

**St Joseph's Catholic Academy Pupil Premium Strategy 2024 - 2027**

**1. Summary information**

School	St Joseph's Catholic Academy				
Academic Year	2024	Total PP budget	£279,300	Date of most recent Internal PP Review	November 24
Total number of pupils	1381	Number of pupils eligible for PP Number of pupils eligible for PP+	253 6	Date for next internal review of this strategy	July 2025

**2. Current attainment**

2024 Results	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Pupils not eligible for PP (local authority average)
<b>Progress 8 score average</b>	<b>-0.46</b>	0.16	-0.19
<b>Attainment 8 score average</b>	<b>39.18</b>	50	46.4

**3. Barriers to future attainment (for pupils eligible for PP and PP+)**

**Academic barriers** *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Lower Attainment than Non PP students
<b>B.</b>	Poor Literacy compared to Non PP students
<b>C.</b>	Low Aspiration compared to Non PP students
<b>D.</b>	Less extensive vocabulary compared to Non PP students
<b>E.</b>	Limited Cultural Capital compared to Non PP students

**Additional barriers** *(including issues which also require action outside school, such as low attendance rates)*

<b>F.</b>	Attendance Challenges
<b>G.</b>	Social and Emotional challenges especially since lockdown
<b>H.</b>	Parental Engagement
<b>I.</b>	Challenges of Transition
<b>J.</b>	Curriculum Challenge
<b>K.</b>	Organisation, Preparation and Resource Challenges on Transition into Secondary School

**4. Intended outcomes** *(specific outcomes and how they will be measured)*

**Success criteria**

**Ongoing Commentary – to be completed during academic year 24/25 – February and July**

<b>A.</b>	Improved Attainment 8 and Progress 8 scores for disadvantaged pupils over the next 3 years.	Narrowing of gaps in attainment and progress at GCSE between disadvantaged students and their non disadvantaged peers in school.  Disadvantaged students at STJ to exceed national averages for Non Disadvantaged in all measures.	Focus on quality first teaching and opportunities for all pupils to reach and exceed academic potential.
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		Narrowing of attainment and progress gaps at KS3 based on internal measurements indicating students are on track to narrow the gap at Key Stage 4.	
<b>B.</b>	Increase in reading ages of disadvantaged students and improved vocabulary for all students.	<p>Use of accelerated reader and wider literacy work to increase the reading ages of disadvantaged students to bring them into line with non-disadvantaged students. Increased reading age to be in line with chronological age.</p> <p>Increased P8 and A8 Scores at GCSE. Reading Transition Project and Waves of Reading Support Wider use of reading tests to diagnose issues</p>	<p>As a school we are moving away from the use of accelerated reader and will now be using then NGRT for reading and wider literacy assessment. First phase of this will be focused around KS3 and a part of this will include any disadvantaged students identified as weak readers.</p> <p>The introduction of NGRT will also be paired with in school training for all staff.</p>
<b>C.</b>	Increased awareness of career opportunities for disadvantaged students.	Participation of disadvantaged students in networking and work experience opportunities to match or exceed the rate of non disadvantaged students.	Focussed group college visit in year 11 during next steps day. Assemblies focussed around post 16 options.
<b>D.</b>	Develop language skills through increased teaching of disciplinary literacy	Reading ages improve in line with chronological ages throughout Key Stage 3 and exam attainment improves at Key Stage 4.	NGRT introduction and school wide focus on increased phonics offer. Staff CPD in reading and literacy.
<b>E.</b>	Increased quantity of cultural capital opportunities flagged in departmental and school planning. Disadvantaged attendance at these events is promoted and monitored.	Increased engagement of disadvantaged in enrichment events to match the rates of non disadvantaged students.	Trips across the age range subsidised for disadvantaged pupils.
<b>F.</b>	Improved attendance and punctuality of disadvantaged cohort.	Pupil attendance and punctuality rates improve over the next 3 years. Pupil Premium students attendance exceeds the national average for non disadvantaged students.	New roles within St Joseph's have allowed for an increased focus on the attendance and punctuality of the disadvantaged cohort. Additional external support will bring actions in line with other trust schools and allow a more robust approach to the early identification, tracking and monitoring of pupils attendance.
<b>G.</b>	Support provided to those students who face complex social and emotional challenges is in place.	School Counsellor appointments in place for pupils in need.	New role within school (attendance manager) provides additional layer of in school support for those pupils with more complex social/emotional needs. This works in conjunction with current pastoral structures already in place within school.
<b>H.</b>	Increased parental engagement with the school.	<p>Attendance of the parents of disadvantaged students at school events matches or exceed that of non-disadvantaged students.</p> <p>This will focus on attendance at parents evenings, information events and Family Learning events.</p>	<p>Parental contact ahs increased via new appointments – particularly for pupils whose attendance may be of a concern. Increased capacity of study skills evening and year 9 pathways event.</p> <p>Parental communication through school MIS has also increased.</p>
<b>I.</b>	Support for vulnerable students on transition into new key stages.	<p>Year 7 transition group established and monitored by YPL.</p> <p>Mentoring of disadvantaged pupils on transition to Y10 by YPL.</p>	<p>Transition plan being formulated for incoming year 6 with additional focus on transition between year 7 and 8.</p> <p>Year 9 pathways evening gave clear info for current year 9 as they transition into KS4.</p>
<b>J.</b>	Create a curriculum which meets the needs of all pupils and refuse to accept decline in standards for disadvantaged students.	<p>Training on narrowing the gaps offered to all staff trainees and new staff.</p> <p>Closing the gaps strategies offered via SGP and evidenced in lessons via scrutiny of work.</p>	<p>Curriculum reform being considered by leaders and CPD on narrowing of attainment gaps delivered.</p> <p>Focus on pupils work through case studies and floodlighting programs.</p>

		Set reviews and data investigation for year groups at SLT Level with specific focus on PP scheduled during the academic year.	
<b>K.</b>	Improved levels of organisation at KS3.	<p>Focus on Key Stage 3 – Provide support for Year 7 to help them improve levels of organisation on transition into secondary school, this will evidenced by fewer sanctions for poor organisation than previous years over a three year span. Diamond standards grades in student reports match non disadvantaged students.</p> <p>Support continually offered in Y8 and Y9 via blue report to the students who continue to require support.</p>	Organisation focus of transition with early identification of incoming year 6 students. Introduction of St Joseph's standards to offer clear, concise detail about the standards and organisation of pupil work.

5.	Planned expenditure					
Academic year			2024			
	The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
	i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Barriers Addressed	Staff lead	When will you review implementation?
Intervention Leader champions the educational opportunities for disadvantaged students keeping abreast of national strategies and disseminating them throughout the school.	Develop and share strategies to ensure gaps close for all students. Plan additional support and ensure that opportunities are provided which will increase student engagement.	Ongoing positive impact of strategies over the past 5 years indicate success of the strategy.  Focus for this next phase is on transition strategies and raising the Cultural Capital of disadvantaged pupils.	Regular reviews of progress at SLT level in calendared meetings and data drops. Cohorts to be tracked throughout year. PSHE Programme evaluated. Review monitoring of Intervention Team.	A, C, E, H, I, J	RTN/NWK	Termly during link meetings.  Monitoring of Intervention work and tracking half termly.
T&L training on closing the gaps for new staff through CPD and a focus on strategies for supporting progress throughout the year by the T&L and Pastoral Teams. Expansion of intervention and t&L teams to fund high quality CPD which can close the gaps in school. Backfilling of teaching positions required to release staff time.	Raise profile of vulnerable and disadvantaged groups with new staff on entry into school and staff factor this into planning.  T&L best practise shared amongst the wider staff body	Increases profile of vulnerable groups and staff voice shows effectiveness of training and is borne out in KS4 results.	Intervention Leaders to deliver training session and ensure message is clear to all staff that the school is committed to closing the gaps. Focus on SGP via bulletin	A,B,D,J	DMS	After session delivery. In Scrutiny of work and case studies.
Results Analysis package purchased and utilised	Departments and SLT to review results of disadvantaged as a discrete group within any modular analysis.	Raising the profile of most vulnerable keeps them in the spotlight. Ensures actions take place to narrow gaps in all year groups. Previous experience shows value of this activity.	SLT link work and SLT meetings which focus on results have clear focus on Disadvantaged.	A	DMS	Module by Module.
Family Learning sessions developed and implemented to help families develop the skills to support the education of their children.	Increase ability of families to support learning of their children.	Historic success of sessions in building positive relationships with school and equipping families with skills in key subject areas.	Senior Leader has responsibility for QA of sessions.	G,H,I	BWB	Sessions will be reviewed by attendees.
	ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		Staff lead	When will you review implementation?

School Counsellor appointed and maintained. With additional sessions purchased when demand is high.	Provide key support for vulnerable students and keep them in school.	Attendance barriers and barriers associated with mental health and personal problems reduce chances of success in school. Previous experience of the school shows the benefit of this role.	Regular communication between School Counsellor and pastoral lead within school to monitor case load.	F,G	RTN	End of academic year
Teaching Assistants and Senior Leader with responsibility for transition and summer schools are appointed.	Most vulnerable students to have clear plans and support in place to ensure successful transition.	Transition points are shown to be vital for success in recent research.	Senior leader has specific responsibility for this. Effectiveness reviewed in SLT meetings.	F,H,I,K	RTN / EBY	End of academic year
Attendance manager appointed and maintained to develop relationships with key families.	Remove barriers to attendance.	Previous history in the school shows crucial role for EWO in ensuring attendance for all key groups especially PP.	Regular meetings between SLT and EWO scheduled. Attendance reviewed at SLT meetings termly.	F	MBL	End of academic year
SEN Co-ordinator covered to attend intervention meetings to deliver coordinated support. Packages are purchased to help address barriers to learning which meet the needs of the most vulnerable and disadvantaged.	PP students with any level of SEN highlighted and championed throughout school. Ensure SEN provision is in place. The Learning Support team works closely with departments to support students who have additional educational needs alongside Pupil Premium status. Certain software packages and resources are provided to support SEND students, many of whom also face SEND disadvantages.	Many of the SEN cohort have PP status and inhabit the same classes as a high proportion of other PP students. With the SEN coordinator looking at the impact of LSA provision support can be targeted effectively based on previous experience.	Regular meetings between SLT and SENCO. SENCO presentations to whole staff group to raise awareness. Data analysis in each module to focus on SEN and PP.	A,B,G,I,J,K	MSN	End of academic year
Pastoral Support Officer – 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 Office admin support vital to ensure rapid buy in from families.	Assistant Head monitors effectiveness of role.	A,F,H	RTN	End of academic year
Intervention Leader provides mentoring and wider support for the most disadvantaged students during their transition year.	Provide support for most vulnerable students on arrival into St Joseph's Catholic Academy	History of results shows the importance of early intervention for the most vulnerable.	Student performance is tracked and provision is tracked over time. Monitoring of outcomes of the transition focus group.	A,F,H,I,K	JCE/NWK	Termly during link meetings. Monitoring of this work and tracking half termly.

Attendance Support is broadened to ensure a greater proportion of 1 2 1 meetings and home visits can taken place.	Reduction in persistent absence of students who are disadvantaged and they are supported in their transition back into school via mentoring support.	History of results shows the importance of early intervention for the most vulnerable to break patterns of entrenched poor attendance.	Regular meetings between SLT and Attendance Team scheduled. Attendance reviewed at SLT meetings termly.	F	MBL	On a Modular basis.
Progress Leader ensure a range of support is offered and opportunities for all are tracked and evaluated.	Develop strategies to support the progress of PP students and raise profile of challenges faced with wider staff. Pupils' home working abilities and ICT provision is audited by YPLs and support provided in terms of technology and defined supportive sessions.	There is an achievement gap between disadvantaged students and their peers. Students who are non PP achieve higher grades. Attendance barriers and completion of work for some students at home. Increased awareness of strategies for members of staff about the barriers to learning for PP students.	Monitoring of PP students in each year group. Regular spotlighting and targeted interventions with PP pupils. Cultural Capital activities delivered via tutors. Networking opportunities for selected groups of PP pupils in KS4.  Department information re pupils' work habits/progress is communicated to Intervention Leader and disseminated to YPLs who prioritise PP pupils for support via tiered criteria.	A,B,C,E,F,G,H,I,K	JCE	Termly during link meetings. Monitoring of Intervention work and tracking half termly. End of academic year review. Interventions, character building activities and cultural capital opportunities are planned over course of module and evaluations carried out through pupil voice and assessment.
Academic Mentoring by SLT is implemented for the most disadvantaged students where they are at risk of underachieving.	Support 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. Provides benefits to all students within a class.	Monthly tracking of reports. Data analysis at SLT focusing on progress of cohort.	A,F,H,I,	CCY	End of academic year review.
Academic Mentoring with the Assistant Heads of House	Bespoke support provided to students who are underachieving in relation to their potential improves the educational experience for all students by addressing barriers	Historic impact of role of mentoring within the school.	Regular intervention team meetings, scrutiny of work, case studies and paper trail of evidence. New training delivered to standardise approaches within the team.	A,F,H,I,	RTN	Termly during link meetings. Monitoring of AHOH work and tracking half termly.

Literacy Reading Packages and NGR Assessments are purchased and utilised to provide tiered support for students below their chronological age. Reading resources purchased to model reading and to embed excellent reading habits Further investment in training for phonics and resources to deliver classroom reading strategies.	Student reading ages to improve and exceed actual age. Students who fall behind are given further catch up and support. Wider reading is taught and supported through lunch time sessions and group reading.	Literacy is the key to ongoing success in exams and wider life beyond school and the biggest barrier to successfully accessing the curriculum.	Performance tracked by Librarian and English Department. Highlighting reading ages in staff training and on class profiles. Librarian and TA both trained in phonics.	A,B,D	JBL/EBY	After each modular assessment.
Aspiring to Higher Education activities are scheduled and offered to Disadvantaged students.	Disadvantaged students in KS3 and KS4 are given the opportunity to attend workshops provided by Durham University and Oxbridge in the North Schemes.	This is a new scheme and linked to raising aspirations – making students aware of the possibilities beyond school has worked effectively before.	Questionnaires during the project and ongoing qualitative analysis is conducted and analysed.	C,E	CCY	Middle and End of scheme
Maths and English Tuition and extended school provision is in place and complemented with masterclasses via Teams. Wider tuition package developed by the trust through catch Up premium complimented by bespoke PP support.	Additional support put in place at 1 to 1 or small group level to boost chances of success in core subject areas.	Previous year's results show this has had a major impact on results for the PP cohort. Additional support helps to narrow achievement gap.	Modular data analysis and reporting by tutors to SLT. Attendance tracked also to ensure provision is being utilised effectively.	A,B	JCE	End of academic year
	iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Barriers Addressed	Staff lead	When will you review implementation?
Hardship Fund to pay for : School Visits, Uniform and Equipment	Increase participation of PP students in school life.	Open a wider range of opportunities up for students to increase cultural capital and opportunity.	Intervention Leader to monitor spending and ensure requests for support are assessed. Promotion of opportunities for PP students to	F,G,H,I,K	RTN	End of academic year

			attend visits and their eventual participation to be tracked and reported on.			
Subsidised Music Lessons	Increase participation of PP students in school life.	Open a wider range of opportunities up for students to increase cultural capital and opportunity.	Assistant Headteacher to track student participation and ensure opportunities are offered to disadvantaged students annually.	E	BBY	End of academic year
Character Education Lead appointed, and careers advisor appointments prioritise disadvantaged students.	To ensure students have wider educational opportunities to increase life chances when they leave school.	This is a new post designed to track take up of opportunities for all students in school regarding character and employer engagement. Exposure to these areas increases employability skills. 1 2 1careers meetings will help develop aspiration.	Character lead to report to SLT over the course of the year. Provision and opportunities to be tracked across the whole school each year to ensure key cohorts are targeted.	C,E	JCE	End of academic year
Summer School implemented and spaces reserved for disadvantaged students.	Identify students on entry to school who will benefit from targeted support and help students develop friendship groups and familiarity with school.	Transitions and metacognition are key features of EEF guidance. These can both be supported through the work of the summer school team.	Senior leader given responsibility for coordinating the summer school. Sessions delivered by fully qualified staff. Student and parent feedback to be gathered.	G,H,I	BWB	September
CATS Tests	Identify students on entry to school who will benefit from targeted support.	Historically KS2 data has not always been the most reliable indicator of those students who require support on entry into school. CATS allows an external benchmark to be set.	Tests will be scheduled and administered in term 1. A report will be published and circulated to identify the characteristics of the cohort which will be used to inform future setting along with other data,	I	DMS	November and July
Equipment packs and Revision Guides purchased and issued to students in need of support. Further copies added to library stock for use in school study space/	Students to be as prepared as possible for assessments and exams, ensuring they are not disadvantaged by not being able to purchase guides at home.	Reduces the effects of disadvantage, results for other cohorts in school over time shows the value of having access to these materials.	YPL will ensure those who need support in each year group are identified and resources provided in conjunction with CYG who is leading on purchase of guides across the school.	A,F	CCY	Modular basis.

Additional detail



## Pupil Premium

Pupil Premium funding at St Joseph's is focused upon supporting students to make progress academically and socially and to increase their Cultural Capital.

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.

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.

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.

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.

Year Focus group meetings focus on progress but have explicit sections on PP and PP+ students. Calendared Spotlighting meetings (KS3 and year 10) focusing on PP and PP+ students to identify effective strategies to narrow achievement gaps. Floodlighting process allows for comparison between cohorts.

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.

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.

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.

We are fully committed to the social justice of championing our PP pupils and ensuring we meet their diverse needs.

