

# 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 2024 to 2025 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
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	31/11/2024
Date on which it will be reviewed	31/11/2025
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	Funding Value 2024/25
Pupil premium funding allocation this academic year	£195,300
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£195,300</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to offer a broad and balanced curriculum which is stimulating and challenging, meets the needs of the full ability range of our pupils and prepares them to be successful and ready for the next stage of their lives and flourish. Disadvantaged students have access to the full curriculum and are encouraged to partake fully in all aspects of school life.

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 belonging and 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.

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 and promote and achieve equity. We identify students who require help and support (academic, personal or family support), whilst removing barriers to learning and engaging the wider community to engage in this to move closer to equity.

At St Joseph's, high-quality teaching has always been our priority, and this continues to be 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 disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

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.

Challenge number	Detail of challenge
1	All pupils need the highest quality teaching in every classroom.
2	A proportion of disadvantaged students are reading at below their chronological age, meaning they struggle to access subjects across the curriculum and their confidence is affected. This is further compounded by weaker oracy skills and verbal reasoning skills.
3	Some disadvantaged students have poor attendance compared to their peers. Reasons for this are complex, ranging from significant challenges in their life to social, emotional and mental health needs. Parental engagement with school is lower amongst some parents of disadvantaged pupils and, with those hardest to reach, education is sometimes not valued, and aspirations can be low.
4	Some disadvantaged pupils face financial barriers in relation to uniform, equipment (including IT equipment and access) and wider educational experiences which prevents them from accessing the core and wider curriculum: a wealth of enrichment is needed to widen their horizons, unlock potential and remove potential barriers.
5	A small proportion of disadvantaged students find it difficult adjusting to the expectations in a large school environment and can struggle to manage their behaviour.

## 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 ability	Increase the number of disadvantaged students reading in line with their chronological age by the end of KS3.
Improved progress	Disadvantaged pupils close the gap with their non-disadvantaged peers so that grades in 7s, 5s, and 4s are equitable and headline figures show continued improvement or Disadvantaged pupils close the Progress 8 gap incrementally so that it moves closer to 0
Improved attainment	Disadvantaged pupils close the Attainment gap incrementally in English and Maths.
Improved attendance	Attendance of disadvantaged students moves to be in line with national average
Reduction in fixed term exclusions	Proportion of internal and fixed term exclusions for disadvantaged students reduces incrementally

## 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: £10,000 [plus £19,090 WELL Funding for Literacy Project]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Highest Quality Teaching.</b></p> <p>High quality professional development for all staff to secure quality-first teaching across the curriculum in relation to:</p> <ul style="list-style-type: none"> <li>• Curriculum (T&amp;L)</li> <li>• Disciplinary literacy and numeracy across the curriculum</li> <li>• High-quality curriculum implementation (T&amp;L)</li> </ul> <p>Disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.</p>	<p><i>EEF Closing the Attainment Gap, 2019</i>  <i>'Good teaching for all pupils has a particular benefit for disadvantaged pupils.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk">Closing the attainment gap   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF: T&amp;L Toolkit  <a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• Feedback +6 months progress  <a href="https://educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• Metacognitive approaches +7 months progress  <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>EEF: Effective Professional Development  <a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF: Teaching and Learning Toolkit  <a href="https://educationendowmentfoundation.org.uk">The Great Teaching Toolkit: Leaders - Evidence Based Education</a></p> <p>Ofsted: Subject Curriculum research Reviews.  <a href="https://www.gov.uk">Curriculum research reviews - GOV.UK (www.gov.uk)</a></p> <p>Retrieval practice strategies that enable students to remember better and support the consolidation of learning.  <a href="https://chartered.college">Assessment as learning: The role of retrieval practice in the classroom (chartered.college)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Closing the attainment gap   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading.</b> Deploy a range of strategies to identify and intervene to increase the number of students at their chronological reading age</p>	<p>Ofsted reading document- “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></p> <p>Reading comprehension strategies +6months progress  <a href="https://www.eef.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• Oral language  <a href="https://www.eef.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>EEF T&amp;L Toolkit –</p> <ul style="list-style-type: none"> <li>• Peer tutoring +5 months progress.</li> <li>• Small group tuition +4months progress.</li> <li>• Reading comprehension strategies +6months progress.</li> </ul> <p>EEF Secondary Literacy Guidance Report –</p> <ul style="list-style-type: none"> <li>• ‘High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support – in the form of high-quality structured interventions...increasing intensity with need’ p30.</li> </ul>	2
<p><b>Reading.</b> Reading intervention and diagnosis of needs for readers who are below their chronological age (fluency or comprehension/ reciprocal reading)</p>	<p>“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”</p> <p>“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.”</p> <p><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></p>	2

	<a href="#">school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</a>  <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	
<b>Highest Quality Teaching</b>  To identify students in need of intervention in Key Stage 3 and key Stage 4, and act to support their progress	EEF: Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective Pupil Premium strategy.  <a href="#">Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1
<b>Removing barriers</b> <i>Lead Learning Mentors support most vulnerable learners and those who are disadvantaged.</i>	<i>EEF Guide to Pupil Premium –</i> <ul style="list-style-type: none"> <li>• <i>Mentoring +2 months progress.</i></li> <li>• <i>1-2-1 tuition +5 months progress.</i></li> </ul>	4

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

Budgeted cost: £165,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance.</b> Monitoring, support and intervention for our disadvantaged students, led by the attendance officer to seek a sustained improvement	DFE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. <a href="http://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>  Supporting School Attendance (belonging) <a href="#">2. Build a culture of community and belonging for pupils   EEF (educationendowmentfoundation.org.uk)</a>  Attendance Summary of Evidence <a href="#">Summary of evidence   EEF (educationendowmentfoundation.org.uk)</a>	3

in attendance.		
<p><b>Removing barriers.</b> To explore each disadvantaged student and remove/address potential barriers they may have (uniform, equipment, wider experiences) to unlock their potential.</p>	<p>EEF says “All students including those from disadvantaged background deserve a well-rounded, culturally rich, education”, and “it can directly improve pupils’ attainment”.</p> <p><a href="https://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p><b>Expectations.</b> Maintain the highest expectations for all students.</p>	<p>Evidence from the EEF demonstrates that it is clear that reducing challenging behaviour in schools can have a lasting effect on students’ learning.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p><b>Removing barriers.</b> Ensure disadvantaged students are able to access enrichment opportunities such as cultural trips and</p>	<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="https://d2tic4wvo1iusb.cloudfront.net/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf">Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	4
<p><b>Removing barriers.</b> Support students in their wellbeing, resilience and mental health.</p>	<p><i>EEF- Social and Emotional Learning (SEL)</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.”</p>	4
<p><b>Removing barriers.</b> Year 7/ KS4 guidance and information evening and</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parent">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parent</a></p>	4



tailored school communication for parents		
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**Total budgeted cost: £ 195,300**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Review of previous Pupil Premium Strategy on school website
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### 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.*