
Pupil premium strategy statement

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. Josephs Catholic Academy
Pupils in school	1304
Proportion of disadvantaged pupils	21.79%
Academic year or years covered by statement	2022-2023
Publish date	September 2022
Review date	September 2023
Statement authorised by	Governing body
Pupil premium leads	S Lewis-Dale / R Donnelly
Governor lead	T Fairweather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235,885
Recovery premium funding allocation this academic year	£ 35,815
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	£271,700
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Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Continue to narrow the gap between PP and non-PP student progress	September 2023
Attainment 8	Continue to narrow the gap between PP and non-PP student attainment	September 2023
Percentage of Grade 5+ in English and Math	Achieve average English and Math 5+ scores for similar schools	September 2023
Other	Continue to narrow the gap between attendance of PP students and that of non-PP students	September 2023
Attendance	To narrow the gap between attendance for PP and non PP students.	September 2023
Ebacc entry	Maintain PP entry to EBAC courses	September 2023

Statement of Intent

At St Joseph's we are an inclusive school which believes that education is about teaching children the knowledge, skills and values they will require to be effective life-long learners. Through our school we embed our school principles of faith, learning, attitude, mutual respect and enrichment.

St Joseph's Academy is founded in its mission to support each member of our community to live life to the full. Our vision is for students to leave St Joseph's as resilient, confident and well-rounded individuals, with the knowledge to make informed future choices. This underpins the Bishop Chadwick Catholic Education trust vision of "Christ at the Centre".

Our ambitious curriculum is well understood by staff and students, well planned and well thought out at all levels to meet the needs of each individual student. In order to facilitate long-term learning, the skills and content for each subject are spaced and interleaved throughout our curriculum. Additionally, classroom pedagogy is built around the effective use of retrieval practice in order for students to remember knowledge over time.

In addition to our focus on individual subject's curriculum and developing cross-curricular skills, St Joseph's Academy has an extensive extra-curricular offer to enhance wider personal development and promote positive attitudes to learning. We strive for our students to not only develop their talents in each of the individual subjects they study, but also to help their personal skills and character qualities flourish in order that our students may grow into positive, responsible young adults who can work and cooperate well with others.

Challenge number	Detail of Challenge
1	<p>Literacy Literacy assessment data shows that reading skills are a particular challenge for our students and there is a high percentage of students eligible for pupil premium working below age related expectations in reading. Our internal pupil voice also shows that some students have a lower than national "positive attitude" towards reading.</p>
2	<p>The Progress 8 and Attainment The progress 8 and attainment disadvantaged pupils is generally lower than that of their peers. This gap narrowed in 2020 and widened again in 2021.</p>
3	<p>Significant social, emotional and mental health needs. Our assessments, observations and pupil voice have identified social and emotional issues for many students (including those with challenging home context, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged students, including their attainment. The highest level of need on the SEND register is SEMH needs.</p>
4	<p>Careers aspiration can become fixed by age 10 limited to the jobs they experience through family and friends. Some students do not have the cultural capital required to access the exams. This can result in young people making less than expected progress and engagement and motivation for vulnerable pupils can be low and a challenge.</p>
5	<p>Attendance and persistent absenteeism Poor attendance including persistent absence. Our attendance data since September 2020, indicates that attendance among disadvantaged pupils is</p>

	lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress
6	Self-regulation and behavior Our pastoral systems including analysis of suspensions (both internal and external), detentions and debits show that students who are disadvantaged struggle to regulate their own behavior.

Intended outcomes and priorities for current academic year

Teaching

Measure/out come	Activity/Success criteria	Challenge number addressed
Quality first teaching	Embedded across the school and evidence through monitoring cycles. Teaching to the top. Implementation of department Rosenshine action plans. Responsive and adaptive teaching. Staff CPD, foundation course Great Teaching Toolkit. Embedding a culture of evidence informed continued professional learning.	All
Reading and Vocabulary	Power of Language strategy- Vocabulary and reading strand. Reading is part of the school culture where students read widely and often with confidence and enjoyment. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge . Develop a word rich school where students confidently understand and use more complex and sophisticated vocabulary related to context. Develop pupils' understanding of language in context and their use of correct technical terminology and vocabulary in relation to subject areas.	1,2
Oracy and writing	Power of Language strategy- Oracy and writing strand. Develop a shared language across the school and oracy is visible in classrooms. Talk is planned for across the curriculum. Increase in writing stamina following school closures. Develop and embed the "writing like a" initiative for staff and students.	1,2
Staff use Adaptive teaching to support	Using a range of strategies including, questioning, assessment for learning, stages of practice, and cognitive apprenticeship- Making thinking visible to novice learners by modeling explicitly the subject specific mental process involved in learning. Use	1,2

novice learners	adaptive teaching to model and support students' metacognition. Staff Inquiry Question. All staff will carry out a personal inquiry questioning completing the dimensions courses on the great teaching toolkit.	
Character	Students are able to enhance cultural capital and experiences through a range of programmes and activities in school. Including extra curricular, assemblies, themes, charity days and weeks, PSHE curriculum focus.	3
Attendance	Attendance traffic light system to create and raise awareness of attendance percentages in school and the disadvantage this could create.	
Behaviour and Wellbeing	To address SEMH needs and make appropriate referrals for students to be able to cope in school and develop their own resilience and self regulation strategies.	
Projected spending	£75,670	

Targeted academic support for current academic year

Measure	Activity	Challenge number addressed
Priority 1	Small group intervention and mentoring for KS4 & KS5 pupils (including STEP)	1 2 6 10
Priority 2	Literacy intervention <ul style="list-style-type: none"> • Lexia • KS3 catch up group • KS3 reading- Year 9 to year 7 student, TA group and 1:1 reading • KS4 reading • Breakfast reading club • TA support • Literacy coordinator • Phonic training for staff • NTP cohort- Year 9 and 10 online offer through Brilliant Club. • NTP- English school led tutor 	1 6 10
Priority 3	Numeracy intervention <ul style="list-style-type: none"> • Heggarty programme 	2 6 10

	<ul style="list-style-type: none"> • KS3 after school cohort • Numeracy coordinator • NTP cohort- Year 9 and 10 online offer through Brilliant Club. 	
Priority 4	<p>Year 11</p> <ul style="list-style-type: none"> • Mentoring year 10 into 11- 79% of the cohort are PP (Blue Support). • Literacy and Numeracy targeted intervention for Year 11 PP. • This is the week to.. • Bespoke PSHE based on careers pupil voice. • STEP 	1 2 6 10
Priority 5	<p>KS3 mentoring by year 12 students. Year 8 buddy system to support Year 7 transition.</p>	1 2 6 10
Priority 6	<p>Careers aspirations cohort- Year 10 group PP higher previous attainers. Additional careers guidance, student voice and mentoring programme by Newcastle University.</p>	4 5 3
Priority 6	<p>Social skills. Year 7-9 Librarian supports a safe space for students on a break and lunchtime. -Introduction of breakfast club.</p>	
Priority 7	<p>National Tutoring Programme. 90% PP students. Year 10 and 9 cohort. Maths, English, Science. School Lead tutoring.</p>	
Projected spending	<p>£98,587 plus £ 35,815 for NTP</p>	

Wider strategies for current academic year

Measure	Activity	Challenge number addressed
Priority 1	<p>Expose students to a wide range of life journeys, careers and routes into employment that they can engage with and aspire to.</p> <ul style="list-style-type: none"> • See careers programme (including, employer visits, mock interviews, careers fairs, careers in the curriculum week each term, careers posters, assemblies and pupil voice) • PP and targeted boys have first careers interviews with the option of targeted additional second meetings. 	3 4 5
Priority 2	<p>Celebrating success</p>	4 7 9 5

	<ul style="list-style-type: none"> • House assemblies • Subject and pastoral postcards home • Rewards evenings 	
Priority 3	Character and FLAME programme including PSHE RSE and wider school culture. Events including <ul style="list-style-type: none"> • Year 10 Girls leadership programme • Year 10 Boys leadership programme • Enrichment extracurricular programme • Show Racism the red card • House awards assemblies • Remembrance • Year group mass and liturgy • Anti Bullying • Friendship week 	4 7 9 5 3
Priority 4	Mental health- whole school. Continue to develop team of staff Mental Health First Aiders.	7 8
Priority 5	Parental awareness information events including <ul style="list-style-type: none"> • Year 11 Revision- Science of learning • Year 12 6th form • Year 9 - options evening 	
Priority 6	Targeted intervention groups <ul style="list-style-type: none"> • Extra english and math lessons for targeted PP groups. 	1 2 6 7 9 10
Priority 7	Access to sanitary products - RedBox strategy Development of uniform shop including coats and bags	8
Priority 8	Develop reading culture and literacy in school including role of new literacy lead and new librarian <ul style="list-style-type: none"> • Year 7 accelerated reader • World book day activities • Come read to me, English lessons. • Teenage book awards • Tutor time reading 	1
Projected spending	£65,351	

Monitoring and implementation

Area	Challenge	Mitigating action
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Teaching	<p>Ensuring enough time is given over to allow for bespoke staff professional development</p> <p>Lack of SGP opportunity in smaller departments</p> <p>Engaging all teachers in teaching of literacy, regardless of subject background</p>	<ul style="list-style-type: none"> • Designated CPD time on INSET days, twilight CPD, department time. • Use of Lead Practitioners to support in departments, lead small group training for new staff, trainees and voluntary T&L. • Middle leaders in house CPD offer • Succession planning- Explicit CPD offer for teachers across different stages of their career • Trust-wide Teach meet with focus on blended learning strategies. • Opportunity for ECTs to engage in an enhanced CPD programme including ECF. • Provide SGP and collaborative opportunities cross-department and cross-Trust. • Power of Language strategy, “all teachers are teachers of literacy” with training on embedding evidence informed practices to ensure disciplinary literacy is a focus. • EBE Teacher tool kit platform. All staff to complete the foundation course. • Evidence informed inquiry question. • Revision planners and equipment for students. • Monitoring systems focus on staff less actions informed by Rosenshines principles.
Targeted support	<p>Ensuring adequate staffing hours and training to run the programme</p> <p>Identifying the pupils who would most benefit from this additional support</p>	<ul style="list-style-type: none"> • NTP • Provision of training for effective mentoring, along with resources for support. Investigate use of Teacher Toolkit EBE resource. • Training key staff in phonics programme • Baseline assessments used to review individuals need and sign post correct strategies • Use of Peer mentoring and buddy systemes to build relationships and skills in reading and academic mentoring. • SGP cross-Trust • In-depth analysis of data, partnered with pastoral, CL and teacher voice, to ensure the right pupils are included for targeted intervention and that the barriers for that pupil are clearly identified and solutioned. • Letter box project. • Targeted T and L support and mentoring • Literacy interventions in place, reviewing cohorts and impact through the year • Numeracy interventions in place

Wider strategies	<p>Engaging families facing the biggest challenges</p> <p>Engaging our underachieving, disadvantaged pupils</p> <p>Supporting students cultural experience following pandemic</p> <p>Supporting students mental health and establishing routines following pandemic</p>	<ul style="list-style-type: none"> • Work closely with pastoral team, attendance officer, local authority to readily identify families in need • Tailored careers support for identified students • Start Character programme • World book day activities • Come read to me, English lessons. • Teenage book awards • Tutor time reading • Year 10 Girls leadership programme • Year 10 Boys leadership programme • Enrichment extracurricular programme • Show Racism the red card • House awards assemblies • Remembrance • Year group mass and liturgy • Provision of learning materials • Referrals to internal and external support services where appropriate • Destination and apprenticeship workshops • (Transport for) Careers events • Key staff mental health first aid trained.
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Review: last year's aims and outcomes

Aim	Outcome
A Reading skills for students are lower for pupils eligible for PP than for pupils not eligible for pupil premium.-Move students closer to chronological reading age.	<ul style="list-style-type: none"> • The reading age gap of PP students compared to non PP students reduced in the + 2 years chronological age. • Raise in chronological reading ages for PP students across year 8 into 9 and 7 into 8. This mirrored an increase in chronological reading age for non PP students evidencing a positive impact of wider strategies.
B Basic numeracy skills for students are lower for pupils eligible for PP than for pupils not eligible for pupil premium.- Close the gap in basic numeracy skills.	<ul style="list-style-type: none"> • Numeracy tutor time tasks for all students-Student voice • Mentoring year 11 maths students. Positive data from September 2020-January 2021.

C Improved exam results and improved study skills	<ul style="list-style-type: none"> • Extra english and math support for targeted PP groups.
D Lack of access to the virtual learning environment for some.-All students will be able to complete home learning on Google Classroom.	<ul style="list-style-type: none"> • All homework continues to be set remotely • Laptops for students during school closures • KS5 homework lunch sessions with IT access • KS3/4 homework club ran where allowed within lockdown restrictions • KS4 students continue to receive individual revision planners in preparation for mock exam periods and external examination series; study packs have been provided
E Attendance rates in key stage 4 for pupils eligible for PP are below the national average.-Improved attendance.	<ul style="list-style-type: none"> • School attendance July 21 = 94.8% (PP = 91.7% - above national average) • Praise postcards sent home by staff on a regular basis • Attendance officer regularly visited the homes of key individuals who were struggling to come into school
F Challenging home contexts and poor mental health for some students result in poor focus in school.- Student equipped to better cope with school	<ul style="list-style-type: none"> • Student voice- HoY and HoH interviews with students on return to school • Lockdown impact
G Improved aspirations and school engagement in some families.	<ul style="list-style-type: none"> • Praise postcards sent home by staff on a regular basis • Attendance officer regularly visited the homes of key individuals who were struggling to come into school • Phone class home during closures, PP students first on list.
H Students to have the knowledge and skills needed to access the exams.	<ul style="list-style-type: none"> • Mentoring year 11 students- positive student voice on engagement and support in school. • STEP interventions for Y11 had a larger proportion of PP students than other compared to school's demographic. • Cultural capital mapped across curriculum offer • Enrichment where possible during pandemic • Continued virtual careers and University info offer to students
I Improved focus and engagement in lesson time.	<ul style="list-style-type: none"> • School rewards system.
J. Improved social skills amongst the young people.	<ul style="list-style-type: none"> • Oracy as part of the power of language CPD and summer term, to be reviewed Autumn 2021

K. Improved aspirations amongst young people and understanding of how to gain a job.	<ul style="list-style-type: none"> • Destination data- Similar destination % to the whole cohort to 6th form to study A Level subjects. Increase from last year. • Careers student voice- Students confident in understanding different qualifications and skills needed for different roles.
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Externally provided programmes

Programme	Provider
NTP-	NTP
YR9 FutureMe Enterprise Challenge	Opportunity North East