners and families are benefitting from support of Attendance Officer | 3 and 4 |
| Contribution to costs of music lessons | Arts participation has a very noticeable beneficial impact, and has particularly helped Disadvantaged Learners and PCLAs gain confidence Arts participation EEF (educationendowmentfoundation.org.uk) | 3 and 4 |

Total budgeted cost: £ 183,902

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 2022–23 academic year.

2022: School: -0.37, DL: -0.58 2023: School:-0.27, DL:-1.07

We were very aware that the mental health and wellbeing of all students was affected by Covid and this cohort particularly so. All students in receipt of the PPG in Year 11 were supported individually, given access to a range of support provisions from online, Easter and after school revision sessions, and referred to outside agencies where appropriate. Even with extensive support and intervention from within school and with the involvement of outside agencies, two of the Year 11 cohort 2022–23 did not take any exams, one of whom never attended our school. Several of the FSM6 cohort were enabled to take exams and have gained college places, but did not achieve their target grades due to a wide range of difficult and challenging circumstances. We are proud that these students, even in the most difficult of circumstances, attended school and recognised St Joseph's as their safe space. However, changes are being made to aspects of the strategy with particular reference to the current Year 11 cohort so that more positive outcomes can be assured, thus aiding their life chances. Each student in receipt of the PPG who attended school 2022–23 has gained their place at college and we are proud of each member of the cohort, especially given the challenges they, and their families faced.

In 2023–24, we will reinstitute small group academic mentoring conversations to ensure barriers to learning, particularly for the most vulnerable pupils, are removed and they are supported to do as well as possible. This will include analysis of mock results with the students so that they are empowered to take ownership of their futures and their results. PPG learners will be invited to interventions as appropriate and their progress will be closely monitored by HoDs and the Assistant Head with responsibility for the PPG. PPG learners will once again be the first to receive

1-1 sessions with the Careers Lead Professional and their post-16 places will be discussed and assured.

In other year groups, PPG learners are characterised by their commitment to achievement and asking for support where necessary. Current Year 11 FSM6 students were tracked at the end of Year 10 at -0.67 The continued development of the Pastoral area and team has been critical in supporting the success of at least 45% of those in receipt of the PPG, particularly with reference to supporting students to start accessing lessons rather than learning in the Pastoral classroom.

Externally provided programmes

We chose to stop accessing online tuition and utilising the NTP for this as Year 11 students did not feel they were benefitting particularly from the sessions. Their progress and attendance improved once teachers facilitated face to face sessions, so this is what we will continue to do 2023-24.

Service pupil premium funding:

| 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. All service pupil premium eligible pupils receive the same resource and wider curriculum support, access to mentoring and CEIAG intervention specifically designed for the Service cohort. |

Further Information (optional)

St Joseph's feels that it is important that our learners in receipt of the Pupil Premium Grant, particularly those who 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. We have a wide range of pre-loved uniform that is available for minimal cost to members of all our community.