

Pupil premium strategy statement 2023/24

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Joseph's RC Academy
Number of pupils in school	1381
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	27.10.24
Date on which it will be reviewed	27.6.25
Statement authorised by	J Crowe
Pupil premium lead	R Tubman
Governor / Trustee lead	G Kilgour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	279,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	279,300

Part A: Pupil premium strategy plan

Statement of intent

<p>Pupil Premium</p> <p>Pupil Premium funding at St Joseph's is focused upon supporting students to make progress academically and socially and to increase their Cultural Capital.</p> <p>St Joseph's aims to help all students maximise their potential and as such overcome barriers to learning. We provide academic and social opportunities to help students become active, engaged citizens who can make a direct contribution to their community. All students regardless of background benefit from T& L Training, SLT Support, and Adaptation in classes, Streamed and Set Class Groupings throughout their time in school.</p> <p>However, some disadvantaged student face additional barriers to learning which may include lack of appropriate space to work, lack of access to technology, lack of aspiration and lack of motivation. We seek to remove these barriers by a variety of methods detailed in the earlier sections of this document. As such the budgeted information attached earlier is not exhaustive and further spending will also benefit PP students.</p> <p>Funding is used to improve curriculum opportunities for Pupil Premium Students this includes more targeted teaching and bespoke intervention and delivering high quality teaching and learning.</p> <p>Funds are used to ensure that needs of pupil premium students are of strategic importance at SLT level. Raising the profile of Pupil Premium students in staff meetings and by spotlighting students ensures their needs are at the forefront of staff planning in all subject areas. PP and PP+ student level analysis occurring during data interrogation and is reviewed at SLT level on a modular basis.</p> <p>Year Focus group meetings focus on progress but have explicit sections on PP and PP+ students. Calendared Spotlighting meetings focusing on PP and PP+ students to identify effective strategies to narrow achievement gaps.</p> <p>St Joseph's employs a broad pastoral team to ensure that there is continuous support for students through the key stages. This also allows more sustained and open dialogue to support pupil progress with parents and carers.</p> <p>All students eligible for Pupil Premium and PP+ funding receive bespoke support to demonstrate the value the school places on all pupils achieving their full potential in all aspects of their academic career.</p> <p>Funding is used to encourage pupil participation and give opportunities to achieve outside of the classroom environment as well as in the taught curriculum. Pupil premium funds have allowed the school to subsidise a range of opportunities for outward bound, residential, and overseas visits. Specific examples of those opportunities are the Year 7 Diocesan residential enrichment event, opportunities to attend the international trips and the Duke of Edinburgh outward bound programme to be specific. The aim of these visits has been to provide enriching experiences for students, increasing their cultural capital and broadening their aspirations for the future.</p> <p>We are fully committed to the social justice of championing our PP pupils and ensuring we meet their diverse needs.</p>
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Challenges

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

Challenge number	Detail of challenge
Drawn from Pupil Premium Strategy 2024 – 2027	
1	Lower Attainment than non-PP students
2	Poor Literacy compared to non-PP students
3	Low Aspiration compared to non-PP students
4	Less extensive vocabulary compared to non-PP students
5	Limited Cultural Capital compared to non-PP students

6	Attendance Challenges
7	Social and Emotional challenges
8	Levels of Parental Engagement
9	Challenges of Transition
10	Curriculum Challenges
11	Organisation, Preparation and Resource Challenges on Transition into Secondary School

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Attainment 8 and Progress 8 scores for disadvantaged pupils.	Narrowing of in school gaps in attainment and progress at GCSE. Disadvantaged students in school to exceed national performance of non-disadvantaged. Narrowing the attainment and progress gaps at KS3 based on internal measurements.
Increase in reading ages of disadvantaged students and improved vocabulary for all students.	Use of Sparx reader and tutor time literacy work to increase the reading ages of disadvantaged students to bring them into line with non-disadvantaged students. Increased P8 and A8 Scores over time.
Increased awareness of career opportunities for disadvantaged students.	Student participation in networking and work experience opportunities matches all other pupils.
Develop language skills through increased teaching of disciplinary literacy	Reading ages and exam attainment improve. More reading for pleasure evidence by increase library use. Student vocabulary improves.
Increased quantity of cultural capital opportunities flagged in departmental and school planning. Disadvantaged attendance at these events promoted and monitored.	Increased engagement of disadvantaged in enrichment events based on school experience tracking documentation.
Improved attendance and punctuality of disadvantaged cohort.	Pupil attendance and punctuality rates improve and exceed those of previous years.
Support provided to those students who face complex social and emotional challenges is in place.	School Counsellor appointments in place for pupils in need.
Increased parental engagement with the school.	Attendance of the parents of disadvantaged students at school events matches or exceeds that of non-disadvantaged students. Registers covering Parent engagement evenings, Information events and Family Learning will be the source of evidence.
Support for vulnerable students on transition into new key stages.	Year 7 transition group established. Mentoring of disadvantaged pupils on transition to Y10.
Create a curriculum which meets the needs of all pupils and refuse to accept decline in standards for disadvantaged students.	Training on narrowing the gaps offered to all staff trainees and new staff. Closing the gaps strategies offered via CPD and evidenced in lessons via scrutiny of work. Set reviews and data investigation for year groups at SLT Level with specific focus on PP scheduled during the academic year.
Improved levels of organisation at KS3.	Focus on Year 7 with improved levels of organisation on transition into secondary school – evidenced by fewer sanctions for poor organisation and diamond standards grades which match non disadvantaged students. Support offered in Y8 via blue report hits the correct students.

Activity in this academic year

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

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Heads of House provision of mentoring and pastoral support focused on behaviour.	The historic impact of role of mentoring within the school is strong and ensuring positive Behavioural interventions can lead to significant gains in progress based on our own experience and that from both The EEF Toolkit Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) and A Model for Great Teaching 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW_DIGITAL.pdf (website-files.com) suggests maximising the opportunity to learn from behavioural interventions and student mentoring can have a significant impact on progress.	1,6,7,8,9,10,11
Intervention Leader post created and new appointee develops and publicises strategies to ensure gaps close for all students. Planning and tracking additional support implemented and evaluate impact of the opportunities provided in terms of student engagement.	The ongoing positive impact of strategies over the past 5 years in similar schools indicate success of this strategy in our school. Having a champion for disadvantaged students ensures they have a high profile when it comes to planning and delivering our curriculum. Student engagement is based on positive relationships, and this is underpinned by the school and classroom environment. The Great Teaching toolkit demonstrates "The importance of classroom environment and relationships is supported by several prominent psychological theories. Among these are Deci and Ryan's (2008) self-determination theory, which identifies feelings of competence, autonomy, and social relatedness as the requirements for students to be motivated and to achieve. Also invoked are theories of meaningful engagement (Csikszentmihalyi & Schneider, 2000), self-efficacy (Bandura et al., 1996), attachment theory (Bowlby, 1969) and Vygotskian social constructivism (Vygotsky, 1962)." 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW_DIGITAL.pdf (website-files.com) The Intervention leader will be at the forefront of this in our school helping to prepare students for each school transition. Additionally Ensuring optimal parental engagement can add up to 4 months of progress according to the EEF toolkit. The intervention lead post is essential in underpinning this. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,6,7,8,9,10,11
Literacy Reading Packages purchased and promotion of Disciplinary Literacy. Literacy leader appointed to coordinate strategy.	Literacy is the key to ongoing success in exams and wider life beyond school. Clearly visible in our work as an MFL hub About Page (ncelp.org) and from EEF reports Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) . The EEF Toolkit shows the positive impact a focus on phonics and comprehension can have. Embedded within our high-quality teaching is a sustained focus on Disciplinary Literacy. Underpinning this is our use of Sparx Reader.	1,2,3,4,5
Family Learning delivered by teachers to help increase ability of families to support learning of their children.	The historic success of sessions in building positive relationships with school and equipping families with skills in key subject areas has driven our desire to continue engaging parents. The EEF toolkit shows +4 Months of progress for low cost by engaging parents. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,3,4,5,6,7,8,9,10,11
Character Careers and Transition post created and appointed to. This new leader will provide support for most vulnerable students on arrival into St	A history of strong results at KS4 and the guidance from CPD delivered by Gary Wilson and David Birch along with the EEF toolkit Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) , shows the importance of early intervention for the most vulnerable. EEF demonstrates the impact of Summer Schools and a focus on Social Emotional Learning as being impactful +4 and +3 months.	6,9,11

Joseph's including running summer school.		
<p>Schoolwide L&T focuses on the importance of Mastery Learning, Use of Technology to enhance learning, Homework, and the quality of Feedback.</p> <p>SLT and ELT posts prioritise intervention in these areas.</p> <p>L&T training on closing the gaps explicitly delivered for new staff and further refinements suggested during staff inset.</p>	<p>Raising the profile of most vulnerable keeps them in the spotlight, this is done via SLT meetings, Staff Briefings and whole staff inset. This high profile ensures prompt actions take place to narrow gaps in all year groups. The focus on this area has the highest profile in the school development plan. The use of digital technology, promotion of mastery and importance of effective feedback all help to underpin the curriculum models developed by departments.</p> <p>Previous experience shows value of this activity and it is promoted by the Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>SLT and ELT Remits focus directly on these areas, and this drives the L&T calendar for the school. This use of PP funding tallies with the EEF guidance to focus most of the spending on improving Teaching.</p>	1,2,3,10
<p>During all Results Analysis periods – Staff are to review results of disadvantaged as a discrete group within any modular analysis and update class profiles with strategies for success.</p>	<p>The importance of the speed of assessment information being turned around rapidly to have immediate impact is emphasised by the EEF EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net). This allied to raising the profile of most vulnerable at SLT meetings and in Link Meetings keeps them in the spotlight, ensures actions take place to narrow gaps in all year groups.</p> <p>It underpins the High-Quality teaching which goes on in the classroom and is supported using Student Profiles which follow students throughout their school journey. This ensures appropriate interventions and short-term planning refinements meet the needs of all students.</p>	1,3
<p>Extended School Provision – targeted to address gaps in knowledge and skills.</p>	<p>A focus on Small Group work, masterclasses and extending the school day to target specific students. Providing a forum to discuss challenges with subject specific staff. Small settings than class groups to allow bespoke feedback and intervention</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,12,21,22

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

Budgeted cost: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Counsellor provides support for vulnerable students and keeps them in school</p>	<p>Attendance barriers and barriers associated with mental health and personal problems reduce chances of success in school. Previous experience in the school shows the benefit of this role. The EEF list supporting Social, emotional and behavioural needs as an effective wider strategy, (Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)) and pressure on these services outside of school in the local area are extreme without this investment attendance of vulnerable students would be significantly worse.</p>	6,7,17,19,22
<p>Provision of Teaching Assistants and Senior Leader with responsibility for transition and summer schools</p>	<p>Successful transitions are shown to be vital for success in recent research. The EEF tiered interventions suggest the value of strategic use of TA and the importance of supporting transition. The strategic deployment of this bespoke academic support from TA and mentoring should have a positive impact on progress.</p> <p>Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	6,12,19,20,21,25

to ensure the most vulnerable students to have clear plans and support in place to ensure successful transition.		
Education Welfare Officer / Attendance manager role developed to build a coordinated approach to attendance/ to ensure barriers to attendance are removed.	Previous history in the school and school with a similar catchment shows crucial role for EWO in ensuring attendance for all key groups especially PP. Supporting attendance is a key facet of the wider strategies documented by the EEF. Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	6,8,14,25
Deputy SENCO post appointed to support SEN Co-ordinator in ensuring SEN provision is in place for PP students with any level of SEN. Pupils to be highlighted and championed throughout school in Briefings and Inset.	Many of the SEN cohort have PP status and inhabit the same classes as a high proportion of other PP students through setting and banding based on prior attainment. With the SEN coordinator looking at the impact of LSA provision support can be targeted effectively based on previous experience. Activity directed to meet the needs of SEND students is an exemplar strategy on the EEF tiered approach model. Further senior leader appointment made to bolster provision. Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	7,9,10,11,14
Pastoral Support Officer post maintained – Office Admin allows prompt resolution of pastoral issues to support teaching HOH with issue resolution and meeting parents.	Previous experience shows that the role increases speed of intervention with PP families. With Pastoral staff being teachers' further office admin support is vital to ensure rapid buy in from families. Communicating with parents and supporting attendance are both flagged by the EEF tiered approach menu as effective use of the PP funding. Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	8
Academic Mentoring by SLT in place to support learning of all students by SLT mentoring of students with most significant challenge.	Previous school experience shows value of senior staff as mentors. These one-to-one conversations help to develop participants as self-regulated learners with a better understanding of metacognitive strategies. This scheme also focuses upon improving parental communication. The wider scheme helps to underpin positive learning behaviours and to all students within a class. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	1,3,6
Y10 Leadership scheme sessions allow PP girls and boys to increase confidence and maximise opportunities for growth through networking and workshops.	The aim of the workshops is to inspire and give greater experiences and Cultural Capital for girls from disadvantaged backgrounds, through one-to-one mentoring, workshops, and buildable networking opportunities. This mentoring and improvement in a student's ability to self-regulate and understand metacognitive strategies will help the disadvantaged students apply strategies in real life discussion which is seen as a key facet of the approach by the EEF. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

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<p>Group Sizes in EBacc subjects are reduced to aid success and one to one attention for PP students.</p> <p>This should lead to improved outcomes in EBACC subjects as a result of increased investment in staffing. These subjects increased focus on literacy will have wider impact on the rest of the curriculum.</p>	<p>Previous impact in school of smaller groups in delivering improved results is evident this is supported by the EEF when looking at tuition. Additional appointments have been made to bolster this team.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) This model is focussed on EBacc students in Y10 and Y11 as they have significant knowledge gaps due to remote provision and the local context.</p>	<p>1,2,3,4,12,13,14,18</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [40,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Hardship Fund to pay for: School Visits, Uniform and Equipment allowing the Increased participation of PP students in school life.</p>	<p>Open a wider range of opportunities up for students to increase cultural capital and opportunities. The key focus of spending in this area is removing barriers to attending school. Encouraging Attendance is a cornerstone of the EEF tiered approach.</p>	<p>6</p>
<p>Subsidised Music Lessons increases cultural opportunities and Increase participation of PP students in school life.</p>	<p>Open a wider range of opportunities up for students to increase cultural capital and opportunity. Although arts participation is shown to have a limited impact in improving academic outcomes for all disadvantaged pupils, many of those in school would not have the opportunity to experience these cultural opportunities without school subsidy. The social benefits afforded to students from this strategy make it worthwhile in our local context. Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>5,14,23</p>
<p>Character Education Lead to ensure students have wider educational opportunities to increase life chances when they leave school.</p>	<p>This post is designed to track take up of opportunities for all students in school regarding character and employer engagement. Exposure to these areas increases employability skills. Opportunities in both arts and in physical activity areas are organised and promoted to increase the ability of students to engaged with the curriculum and to develop vital skills such as Teamwork.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>5,24</p>

Total budgeted cost: £ 360,000 – More is budgeted due to low rate of uptake for FSM despite the obvious deprivation in the catchment.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Outlined below is a summary of the impact of PP activity based on the 2023 to 2024 academic year.

A more detailed commentary breaking down the impact of each activity and how it has been reviewed can be seen in the Pupil Premium Strategy 2024 -2027 document linked here: <https://www.stjosephs.uk.net/wp-content/uploads/2024/10/STJ-Overview-Pupil-Premium-Strategy-2024-2027-November.pdf>

Overall the data from internal and external sources indicates we are making progress in narrowing the gaps. However this has not been rapid enough so a new strategy is being developed to cover the next three years. This will help us achieve the aims of our PP Strategy. The previous strategy had a wide range of action areas as it is a complex mix of challenges which are acting as barriers to success for the individual students who make up the disadvantaged cohort at St Joseph's. 2023 -2024 showed clear progression for the cohorts as a whole with improved attainment and progress in relation to previous data along with greater participation in extracurricular activities all being identified. The continued focus on vocabulary and reading, cultural capital opportunities, strengthening parental engagement and most importantly improving attendance are still ongoing challenges.

During the academic year cycle assessments were carried out and results reviewed after periods of standardisation for all year groups. Evidence from the 2023 – 2024 academic year demonstrates that an in-school gap continues to exist for pupil premium students compared to their non-pupil premium peers.

At key stage 3 this gap is most evident for the cohorts completing Y8 and Y9 in 2024. The impact of covid on their subject knowledge and skills allied to attendance challenges has resulted in an in-school gap.

At GCSE the data following examinations in Summer 2024 suggests many students have performed as well in the disadvantaged cohort as their peers who were less disadvantaged.

	All Students	PP Students	Non-PP Students
Cohort Size	223	44	179
KS2 Average	104.88	103.15	105.29
Attainment 8	44.25	39.18	45.49
Progress 8	-0.27	-0.46	-0.24
Gaps A8			-6.31
Gaps P8			-0.21
EBacc APS	3.87	3.36	4
Entered EBacc	47.98%	29.55%	52.51%
EBacc Strong Pass	15.70%	6.82%	17.88%
EBacc Standard Pass	26.01%	15.91%	28.49%
English & Maths (9-7)	4.04%	0.00%	5.03%
English & Maths (9-5)	41.26%	25.00%	45.25%
English & Maths (9-54)	69.51%	59.09%	72.07%
5 GCSEs (9-5)	47.98%	38.64%	50.28%
5 GCSEs (9-4)	71.75%	65.91%	73.18%
Triple Science Entry	9.42%	2.27%	11.17%
Language Entry	47.98%	29.55%	52.51%

EBACC entry demonstrates 26.1% of the disadvantaged cohort sat the EBacc at St Joseph's compared to 47.98% of the whole school. Progress 8 was -0.46 compared to -0.27 for non-disadvantaged students.

At St Joseph's 24% of the PP cohort achieved 5 or above in English and Maths. This is in contrast to the national average for non disadvantaged students of 53% and Local Authority score of 44% it is higher than the disadvantaged figure for for South Tyneside.

A8 was 39.18 at St Joseph's in contrast to the 44.2 nationally and 36.76 in the local authority, however this is lower than for non disadvantaged with 50 nationally and 46.4 in the South Tyneside area. Finally, the EBacc APS was 3.36 for our disadvantaged students where all students in South Tyneside scored 4.1 and the same cohort was at 4.46 nationally.

There is a significant correlation with attendance data showing students with lower attendance performed less well than their peers. The impact of the covid pandemic on the disadvantaged cohort has been significant and attendance was -5.2% behind their peers. The disadvantaged cohort missed more sessions in school than their less disadvantaged peers and had less engagement with remote learning echoing the trends shown on a national level. Intensive support was provided to students in the disadvantaged cohort throughout year 11 including, increased parental engagement, small group mentoring and phased returns to school where attendance was a barrier.

Mentoring and intervention through STEP support was beneficial to the students involved and yielded positive impacts although the scope of these interventions was not wide enough to improve outcomes for all. Those who did not attend as often missed this vital intervention and as a result found it harder to achieve success.

Pastoral tracking demonstrates that the allocation of funds to underpin the behavioural climate of the school is essential. The proportion of negative behavioural events associated with disadvantaged students exceeds those who are not disadvantaged. They were responsible for 31.6% of events in school which is disproportionate to their representation in school. This information has helped to develop the new strategy focussing on establishing a positive learning climate in the building.

A wide range of cultural and aspirational student opportunities were sourced during the past 12 months and participation by disadvantaged students has increased over previous years. The development of the FLAME Attributes as a School wide priority has highlighted the participation of the disadvantaged students in extracurricular clubs and activities and their participation is now prioritised.

Investment into reading support particularly phonics and decoding has helped to narrow some achievement gaps for individual pupils but this needs to be further established to show any impact for the cohort as a whole.

Our approach in 2024-25 will build on the positive work from previous years but will change the focus of our work to address intervention and attendance at earlier stages in school life. The new strategy is supported by the EEF guidance addressing the most significant challenges

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?	To provide academic and pastoral mentoring and tuition of students eligible for service premium.
What was the impact of that spending on service pupil premium eligible pupils?	Positive impact – students match their peers in attainment and progress in all year groups.

