



Pupil Premium Strategy Statement

This statement details our College's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	St Joseph's College
Number of 11-16 pupils in school	848
Proportion (%) of pupil premium eligible pupils	39.07
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Catherine Kane Headteacher
Pupil premium lead	Sabeena Coulson Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£316,583
Recovery premium funding allocation this academic year	£48,213
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	£364,796

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support all students' needs, regardless of whether they are disadvantaged or not.

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High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its provision for high quality social and emotional support, provision to ensure progression and support in all subject areas as well as the support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment; not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: ensure disadvantaged pupils are challenged in the work that they're set act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge																																																	
1	The Maths attainment of disadvantaged pupils is lower than that in English. Internal and external assessments show that this gap widens during pupils' time at our college. In year 11 2019 external data shows that 56% of our disadvantaged students gained a level 4 in maths compared to 69% in English. The gap has remained in subsequent years albeit slightly smaller																																																	
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This affects their progress in all subjects. In year 7 46% of disadvantaged students have a reading score below age related expectations in comparison to 35% of non-disadvantaged students. In year 8, the gap is wider with 74% of disadvantaged students with a reading score below age related expectations compared to 32% of non-disadvantaged students.																																																	
3	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. Engagement during lockdown. <table border="1" data-bbox="379 1563 1406 1861"> <thead> <tr> <th></th> <th colspan="3">Pupil Premium</th> <th colspan="3">Whole School</th> </tr> <tr> <th></th> <th>Red</th> <th>Amber</th> <th>Green</th> <th>Red</th> <th>Amber</th> <th>Green</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>18.2%</td> <td>60.6%</td> <td>21.2%</td> <td>27.2%</td> <td>16.9%</td> <td>55.8%</td> </tr> <tr> <td>Year 8</td> <td>29.1%</td> <td>49.5%</td> <td>21.4%</td> <td>30.7%</td> <td>17.1%</td> <td>52.2%</td> </tr> <tr> <td>Year 9</td> <td>50.0%</td> <td>43.1%</td> <td>6.9%</td> <td>38.5%</td> <td>17.7%</td> <td>43.8%</td> </tr> <tr> <td>Year 10</td> <td>25.2%</td> <td>66.4%</td> <td>8.4%</td> <td>26.5%</td> <td>24.0%</td> <td>47.5%</td> </tr> <tr> <td>Year 11</td> <td>19.4%</td> <td>60.2%</td> <td>20.4%</td> <td>14.6%</td> <td>16.0%</td> <td>69.4%</td> </tr> </tbody> </table> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in literacy.</p>		Pupil Premium			Whole School				Red	Amber	Green	Red	Amber	Green	Year 7	18.2%	60.6%	21.2%	27.2%	16.9%	55.8%	Year 8	29.1%	49.5%	21.4%	30.7%	17.1%	52.2%	Year 9	50.0%	43.1%	6.9%	38.5%	17.7%	43.8%	Year 10	25.2%	66.4%	8.4%	26.5%	24.0%	47.5%	Year 11	19.4%	60.2%	20.4%	14.6%	16.0%	69.4%
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4	Our observations suggest many lower attaining disadvantaged pupils lack independent study skills. This can be through a lack of meta cognitive and self regulation skills as well as through the absence of resources such as study materials																																																	

	and access to ICT equipment. During the Lockdowns 168, laptops or devices were distributed to students to facilitate remote learning. 47% of these were to Pupil Premium students.
5	<p>Our assessments, observations and discussions with pupils their families and Heads of Year, have identified social and emotional issues for many pupils, such as anxiety, low levels of emotional intelligence, low self-esteem and lack of motivation. This is partly driven by long school closures and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>At the start of this academic year teacher referrals for support markedly increased particularly for students in year 7 and 8. There are currently 25 students requiring social and emotional through Elsa trained staff and also another 25 in year 8. Across the school approximately 40 students receive support from the school counsellor. A significant number of these students are disadvantaged.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 93.5 – 1.2% lower than for non-disadvantaged pupils.</p> <p>18% of disadvantaged pupils have been ‘persistently absent’ compared to 16.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>By the end of our current plan in 2024/25 we will see an improvement in progress 8 scores compared to previous years, with a move towards a positive progress 8 figure</p> <p>A progress 8 score of above 0 for all students</p> <p>Maths grade 4+ in line with English for disadvantaged students</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. DDIs will demonstrate this</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects and improved engagement in lessons. Satchel one data will support this as well as reduced referrals to AR.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>A reduced number of students requiring academic reintegration and reduced exclusions</p>
To achieve and sustain improved attendance for	Sustained high attendance from 2024/25 demonstrated by:

all pupils, particularly our disadvantaged pupils.	the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
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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: £147,355.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. Use of GCSE pod, Sparx, mygcse science, this is language. SEND staff members to ensure students receive study support after school and also provision of extended learning clinics to support more able disadvantaged students. Our three year plan involves the development of a study centre	The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours	4
Increasing engagement of students across all subjects through high quality teaching and learning pedagogy with a focus on progression and assessment and feedback. Recruiting lead practitioners, use of transition teacher,	It is widely accepted that teaching pedagogy is crucial to improved outcomes for students. Evidence from the EEF shows that good feedback can have high impact for relatively little cost. The evidence to support this is extensive as evidenced below https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 3, 4

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund additional hours for our literacy coordinator and purchase Bedrock for Years 7-9.</p> <p>We will purchase reading books for our tutor reading programme</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	2
<p>Providing students with greater cultural capital through trips and school based activities such as music scholarships and Life skills events .</p>	<p>Disadvantaged students are less likely to have experiences such as music tuition, visits to places of interest, clubs and reading material. This has got worse since COVID19. Many parents of disadvantaged students have also lacked these experiences and are therefore unable to change the cycle. Knowledge and cultural capital are vital for students to succeed in life as outlined here by Ofsted https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital</p> <p>Research: https://www.researchgate.net/publication/319501799_Examining_cultural_capital_and_student_achievement_Results_of_a_meta-analytic_review</p>	1, 3, 5

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

Budgeted cost: £91,718.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme such as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	1, 2, 3

<p>tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Transition group – Having the neediest in one group in year 7 and 8 for maths, English and Science. We will also have a reduced curriculum group that is taught by a specialist teacher.</p>	<p>For some years now we have had a transition group in Year 7 and 8. The transition group was created in response to seeing a small group of students arriving in year 7 not secondary ready. This was demonstrated as low literacy and numeracy combined with social, emotional and SEND needs. Our observations have shown that being taught in a small class with specialist teachers putting a larger focus on literacy and numeracy has narrowed the gaps they arrive with by the time they reach year 9. In year 7 a lead teacher teaches English, Humanities and RE whilst a second teaches Maths and a third science. We also have a reduced curriculum group in year 9 where students are given additional literacy and numeracy lessons. The focus on basic skills has allowed some of our most disadvantaged students to have their progress accelerated particularly in numeracy and literacy. Internal school data supports this</p>	<p>1,2,3,4,5</p>
<p>Targeted Numeracy and literacy focus groups as well as EAL support.</p>	<p>Small group tuition to a small group of students between 2-5 by a specialist teacher or teaching assistant enables teaching to focus exclusively on a small number of learners. Providing this to lower attainers can facilitate effective progress especially for those in danger of falling behind. This strategy provides moderate impact for low cost as evidenced below. The focus groups are also supported by the purchase of high quality software.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>

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

Budgeted cost: £126,334.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing support for student wellbeing and mental health support through the employment of a full time counsellor, welfare officer and full time pastoral leaders in every year group.	One in seven young people aged between 11-19 experience at least one mental disorder. According to recent NHS data the COVID19 pandemic has led to a worsening of teenagers' mental health. School based interventions are hugely effective as evidenced in this report Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	5
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance/support officers appointed to improve attendance. Additional EWO hours	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Improving the teaching and learning of learning behaviours. ELSA training for 5 TAs so that they can deliver small group social and emotional interventions and the development of a sensory room.	Appropriate learning behaviour is necessary to learn in the group setting of a classroom (Ellis and Todd 2018) Evidence from EEF evaluations show that improving behaviour and social and emotional learning alongside teaching and learning of content and skills provides a powerful tool to raise pupil attainment https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours	5

Total budgeted cost: £365,408.07

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 2020 to 2021 academic year.

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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details

Further information

Additional activity.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.