



ST JOSEPH'S COLLEGE



Pupil Premium Strategy Statement

This statement details our College's use of pupil premium (and recovery premium for the 2022 to 2023 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- 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Catherine Kane Headteacher
Pupil premium lead	Sabeena Coulson Assistant Headteacher
Governor / Trustee lead	Stephen Horsman Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£336,868
Recovery premium funding allocation this academic year	£94,392
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.	£431,260

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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.

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.

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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
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. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in literacy. Our goal is to continue to narrow this gap.
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	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. 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 another 25 in year 8. Across the

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Challenge number	Detail of challenge
	school approximately 40 students receive support from the school counsellor. A significant number of these students are disadvantaged.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3.5 – 1.2% lower than for non-disadvantaged pupils. 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.

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.	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. A progress 8 score of above 0 for all students Maths grade 4+ in line with English for disadvantaged students.
Improved reading comprehension among disadvantaged pupils across KS3.	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. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. DDIs will demonstrate this.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	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.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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Intended outcome	Success criteria
	A reduced number of students requiring academic reintegration and reduced exclusions.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: 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.

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, My GCSE Science to name a few. SEND staff members to ensure students receive study support after school and provision of extended learning	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	4

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Activity	Evidence that supports this approach	Challenge number(s) addressed
clinics to support more able disadvantaged students. Our three-year plan involves the development of a study centre.	<p>evaluate specific aspects of their learning can be effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p>	
<p>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 and the effective use of transition teacher.</p> <p>Staff well-being leading to reduced staff absence to be facilitated through use of Cassandra centre and their mental health services.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	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: 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</p>	1, 3, 5

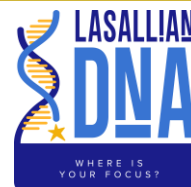
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Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>change the cycle. Knowledge and cultural capital are vital for students to succeed in life as outlined here by Ofsted.</p> <p>https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital</p> <p>Research:</p> <p>https://www.researchgate.net/publication/319501799_Examining_cultural_capital_and_student_achievement_Results_of_a_meta-analytic_review</p>	

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
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>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
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led 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>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> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
Transition group – Having the neediest in one group in Year 7	For some years now we have had a transition group in Year 7 and 8. The	1,2,3,4,5

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>and 8 for maths, English and Science. We will also have a reduced curriculum group that is taught by a specialist teacher.</p>	<p>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>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>

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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. A chaplain will also be appointed to support student wellbeing.	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 and engagement with schools 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	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	5

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Activity	Evidence that supports this approach	Challenge number(s) addressed
and emotional interventions and the development of a sensory room. Use of Elevate from Year 9 upwards to equip students with effective study skills.	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	

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 2022-2023 academic year.

The table below shows the three-year trend at St Joseph's College for Pupil Premium students. The current strategy covers the period 2021- 2024. The first set of public exams following the pandemic in 2022 showed that our students were just above average with a P8 of +0.06. This is an increase compared to pre-pandemic levels in 2019 where P8 was -0.38. However, the P8 measure for 2023 was below average at -0.46. Although this figure is low there is a slight decrease of 0.08 compared to pre-pandemic P8 score. The Local authority value for non-disadvantaged students is 0.26. The national value for non-disadvantaged students is 0.17. The gap between PP and Non-PP in comparison to the Local authority measure has not narrowed for the 2023 outcomes. Despite this there were several intervention strategies that were put in place to remove the barriers for our disadvantaged students and address gaps and knowledge still impacted by the Covid pandemic.

Academic Year	Pupil Premium Historical data
2022/2023	-0.46
2021/2022	+0.06
2020/2021	+0.67
2018/2019	-0.38

School Led Tutoring was used to provide small group tuitions as part of a curriculum. recovery programme to narrow gaps in knowledge. These took place on Saturdays in Maths, English, Science, RE and Computing. Additional intervention also took place again in small groups with a focus

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in Core subjects. The impact of the interventions can be seen below. The Year 11 data for 20223 shows that our PP did not exceed the local or national PP average score.

Type of Intervention	Improved	No Change	Decrease
School Led Tutoring	50%	30%	20%
School Intervention (Tutor Group time)	29%	29%	18%
External Tutoring	42%	35%	25%

2022-2023 data: Disadvantaged students	School PP	LA PP	National PP
Number of Pupils	58	2463	447564
P8 score	-0.46	0.26	0.17
A8 Score	41.2	50.2	50.2
Eng and Maths at Grade 5+	36%	53%	52%
Eng and Maths at Grade 4+	53%	73%	73%
Ebacc at Grade 5+	7%	21%	20%
Ebacc at Grade 4+	14%	30%	28%

Activity addressing Challenge number 5.

Investment in our Student Welfare and Inclusion teams as well as training staff in ELSA has added an additional layer of support into our pastoral structure. This has supported early identification of any emotional and mental health needs, so that students are supported to progress in their learning. This has had a positive impact overall, with an overall reduction in suspensions and permanent exclusions. Disadvantaged students still make up 65% of suspensions however nationally data shows that the rate of exclusions for disadvantaged students is four times higher than for non-disadvantaged.

Activity addressing Challenge number 6.

Through the design of a supportive and rigorous attendance intervention system, and further investment in our attendance team, we have been able to support families more swiftly, to avoid entrenched cases and minimise higher level progression to legal action. Whole school attendance has subsequently improved, with overall figures above local and national rates.

Data for 2021-2022 shows that persistence absence was 12.8% across the school with overall absence at 5.2%, both below local and national average.

The government target for attendance is 95% and attendance below 90% is persistent absence. The analysis of each year group shows that attendance is averaging around the 95% benchmark. No year group had less than 90% attendance.

Year 7	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	59	93.33%	4.18%	2.49%

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Not Pupil Premium	76	94.37%	4.19%	1.43%
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Year 8	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	79	92.26%	5.38%	2.36%
Not Pupil Premium	78	94.74%	3.76%	1.50%

Year 9	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	67	93.64%	4.24%	2.13%
Not Pupil Premium	108	94.15%	4.20%	1.65%

Year 10	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	81	93.38%	3.90%	2.71%
Not Pupil Premium	106	94.57%	4.12%	1.31%

Year 11	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	66	92.7	4.34	2.95
Not Pupil Premium	103	95.43	3.4	1.17

Suspension data for Pupil Premium students

	Number of Pupils	Percentage
Pupil Premium	37	5.83%
Non-Pupil Premium	29	4.57%

The table above shows that pupil premium students had a higher percentage of suspensions (exclusions) compared to non-pupil premium students. The gap between the groups is 1.26%. The impact of Covid has had a major impact on pupil premium students and our target for 2023-2024 is to continue to support and engage them with mentoring and other wider activities to ensure they are not at risk of suspension.

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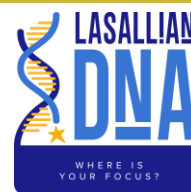


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Activity addressing Challenge number 1,2 and 3.

We purchased GL Assessments that helped us to monitor progress in year 7 and now in year 8. We were able to monitor reading ages in addition to English and maths progress. This has allowed easy monitoring of pupils and very specific diagnostic analysis enabling us to home in on areas of need for specific pupils.

We had 79% of our Year 7s make progress (on or above expected) for Maths and 76% of our Year 7s make progress (on or above expected) for English.

We also use GL Assessment to run the dyslexia screening following issues identified in tests. This screening has been successful in identifying dyslexia in our pupils enabling us to provide the right support. Pupil progress streamlined our data reporting process across the whole school and across each key stage. This has enabled transparency across the school for staff to monitor subject progress and pupils to monitor their own progress identifying gaps in knowledge.

National Tutoring programme for tuition has had a huge impact in year 11. We were able to identify pupils in need of extra support and one to one support.

Maths: 87% made at least 1 grades progress from PPE2, and 30% hit or surpassed their target grade.
English: 58% made at least 1 grades progress from PPE2, and 50% hit or surpassed their target grade.
Metacognitive skills were developed using GCSE POD, Sparx, and provision of a study room for year 11.
Data from examinations shows that our disadvantaged students are outperforming

non-disadvantaged students. The percentage of students achieving a 4+ in English and Maths for disadvantaged students was 66.1% compared to 58.5% for non-disadvantaged. At 5+ (Eng/Maths) this was 51.6% for disadvantaged students compared to 41.8% for our non-disadvantaged students. At grade 7+ this was 16.1% for disadvantaged students compared to 14.2% for non-disadvantaged.

Teaching and learning Activity addressing Challenge 1, 3 and 4

Quality Assuring (QA) Teaching & Learning in lessons is achieved via the Developmental Drop-in process whereby staff are observed throughout the year and provided a meaningful and achievable target they can access and record for appraisal purposes. In the academic year 2021-22, 72% of staff last year achieving their set target following a Developmental Drop-in, with a further 13% receiving amber (progress towards their target). This is coupled with a direct increase in student engagement as measured via students correcting their own work in DIRT through teacher/peer/self-assessment using the Green Pen Policy demonstrating that feedback is effective, which has improved from 70.2% Good Practice and Clear Strength to 77.2% across the staff body. Additionally, Book Looks have revealed a growth in Good Practice across all measurable factors, increasing 9.9% since September 2021. This is coupled with a reduction in Significant Development Needed (-0.4%).

Teaching & Learning Initiative (TLI) Fridays have been hugely successful. These weekly sessions are presented by a wide variety of staff members who have been identified as having a strength in one of our key priority improvement areas, and are aimed at improving teaching pedagogy, linked to improved

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outcomes for students. Topics range from Gamification in Lessons [*Gamification in learning involves using game-based elements such as point scoring, peer competition, team work, score tables to drive engagement, help students assimilate new information and test their knowledge*], to LAP (Low Ability Pupil) Student Engagement & Adaptive Learning [*Practical strategies following the SJC 'Teach, Do, Review' lesson planning that engage and support Lower Ability Pupils*] and Cultural Capital [*Embedding Cultural Capital in lessons, in and out of school, and across Curricula; in line with Ofsted's understanding of the importance of this is quality of education*], and are coordinated by the Lead Practitioners.

In partnership with the SSAT (The Schools, Students and Teachers Network), we were offered the opportunity to take part in Departmental Peer Reviews. Departments that have signed up to take part have been paired with another secondary school in the SSAT Network, the aim being to essentially complete a 'deep dive' into the running of each other's Departments and engage in an open dialogue about all elements of our SOLs and Curriculum Intent; ultimately improving Teaching & Learning.

Students in Year 9- 11 were given workshops to help develop independent study skills and exam revision skills. Students were given revision guides and materials to support them in their revision such as revision workbooks and equipment. Information evening and 'Strive for Success' evenings were held to engage parents and share key dates in terms of exam preparation.

Curriculum maps for all subjects are designed to ensure knowledge is sequenced and that the 'big ideas' are taught at specific key points in each year so that they build up as a spiral curriculum with greater depth through KS3 to KS5.

Literacy activity addressing challenges 1,2, 3.

Bedrock purchased for Year 7 had significant impact on student's reading and comprehension. Overall, the improvement of learner's knowledge of specific vocabulary after completing a test at the end of a block improved by 18%. For disadvantaged students this increased to 20%. This has now been rolled out to Year 8.

Cultural Capital activity addressing challenges 1,3 and 5.

All students were able to partake in at least one trip over the academic year with many disadvantaged students such as those in the transition group going on at least three trips. Several residential trips also took place including a Spanish residential trip for Year 8 where all disadvantaged students were given an opportunity to attend. This had a positive impact on student well-being as well as providing new opportunities such as visiting the beach. In total there were fifty-nine trips with five residential trips of which two were overseas. All disadvantaged students were supported in being able to attend. The music scholarship was offered to 11 disadvantaged students. These students have performed in the school band and continue to make progress in their level of music skill. A successful careers day for all year groups welcomed employees from a range of careers to talk to students about future careers. Student's feedback was positive with many stating they now had a greater idea of what they would like to do in the future.

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Externally provided programmes

Programme	Provider
Exams Skills workshop for Year 11	Elevate
Introduction to University Life	Royal Holloway
Starting your Career	HSBC
Consent, Healthy relationships and Consent	NHS Croydon
GCSE Pod	GCSE pod
Bedrock Reader	Bedrock
Sparx VLE	Sparx
Kerboodle	Kerboodle

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 our pupils.

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