

# 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	559 (2022)
Proportion (%) of pupil premium eligible pupils	38.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	31/11/2022
Date on which it will be reviewed	30/9/2023
Statement authorised by	Mr Nevitt (Headteacher)
Pupil premium lead	Anna Dove Accelerated Progress Coordinator  Gareth Hughes Assistant Headteacher
Governor / Trustee lead	Mr Robert Hannaford

## Funding overview

Detail	Funding Value 2022/23
Pupil premium funding allocation this academic year	£224,580
Recovery premium funding allocation this academic year	£65,688
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	£290,268
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## 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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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
Improved reading ages of disadvantaged students	<ul style="list-style-type: none"> <li>Disadvantaged students have access to reading intervention.</li> <li>If the reading age of a students is ten years or below students will have phonics screening that will</li> </ul>

	<p>identify if they need support with decoding (phonics training)</p> <ul style="list-style-type: none"> <li>• Students who are one or two years behind their chronological age will be assessed to diagnose their reading need (fluency or comprehension (reciprocal reading))</li> <li>• To reduce the number of students that are behind their reading age by half in Years 7, 8, 9 and 10</li> <li>• Aim to be at national reading levels (more students at reading age of 15+)</li> <li>• For those disadvantaged students in KS3 with a reading age below 10 years age to be screened for phonics and where appropriate complete a phonics programme</li> </ul>
Improved writing standards of Disadvantaged students in KS3. This will have the greatest impact when reading, oracy and vocabulary are strengthened in school first.	<ul style="list-style-type: none"> <li>• 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</li> <li>• To enhance the quality of teaching through improvements in writing standards across the school, including CPD.</li> <li>• To see an increase “Mastery” amongst other subjects with a strong written element (History, Religious Education)</li> </ul>
Achievement Gap between Disadvantaged and Non-Disadvantaged students is reduced	<ul style="list-style-type: none"> <li>• To ensure that all students receive quality first teaching and that as a school we improve outcomes for all students</li> <li>• 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 reduce this to within an 8% gap.</li> </ul>
Improve the behaviour of our disadvantaged students. To support disadvantaged students with social, emotional, and mental health issues.	<ul style="list-style-type: none"> <li>• Reduction in the number of fixed period exclusions and internal exclusion incidents involving disadvantaged students.</li> <li>• To reduce the percentage of behaviour points awarded to</li> <li>• Engage with students most at risk</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• To work with our Multi Academy Trust to develop an Attendance Strategy standardised approach that raises and improves attendance</li> <li>• 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</li> </ul>
To provide a range of enrichment opportunities	<ul style="list-style-type: none"> <li>• Provide a range of enrichment opportunities so that every disadvantaged child has a cultural experience and the opportunity to engage in</li> </ul>

	enrichment activities with school. Where possible activities that have a cost are “poverty proofed”.
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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: £142,690 [plus £19,020 WELL Funding for Literacy Project]

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- latest research “struggling readers”  <a href="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">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</a>	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.  <a href="https://www.eef.org.uk/education-evidence/guidance-reports/effective-professional-development">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>	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>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  <a href="https://www.eef.org.uk/education-evidence/guidance-reports/effective-professional-development">Closing the attainment gap   EEF (educationendowmentfoundation.org.uk)</a>	3
Behaviour	Evidence from the EEF demonstrates that it is clear that reducing challenging behaviour	4

Maintain the highest expectations for all students.	in schools can have a lasting effect on students' learning.  <a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	
Attendance Monitoring, support and intervention for our disadvantaged students through an Attendance Lead	DFE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	5
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".  <a href="https://www.educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	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. <a href="https://www.chartered.college">Assessment as learning: The role of retrieval practice in the classroom (chartered.college)</a>  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. <a href="https://www.educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk">The Great Teaching Toolkit: Leaders - Evidence Based Education</a>	1,2,3,4

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

Budgeted cost: £61,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify students in need of intervention in Key	EEF: Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective Pupil Premium strategy.	1



Stage 3 and key Stage 4	<a href="#">Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
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.  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	3
Reading intervention and diagnosis of needs for readers who are below their chronological age (fluency or comprehension/ reciprocal reading)	<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>  <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>  <a href="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">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</a>  <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1

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

Budgeted cost: £86,233

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	<a href="#">Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance">www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance</a>	5

	<a href="#">attendance-actions-for-schools-and-local-authorities</a>	
Ensure disadvantaged students are able to access enrichment opportunities such as cultural trips and	<p>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 opportunities, and we place great value on them.</p> <p><a href="#">Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	6
<p>Support students in their wellbeing and their resilience.</p> <ul style="list-style-type: none"> <li>- Mental health lead</li> <li>- Curriculum</li> <li>-</li> </ul>	<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>	

**Total budgeted cost: £ 290, 268**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils in the 2021-2022 academic year.

	% 4 EM non-PP	% 4 EM PP	% 5 EM non-PP	% 5 EM PP
2021-2022	41.8%	28.9%	25.5%	11.1%
2020-2021	72.1%	57.8%	50.0%	32.1%

	2021-22	2020-21
Positive Overall P8 % Score non- PP	14.8%	55.9%
Positive P8 % Score PP	11.6%	45.3%
Positive P8 Score in English non-PP	50.0%	42.6%
Positive P8 Score in English non-PP	37.2%	39.6%
Positive P8 Score in Maths non-PP	25.9%	58.8%
Positive P8 Score in Maths non-PP	25.6%	50.9%
Positive P8 Score in EBacc non-PP	27.8%	72.1%
Positive P8 Score in EBacc non-PP	27.9%	54.7%
Positive P8 Score in Open non-PP	50.0%	48.5%
Positive P8 Score in Open non-PP	32.6%	36.6%

The Senior Leadership of the school decided to initiate a new Pupil Premium Strategy for 2022-2025 that addresses the needs of our pupil premium students following an internal review.

#### 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 yea (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](http://www.memrise.com), [www.Sentencebuilders.com](http://www.Sentencebuilders.com), [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com), [www.teachvid.com](http://www.teachvid.com), [www.senecalearning.com](http://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	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.*