

Pupil premium strategy statement – St. Joseph’s Catholic High School, Workington

This statement details our school’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, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	St Joseph’s Catholic High School
Number of pupils in school	513 (2024)
Proportion (%) of pupil premium eligible pupils	41.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	04/01/2025
Date on which it will be reviewed	30/11/2025
Statement authorised by	Mr Nevitt (Headteacher)
Pupil premium lead	Anna Dove Accelerated Progress Coordinator Gareth Hughes Assistant Headteacher
Governor / Trustee lead	Dr. Robert Hannaford

Funding overview

Detail	2022.23	2023.24
Pupil premium funding allocation this academic year	£224,580	£209,070
Recovery premium funding allocation this academic year	£65,688	£59,064

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£290,268	£268,134

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all pupils, irrespective of their background or the challenges they face, are equipped with the skills and knowledge needed for them to understand, interpret, and flourish in the world in which they live.

Leadership in St Joseph's School challenges and supports academic and pastoral leaders systematically to focus on improving outcomes for disadvantaged students. We intend to promote an ethos of success for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed with a focus on high quality first teaching, deploying the best staff to support the disadvantaged pupils rather than using additional staff who do not know the pupils well.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Our pupil premium strategy sets out how to use our pupil premium funding to secure academic excellence for our most disadvantaged pupils. Many of the actions we take will benefit and enhance the education of every child in our care.

At St Joseph's, high-quality teaching has always been our priority, and this lies at the heart of this plan, with a focus on areas in which disadvantaged students require the most support. Extensive research has proven that this has the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged students in our school – as The Education Endowment Foundation state, "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment". 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.

We discuss and improve curriculum opportunities regularly through leadership and line management meetings, as well as department meetings. Our Key Stage 3 is broad and balanced and fulfils the National Curriculum. Disadvantaged students have access to the full curriculum and are encouraged to partake fully in all aspects of school life.

As a Catholic School we have a clear mission statement that places Christ at the centre of our school and permeates our Catholic values into all aspects of our school life. We are a school that provides students with the opportunity to learn expected behaviours and be successful in their learning so that we can deliver our Mission and Aims. Disadvantaged students contribute to this by supporting other students and having a positive attitude to learning.

Challenges

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

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2	<p>Writing standards.</p> <p>Too few disadvantaged students reach the level of “mastery” in the KS3 curriculum due to low writing standards</p> <p>Year 7 (2), 8 (3), 9 (0) mastery in literacy in KS3 limits progress in school</p>																																																																																																																																																																																																																																																																																																																																																																																																																																												

3	<p>Achievement and Quality First Teaching.</p> <p>To ensure that all students have access to Quality First Teaching which will lead to improved outcomes.</p> <p>Achievement of disadvantaged students shows in school variation- internal and external assessments show disadvantaged students attain less well than their peers. Summer 2022 GCSE results show that in Maths the percentage of non-PP students achieving a grade 4+ is 44.5%, and the percentage of PP students achieving a grade 4+ was 31% (gap of 13.5%). In English Language the percentage of non-PP was achieving a Grade 4+ was 63% and the percentage of PP students achieving a grade 4+ was 45.2% (gap of 17.8). This is a similar pattern across the suite of KS4 qualifications.</p>															
4	<p>Behaviour.</p> <p>Exclusions and behaviour concerns come disproportionately from our disadvantaged pupils.</p> <table border="1" data-bbox="480 680 1291 860"> <thead> <tr> <th>Behaviour points 2022/23</th> <th>Group Size</th> <th>Year to date</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>559</td> <td>-1,790</td> </tr> <tr> <td>Pupil Premium Eligible</td> <td>212</td> <td>-1,046</td> </tr> <tr> <td>Not Pupil Premium Eligible</td> <td>347</td> <td>-744</td> </tr> </tbody> </table>	Behaviour points 2022/23	Group Size	Year to date	All	559	-1,790	Pupil Premium Eligible	212	-1,046	Not Pupil Premium Eligible	347	-744			
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PP	96%	89.6%	81.7%	77.7%												
Non-PP	89.6%	86%	89.6%	85.1%												
6	<p>Enrichment activities for disadvantaged pupils.</p> <p>There has been a lack of engagement from disadvantaged pupils in extracurricular activities and in enrichment opportunities. Disadvantaged students are sometimes unable or reluctant to access enrichment opportunities such as cultural trips and visits. St Joseph's can "poverty proof" against students not being able to access enrichment and activities where possible.</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	Review comments
Improved reading ages of disadvantaged students	<ul style="list-style-type: none"> Disadvantaged students have access to reading intervention. 	29.09.23 Programme of reading taking place in form time. Reciprocal

	<ul style="list-style-type: none"> • If the reading age of a students is ten years or below students will have phonics screening that will identify if they need support with decoding (phonics training) • Students who are one or two years behind their chronological age will be assessed to diagnose their reading need (fluency or comprehension (reciprocal reading)) • To reduce the number of students that are behind their reading age by half in Years 7, 8, 9 and 10 • Aim to be at national reading levels (more students at reading age of 15+) 	<p>reading CPD taken place and practice being used in school. 29.09.23</p> <p>Reading intervention established in school. Struggling readers identified (lowest 10% and lowest 20-30%). These readers have intervention support such as phonics, reading plus, phonics coding. Update to Leadership group 7.11.23. Update to all staff 8.11.23</p> <p>Strategies also identified in school report on struggling readers and strategies to support them. Positive feedback from students 2022-23 and 2023-34 across the age range. Library book loans increasing for both boys and girls, and across PP students. Word of the Week embedded in tutor time and will continue as a strategy in 2023-24.</p> <p>In 2022-23 11 PP students completed the phonics intervention. 2 PP students started the phonics intervention and are now close to completing the programme.</p> <p>There have been some small improvements in the reading ages of students, with clear progress being made in the Year 8 cohort in 2022-23. The school is looking at a diagnostic tool to help us measure progress in reading.</p>
<p>Improved writing standards of Disadvantaged students in KS3. This will have the greatest impact when reading, oracy and vocabulary are strengthened in school first.</p>	<ul style="list-style-type: none"> • Increased percentage to 20% of students in KS3 achieving “mastery” in KS3 English, including disadvantaged students. Currently there are few students achieving “Mastery” in Year 7,8,9 • To enhance the quality of teaching through improvements in writing standards across the school, including CPD. 	<p>29.09.23</p> <p>School has delivered two CPD sessions on writing and standards of literacy across the school. We have addressed the use of vocabulary in writing through the use of the Freya model and use within school. There are also pilot subjects that are developing writing standards. In Year 8 there was an increase in the number of Non/PP students receiving mastery in Trawl 1 (3/0) to Trawl</p>

	<ul style="list-style-type: none"> To see an increase Mastery” amongst other subjects with a strong written element (History, Religious Education) 	<p>3 (9/1) in English. In Year 7 Trawl 1 (2/0) to Trawl 3 (17/4).</p> <p>As the ability to analyse this area changed over the course of this PP strategy, the school did begin to use GL assessment for different areas of literacy (reading ages etc) and also to address oracy and vocabulary.</p> <p>February 2024. Oracy CPD EAL inset and using technology to break barriers Vocabulary in department planning, MK and using visualisers for adaptive teaching and live marking- vocabulary Use of mini whiteboards With a change in the way that we report to parents we will be revisiting this measure. Should we now be looking at Vocab and pre-teach? WOW and baselines?</p>
<p>Achievement Gap between Disadvantaged and Non-Disadvantaged students reduces</p>	<ul style="list-style-type: none"> To ensure that all students receive quality first teaching and that as a school we improve outcomes for all students In Year 11 the disadvantaged gap decreases in our current Year 11 cohort in a range of subjects. Currently the gap is 14.2% in Maths and 17.7% in English Language. Our ambition for this is to within 5% of 0% gap. 	<p>29.09.23</p> <p>Year 11 disadvantaged gap didn't reduce as the year progressed. This was despite efforts around PP students and the use of tuition. This was in part due to the Non-PP P8 score reducing (-0.05 P8 score Non PP to -0.89 PP P8 score). Gap between PP and Non-PP was largest in 4+ Maths and 5+ in English. 11 of our Year 11 PP students achieved a positive P8 score, with 27 achieving a negative P8 score. Of these 27, 6 were in AP and 9 students were significantly below in their P8 scores. It is clear that we need to fully understand the impacts felt by children from disadvantaged backgrounds following the pandemic.</p> <p>March 2024</p>

		<p>Mentoring of Year 11 PP ongoing by Headship</p> <p>Year 10 mentoring PP by colleague</p>
<p>Improve the behaviour of our disadvantaged students. To support disadvantaged students with social, emotional and mental health issues.</p>	<ul style="list-style-type: none"> • Reduction in the number of fixed period exclusions and internal exclusion incidents involving disadvantaged students. • To reduce the percentage of behaviour points awarded to • Engage with students most at risk 	<p>29.09.23.</p> <p>Whilst the number of fixed term exclusions did not decrease, the percentage that were PP did return to the levels of 2019/20 (62%). The number of permanent exclusions increased and a large proportion of these permanent exclusions were PP students.</p> <p>In response the school has revised its behaviour strategy and returned to the use of ClassCharts to log and record all student behaviour. This will increase communication with school and carers. We continue to work hard to reduce suspension for PP, by using our Internal Exclusion room wherever possible.</p> <p>No reduction of PP suspensions and exclusions.</p> <p>Student of the week and PP recording. Needs more wider involvement inclusivity of PP.</p>
<p>Attendance</p>	<ul style="list-style-type: none"> • To work with our Multi Academy Trust to develop an Attendance Strategy standardised approach that raises and improves attendance. • Greater emphasis on reading interventions in Key Stage 3 should have a long-term impact on attendance in key Stage 4 where, we suspect, some attendance issues are linked to the inability to access the content of GCSEs or their equivalent 	<p>29.09.23.</p> <p>Mater Christi MAT graduated attendance strategy agreed and implemented across the MAT. SJCHS implemented in accordance with this coordinated approach to attendance. SJCHS has a new attendance officer in place to build on the good work of the previous post holder.</p> <p>We are seeing a slow but noticeable increase in attendance in 2023. In September 2023 we had more PP students with outstanding attendance 38%, very good 6%, and Good attendance. There were also fewer PP students with very poor attendance (30%) compared to last academic year (46%).</p>

		<p>2023-24 saw increased attendance by 0.8%, but the number of disadvantaged students increased from 143 to 199</p>
<p>To provide a range of enrichment opportunities</p>	<ul style="list-style-type: none"> • Provide a range of enrichment opportunities so that every disadvantaged child has a cultural experience and the opportunity to engage in enrichment activities with school. Where possible activities that have a cost are “poverty proofed”. 	<p>29.09.23.</p> <p>Extra-curricular clubs list shared with students and parents each term, and this has continued in to 2023. The school also offered cultural experiences to students and ensured that PP students are poverty proofed to participate in these activities. All extra-curricular activities are free, trips are subsidised for PP students. Students also have the opportunity to take part in foreign visits and disadvantaged students can access this through the Mary Graves Trust, which the school supports them with through the application process.</p> <p>These activities include end of term trips, Duke of Edinburgh Awards, participation as Sports Leaders, a Year 10 Blood brothers theatre visit, a visit to a theatre for Year 7, a Cumbria Dance Workshop for Year 8 and a Beneath the Banner play for Year 9.</p> <p>In the school production of Aladdin of the 34 students involved in the production there were 11 PP students. In the school. The climbing wall trip had 34 participants and 12 were PP students. The duke of Edinburgh expedition had 6 participants and fifty percent were PP students.</p> <p>In 2023-24 we are also looking for closer scrutiny of the attendance of students at extra-curricular clubs and activities.</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading. Deploy a range of strategies to identify and intervene to increase the number of students at their chronological reading age	Ofsted reading document- “struggling readers” https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school	1
Writing Improved writing standards of Disadvantaged students in KS3	Evidence from the EEF demonstrates that teachers should prioritise Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	2
Achievement and Quality First Teaching through effective CPD Achievement Gap between Disadvantaged and Non Disadvantaged students reduces	<i>EEF Closing the Attainment Gap, 2019</i> <i>‘Good teaching for all pupils has a particular benefit for disadvantaged pupils.’</i> https://www.eef.org.uk/primary/primary-improving-literacy-in-secondary-schools Closing the attainment gap EEF (educationendowmentfoundation.org.uk)	3
Behaviour Maintain the highest expectations for all students.	Evidence from the EEF demonstrates that it is clear that reducing challenging behaviour in schools can have a lasting effect on students’ learning. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	4
Attendance	DFE guidance has been informed by engagement with schools that have	5

Monitoring, support and intervention for our disadvantaged students through an Attendance Lead	significantly reduced persistent absence levels. www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
To provide a range of enrichment opportunities	EEF says “All students including those from disadvantaged background deserve a well-rounded, culturally rich, education”, and “it can directly improve pupils’ attainment”. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	6
School CPD programme that focuses on those areas that the EEF identify as having a significant impact - Retrieval practice - Metacognition	Retrieval practice strategies that enable students to remember better and support the consolidation of learning. Assessment as learning: The role of retrieval practice in the classroom (chartered.college) Metacognition strategies which support students in reflecting on their own learning can be worth the equivalent of an additional +7 months’ progress when used well. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) The Great Teaching Toolkit: Leaders - Evidence Based Education	1,2,3,4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify students in need of intervention in Key Stage 3 and key Stage 4	EEF: Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step in developing an effective Pupil Premium strategy. Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1
NTP to be used with students identified in specific subjects, funded through school led tutoring.	Research demonstrates that small group tuition is an effective method to support pupil in the attainment gap. Our own analysis demonstrates that our students value face to face tuition rather than online tuition.	3

	One to one tuition EEF (educationendowmentfoundation.org.uk)	
Reading intervention and diagnosis of needs for readers who are below their chronological age (fluency or comprehension/ reciprocal reading)	<p><i>“Without identification of their reading needs and targeted additional teaching, pupils who arrive in secondary school as poor readers are likely to continue to struggle. As the secondary curriculum places increasing demands on reading comprehension, older pupils who struggle with reading comprehension do not catch up. Each year, only 10% of disadvantaged children who leave primary school with their reading below the expected standard get passes in English and mathematics at GCSE”</i></p> <p><i>“They invested in additional, bespoke help for struggling readers and training for staff who taught reading. Leaders made sure that this help was part of a well-thought-out curriculum and a wider school reading strategy for all pupils to become proficient readers.”</i></p> <p>https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a MAT wide Attendance policy that helps us to improve attendance and reduce persistent absence	<p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5
Ensure disadvantaged students are able to access enrichment opportunities such as cultural trips and	Whilst research into this area is being undertaken by the EEF, we recognise that at St Joseph's our students' experiences and engagement with school when they are able to partake in enrichment	6

	<p>opportunities, and we place great value on them.</p> <p>Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Support students in their wellbeing and their resilience.</p> <ul style="list-style-type: none"> - Mental health lead - Curriculum - 	<p><i>EEF- Social and Emotional Learning (SEL)</i></p> <p><i>“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</i></p>	<p>29.09.23.</p> <p>Counsellor employed through school, due to the additional PP funding that AD applied for. Simon Kay works for us one day a week, AD organises the list of students that work with him, and adds and removes students as and when. HOYs facilitate this.</p> <p>In 2023-24 we are looking to broaden this provision for students, especially PP students with counselling support from Bernardo’.</p> <p>Spreadsheet for numbers and pp/ disadvantage students. Leading Change through Excellence programme.</p> <p>Trauma training for all staff being organised from the Virtual School. Julie Brailsford</p> <p>Also second speaker from virtual school</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of challenges 2023-24

This details the impact that our Pupil Premium activity had on pupils in the 2023-2024 academic year.

	% 4 EM non-PP	% 4 EM PP	% 5 EM non-PP	% 5 EM PP
2023-24	46.2%	30.0%	25.6%	13.3%
2022-23	63.5%	36.4%	40%	15.2%
2021-2022	41.8%	28.9%	25.5%	11.1%
2020-2021	72.1%	57.8%	50.0%	32.1%

	2023-24	2022-23	2021-22	2020-21
Positive Overall P8 % Score non- PP	31.1%	44.7%	14.8%	55.9%
Positive P8 % Score PP	31.0%	21.2%	11.6%	45.3%
Positive P8 Score in English non-PP	43.2%	49.4%	50.0%	42.6%
Positive P8 Score in English PP	37.9%	15.2%	37.2%	39.6%
Positive P8 Score in Maths non-PP	27.0%	34.1%	25.9%	58.8%
Positive P8 Score in Maths PP	27.6%	30.3%	25.6%	50.9%
Positive P8 Score in EBacc non-PP	27.0%	43.5%	27.8%	72.1%
Positive P8 Score in EBacc PP	27.6%	24.2%	27.9%	54.7%
Positive P8 Score in Open non-PP	36.5%	60%	50.0%	48.5%
Positive P8 Score in Open PP	34.5%	24.4%	32.6%	36.6%

Challenge 1- Low Reading ages

This academic year has seen a sharp rise in the quality and delivery of our work around improving the reading ages of students. We have had a programme of reading taking place in form time, which has seen a mix of fiction and nonfiction texts designed to enhance student comprehension, and staff received CPD on this area on 29th September with training on reciprocal reading strategies. In addition, reading intervention was established in school, with the lowest 10% and 20% of readers identified. This

information was shared with staff for use in planning lessons, and these readers also had intervention support such as phonics, reading plus, phonics coding. The lead colleague on this area presented a report to Leadership and to the whole school in November 2023. The feedback from students on this was very positive and encouraging, and in one case study saw a significant improvement in behaviour due to their improved ability to read. Testing from January to July shows that in KS3 we saw improvement in reading.

	Improved reading age, reading at above expected range	Non-PP	PP
Year 7	42%	26%	17%
Year 8	50%	35%	15%
Year 9	57%	38%	19%

However, it is worth noting that whilst this is a positive step, there is a gap between PP and Non-PP students in terms of their reading improvements that the school needs to work to address. As we know that disadvantaged students are behind in their achievements then we should be seeking to see a greater number of PP students improving to achieve equity.

In 2023-24 we had 6 year 7 students and 3 Year 8 students take part in the phonics programme. We had 31 year 7 students who accessed our Paired reading scheme. 6 year 7 students took part in Hello Futures intervention. These students were identified from our reading assessments and engaged in appropriate modules to support them with their phonics and reading. In 2023-24 Year 7 38 students improved their reading with 15 of these being PP students, in Year 8 it was 48 improvements with 14 PP, Year 9 it was 59 improvements with 20 PP, and in Year 10 there was 52 improvements with 4 PP.

Challenge 2- Low Writing levels

As the ability to analyse this area changed over the course of this strategy, the school did begin to use GL assessment for different areas of literacy and also to address oracy and vocabulary through the word of the Week. There was also inset on oracy for all teaching staff in 2023, as well as some CPD for EAL with the use of using technology to break barriers to writing. There was also the increased use of visualisers in school to support writing and adaptive teaching, and this was followed by a further inset session from the English department on the use of visualisers to support writing and adaptive teaching.

Whilst these actions have taken place, it is still a concern that some examinations taken by students in Year 11 show that the area of weakness was extended writing and so it is

clear that further work is to be done to address this. This strategy will act to make sure that this features as part of the school improvement plan.

Challenge 3- Achievement and quality first teaching

There have been a number of CPD sessions to address key actions following an Ofsted Inspection, particularly around adaptive teaching. This led to the Assistant Headteacher for Teaching and Learning creating a SJCHS teaching and Learning handbook. This has set out good practice and what the school are insisting on seeing in lesson, such as greater use of knowledge quizzes and in September 2024 “do now” tasks at the start of lessons as well as adaptive teaching strategies. The OFSTED recent inspection identified a weakness in Teaching and Learning which the school is addressing through these strategies, through Teaching and Learning working group, as well as investment in the Teaching and Learning Toolkit for 2024-25.

Challenge 4- Behaviour

Despite the school’s best efforts there were still a high number of suspensions and permanent exclusions. This was despite a number of interventions increased support for students.

2023-24	Group size	Suspensions	Total days excluded
All	33	105	427.5
PP	22	78	303.5
Non PP	11	27	124

2022-23	Group size	Suspensions	Total days excluded
All	39	91	372.5
PP	26	69	291
Non PP	13	22	81.5

Achievements and behaviour points

2023-24	Positive	Negative	Ratio

Non-PP	65998	3662	95%
PP	44075	4301	91%
Total	110073	7963	93%

2022-23	Positive	Negative	Ratio
Non-PP	39344	2077	95%
PP	26946	2519	91%
Total	66290	4596	94%

The school also held a safeguarding audit in June 2024 to strengthen our practices and ensure that we are providing the best possible care for our students.

Mental health has taken on new strides in 2023-24 as we worked to address a number of challenges for our students. This included a new senior mental health lead who is receiving training for this role. Colleagues in school also received training on the Trauma Informed Approach from Virtual School, work on the teenage Brain and ACEs from Bernardo's, and "a lived experience of a child living in care" from the Virtual School.

We also have a mental health action plan, and counsellor in school for 1½ days per week, councillors from Bernardo's in school for a further 1½ days. as well as a sensory room. We also worked with the Windmill trust to provide further creative and practical solutions to mental health. Students also ask for a student well-being group to raise issues on mental health that we sought funding for through the Leading Change project.

A sensory garden had begun in 2022-23 and continued to develop in 2023-24. A sensory garden was developed with and for students. This continues to be a cross curricular project with Business Studies, Art, SEMH Art, Geography and Engineering involved. This is hoping to be available to be used as an outside teaching area from 2023, where students can read and be mindful. As part of this work Year 7 and 9 had on their curriculum a mindfulness lesson on their timetable as part of this support for students' wellbeing and resilience, including a project with Cumbria Youth Alliance.

The impact of this has been the raising awareness and understanding of mental health, and contributing to a safer and more cohesive school who understand one another mor. The impact has been over 70 students accessing mental health support in St Joseph's School, doubling the number of students who were able to access support in school from

2022-23. This has also had an impact on engagement with this cohort of students, as well as the beginnings of improvement in attendance.

Challenge 5- Attendance

With a new attendance officer appointed this year there has been a renewed vigour and direction with attendance, with the implementation of the MAT attendance policy. This has seen some green shoots of improvement but still work to be done around disadvantaged students who have seen a smaller increase in their attendance. Whilst female attendance had increased by 2.4% and male attendance increased by 1.7% up to May half term in 2024, disadvantaged students had also increased by 0.8%. Contributing to this is the increase in the number of home visits conducted by the attendance officer, the safeguarding team and the Heads of Year, as well as communication being much easier as parents can contact specific colleagues through a school mobile phone.

Challenge 6- enrichment activities

There has been a broadening of the extracurricular activities offered by school, including a chess club which is very popular with students. Staff recorded the number of regular attendees to clubs (at least once per fortnight)

Year	Total regular attendees	PP	Non- PP	PP %	Non-PP %
7	38	17	21	45	55
8	47	18	29	38	62
9	43	14	29	33	67
10	29	10	19	34	66
11*	19	6	13	32	68

*Year 11 does not take in to account students accessing tuition and revision classes

The percentage of students accessing extracurricular activities is matching our pupil premium percentages in these year groups, and we have close to 50% of KS3 accessing these extracurricular clubs. Whilst this is pleasing and an improvement on previous years, there is still a more to address in this area.

There have been many extracurricular opportunities for students. For example, Year 8 students in Design & Technology took part in a Crest Award (a real world STEM challenge), with 88 students taking part and 39 of those were Pupil Premium. The school production also saw some 41% of students involved in the school production of “High School Musical” being pupil premium, and 28% of U-Dance competitors being Pupil Premium.

St Josph’s also has become involved in two projects related to disadvantaged students. The RADY project (Raising Achievement of Disadvantaged Youngsters) is just beginning. Meanwhile we have also been part of a project in West Cumbria through the WELL and this has led to several sessions and a visit from Marc Rowland. This visit identified clear

strengths for the school such as our process for in year admissions and the valuing of individualism amongst a shared sense of belonging, as well as some areas needing more thought such as pupil participation in some lessons and a small strong cohort of pupils having a lack of agency. The school also positive feedback from Marc Rowland regarding our work with the Pupil Premium Strategy.

It is also worth noting that the number of PP students increased from 143 to 199 by May 2024. This has included 58 in year transfers with 21 local transfers and 23 out of the country transfers.

Targeted Academic Support

In 2023-24 we continued with the programme of tuition from our teachers to support Year 11 students, and made greater use of “in person” tuition rather than on-line tuition as we learnt previously that our students respond better to this approach. We continued to use a dedicated HLTA for reading lessons as well as leading on the phonics programme of intervention for identified students, as well as engaging with a short reading programme through Hello Futures.

Records show that:

	Students attended tuition	Average hours
Non-PP	25 (83% of PP cohort)	19.5
PP	72 (92% of Non-PP Cohort)	21.7

It is worth noting that for the many students who did attend tuition sessions, this improved their outcomes in the summer series of exams. Some disadvantaged students in Year 11 and Year 10 also received mentoring from a colleague from Senior team, as well as meetings with parents at the start of Year 11. Again whilst students did engage well the tuition programme, and the school produced individual tuition timetables for students, it is still not at parity with Non-PP students.

The school also supported a Hello Future project called “Breaking the mould” which was aimed at Year 8 boys and their future aspirations and careers. Of the students on this project 40% were PP. This project was extremely well received by both the students and providers and led to greater engagement and attendance from this group.

The school continues to offer support to all students, especially PP students, including homework clubs, the library and the Learning Support Department, as well as other subject areas.

Review of challenges from 2022-23 strategy

Challenge 1- Low reading levels

Reading continues to grow and become a significant feature of life in school with reading taking place more regularly and a variety of forms of reading is taking place (Word of the Week, reading articles, reading novels, Country of the Week). The intervention and support work around phonics has been a real development in 2022-23 and has been very positively received by students who have participated in this through student voice. The WELL project has been a positive vehicle in driving forward work around reading and literacy, especially for the disadvantaged, and the team of people involved in this area of work continues to grow. Increasingly students are reading as shown by the number of book loans from the school library (September-October 2022 471, September-October 2023 587).

Challenge 2- low writing levels

The word of the Week developed well in 2022-23, with the use of the Freya Model to allow students to explore the meaning and context of a word. We also began to introduce tier 3 vocabulary from across our curriculum to support learning. Our quality assurance of this initiative shows that increasingly more students can describe the word of the week and its meaning. The school is also working on language mastery in subjects and pre-teaching students challenging vocabulary to enhance learning.

SJCHS made use of the tuition programme, with more face-to-face tuition taking place than the previous academic year. A great number of students received some form of tuition, and not exclusively in Year 11. From January 2023 there were some 26 tuition sessions available, as well as time given in workshops and studios. Analysis of the attendance and their outcome shows that where students attended these tuition sessions their outcomes were better, but where students chose not to attend this was an evident in the outcomes for these students. In 2022-23 27 of 33 PP students attending 331 hours of tuition. We would have liked the number of hours and the number of students to be higher.

Challenge 3- expressing themselves confidently.

Staff received SPD in Explicit Oracy Teaching in October 2022 and strategies colleagues can use to encourage oracy in lessons and reward it. In addition, the English department were exploring the use of oracy assessments in English in KS3 on a book review in Year 9 or a group presentation on Cumbria in Year 7. Creative Media, Engineering and

Learning Support also created oracy projects to engage with. This work on oracy is based on research from a variety of sources including the EEF and an oracy assessment toolkit from the University of Cambridge.

Challenge 4- Parental engagement

Students continued to engage with their learning through a range of online platforms to support learning such as Kerboodle, Hegarty, Spanish use a variety such as www.memrise.com, www.Sentencebuilders.com, www.pearsonactivelearn.com, www.teachvid.com, www.senecalearning.com.

We increased opportunities to engage with parents through a Year 11 study evening, where we introduced study skills and successful revision strategies. This was well received and plans were made to use this in 2023-24, as well as an introduction evening for Year 7. The return of ClassCharts to school was a welcome addition in late 2023, which enables teachers and carers to engage more readily on student behaviour (both rewards and negative behaviour).

Challenge 5- enrichment activities

Students took part in the Cumbria award, which encompasses three strands of adventure, enterprise and culture. We had 54 students engage with this award, with 17 of these being PP students. We also ran the RQF level 1 Sports Leadership qualification for 20 PP students, as well as 6 students who took part in the Duke of Edinburgh Award, 3 of which were PP students. All students have taken part in a cultural activity, as well as at least one adventurous activity and for many disadvantaged students this was their first experience of a theatre, museum and Lake District visit. More students have been engaged with extra-curricular activities, with a growth in interest in Performing Arts and many disadvantaged students involved in the school production of Aladdin. 11 of the 34 students involved in the production were pupil premium students (32%).

Challenge 6- poverty

Part of the role of the accelerated progress coordinator became poverty proofing. This colleague ensured that each year group had access to and use of a device. In addition, the accelerated progress coordinator has a budget that helps to subsidise many trips and visits, as well as supporting our PP students with applications to the Mary Graves Trust for overseas trips, to ensure that our PP students have every opportunity to experience these cultural visits.

Challenge 7- behaviour and attendance

With SEMH continuing to be a growing concern in our school and the impact it can have on many aspects of education, our curriculum continued to address mental health,

wellbeing and resilience. SJCHS are also discussing other curriculum areas we can use to support students with their mental health and other developments we can make.

The school was also able to employ four Head of Year to support students and their families who have barriers to learning and accessing the curriculum. Heads of Year worked with students to improve their attendance, behaviour and engagement with school activities. Heads of Year are outward facing and can easily be accessed/ contacted by parents or pupils.

The MAT attendance strategy, which was implemented across the Mater Christi Trust, is showing the beginnings of change for some students. Analysis of attendance in September 2023 show that there is an increase of 9% of PP students with outstanding attendance, and the percentage of students with very poor attendance fell from 46% to 30%.

Targeted Academic Support

In 2022-23 SJCHS made greater use of tuition that was in person as opposed to online. It was evident from our analysis the previous year that this had a greater impact with our students.

We have a dedicated HLTA to reading, who took classes for class reading as well as leading on a phonics programme of intervention for identified students. In 2022-23 we had 19 year 7 students, 3 Year 9 and 3 Year 10 students take part in the phonics programme. These students were identified from our reading assessments and engaged in appropriate modules to support them with their phonics and reading. In 2022-23 Year 7 36 students improved their reading with 14 of these being PP students, in Year 8 it was 39 improvements with 17 PP, Year 9 it was 47 improvements with 22 PP, and in Year 10 there was 29 improvements with 7 PP.

In 2022-23 we continued with a bespoke approach for a group of Year 9 students with SEN and PP that had shown to be successful in 2022-23. They continued into Year 9 to follow a bespoke model for their learning and the completion of their national curriculum. The intention was to enable as many of these students as possible to be able to engage with their GCSEs and this has proven to be successful with half of the students in this class able to engage with their full suite of GCSE subjects.

The school continues to offer support to all students, especially PP students, including homework clubs in the library and learning support department, as well as other subject areas.

Review of challenges from 2021-22 strategy

Challenge 1- Low reading levels

Reading assessments introduced and form time reading routine established. Data from October 2022 shows that the number of students in years 8 and 10 with a reading age of 15+ is higher than the national average. Year 7 and 9 is 4% behind the national average. PP students are ahead for this measure for all year groups.

From student and parent surveys, as well as records from the school library, we know that there has been a significant increase in the number of students who are 'reading for pleasure', with the vast majority of students carrying their own reading books with them and taking opportunities during the school day to read. We also have a focus on reading in tutor time and our Literacy strategy is a focus of the 'WELL project' which is led by our AAHT and colleagues in the English department.

Following reading tests carried out in Spring 2021 and again in Spring 2022, we have noted a significant improvement in reading ages for the majority of Year 8,9 and 10 students, with disadvantaged students improving more significantly in Y8 and in line with non-disadvantaged students in Y9. (See Reading Ages Tracking 2021/22).

Challenge 2- low writing levels

Teaching and Learning group, as well as Teaching and Learning newsletter, established to encourage to support staff development. Linked to this in 2021-22 we also introduced a Word of the Week programme to enhance students' vocabulary and use of language across the school. Quality Assurance of this initiative has identified that students could identify the word of the week (WOW) and it was being completed in tutor groups, but some students struggled to explain the meaning. Baseline testing of the WOW taking place this term which we will be reviewing for the impact of this initiative.

Year 11 students and Year 10 students took part in My Tutor, an online tutoring programme. Evaluation of this process shows that to was not high enough impact. Online tutoring was used with Year 11 and with Year 10 disadvantaged students, as well as non-disadvantaged students. The impact of this was lower than expected in both Year 11 and Year 10 in a range of subjects. As 2021/22 moved forward we used more face-to-face tutoring (NTP) which had a greater impact, noticeably in English. This is a model and an approach that should be used in 2022-23.

Challenge 3- expressing themselves confidently

We are also seeing an improvement in students' oracy skills with opportunities to discuss and debate topics in lessons being increased across all subject areas. Staff have received inset training on specific vocabulary in teaching and strategies for the explicit teaching of vocabulary. The work in oracy has let the school to make plans for the following academic year (2022-23). There is work ongoing with Computer Science,

Engineering and Learning Support taking part in an explicit oracy teaching pilot scheme. The English department are also completing one speaking assessment per term.

Challenge 4- Parental engagement

Use of **Class Charts** to engage with parents more closely and more frequently through the online app. In addition, intervention and support plans were made accessible through the school Class Charts system and linked to a students profile so that individual needs could be met.

Students engaged with their learning through a range of online platforms to support learning such as Kerboodle, Hegarty, Spanish use a variety such as www.memrise.com, www.Sentencebuilders.com, www.pearsonactivelearn.com, www.teachvid.com, www.senecalearning.com.

Challenge 5- enrichment activities

Students took part in a “Gold Standard St Joseph’s Award. Twenty-five students took part in this award and ten were disadvantaged students. In 2022 this award will be the “Cumbrian Award”. A Sports Leaders course for 20 students, 8 of which were disadvantaged students. We also supported an FA refereeing course attended by disadvantaged students to enhance their participation in enrichment activities.

All students have taken part in a cultural activity, as well as at least one adventurous activity and for many disadvantaged students this was their first experience of a theatre, museum and Lake District visit. More students have been engaged with extra-curricular activities, with a growth in interest in Performing Arts and many disadvantaged students involved in the school production of Matilda. 12 of the 38 students involved in the production were pupil premium students (31.5%).

Challenge 6- poverty

Part of the role of the accelerated progress coordinator became poverty proofing. This colleague ensured that each year group had access to and use of a device.

Challenge 7- behaviour and attendance

School employed a part time SEMH lead to support students in managing mental health and providing support for those in crisis. We have started to train more staff in ELSA (Emotional Literacy Support Assistant) as SEMH is a growing concern and having a negative impact on attendance. This needs to be further developed, as absence levels for disadvantaged students continues to be a concern. HRSE curriculum (RP in 2021-22) now addresses mental health, wellbeing and self-care in order to support students in being successful in school.

The school was also able to employ four Head of Year to support students and their families who have barriers to learning and accessing the curriculum. Heads of Year are outward facing and can easily be accessed/ contacted by parents or pupils. Heads of Year worked on students to improve their behaviour through behaviour management plans.

Attendance 2021-22 show that the gap between Non PP and PP students small, however attendance across the school is below where we expect it to be and this needs challenged.

Targeted Academic Support

84 Y11 students attended sessions provided through the School-led Tutoring programme. The impact of the online tutoring was varied, with students not enjoying these sessions, leading to some poor attendance to these sessions and a minimal impact in terms of outcomes. This was a pattern that was seen nationally. The school led tutoring that was led by our own staff in school had a greater impact on results, especially in English Literature, with PP students in 11 set 3 performing well (positive residual of 0.08). This has led the school to focus their tutoring efforts in more in person tutoring and less of a reliance on online tutoring in 2022-23.

We have ensured that all students have access to a personal device so that homework can be completed and disadvantaged students have been offered support where this is required, including homework clubs in the library and learning support department, as well as other subject areas.

HLTAs have provided targeted support in literacy for disadvantaged/SEN students which has had a positive impact on accelerating reading ages for those students. Reading ages analysis from March 2022 show that the percentage of PP students attaining a reading age of 15 or more is 6% below national average in Year 7, 5% above national average in Year 8, and 7% above national average in Year 9. In Key Stage 4 11% above national average in Year 10 whilst 16% below national average in Year 11. In Years 8, 9 and 10 there is an increased percentage of pupil premium students attaining a reading age of 15 from September 2021 to March 2022. This is showing that the reading strategies are having a positive impact upon many pupil premium students.

A small Y8 set 5 class, which is made up of mainly disadvantaged students with SEN have been timetabled so that they have specialist teaching and specific approaches to support. This group will continue into Y9 to support a bespoke model for their learning and the completion of their national curriculum.

Several departments are using web-based programmes to enhance learning including Maths and Spanish.

SEN, Behaviour and other plans have been made easily accessible to staff so that teaching can be adapted to meet their needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Football Refereeing Course	FA
Surveys	PASS (GL Education)
Goals and Aspirations	Maximise, MADE, Hello Futures
Sports Leadership Awards	Youth Sports Trust
Free Summer Camps	CDEC
Careers Advice/Support	Inspira
Arts Award Council	Arts Award
CREST award bronze	CREST Awards

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We provided a laptop to aid home learning and textbook/resources.
What was the impact of that spending on service pupil premium eligible pupils?	The student could access all online home learning and so this barrier to learning was removed.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.