



ST JOSEPH'S COLLEGE



Pupil Premium Strategy Statement 2025-2026

This statement details our college's use of pupil premium 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	660
Proportion (%) of pupil premium eligible pupils	43.03%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr G. Mantillas Mrs C. Kane: Co-Headteachers
Pupil premium lead	J. Wimalan
Governor / Trustee lead	Stephen Horsman Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,416
Recovery premium funding allocation this academic year	None
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	£304,416

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Part A: Pupil premium strategy plan

Statement of intent

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 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:

- Reduce the educational attainment and progress gap between disadvantaged and non-disadvantaged students in Maths and English at 5+, (current gap nationally compared to non-disadvantaged is -23.1 Eng & -16.0 Maths). Increase the percentage of pupils with 4+ and 5+ in Eng & Maths (55.4% 30.4% respectively)
- Increase A8 for PP students. Current gap nationally is -2.5 and trend is widening
- Promote a culture for learning through good attendance, punctuality and behaviour.
- Continue to improve attendance rates for persistent absence.. Maintain attendance so that it continues to be above national average. Narrow the attendance gap between pupil premium and non pupil premium students
- Continue to reduce suspensions and exclusions.
- Promote engagement in the wider curriculum such as co-curricular activities and enrichment
- Improved literacy skills such as reading comprehension, oracy, vocabulary and numeracy skills.
- Remove barriers to learning through personal organisation, resources and completion of independent home learning
- Provide wellbeing support and access to mental health organisations and services
- Raise aspirations of pupil premium students through wider participation programmes.
- Greater parental engagement and attendance to school information evenings.

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 targeted intervention and non term revision programmes, as well as study skills.

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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.

Challenges

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

Challenge number	Detail of challenge
1	Progress and Attainment Raise A8 and Grade 5+ in both English and Maths outcomes for disadvantaged students so that it is in line with local and national averages and narrow gaps with their non-disadvantaged peers. All Pupil Premium students to leave school with at least Grade 5 in English and Maths and that all pupils engage with independent learning through the new homework system in place for non completion.
2	Reading Ages and Literacy Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This affects their progress in all subjects. Current reading ages shows Yr 7 have a proportion of pupils with reading below their chronological age (confirm with data)
3	Student aspirations Fewer PP students are aspiring to engage and participate in a broad curriculum outside of the classroom to support aspirations and career prospects. Research by Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives. Expanding the gifted and talented cohort to include HAP pupil premium learners who have the potential to attain high grades. Providing students with ample opportunities to experience as many co-curricular activities as possible as well as exposure to university taster days and exposure to the school's super curriculum
4	Parental Engagement Support, engage and build relationships with Pupil Premium parents. Improve attendance to whole events such as Parents' evenings and information evenings and build stronger relationships with hard to reach families. Parental workshops to support parents with their children's learning, reading and homework through literacy workshops.
5	Well Being and health 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. These challenges particularly affect disadvantaged pupils, including their attainment.

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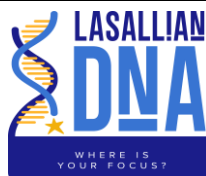
Challenge number	Detail of challenge
6	<p>Attendance and Behaviour</p> <p>Attendance figures for 2024-2025 for pupil premium students was 94.2% compared to the national average of 88.2%. A8 for pupil premium students (41.9) below that of Non PP, both nationally and locally. Grade 5+ in both English and Maths is 30.4% well below Non PP peers.</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. The library will be fully resourced with laptops so that pupils can complete homework during break and lunchtime.
Improved reading comprehension, vocabulary and oracy skills 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. Lesson observations will demonstrate this. Those who need extra support with reading will be identified and provided with extra intervention.
Improved study skills and self regulation 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 Academic Reintegration. Homework detentions will be set for those pupils who do not complete homework so that good learning habits can be formed.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	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 suspensions.
To achieve and sustain improved attendance for 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

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	pupils being no more than 1% lower than their peers. Attendance will be in line with the whole school target of 96%
Higher aspirations to study and follow competitive courses at university or apprenticeship programmes	Provide a range of opportunities for Pupil Premium students to access higher education outreach programmes and taster days to a variety of institutions. Explore educational charities who will support higher aspirations such as The Sutton Trust and The Brilliant Club to get students on to courses which are under represented from a variety of backgrounds.

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: £140,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of ClaroRead to help neurodiverse students to become more confident, independent and productive learners by providing a suite of reading, writing and study tools.	https://www.dyslexic.com/rachel-ingham-how-does-claroread-benefit-dyslexic-learners/	1, 2
Developing metacognitive and self-regulation skills in all pupils. Use of Sparx Reader, Spark online homework for English, Maths and Science and Language Nut for MFL. SEND staff members to ensure students receive study support after school and provision of extended learning clinics to support more able disadvantaged students as well as supervision of homework clubs in the Library	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	1,2,3,4
Increasing engagement of students across all subjects through high	It is widely accepted that teaching pedagogy is crucial to improved outcomes	1,2,3,4

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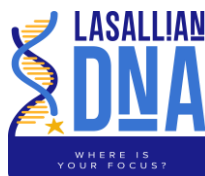


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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>quality teaching and learning pedagogy with a focus on progression and assessment and feedback.</p>	<p>for students. Evidence from the EEF shows that good feedback can have 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>	
<p>School wide focus on disciplinary literacy and numeracy to raise outcomes in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Teachers will use reading ages to stretch and challenge high attainers as well as providing support for those with low reading ages.</p> <p>Whole School Literacy Lead will provide appropriate CPD to staff using current research and best practice. Literacy Lead is undertaking a nationally recognised qualification which will help with implementing evidence based practice.</p> <p>A well-resourced library with access to laptops which can be used for library lessons or as a learning hub for promoting reading clubs and literacy workshops</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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Sparx reader –online reading platform for all pupils to carry out independent reading as part of reading of pleasure and for English Comprehension</p>	1,2,4
<p>Providing students with greater cultural capital through trips and wider participation programmes for access to higher education courses such as Medicine.</p>	<p>Disadvantaged students are less likely to have experiences such as music tuition, visits to places of interest, clubs and reading material. 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>https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital</p>	3,4

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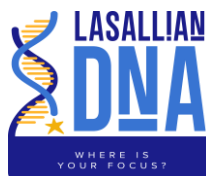
Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £88,618

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. This will be for students who have low reading ages below their chronological age.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Engaging HAP Pupil Premium students in the Scholars programme run by the Brilliant Club to raise future career aspirations and applications to competitive university courses and forging links with Russell Group university for outreach days.	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. It will provide independent study skills and academic writing.	3
Targeted reading focus groups to support those pupils who have a low reading age Peer tutoring programme to help close gaps in knowledge through the use of 6 th form students. Tutor reading programme to help develop comprehension	Targetted reading group intervention as identified by their reading ages. 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. Whole school Reading CPD to provide staff with the necessary skills to teach reading in the curriculum	1, 2, 6

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Activity	Evidence that supports this approach	Challenge number(s) addressed
and inference skills as well as vocabulary.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	

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

Budgeted cost: £75,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well Being: Providing support for student wellbeing and mental health support through the employment of a full-time student counsellor and non-teaching pastoral leaders. A chaplain has been appointed to support student wellbeing. Safeguarding and SEND Team and referrals to CAMHS.</p> <p>Student Council feedback and safeguarding referral analysis to assess further additional support and intervention for those at risk of harm.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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> <p>Students who require further additional support based on their emotional and physical needs</p>	4,5,6
<p>Attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance advice and engagement with schools that have significantly reduced persistent absence levels.</p>	4,6

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time attendance officer appointed to improve whole school attendance figures. Appointment of EWO will help to fast track those students with persistent absence.</p>		
<p>Behaviour Early Behaviour Intervention for those students who are at risk of suspension or showing disengagement in school. Tracking and analysis of behaviour data</p> <p>Support from non teaching pastoral leaders</p> <p>Encouraging and rewarding positive behaviour through whole school reward trips</p> <p>Explicitly prompting, modelling and reinforcing positive behaviours through the consistent use of the behaviour for learning language- providing training for staff who need further support with behaviour management.</p> <p>Understanding reasons behind pupil behaviour and addressing these where possible through individual support programmes such as counselling to reduce managed moves</p> <p>Behaviour reward system and consistency in behaviour</p>	<p>Culture of high expectations, engagement and climate for learning are essential for academic success.</p> <p>Bill Rogers 'Certainty not Severity & 'Behaviour is Everyone's responsibility "</p> <p>https://www.gov.uk/government/publications/character-education-framework</p> <p>EEF Toolkit Behaviour Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p>	<p>3,4,6</p>

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Activity	Evidence that supports this approach	Challenge number(s) addressed
policy by all staff including the use of restorative conversations to help build relationships.		
<p>Parental Engagement Greater parental engagement in 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. The newly formed Parent Council to help with community engagement and forging strong home-school relationships</p> <p>Literacy parent information evenings and strategies to support parents with home learning and reading for pleasure</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Developing more effective school-parent partnership and encouraging parental involvement particularly in respect to hard to reach parents.</p> <p>Removing perceived barriers to parental engagement. Introduction of coffee mornings for those parents who require more support with their child's learning.</p>	4
<p>Reading for Pleasure and literacy intervention To aid transition from Year 6 to Year 7. This will focus on catch up programmes for students with low literacy and numeracy. Whole school Tutor Reading programme across KS3 and KS4</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	1,2
<p>Breakfast Club 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.</p>	<p>https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	5

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Activity	Evidence that supports this approach	Challenge number(s) addressed
	evidence/teaching-learning-toolkit/extending-school-time	
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, and study materials. Second hand school uniform shop for students who are facing financial hardship.	All

Total budgeted cost: £304,416

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