



“The glory of God is
a human being fully
alive!”

St Joseph's Catholic High School

Pupil Premium Policy 2025-26

Pupil premium strategy statement – St Joseph's Catholic High School – 2025/26 – Year 2

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

All information will be outlined in black font

2024/25 will be outlined in blue font

2025/26 will be outlined in red font

School overview

Detail	Data
Number of pupils in school	<i>2024/25: 995 students (209 students in 6th Form)</i> <i>2025/26: 988 students (204 students in 6th form)</i>
Proportion (%) of pupil premium eligible pupils	<i>11.7% (Yr. 7-11) 10.4% (Yr. 7-13)</i> <i>14% (Yr. 7-11) 12.34% (Y7. 7-13)</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027 <i>Year 2</i>

Date this statement was published	31 st December 2024 31 st December 2025
Date on which it will be reviewed	Termly (otherwise 01.09.2025) Termly (otherwise 01.09.2026)
Statement authorised by	Mr Ciran Stapleton
Pupil premium lead	Mr James Gibbons
Governor / Trustee lead	Mr William Guri

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,110 (88200) as of 28 th Dec £116,100 as of 28 th December 2025
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£8126 ?
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,371.37 (or 96,326) £

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 five principles for success:

1. Improve achievement
2. Addressing attendance and behaviour
3. Meeting individual learning needs
4. Aspirations
5. Parental engagement

Challenges

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

Challenge number	Detail of challenge
1	<p>Achievement: Students not having the belief that they can achieve great things and go on to higher education. For many students this lack of belief leads to them typically making less academic progress in school compared to their peers</p> <p>St Joseph's School development plan aims to focus on adaptive teaching in order to be discerning and wise in the support we give to ensuring achievement. Even with Disadvantaged students' attainment and Progress 8 score at GCSE being above the national average, there is still a gap between disadvantaged and non-disadvantaged students at St Joseph's. For the year 2024-25 Non Disadvantaged average attainment was: and Progress 8 score being. With Disadvantaged students being attainment score being: and Progress 8 score being</p>
2	<p>Attendance and behaviour: Average attendance rates for disadvantaged students in lower than that of other students and below the school target of 97%. Attendance is always a concern and this has the biggest impact on learning.</p> <p>St Joseph's school development plan aims to be attentive to the heart and focus on what matters to the students. If students are not in school every day, something is the matter. Even with Disadvantaged students' attendance being above the national average and the highest for secondary schools within the trust, there is still a gap between disadvantaged and non-disadvantaged students at St Joseph's. For the year 2024-25 Non Disadvantaged average attendance was: 95.07% with Disadvantaged students being 93.38%</p> <p>Disadvantaged students are also receiving a higher number of Xs on a weekly average to non-disadvantaged students</p>
3	<p>Meeting individual needs: All our disadvantaged students have different challenges faced within their lives; whether academic, pastoral or due to external circumstances outside of school. Identifying this and supporting can always be difficult.</p>

	<p>St Joseph's school development plan has a focus on serving God and one another. It is important we serve all our students especially our disadvantaged so their needs that are bespoke to them are met.</p>
4	<p>Aspirations: Developing a cultural within our disadvantaged students of 'Yes I can'. For many of our disadvantaged 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 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.</p> <p>Our school development plan aims to ensure adaptive teaching is at the heart of our focus so all students can unlock their belief. Our Prior Attainment High – who are also disadvantaged are not receiving the top end grades thus have lower aspirations</p> <p>Pupil Premium profile and linking this clearly to class charts</p>
5	<p>Parental engagement: – For many of our disadvantaged 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</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>Improve Achievement: through consistently high standards in every classroom and adaptive teaching, effective feedback and appropriate challenge in every lesson, together with targeted academic interventions that addresses knowledge gaps and improve confidence, attainment and progress.</p>	<p>GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. 100% disadvantaged pupils enter further education, training or employment post-16.</p> <p>As above for 2025-26</p>
<p>Improve attendance and behaviour: by embedding strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students.</p> <p>To also embed strategies to promote and support positive attitudes and behaviours for learning and break down social and emotional barriers to progress.</p>	<p>Attendance figures to show that the gap between PP and non-PP students is diminishing. Disadvantaged pupils' attendance is at least in line with the national average for all pupils and meets the school target of 97%.</p> <p>The behaviour and attitude to learning of disadvantaged students is in line with other students, or shows an improving trend across all year groups. The proportion of disadvantaged students who are excluded is below the national average for secondary schools and is reducing year on year.</p> <p>As above for 2025-26 as well as ensuring statistical information of the number of Xs, detentions at lunch, HOY, SLT and exclusions are no greater ratio to non-disadvantaged students. If there is, a plan will be used to support disadvantaged students to being attentive to what matters to</p>

	them and why their behaviour is not as expected and what targets can be used to support them.
Meeting individual needs: Through the continuation of developing and enhancing our relationships with all our disadvantaged students we will learn more about their own personal needs and how we as a school can support.	All issues and concerns for students will be shared with the school and be addressed and supported throughout their time in St Joseph's. As above for 2025-26
Build aspiration: by providing a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance	To ensure students speak positively about the school and feel safe and happy at St Joseph's Catholic High School. Ensure there is a very high level of engagement in wider curriculum opportunities by disadvantaged children and effective careers provision ensures they are well prepared for post-16 pathways As above for 2025-26
Parental Engagement: by being proactive and persistent in building relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.	Parents/carer voice is positive regarding their child's education and they will feel that they are more able to help/support their child to achieve. Attendance and engagement by the parents/carers of disadvantaged students at school events is in line with that of other students. 100% of PP parents engage with school via email, phone or meeting. As above for 2025-26

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a classroom culture that aims to model high quality, effective and adaptive teaching across the curriculum,	Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. EEF indicates impact of +6 months when implemented effectively. The potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress) and evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. A focus on the development of students'	1&3

<p>supported by on-going CPD.</p>	<p>vocabulary is supported by evidence from the EEF showing that language approaches have a high impact on pupil outcomes of 6 months' additional progress</p> <p>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.</p> <p>EEF: <i>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</i></p> <p><i>Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.</i></p> <p><i>Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</i></p> <p>Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve</p> <p>the Gap: <i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning</i></p> <p>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback.</p> <p>Within CPD for the year 2025-26, there is an adaptive teaching group where senior/middle leaders from across different departments meet to discuss the Learning and Teaching policy of the school with a focus on adaptive teaching. This then is focused on different approached that can be utilised to support students such as disadvantaged/SEND</p>	
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<p>Support pupils to develop learning and self-regulation strategies to improve knowledge retention, revision strategies and home-learning</p>	<p>Providing meaningful homework is essential for students to build upon knowledge they have gained through flipped learning.</p> <p>EEF reports that: <i>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning, with EEF stating average impact of +7 months.</i></p> <p>Within this strategy we will also look to provide support through resources and a place within school to complete homework.</p> <p>EEF states: <i>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</i></p>	<p>1&3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing capacity across the school used strategically for Pupil Premium Intervention. This capacity can be used to provide 1:1 and small group tuition, in-class support and team-teaching, additional teaching groups, enhance feedback and enable academic mentoring support.</p>	<p>Analysis of data from PPE data for year 11 attainment, year 11 teaching to identify key individuals, leading to in lesson and in department intervention.</p> <p>Intervention in the key areas through and extended day for Year 11 in key subject areas.</p> <p>Analysis of data from grade collection for years 7-10 attainment, teachers to identify key individuals, leading to in lesson and in department intervention.</p> <p>Intervention – staff will be assigned to mentor groups to raise ATL, attendance and attainment.</p> <p>EEF: <i>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. The impact is also slightly lower when school time is extended in secondary school.</i></p> <p><i>The research also indicates that attracting and retaining pupils in before and after school programmes is harder at secondary level than at primary level. To be successful, any extension of school time should be supported by both</i></p>	<p>1&3</p>

	<p>parents and staff. It should also be noted that more extreme increases may have diminishing effects if engagement of pupils is reduced.</p> <p>While the impact on academic attainment is, on average, positive, the cost of extending school times might mean that it is not a cost-effective approach to implement at the school level without additional funding.'</p> <p>Closing the Gap: There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage. Adopting a more targeted approach also has its challenges though, as selected pupils may feel singled out and stigmatised.</p> <p>Individualised instruction can be an effective approach to increasing pupil attainment. Studies of Individualised instruction with older pupils of secondary age tend to show higher effects. The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	
Use of Academic Mentors to create capacity for targeted tutoring in English, Maths and Science in all year groups.	The EEF states: <i>that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Findings show that tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</i>	1,3 & 5
Promote effective literacy through whole school strategies and individual reading support.	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. EEF research shows that the teaching of phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The EEF found: <i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</i></p>	1&3
Use of digital resources to	Overall, the research evidence over the last 40 years about the impact of computer and digital technologies on learning consistently identifies	3&5

<p>support knowledge retention and retrieval and to enable effective independent study and revision</p>	<p>positive benefits. The increasing variety of digital technologies and the diversity of contexts and settings in which the research has been conducted, combined with the challenges in synthesising evidence from different methodologies make it difficult to identify clear and specific implications for educational practice in schools.</p> <p>The EEF also say 'Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools.' And Class Charts is a tool the school use to set and monitor this.</p> <p>Some pupils may not have a quiet space home learning – it is important for schools to consider how home learning can be supported (through a homework club') again something St Joseph's provides.</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,371.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Breakfast Club: Allow for a free breakfast club for all students</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 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>'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 activities are most likely to take the form of small-group or one-to-one sessions'.</i></p>	1, 2 &3
<p>Uniform and transport hardship funding and provision of curriculum supplies for students to ensure positive engagement in school life.</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> <p>School uniform is the clothing that pupils are required to wear at school. Uniforms differ from the very formal and detailed (such as requiring blazers and specifying other items of clothing) to more informal and brief (such as involving just a school sweatshirt). Schools vary as to how strictly a uniform</p>	2&3

	<p>policy is enforced and whether it includes other aspects of pupils' appearance.</p> <p>Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress. EEF finds that: <i>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</i></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>	
Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extracurricular activities.	<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>Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement.</p> <p>The EEF states: <i>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. The searches in the Toolkit look for studies that include an academic impact, so there may be a greater number of studies that focus on non-academic outcomes.</i></p>	3&4
<u>Aspiration interventions</u> Careers support and guidance	<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>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>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>	4

Total budgeted cost: £ 104,371

Hardship fund: £12,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activities had on pupils in the 2024 to 2025 academic year.

For the year 2024-2025 there were 91 students in Years 7-11 (114 including 6th form) on the Pupil Premium/Disadvantaged (these are students who are either classified as Pupil Premium, Free School Meal or both) registered at St. Joseph's. The school received £1035 of Pupil Premium funding per student. For students who were previously looked after, the school received £2530 per student and any student who is currently looked after by the local authority the school received £2530. The funding was used specifically to ensure that the academic progress of Pupil Premium students was in line with the achievement of their peers.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that PP students in year 11 made a third less on average in their GCSE in comparison to non PP students. The data for this can be found below. The cohort of PP students was small compared to previous years (only 10 for 2024-25) but we did know of and supported an additional 6 students who were not PP. Even though PP students did make less progress, the jump they made through year 11 was considerably more. When collecting internal data for year 11 in December 2024, PP students had a P8 score of -0.06 compared to non PP students of +0.25. In August PP students had made +0.39 increase in average progress from PPE2 data in comparison to non PP students which was +0.34. In January 2025 all PP students were targeted with additional intervention and targeted support in English, Maths and Science. These were additional revision sessions led by experienced members of each department with a maximum of 4 per group. This allowed for bespoke targeted support in these areas. English, Maths and Science were the targeted subjects based on the data collected. Meetings were held with all students and parents to discuss this and highlight the importance of the intervention groups.

Groups (number)	Target P8 score	PPE1 P8 score	PPE2 P8 score	GCSE P8 score
Year 11	+1.25	+0.18	+0.25	0.69
Pupil Premium (10)	+1.1	-0.12	-0.06	0.33
Non- PP (142)	+1.19	-0.32	+0.29	0.71
Disadvantaged or where we support (16)	+1.11	-0.87	0.08	

NOTE: Of the 10 students who were either officially Disadvantaged, three of these students did not have a P8 score. This was because they never had CATS testing to then be able to measure progress when undertaking their GCSEs

<u>Summer 2024 PPE1 data</u>	<u>2025 – January PPE Data</u>	<u>2025 GCSE Data</u>	<u>Summer Year 10 PPE1</u>	
P8 score Eng. Lang = PP students = +0.34	P8 Eng. Lang PP = +0.43	P8 Eng. Lang PP = +0.05	P8 Eng. Lang PP = +0.69	
P8 score Eng. Lang = Non PP students = +0.37	P8 Eng. Lang Non PP = +0.42	P8 Eng. Lang Non PP = +0.14	P8 Eng. Lang Non PP = +0.29	
P8 score Eng. Lit = PP students = +0.18	P8 Eng. Lit PP = -0.07	P8 Eng. Lit PP = +0.18	P8 Eng. Lit PP = +0.89	
P8 score Eng. Lit = Non PP students = +0.6	P8 Eng. Lit Non PP = -0.31	P8 Eng. Lit Non PP = +0.28	P8 Eng. Lit PP = +0.09	
P8 score Maths = PP students = -0.92	P8 Maths PP = -0.3	P8 Maths PP = +0.2	P8 Maths PP = -1.9	
P8 score Maths = Non PP students = -0.36	P8 Maths Non PP = -0.6	P8 Maths Non PP = +0.28	P8 Maths Non PP = -0.82	
P8 R.E PP = -1.26	P8 R.E PP = -1.31	P8 R.E PP = -1.06	P8 R.E PP = +0.06	
P8 R.E Non PP = -1.0	P8 R.E Non PP = -0.44	P8 R.E Non PP = +0.02	P8 R.E Non PP = +0.17	

Internal data (Summer 2025) for each year group shows a mixed result in progress of Pupil Premium students to non-Pupil Premium.

For Year 7 who are currently Yr. 8 (Nov 2025) there was a 0% progress gap between PP students and non-PP students. In Autumn 2024 the gap was -0.4 and in Spring 2025 the gap was -0.1 so throughout the year progress has been made to match non-PP students.

For Year 8 who are currently Yr. 9 (Nov 2025) there was a -1.0% progress gap between PP students and non-PP students. However, in relation to other groups sig groups (EAL, PAH, SEND, Boys) this was the smaller gap. In Autumn 2024 the gap was -1.1 and in Spring 2025 the gap was -0.7. Behaviour of a small number of PP students may factor as to why there is a gap here and this will be focused upon to support learners.

For Year 9 who are currently Yr. 10 (Nov 2025) there was a 0% progress gap between PP students and non-PP students. In Autumn 2024 the gap was -0.4 and in Spring 2025 the gap was -0.1 so throughout the year progress has been made to match non-PP students.

For Year 11 (Nov 2025) there was a -0.31 progress gap between PP students and non-PP students. In Autumn 2024 the gap was -0.07 and in Spring 2025 the gap was -0.13. The summer data is probably the most useful data to use as it did entail all students sitting a PPE paper in their subject.

NOTE: All Disadvantaged students have been targeted in intervention for English, Maths and Science in either afterschool intervention or within class/reading time. In addition to this, all students have been met and any issues raised from these meetings (lack of laptop, revision guides etc.) have been addressed.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that Pupil Premium students is well above average compared to national PP data (All attendance data can be found below). St Joseph's was also consistently above other secondary schools within the MAT. The attendance officer of the school and continually made it a priority.

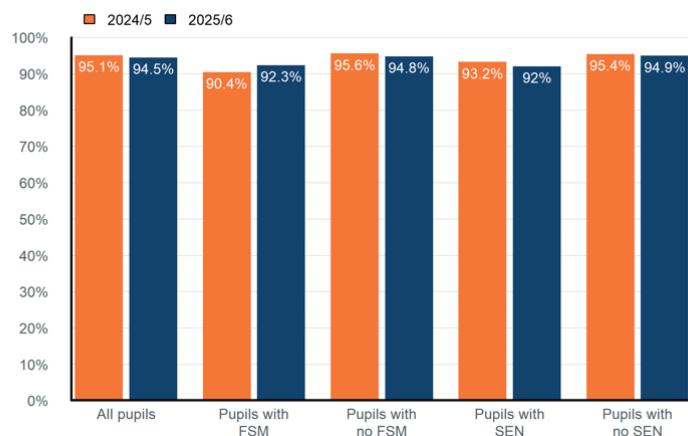
Month	Whole school	National average	MAT average	PP	National average for PP	MAT average
September	94.8			89.7 gap is 5.1		
October	94.7			90.9 3.8		
November	94.7	91.8		91.6	86.8	
December	94.4	91.5		91.5	86.4	
January	93.8	93.2	91.6	91.1	85.9	88.6
February	93.9	91.0	92.6	91.1	85.8	88.6
March	93.9	91.0	92.7	91.3	85.6	88.8
April	94.0	91.1	93.0	91.9	85.7	89.0
May	94.0	91.1	92.9	91.2	85.7	88.9
June	94.0	90.9	92.9	91.0	85.6	88.9
July	93.9	90.8	92.8	90.5	85.4	88.6

NOTE: Your similar school's comparison from the Department of Education Half term report

Attendance insights for your school

Previous academic year comparison

Figure 3: Bar chart showing attendance percentage for pupils with and without FSM and SEN support compared to last year. Results are for pupils in years 7 to 11 from the start of the academic year 2025 to 2026, up to Tuesday 28 October 2025 compared to the same period in the previous academic year.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2025 to 2026, up to Tuesday 28 October 2025 , compared to the same period in the previous academic year.

Pupil group	Attendance for 2024 to 2025	Attendance for 2025 to 2026
All pupils	95.1%	94.5%
Pupils with FSM	90.4%	92.3%
Pupils with no FSM	95.6%	94.8%
Pupils with SEN support	93.2%	92%
Pupils with no SEN support	95.4%	94.9%

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26. Year 11 data as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that school would highlight aspects of their strategy that their analysis found to be particularly effective during the previous academic year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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 participated 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 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.

Academic Review:

Year 11 October 2025

For Year 11 (Nov 2025) there was a -0.31 progress gap between PP students and non-PP students. In Autumn 2024 the gap was -0.07 and in Spring 2025 the gap was -0.13. The summer data is probably the most useful data to use as it did entail all students sitting a PPE paper in their subject.

NOTE: All Disadvantaged students have been targeted in intervention for English, Maths and Science in either afterschool intervention or within class/reading time. In addition to this, all students have been met and any issues raised from these meetings (lack of laptop, revision guides etc.) have been addressed.

Year 7:

- Retreat programme to ensure PP students are spoken and support through Peer-to-Peer mentors.
- Attendance monitoring and reward scheme for those with under 90% attendance across all year groups.

Year 8 and 9:

- Attendance monitoring and reward scheme for those with under 90% attendance across all year groups.
- Careers and options guidance to support through Careers Fayre

Year 10:

- Purchase a set of subject Revision Guides, where needed, for Year 10 students to aid with revision as well as any essential equipment and additional subject specific learning tools. Completed for Science
- 'Out of your comfort zone' trips- to build confidence, team working and self-belief for students in Year 10.
- Arrange Connections career appointments for Year 10 students in the summer term
- Targeted raising achievement and attendance groups following triage.

Year 11:

- Continue to allocate each Year 11 PP student a mentor to support learning and help in preparations for GCSE.
- 'Out of your comfort zone' trips- to build confidence, team working and self-belief for students in Year 11.
- Small group additional tuition in R.E, English, Maths and Science for Year 11 students not making expected progress - starting in the autumn term 2
- Sixth Form mentoring across a range of subject for Year 11 students not making expected progress.
- Year 11 motivational speaker and job interview – post careers visit for specific target groups.

All years:

- Regular training for all staff and trainees on the Pupil Premium and supporting students through the T&L groups
- Whole school, departmental and individual Raising Achievement initiatives and trips
- Targeted revision/catch up workshops and clubs.
- Funded music lessons and financial support for educational activities such as sports day or theatre visits where appropriate.

- More frequent monitoring and contact with parents regarding progress and students' attendance at support sessions.
- Nutritional/equipment support where needed.
- Access to uniform and PE kit.
- Bespoke intervention for groups and/or individuals where needed.

Support for transport to school

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Pixel Insights	Pixel

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

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