



ST JOSEPH'S CATHOLIC HIGH SCHOOL

Pupil Premium Strategy 2021-2024

St Joseph's Catholic High School

Pupil Premium expenditure report

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.

Detail	Data
School name	St Joseph's Catholic High School
Number of pupils in school	984
Proportion (%) of pupil premium eligible pupils	110 students (including 12 and 13)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	29.11.21
Date on which it will be reviewed	Termly (otherwise 01.09.22)
Statement authorised by	Mr Ciran Stapleton
Pupil premium lead	Mr James Gibbons
Governor / Trustee lead	Mr Jim Hayes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96,000
Recovery premium funding allocation this academic year	£ 24,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 14,300 (Breakfast club costs saved due to Covid)
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	£ 134,300

Part A: Pupil premium strategy plan

Statement of intent

St Joseph's mission is to 'Unlock Belief in All'. We believe all are created equal and in the image of God. We seek to generate the finest opportunities and experiences for every single student in the school regardless of starting point and ensure all can fulfil their God given potential with the attributes, skills and knowledge they learn. At St Joseph's Catholic High School our strategy for improving the performance of disadvantaged students is based on research by the EEF (Education Endowment Foundation) NFER (National Foundation of Education Research) which identified that schools which made the biggest difference were guided by these seven principles for success:

1. Whole-school ethos of attainment for all
2. Addressing attendance and behaviour
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responsive to evidence
7. Clear, responsive leadership

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

Whole-school ethos

One of the biggest barriers to student achievement is expectations - the expectations that children themselves have and the expectations which their parents or carers have. We work consciously to avoid stereotyping PP students by referring to them as a group, but work with students as individuals and address their needs accordingly. We have high expectations for all students - whilst we are aware of the barriers to improvement that PP students face; we challenge any assumptions that they have less potential to succeed.

Addressing attendance and behaviour

The single biggest barrier to achievement is poor attendance. In line with the principle above, we look at attendance on a student-by-student basis. We do recognise that PP students nationally are more likely to have poor attendance and we take this into account when dealing with individual cases. We strive to build and maintain positive relationships with parents and carers. We analyse all absence and exclusion data on a whole-school basis as well as by sub-group (including PP students).

High-quality teaching for all

We invest highly in our staff and choose to hold weekly training rather than one-off inset days. Our key focus is staff accountability to know their students and to differentiate according to individual needs. We audit teaching and learning on a regular basis, both internally and externally, and ensure that PP audits form a part of all such reviews.

Meeting individual learning needs

PP students who meet the requirement will have a one-page pupil profile which outlines their needs and gives strategies for teachers, TAs and other involved adults to help to meet these needs. The students contribute to these profiles so that their voice can be heard. Teachers are required to take this information into account in their planning, teaching and feedback to students.

Deploying staff effectively

We overstaff in key areas where possible, so that we are able to create small intervention groups, wither on a short-term or long-term basis. We match student need to teacher expertise, and assess students on entry to intervention as well as when intervention is complete so that we can evidence impact and adapt future intervention where necessary.

Data driven and responsive to evidence

All students are assessed in each subject a minimum of once per term. The information gathered from assessments is added to teachers' assessment of classwork and homework as well as to their own professional judgment of students' progress. There is a school-wide approach to marking and feedback to enable teachers and students to work together on the next steps to improving performance. The Pupil Premium Lead then works with Heads of Department to identify students for intervention. This identification will take student needs into account.

Clear, responsive leadership

Analysis of the school's exams results show that we have clear, responsive leadership with regard to the school in general but PP students in particular. We have continued to ensure that PP students achieve above national averages and that the gap between PP and non-PP students continues to close.

Challenges

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

Challenge number	Detail of challenge
1	Students not having the belief that they can go on to higher education because no one in their family has done so. For many students they lack a figure within the life that has gone on to higher education and as a result do not think this is a pathway that someone of their upbringing can go onto achieve.
2	Developing a cultural within our PP students of 'Yes I can'. For many of our PP students their experience of education has been they do not have the knowledge and skills to be as good as anyone else. This is also heightened that when comparing themselves to their peers they also do not have the resources to do better in their education. This leads to a 'can't do' attitude where learning is more must rather than a want.
3	Parental engagement – For many of our PP students, parents either have jobs that are not flexible with school times so engagement at parents' evening is limited or as above, a similar attitude that education is more of a hindrance and is stopping them from getting a job
4	Attendance and punctuality – attendance is always a concern and this has the biggest impact in learning.
5	Covid – Covid has had a huge impact on all in society but disadvantaged students will have suffered the most. From statistically already being academically and socially behind their peers, lockdown will have widened the gap for disadvantaged students.

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
All PP students will have a belief in their learning	Attendance Punctuality Completion of classwork and homework Students applying to 6 th Form Through student questionnaire, students having a desire from a young age of staying on in education and seeking a profession
Progress of students to be equal or better to that of non-PP students	GCSE results A-Level/BTEC results Gatsby Benchmark
All PP students will have a desire to succeed at school	Student voice responses Attendance Punctuality
Student engagement in homework and intervention sessions	ClassCharts reports for homework completion Intervention registers

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: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Teaching and Learning Strategy</u></p> <p>1. Disadvantaged pupils are able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more privileged peers.</p> <p>2. Teachers in classroom feel accountable for the achievement of disadvantaged pupils. Disadvantaged pupils</p>	<p>The National Pupil Premium Event: Effectively Supporting Disadvantaged Children:</p> <p><i>'With the impact of Covid-19 threatening to reverse progress made on the attainment gap between disadvantages pupils and their peers, the Pupil Premium is more important than ever'.</i></p> <p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>'Nearly all teachers estimate that their pupils are behind in their curriculum learning, with the average estimate being three months behind. Over half of teachers estimate that the learning gap</i></p>	2, 3, 4

should not be considered 'someone else's responsibility'.

3. Focus is on pupil need, not labels and assumptions; being eligible for the Pupil Premium does not equate to low attainment or low 'ability'.

4. Focus on literacy development and the increase in reading age of all of our students

between disadvantaged pupils and their peers has widened'.

The strategy will focus on the following areas:

Feedback either verbally or in writing to every PP student in every lesson. Each PP student will be given a clear target that they need to address within the lesson. The feedback is to create a dialogue with the student and hopefully develop a higher level of engagement.

Directed questioning – PP students will be questioned throughout the lesson to support them in ensuring that they are actively learning.

Homework – For each subject there will be a clear homework timetable that will be monitored for completion. ClassCharts has been introduced in order to set, and track homework as well as increasing parent engagement.

Behaviour for learning and classroom environment

In line with the 5 non-negotiables. St Joseph's is using a school wide behaviour monitoring strategy through ClassCharts

Staff CPD for teaching and learning focuses on Rosenshine's principles building into lessons a recap of previous learning, presenting information in small manageable quantities, frequently questioning students, and checking understanding. A large part of this is scaffolding and modelling.

Scaffolding and modelling - Initially teachers provide enough support so that pupils can successfully complete tasks that they could not do independently. Then move into collaborative learning - pupils working together on activities or learning tasks in a group small enough for everyone to participate.

Visualisers to be purchased for classrooms to embed ways of modelling for students.

Literacy

Introduction of a reading program during extended tutor time so that all students engage with reading books through the school year. Students' reading ages are assessed at intervals during the school year and interventions put in place by departments and the literacy coordinator for those needed additional support.

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>February half term and Easter Revision, coursework workshops</p> <p>The February and Easter revision focus for Year 11 has been a successful approach adopted by the school to teach revision strategies, offer in-depth revision classes and the use of ICT suites and resources for all students. In previous years these sessions have been well attended and the Head of Year 11, Heads of Departments and the Senior Leadership Team focus on Pupil Premium students and identify support for these students.</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020:</p> <p><i>"Teachers estimate that 44% of their pupils are in need of intensive catch-up support"</i></p> <p>The strategy will focus on the following areas:</p> <p>Analysis of data from end of year 10 attainment year 11 teaching to identify key individuals, leading to in lesson and in department intervention.</p> <p>Intervention in the key areas through holiday sessions.</p> <p>Online platforms – use of Microsoft Teams and ClassCharts to effectively deliver resources and support to individuals and classes; giving students the ability to look back over lessons and resources.</p>	5
<p>Targeted intervention run for students informed by data.</p> <p>Weekly tuition groups and small group catch up sessions.</p> <p>We will direct extra tuition within the core departments for students behind in Maths, English and Science</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>With the exception of pupils working towards examination specifications, catch up needs to be treated as a long-term endeavour rather than a 'quick fix'.</i></p>	5

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

Budgeted cost: £86,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Breakfast Club:</p> <p>1 in 5 children in the UK are currently at risk of going to school hungry. This issue of child hunger and food poverty is of critical importance and eating a nourishing breakfast is</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>'Senior leaders' top priorities for September are to provide support for pupils' emotional and mental health and well-being (81 per cent); to re-engage pupils with learning (64 per cent); and to settle them into school (63 per cent). Academic catch-up</i></p>	1, 4,

<p>pivotal to a young person's development.</p> <p>The breakfast club is open to all students at St. Joseph's. The students are provided with a free breakfast and ensures that no student starts their learning hungry. They are prepared both mentally and physically to meet the demands of the academic day.</p>	<p><i>activities are most likely to take the form of small-group or one-to-one sessions'.</i></p>	
<p><u>Transportation:</u></p> <p>Provide transportation for those PP students who do not have appropriate means of travel to and from school through bus passes.</p> <p>The 'bus' that will pick up our PP students whose punctuation is poor.</p>	<p>It is vital that all of our students have appropriate modes of transportation to and from school to ensure their academic success.</p> <p>The morning 'bus' will help to ensure that the attendance and punctuality of our PP students is in-line with our non-PP students. This will also help to ensure these students are in lessons and support them with their academic progress and achievement.</p>	4
<p><u>Uniform:</u></p> <p>Providing uniform – both everyday uniform and PE kit to those PP students who cannot afford it.</p>	<p>We need to ensure that all our PP students feel no different from our non-PP students, therefore we will provide any necessary uniform to those students who are struggling to clothe themselves in terms of uniform.</p>	4
<p><u>Provision of IT equipment</u></p> <p>PP students will limited access to IT at home have been loaned an iPad or laptop to aid their completion of coursework, revision and study.</p> <p>During remote learning, 86 devices were given out to students, including 17 Pupil premium students</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>'In future episodes of partial lockdown, 'blended learning' must ensure equity for all pupils. Effective remote learning needs to be coupled with high-quality in-school teaching for vulnerable pupils, children of keyworkers, disadvantaged pupils and pupils with unsuitable home learning environments (rather than specific year groups)'.</i></p>	1, 3 and 4
<p><u>Educational trips</u></p> <p>Where it is considered that a school trip will enhance a student's understanding and progress within a subject trip, costs have been subsidised or paid in full for PP students where required. Ensuring they are having access to the same</p>	<p>The aim with this initiative is to expose our PP students to different experiences. It will undoubtedly be an opportunity that will shape them as a person and help in allowing them to understand that they can achieve through exposure to new experiences.</p> <p>It is important that all students, despite their socio-economic background, are given the same opportunities. This will help to eliminate inequality</p>	1,4

<p>experiences as non PP students.</p>	<p>and allow for all of our students to experience an enriching activity.</p>	
<p><u>Raising Aspirations and Cultural Capital:</u></p> <p>All PP students will be given the funding to attend all subject related trips that apply to them. In addition, we will be running specific trips to encourage culture capital within our PP students. We want to give our students the exposure to different activities like theatre, travel, sport, art and museums to allow these young people to understand the wider world.</p>	<p>Following a review of the whole school curriculum from June 2021 to December 2021. The school will move from a 2 year Key Stage 3 to a 3 Year Key Stage 3 (and from a 3 year Key Stage 4 to a 2 Year Key Stage 4). The decision was taken after assessing the impact of the current snapshot of pupil's progress of Attributes, Skills and Knowledge and readiness for the next stage of learning (i.e. transfer from Key Stage 2 to Key Stage 3 to Key Stage 4). This included a review of the fittingness of school day and provisions for PP students to experience educational trips and where this is space for raising aspirations and cultural capital in the existing Curriculum 2021-2022. After consultation with our Parent Forum, Local Governors, Trust CEO and Middle Leaders, we have adjusted the Curriculum to this aim for September 2022 and intend to pilot a series of Electives (extra-curricular activities run vertically through the student body) in the school day timetable in the last half term of the Summer term 2021-2022 for a full implementation from September 2022 onwards.</p> <p>Additional further curriculum time will be given to the Literacy for All form reading from 20 minutes (2021-2022) to 35 minutes (2022-2023) per day.</p>	<p>1, 2</p>
<p><u>Aspiration interventions</u></p> <p>Careers support and guidance</p> <p>We recognise that students may not be encouraged to attend University or pursue professional careers.</p> <p>Careers focused school provision will be designed to improve students' education, employment and social outcomes.</p> <p>Details of talks and events shared with students to give them experiences of careers, widen their knowledge.</p>	<p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Careers provision which provides learning either individually or in groups, which has been designed to help students to develop the knowledge, confidence, and skills they need to make well-informed, relevant choices and plans for their future so they can progress smoothly into further learning and work.</p>	<p>1</p>

Total budgeted cost: £ 134,300

Part B: Review of outcomes in the previous academic year

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

For the year 2020-2021 there were 99 students in Years 7-11 on the Pupil Premium register at St. Joseph's. The school received £935.00 of Pupil Premium funding per student. The funding was used specifically to ensure that the academic progress of Pupil Premium students was in line with the achievement of their peers.

Three key areas where we targeted are Pupils Premium funding for 2020-2021 was:

Low aspirations:

Many of our PP students have not had opportunities to understand the world outside their local community. This has resulted in a distinct lack of exposure to different cultural or social events that, perhaps, our non-PP students have participate in. It is important to note that many of our PP students will be the first person in their families to have the ability to attend university and in some cases Sixth Form.

Homework:

Homework is a persistent problem for many of our Pupil Premium students. For many do not have a quiet place or the necessary resources to allow them to complete their homework at home. In addition to this, responsibilities or the lack of accountability on both the part of the parent and/or teacher allows the student to 'get away' with not completing their homework. This will inevitably create gaps within the students learning and knowledge, causing them to fall behind.

Engagement in Lessons:

Many Pupil Premium students struggle to concentrate in lessons due to engagement and understanding. At St Joseph's high quality teaching and learning is the top priority.

We followed a 3 tier approach to raising achievement and narrowing the gap. Each tier has been designed to ensure that the Pupil Premium spend is targeted, transparent and sustainable.

Tier 1 - Teaching

Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention.

1. Disadvantaged pupils are able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more privileged peers.
2. Teachers in classroom feel accountable for the achievement of disadvantaged pupils.
3. Focus is on pupil need, not labels and assumptions; being eligible for the Pupil Premium does not equate to low attainment or low 'ability'.

Tier 2 - Targeted academic support

Targeted academic support is skillfully designed to provide quality valid additional curriculum, implemented with commitment for all students. Continuous monitoring of progress is an integral part of the process to quickly identify those who are not responding and need further intervention.

Examples include:

- Maths and literacy interventions
- Small group tutoring
- In class intervention strategies

Tier 3 – Wider strategies

Wider strategies may include non-academic use of the pupil premium such as providing a breakfast club so that students are ready to face the day.

The broad aim of the Pupil Premium is to raise attainment through the following outcomes:

1. All PP students will have improved attainment in English and Maths.
 - 100% of PP students made 3 levels of progress in both English and Maths
2. All PP students will make the same progress as non-PP students.
 - P8 score for PP students +0.48
3. All PP students to participate fully in lessons, complete all homework set and participate fully in school life.
 - Where life of the school was affected last year due to COVID lockdowns and restrictions, we put on a whole school St Joseph's celebration day to bring the school community together.
 - Pupil premium students were also given well-being packs which each included a reading book/series of books, a creative activity, a sports activity and a voucher for 2 to jump in trampoline park in Slough
 - Exclusion data shows low number of incidences for PP students as compared with the rest of their year group

Year	Number of PP exclusions	Number of non-PP exclusions	Number of PP behaviour incidences	Number of non-PP behaviour incidences
7	0	3	11	68
8	5	10	9	89
9	3	11	16	70
10	2	14	17	78
11	3	11	12	66

Desired Outcomes	Success Criteria	Review of success criteria
A. All PP students will have improved attainment in English and Maths.	There will be an increase in the % of PP students making expected progress in English and Maths in GCSE examination in 2021. There will a reduction in the progress gap between PP and other students in all other year groups.	2021 P8 Maths Non PP +0.73 P8 Maths PP +0.04 P8 Eng Lan Non PP +0.5 P8 Eng Lan PP -0.02
B. All PP students will make the same progress as non-PP students.	There will be a reduction in the progress gap between PP and other students in their Progress 8	P8 score for PP students +0.48

	<p>scores in GCSE examination in 2021.</p> <p>There will a reduction in the progress gap between PP and other students in all other year groups.</p>	
<p>C. All PP students to participate fully in lessons, complete all homework set and participate fully in school life.</p>	<p>There will be a reduction in the progress gap between PP and other students in their Progress 8 scores in GCSE examination in 2021.</p> <p>There will a reduction in the progress gap between PP and other students in all other year groups.</p> <p>There will be an improvement in the percentage of PP students engaging in after school activities, trips, interventions and leadership roles within the school.</p>	<p>Where life of the school was affected last year due to COVID lockdowns and restrictions, we put on a whole school St Joseph's celebration day to bring the school community together.</p> <p>Pupil premium students were also given well-being packs which each included a reading book/series of books, a creative activity, a sports activity and a voucher for 2 to jump in trampoline park in Slough</p>
<p>D. PP students to attend school as regularly as non-PP students.</p>	<p>Attendance of PP students is at least 95% for each year group.</p> <p>Punctuality of our PP students to improve in line with that of non-PP students.</p>	<p>Overall attendance of school 95.65%, PP attendance 92.94%</p> <p>Devices and internet connection given to students to allow them to attend during remote teaching (PP attendance 79%, non-PP attendance 88%)</p>

Pupil premium strategy outcomes 2021

Year 11 2020-2021 Non-pupil premium		Year 11 2020-2021 PUPIL PREMIUM - 29 students 28 students with KS2 results	
9-5 inc EnMa	72%	9-5 inc EnMa	58.62%
9-4 inc EnMa	58%	9-4 inc EnMa	58.62%
English 9-5	75.86%	English 9-5	75.86%
Eng 9-4	88%	Eng 9-4	79.31%
Maths 9-5	60%	Maths 9-5	58.62%
Maths 9-4	73%	Maths 9-4	65/52%
English 3LP	100%	English 3LP	100%
English 4LP	52.94%	English 4LP	52.94%
Maths 3LP	100%	Maths 3LP	100%
Maths 4LP	31.25%	Maths 4LP	31.25%
PP P8 Score +1.02		PP P8 Score +0.43	

Year 10 2020-2021 PUPIL PREMIUM - 28 students 28 students with KS2 results		Year 10 2020-2021 Non-pupil premium	
9-5 inc EnMa	10.71%	9-5 inc EnMa	27.61%
9-4 inc EnMa	50%	9-4 inc EnMa	45.52%
English 9-5	42.86%	English 9-5	48.51%
Eng 9-4	67.86%	Eng 9-4	67.16%
Maths 9-5	35.71%	Maths 9-5	39.55%
Maths 9-4	57.14%	Maths 9-4	59.70%
English 3LP	100%	English 3LP	95.92%
English 4LP	40%	English 4LP	53.06%
Maths 3LP	87.50%	Maths 3LP	76.19%
Maths 4LP	12.50%	Maths 4LP	19.05%
P8 Score -0.56		P8 Score -0.58	

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Context and breakdown of strategy for 2021-2024

General Information

The Pupil Premium is additional funding for publicly funded schools in England to raise attainment of disadvantaged pupils and close the gap between them and their peers.

In the 2021-2022 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years - £955 for pupils in year 7 to year 11

Schools also receive £2,345 for each pupil who is either a 'Child Looked After' CLA or has left local authority care because of one of the following:

- Adoption
- A special guardianship order
- A child arrangements order
- A residence order

Children who have been in local authority care for one day or more also attract £2,345 of pupil premium funding. Funding for these pupils doesn't go to the school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children

Statistics across the country show that students who are in receipt of free school meals perform lower academically than their peers in external examinations. The aim of pupil premium funding is to work to close the attainment gap.

At St Joseph's we believe all are created equal and in the image of God. We seek to generate the finest opportunities and experiences for every single student in the school.

Objectives in spending Pupil Premium Funding:

1. Whole-school ethos of attainment for all
2. Addressing attendance and behaviour
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responsive to evidence
7. Clear, responsive leadership

At St Joseph's there are 984 students on roll between Years 7-13. The number of pupils eligible for PP = 110 (11.15%)

National average of PP pupils in a secondary school = 27.7%

The breakdown of Free School Meals and Pupil Premium students per year group is:

Year	Total number	FSM	PP number	PP%
7	159	14	17	10.69%
8	145	6	12	8.27%
9	157	7	13	8.28%
10	171	14	18	10.52%
11	162	11	25	15.43%
12	104	10	17	16.34%
13	106	7	8	7.54%

At St Joseph's, as well as closing the gap academically, there is a high importance placed on preparing students for life outside of the school; To raise cultural capital with the students so they can aspire to develop 'Attributes, Skills and Knowledge' regardless of their starting point.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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.

The Tier Support

The school recognises the many barriers faced by many pupils who receive Pupil Premium funding. We are committed to raising outcomes linked to academic resilience and progress as well as closing the social and cultural gap between PP students and Non-PP students. Personalised opportunities and interventions for all PP students are tracked in a central document.



Tier 1 support- Teaching strategies benefiting Pupil Premium students

Tier 2 support – Targeted academic support specifically aimed at Pupil premium students

Tier 3 support – Wider strategies for specific Pupil Premium students

Strategic 3 Year Plan for Pupil Premium

Long term Plan (September 2021- August 2024)				
Priority		Overview	Links to SDP	Strategic lead
1	To ensure quality Learning and Teaching for all.	In order for our students to be equipped for a successful future they need access to high quality learning and teaching at all times.	2.1 – Embedding and refining the intentions behind the curriculum 2.2 - Enhance the curriculum to the ‘highest quality via a cycle of evaluation 2.6 – Supporting and empowering stakeholders in Learning and Teaching 2.7 – Improved progress and attainment for all key stages	
	To raise attendance and improve behaviour so that learning time is not lost.	In order for our students to access great opportunities within the school they need to be attending regularly and consistently. To enable students to access quality learning and teaching students must remain in all lessons and engage proactively	3.1 – Reaffirming our high standards and continuing to promote self-discipline to unlock belief. 3.2 – The evolution of pastoral systems including preventative and restorative processes 3.4 – Improved behaviour for learning for PP boys and high ability learners	
	To raise aims and aspirations through high quality out of classroom enrichment.	To enable a joined up approach, pupils need to be ready and willing to learn when they walk through the threshold of a classroom. By breaking down the barriers to learning we are promoting transferable attributes, skills and knowledge through confidence, heightened self-esteem and self-worth to support with academic progress and allow all our students to become reflective.	4.4 – Enhance the extra-curricular/trip programme to meet the needs of our students and encourage their belief in themselves	

Priority: Whole-school ethos of attainment for all						
Member of staff responsible:						
Aim	Implementation	By when	Desired Impact August 2022	Desired Impact August 2023	Desired Impact August 2024	Impact
To ensure, where appropriate that PP students are given priority.	Children from low-income families perform less well at school than their peers. Therefore prioritising them is aimed at countering the barriers they already face. This will be evident through student support, live marking within lessons, written marking and learning opportunities outside of the classroom. At St Joseph's we recognise that for many disadvantaged students, the importance of instant feedback to give students praise and instant areas for development often which in term will develop the resilience of our learners.	End of Term 6	Students continue to improve with the gap narrowing by 0.10	Impact of the funding is seen by PP cohort only being 0.14 grade behind their peers.	The outcomes gap is negligible.	
To develop the whole school Literacy and Numeracy policy in order to ensure that disadvantaged students are able to access the curriculum.	Literacy will be developed in the following ways: To ensure that the catch up program is delivered effectively at KS3 Early intervention is offered at KS4 when concerns are identified through data drops and conversations with Subject Leaders and Head of Year Development of Hackney LIT to develop all areas of Literacy Ensure that the development of Literacy, especially oracy and	End of Term 6	The Literacy Policy will be launched. All students will have 20 minutes of time for reading The Hackney LIT was launched in January 2022 The Numeracy Policy will be launched.	All students will have 35 minutes of time for reading More students use the LRC in order to take home books and use Teachers feel more confident in teaching Literacy within the curriculum. (80% agreement within staff voice). Teachers regularly attend CPD	All students will have 35 minutes of time for reading Most students access the LRC in order to take home books and to use. Teachers feel confident to deliver Literacy within the Curriculum and the curriculum is well sequenced to include Literacy	

	<p>vocabulary development is embedded within all schemes of work</p> <p>Literacy marking remains a key focus and a new literacy is embedded in subjects</p> <p>Development of Literacy in tutor time to develop Oracy of PP students</p> <p>Numeracy: To ensure that the catch up program is delivered effectively at KS3 - Early intervention is offered at KS4 where identified through data drops and conversations with Subject Leaders and Head of Year</p> <p>Ensure that numeracy is embedded within the curriculum, especially in Science, geography and technology</p>			<p>to up upskill themselves to be able to deliver literacy within the curriculum. The Hackney LIT is full embedded.</p> <p>All SOW show clear links to Literacy</p> <p>The Numeracy policy has been launched and Numeracy is sequenced within the curriculum for Science, Geography and technology.</p>	<p>appropriately for our students. Numeracy is sequenced throughout the whole curriculum.</p>
Embed the PP Register.	Each Head of Year to review and identify relevant barriers to learning for individual Pupil Premium students	Register to be fully updated by the End of Term 2	All staff are aware of the Register and are fully aware of the barriers to Learning on the 1 Year Pupil Premium Strategy.	Each pupil has at least 1 less barrier to learning identified compared to the previous year.	Register is fully embedded that shows over 3 years' each barrier has a significantly reduced impact on pupil's outcomes
Develop external careers and aspirations support	<p>Careers & Aspiration Programme to be timetabled in Term 6 ready to start in Term 1 of the new academic year:</p> <p>Learning Performance (meta cognition)</p> <p>Trips and visits</p> <p>Industry specialist speakers.</p>	End of Term 6	<p>Year 7 - all PP students to have an external aspirational talk</p> <p>Year 8 - all PP students to have an external aspirational talk</p> <p>All PP students take part in a careers fair.</p>	Every Pupil Premium child to have engaged in at least one elective. Review pilot trial of engaging parents	Broaden cultural capital of students by increasing the number who participate in educational trips.

	Study Skills		Year 9 - all PP students to have an external aspirational talk All PP students took part in a careers fair. Year 10 - all Y10 take part in an inspirational assembly from Josh Boggi, a former soldier in Afghanistan PP students took part in a careers fair. Year 11 – Year 10 - all Y10 take part in an inspirational assembly from all PP students took part in a careers fair	Continue to increase parental attendance at parent events.	
Raise the profile of Mental health and wellbeing	Assemblies to be delivered to all year groups on coping with stress, anxiety and how to improve personal wellbeing.	On-going	All showed to improve their Attitude to learning grade grades through Data Drops.	Through the parental engagement agenda, parents are attending some sessions with their child to improve the home and school relationship.	Continue to embed and track those pupils who have engaged with the programme
Improve internal careers support to ensure Pupil Premium pupils have a focus on next steps	Careers Lead to support students in guidance, option choices and knowledge of post 16 opportunities. All year groups (7-11) have a dedicated tutor period focused on careers, futures and aspirations/CIAEG.	On-going	All Pupil Premium pupils have had at least one session with the Careers Lead.	All Pupil Premium pupils to have had at least 2 1:1 sessions with the Careers Lead and participated in a trip to a Further or Higher Education institution.	All parents of Pupil Premium pupils to have attended a session with our Careers Lead on Post 16 and Post 18 destinations.
Start the elective curriculum at St Joseph's and increase the extra-curricular activities at St Joseph's	A timetable of all clubs (both academic and social) to be introduced and attendance logged	On-going	Extra-curricular clubs to have been available.	Increased take up of clubs and electives aimed at reducing	Through the parental engagement

	at each one. Electives programme introduced to the school timetable. The mini bus to be used to support with transport. Student Voice to be used to identify clubs and activities		Students who attended see a significant change in their barriers to learning and their RAG journey on the Pupil Premium Register becomes more positive.	barriers to learning. Through the parental engagement agenda, parents are invited to attend extracurricular activities and revision sessions after school to further support their child.	agenda, parents are ready, willing and able to gain qualifications for themselves through attendance St Joseph's revision sessions (English and Maths GCSE provisionally with the hope to move on to other qualifications)
Raise the profile and attendance at Breakfast Club and increase number of students claiming FSM	Member of staff to be available during Parent Evenings, Open Evenings and Presentations to support and encourage parents to complete online FSM application process. Identify students based on attendance and behaviour data and encourage them to attend Breakfast Club. Raise the profile of Breakfast Club through the website and social media. Students to plan and cook their own meals. Time also to be given to home learning,	On-going	100% of those pupils attending Breakfast Club have improved behaviour, attainment and punctuality to school. Pupils plan and prepare their own breakfasts. Case studies produced on a number of students who attend breakfast club to show improvements in attitude, attendance and attainment	Build a partnership with Primaries to offer a co-joined Breakfast Club for those pupils who have siblings at Primary.	Breakfast Club is widely attended by both pupils, siblings with the vision to be able to provide the club at different locations e.g. St Ethelbert's

Priority: Addressing attendance and behaviour						
Member of staff responsible:						
Aim	Implementation	By when	Desired Impact August 2022	Desired Impact August 2023	Desired Impact August 2024	
To improve the quality of education for all students at all key stages through the implementation of the behaviour system and non-negotiables	To launch, embed and rigorously monitor the practice of the new behaviour policy of St Joseph's to highlight and embed the non-negotiables that underpin the Teaching and Learning Policy	Launch January 2022 On-going review	90:10 ratio of positive points awarded to negative The non-negotiables are embedded. 70% of staff consistently practice the non-negotiables to a good standard.	95:5 ratio of positive points awarded to negative The non-negotiables are fully embedded. 80% of teaching is good or better.	98:2 ratio of positive points awarded to negative The non-negotiables are fully embedded. 90% of teaching is good or better.	
To ensure students with transport issues are able to access school	Identify students where absence is due to problems with transport and have a timetable of morning pick up created	September 202	Use of school minibus has allowed for direct pick up where required to support attendance.	Students who miss a day of school can stay behind to complete work missed and access teacher support are still able to safely get home	Timetabled pick-up of students that is informed proactively by data held centrally.	
Persistently absent students attend school regularly	Proactively work with the student and family to remove barriers to attendance	On-going review	Previous years' attendance data proactively targets known PA students. Tracker has allowed for a targeted approach. However, improvement in PP PA is negligible due to reduced year (PP PA remained at same level) Importance of attendance is understood by hard to reach families, which is	Previous years' attendance data proactively targets a reduced number of known PA students. Those previously identified as PA have better ATL scores and improved outcomes when compared to themselves the previous year. Have accessed extra curricula opportunities that	Previous years' attendance data proactively targets known PA students. Number of PA is in line with or lower than National Average, greater number of students are able to access, and take part in attendance based reward opportunities that raise cultural capital	

			shown by a reduction of PA	allow them to develop as a well rounded citizen.		
	Track and monitor low level disruption to increase engagement in lessons	Introduction of ClassCharts to St Joseph's and include restorative meetings between student and staff	January 2022	80% of student voice report ClassCharts consistent and fair	Students to be reporting that low level disruption is rare and dealt with accordingly	Low level disruption does not affect learning of all students
	Track and monitor PP repeat offenders removed from lesson and FTE	Launch a behaviour register detailing triggers and classroom support strategies for individual students	April 2022	N/A	Reduction in the number of PP students in restorative justice room. Reduction in the number of FTE issued to PP students	PP in restorative justice room is rare and resolved quickly with limited number of repeat offenders. Reduction in the number of FTE issued to PP students in line with or lower than National Average
	Redesign and relaunch St Joseph's rewards process	Collaborate with student body to create a wider range of in-school rewards	January 2022	90% positive ratio of positive:negative points awarded for PP students.	Students report that their continued hard work and attendance is recognised and rewarded	Reward system in place is integral to the recognition of all students, in particular PP so that no one misses out
	Identification of pupils who are not meeting expectations with their attitude to learning (ATL score).	Identify students with poor attitude to learning from each data drop. HOY/DHOY/ to have meetings to discuss concerns and address any barriers to learning. Appropriate intervention to be put in place using other initiatives available through the PP Strategy.	Data drops	Students provided with targeted support which is recorded on the PP Register to enable them to be successful. Majority of pupils move positively through the RAG system on the PP Register. All pupils who were rated '1' were	Number pupils requiring additional intervention and support decreases in comparison to the previous year as T&L in the classroom improves.	Number pupils requiring additional intervention and support decreases in comparison to the previous year as T&L in the classroom improves.

			targeted for support and intervention by the PP Co-ordinator and sent to pastoral teams to allocate individual support.		
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Priority: High quality teaching for all					
Member of staff responsible:					
Aim	Implementation	By when	Desired Impact August 2022	Desired Impact August 2023	Desired Impact August 2024
To improve the quality of marking and feedback in order to ensure that disadvantaged students know what they must do in order to make progress.	Disadvantaged students are given priority when teachers give feedback on work. Feedback will be timely, regular and 2 way. Teachers ensure that students next steps are followed up in order to ensure student do not fall behind their peers. Feedback will be blended; we recognise the importance of written feedback but also understand the importance of live, verbal feedback which may help to overcome some Literacy barriers for some students.	Ongoing	Quality assurance shows that feedback is improving in most subjects and students do receive meaningful feedback that is both specific and 2 way; however some disadvantaged students do not always engage with written feedback. Live feedback and live student support has now become a central part of the teaching and learning policy in response to this.	Quality assurance shows that live feedback is common in at least 75% of lessons. The quality of written feedback is consistent across the school feedback policy is adhered to in all subjects.	Students become more independent and in turn there are more opportunities for small group and individual live feedback. Student voice shows that learners are more resilient.
Promote the take up of the 'Department Bid'	All departments to be offered a grant of £2,000 to spend specifically on Pupil Premium to improve attainment and close the gap.	On-going	All Faculties to have utilised some of their £2,000 allocation with measurable impact of the difference it made in closing the gap	Departments to have used the funding to raise aspirations outside of St Joseph's through a significant trip or visit.	Departments to have used the funding to raise aspirations outside of St Joseph's through a significant trip

			between PP and Non PP. Sport – equipment and uniform. Art – presentation boards, resources and equipment. English – resources. Maths – revision guides. Science – resources, revision guides and equipment.		
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Priority: Meeting individual learning needs						
Member of staff responsible:						
Aim	Implementation	By when	Desired Impact August 2022	Desired Impact August 2023	Desired Impact August 2024	Desired Impact August 2024
Students with any SEN needs are supported to attend regularly	SEN team work closely with the student and family to create bespoke support packages that cover all areas of need including regular attendance		All SEN targeted students show an improvement in attendance.			Absence rates between all SEN sub groups is negligible and in line with non-SEN students.
To support with additional costs to parents	All Pupil Premium Pupils offered a subsidy with the cost of uniform. Pupil Premium pupils to be provided with equipment for learning. All pupils to be offered 'Achievement Voucher' to support learning.	On-going assessment of students needs	Pilot with Year 7 for the Achievement Voucher in order to evaluate its impact. 23 vouchers claimed. Will send again in September 2020.	All pupils in Y7-11 to be offered the Achievement Voucher.		Review provisions provided to students

Priority: Deploying staff effectively						
Member of staff responsible:						
Aim	Implementation	By when	Desired Impact August 2022	Desired Impact August 2023	Desired Impact August 2024	
To ensure staff are deployed within the timetable to support PP students	Review of timetable and staff deployed to support students within lesson and intervention classes	April 2022	Some PP students to have access to small group learning with an experience member of staff	Most PP students to have access to small group learning with an experience member of staff	All PP students to have access to small group learning with an experience member of staff	

Priority: Data driven and responsive evidence						
Member of staff responsible:						
Aim	Implementation	By when	Desired Impact August 2022	Desired Impact August 2023	Desired Impact August 2024	
Develop more rigorous and regular systemic monitoring of the progress of PP students in order to identify early intervention needs.	Standards and progress leads closely monitor the progress of disadvantaged students and co-ordinate effective early intervention to ensure that these students do not fall behind their peers.	Ongoing	Purposeful and meaningful tracking that ensures the gap is beginning to narrow.	Purposeful and meaningful tracking that ensures the gap is narrowed to be within 0.1 of a grade.	Purposeful and meaningful tracking that ensures the gap is non-existent and all students achieve their aspirational targets.	
To ensure the progress of disadvantaged pupils achieve as well as others with the same starting point	In year 11, 60% of the PP students are boys. This group of students will become a priority which will be informed by: - Analysis of students in relation to the Horsforth quadrant - Students will become a focus group for HOY and communication with home will become central - Mentoring programme For all Pupil Premium students.	2022/23	The gap between PP and Non-PP narrows further. The HOY constantly update risk assessments and introduce timely interventions that are tracked and prove effective.	The gap between PP and Non-PP narrows rapidly. The HOY and departments work together to ensure that intervention is timely and prove highly effective in ensuring that students are working towards their aspirational targets.	The gap between PP and Non-PP is negligible. Students are ambitious and a mentoring programme is fully embedded and effective. Students strive for their aspirational target and are ambitious	

	Regular intervention will used for KS4 students to ensure that PP students are making sufficient progress.			Mentoring is successful and mentors have impact on all disadvantaged students.	in relation to their next destination.
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Priority: Clear, responsive leadership					
Member of staff responsible:					
Aim	Implementation	By when	Desired Impact August 2022	Desired Impact August 2023	Desired Impact August 2022
Promote PP students across the school	All weekly bulletins and CPD sessions will highlight PP and examples of positive intervention being used	On-going	All bulletins and CPD will example positive PP interventions	Within the school a staff group is convened with staff leading on PP	All departments are represented by a PP voice member
Promote the take up of the 'Department Bid'	All departments to be offered a grant of £2,000 to spend specifically on Pupil Premium to improve attainment and close the gap.	On-going	All Faculties to have utilised some of their £2,000 allocation with measurable impact of the difference it made in closing the gap between PP and Non PP. Sport – equipment and uniform. Art – presentation boards, resources and equipment. English – resources. Maths – revision guides. Science – resources, revision guides and equipment.	Departments to have used the funding to raise aspirations outside of St Joseph's through a significant trip or visit.	Departments to have used the funding to raise aspirations outside of St Joseph's through a significant trip