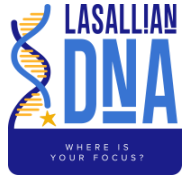




# ST JOSEPH'S COLLEGE



## Pupil Premium Strategy Statement

This statement details our college's use of pupil premium (and recovery premium for the 2023 to 2024 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	735
Proportion (%) of pupil premium eligible pupils	35.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	George Mantillas Acting Headteacher
Pupil premium lead	Jeyarooby Wimalan Associate Assistant Headteacher
Governor / Trustee lead	Stephen Horsman Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343, 620
Recovery premium funding allocation this academic year	£91,632
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£435,252

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## Part A: Pupil premium strategy plan

### Statement of intent

Our strategy intent encapsulates the wider issues our Pupil Premium students face in terms of education recovery following the Covid pandemic.

The Covid pandemic continues to have a lasting impact on our most disadvantaged students with school closures, loss in learning and the effect on mental health and well-being. Our vision is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve excellent outcomes at the end of their KS4 curriculum and progress on to Level 3 courses or apprenticeships at Post 16.

Research by NSPCC, FFT, EEF show that disadvantaged students have been worst affected by the Covid pandemic. The gap between disadvantage and non-disadvantaged students is widening. The Education Recovery in Schools report published in June 2023 states that disadvantaged pupils suffered most, wiping out a decade of progress in reducing the gap in attainment between them and their peers and that it could take a decade more to return the disadvantage gap to pre-pandemic levels. Our focus will be to prioritise teaching and learning and pastoral care for our students and providing them the support to succeed academically and become well-rounded individuals.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, including literacy and numeracy to access the broad and challenging curriculum. Less is more and so our intention is to focus on the small things that will have the biggest impact on our students.

Our intent is based on the following key areas:

- Behaviour and Attendance.
- Improved attainment and progress across the curriculum with positive P8 scores and a focus on KPI including 9-4 (EM) and 9-5 (EM).
- Improved reading comprehension, literacy skills and numeracy skills.
- To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged and participation in enrichment activities.

Our strategy is also integral to wider school plans for education recovery and notably in its provision for high quality social and emotional support. This provision will help to increase future aspirations and support in all areas of the curriculum. Students who have regressed in their learning and whose education has been worst affected, including non-disadvantaged students, will be provided extra support through the National Tutoring Programme.

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.

We will ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene and 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	<p><b>Progress and Attainment</b></p> <p>Raise outcomes for disadvantage students so that it is at least in line with local and national averages and narrow gaps with their non-disadvantaged peers. All Pupil Premium students leave school with at least Grade 5 in English and Maths.</p>
2	<p><b>Reading Ages and Literacy</b></p> <p>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.</p> <p>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.</p>
3	<p><b>Lost Learning from Covid 19</b></p> <p>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.</p>
4	<p><b>Study Skills</b></p> <p>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. Our students require study skills support to maximise their performance in exams. This will include for example tips on revision techniques, exam preparation and organisation skills.</p>
5	<p><b>Well Being:</b></p> <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>

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Challenge number	Detail of challenge
6	<p><b>Attendance</b></p> <p>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.</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.	By the end of our current plan in 2024-2025 we will see an improvement in progress 8 scores compared to previous years, with a move towards a positive progress 8 figure. We aim to achieve a progress 8 score of above 0 for all students and evidence of P8 gap being narrowed.
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. 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.

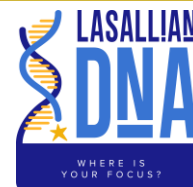
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## Activity in this academic year

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: £197,420**

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:	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 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a>	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 and the effective use of transition teacher. Staff well-being leading to reduced staff absence to be facilitated through use of Cassandra centre and their mental health services.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 3, 4

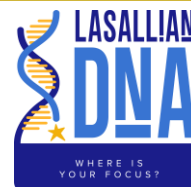
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School wide focus on literacy and numeracy to raise literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Whole School Literacy and Numeracy Leads will develop appropriate training to staff using current research and effective practice and methods</p> <p>A well-resourced library with access to IT devices which can be used for library lessons or as a learning hub within 1 – 2 years</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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></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.</p> <p><a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital">https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital</a></p>	1, 3, 5

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

Budgeted cost: £95,618.50

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.	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. Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	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.	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. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
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.	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	1,2,3,4,5

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Activity	Evidence that supports this approach	Challenge number(s) addressed
	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	
Engaging HAP in the Scholars programme run by the Brilliant Club to raise future career aspirations and applications to competitive university courses.	To engage students in a structured scholars programme to build aspirations and career choices. The programme will stretch and challenge more able students which will broaden their horizons, future pathways and career progression. It will provide opportunities to build the knowledge, skills and confidence to apply for the most competitive university courses.	1,4
Targeted Numeracy and literacy focus groups as well as EAL support.	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3

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

Budgeted cost: £145,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Well Being:</b> Providing support for student wellbeing and mental health support through the employment of a full-time counsellor and non-teaching pastoral leaders. A chaplain has been appointed to support student wellbeing. Safeguarding and SEND Team and referrals to CAMHS. Student Voice feedback and safeguarding referral analysis</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>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)</p>	5
<p><b>Attendance</b> Embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance/support officers appointed to improve attendance. Additional EWO hours</p>	<p>The DfE guidance advice and engagement with schools that have significantly reduced persistent absence levels.</p>	6
<p><b>Behaviour</b> Behaviour Intervention and mentorship Programme such as School of Hard Knocks for those students who are at risk of suspension or</p>	<p>Culture of high expectations, engagement and climate for learning are essential for academic success.</p>	5

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>showing disengagement in school.</p> <p>Behaviour reward system and consistency in behaviour policy by all staff including the use of restorative conversations to help build relationships.</p> <p>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. Use of Elevate from Year 9 upwards to equip students with effective study skills</p>	<p>Bill Rogers 'Certainty not Severity &amp; 'Behaviour is Everyone's responsibility ''</p> <p><a href="https://www.gov.uk/government/publications/character-education-framework">https://www.gov.uk/government/publications/character-education-framework</a></p> <p>EEF Toolkit Behaviour Interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>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</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a></p>	
<p><b>Parental Engagement</b></p> <p>Greater parental engagement and reducing the attainment gap. Personalised communication to promote strong home-school contact. Parental workshops and information evenings to help support their children in their learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Developing college-parent partnership and encouraging parental involvement particularly in respect to hard to reach parents.</p> <p>Removing perceived barriers to parental engagement.</p>	<p>1,4,5,6</p>

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Activity	Evidence that supports this approach	Challenge number(s) addressed
	Introduction of coffee mornings for those parents who require more support with their child's learning.	
<b>Summer School Programme</b>  To aid transition from Year 6 to Year 7. This will focus on catch up programmes for students with low literacy and numeracy.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	1,2,3
<b>Breakfast Club</b>  Breakfast club and access to food before school starts to ensure the best start to the day as well as for those students taking public exams in Year 11.	<a href="https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	5,6
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 such as school trips, uniform and study materials.	All

**Total budgeted cost: £438,372.50**

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