



Pupil Premium Strategy Statement

This statement details updates St Joseph's Catholic School's use of pupil premium (and recovery premium) for the academic year 2025-26. It also includes a review of outcomes for disadvantaged learners last academic year. We are committed to using this funding to help improve the attainment of all those in receipt of the Pupil Premium Grant. This statement outlines our pupil premium strategy and how we intend to spend the funding we receive this academic year to further improve outcomes for all learners in receipt of the PPG.

School Overview

Detail	Data
School name	St Joseph's Catholic School
Number of pupils in school	566
Proportion (%) of pupil premium eligible pupils	35.34
Academic year/years that our current pupil premium strategy plan covers	2024/25- 2026/7
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Matthew Higgins
Pupil premium lead	Francesca Nobis, Assistant Headteacher
Governor / Trustee lead	Jo Kingston

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£169,890



Part A: Pupil Premium Strategy Plan

Statement of Intent

St Joseph's is a Catholic School, proud of being for those of all faiths and none. The role of a Catholic school is not only to ensure academic success but also ensure that each learner leaves us with an understanding of what it is to be truly human, equipped to manage the challenges they may face in modern life. St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts**. In a safe, trusting, and respectful environment, everyone can thrive. It is this firm belief in Inclusion, our duty to each and every pupil and a recognition of the potential of each learner, that underpins our Pupil Premium Grant Strategy.

Our absolute commitment to our pupils' academic progress is supported by a wealth of wider strategies to promote their development, including pastoral support, interventions from external specialists and a commitment to CEIAG. We want the best possible outcomes for each learner at GCSE and for their futures. Our Pupil Premium Strategy aims to address both common challenges and the needs of the individual.

Our Pupil Premium Strategy is focused on ensuring that all those in receipt of the Pupil Premium Grant achieve the very best possible outcomes, supported by our academic but nurturing environment. The different challenges facing members of our community that are Children Looked After, Previously Children Looked After or Young Carers are taken into account, and this strategy has been written with their needs in mind also.

Improving teaching and ensuring high quality teaching across the whole school was a focus for 2024-25 and this has supported the closing of the disadvantage attainment gap, while at the same time benefitting the non-disadvantaged learners in our school. Raised expectations of what pupils can achieve has supported achievement across the board, and is continuing in 2025-26. In 2025-26, there is an increased focus on literacy across the curriculum which will continue next year also, in order to support improved access to curriculum.¹ A particular focus in tutor time and lessons will be on literacy, oracy and developing subject specific vocabulary across the key stages.

Planned curriculum changes at KS4 have taken place and ensured our curriculum is more representative of our school's needs: this has aided the progress of all learners, including those that are disadvantaged.

Using wider strategies, we will ensure that all those in receipt of the Pupil Premium Grant, and particularly those that are disadvantaged learners, will benefit from high-quality support,

¹ This is supported by the EEF's *IMPROVING LITERACY IN SECONDARY SCHOOL* Guidance Report of 2021



guidance and intervention regarding their aspirations, wellbeing and developing positive mental health. This includes supporting their attendance. Our commitment to helping our pupils achieve their best possible futures remains paramount.

In order to ensure that our strategy is effective we will:

- Ensure that disadvantaged learners are supported and challenged in their learning to achieve their potential in each subject
- Monitor the progress of all PPG learners across all year groups and intervene early to ensure their progress is secure
- Ensure that teachers take responsibility for the outcomes of their disadvantaged learners, and are supported to ensure the best possible outcomes
- Organise targeted academic support as appropriate for identified pupils across all year groups
- Offer targeted intervention for those learners whose reading ages are not commensurate with their chronological age
- Ensure that all those in receipt of the PPG are able to quickly access wider wellbeing, pastoral and CEIAG support
- Prioritise access to the school Emotional Literacy Support Assistant² for disadvantaged learners in need of this support, particularly at KS3 – early intervention is ideal
- Continue to raise disadvantaged learners' aspirations across year groups by working with universities³ but also in lessons, in conversations with students throughout school.
- Further develop the school's raising of aspirations of Disadvantaged Learners that are HPA and ensure their outcomes will support their access to Russell Group universities should that be a pathway they wish to follow
- Reach out to other institutions and programmes in order to consider their approach and how aspects of it could translate to our pupils⁴

² Hereafter ELSA

³ For example, Bath Spa University deliver three workshops a year to Year 7 - Year 9 students in receipt of the Pupil Premium Grant to understand that university could be for them. All pupils in receipt of the PPG attend.

⁴ AH Inclusion visiting other schools and also attending Dorset Boys Impact Hub March 26 to discuss strategies for raising attainment and aspiration among working class boys



Challenges

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

Challenge number	Detail of challenge
1	Ensure that all learners, particularly those that are disadvantaged, are enabled to access ALL aspects of the curriculum through high quality teaching.
2	<p>Level of literacy for many students upon entry to St Joseph's is low, as evidenced in the last two years by internal data, CAT tests and Sparx reading reports.</p> <p>This therefore means that literacy remains a priority for the whole school with interventions necessary at both key stages and modelling of Tier 2 and 3 language at GCSE required in all subjects.</p>
3	Attendance for the whole school remains a focus, as 'there are clear links between attendance, attainment and behaviour' ⁵ and we will continue to build a culture of community and belonging for all pupils, through understanding the specific needs of our families.
4	<p>Observations and conversation with pupils, parents/carers, teachers (including subject teachers, tutors, Heads of Year and pastoral staff) have identified a number of social and emotional issues that our pupils are currently facing including anxiety, medically diagnosed depression, low self-esteem and lack of confidence.</p> <p>These issues are currently impacting on our pupils' ability to thrive academically and socially and as requests for support have increased since the pandemic, pastoral and wellbeing support remains paramount.</p>
5	<p>Although the gap between disadvantaged learners and their non disadvantaged peers closed considerably 2024-25, all results across Year 11 have to be improved.</p> <p>Data will be used to track and monitor progress in Year 11, but also across year groups after assessments points.</p>

⁵ Supporting school attendance, EEF:

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1734371424>



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 progress across the curriculum for all students in receipt of the Pupil Premium Grant, particularly disadvantaged learners	KS4 performance measures in 25/26 show that disadvantaged learners A8 score is within 0.7. of all learners at GCSE. Data across year groups to show that Years 7-10 disadvantaged learners are within 0.3 of non-disadvantaged peers
ALL aspects of curriculum to be accessible to all learners through use of high-quality teaching and targeted use of language.	A focus on ensuring high quality teaching and deliberate vocabulary development across the curriculum to be embedded and evidenced through learning walks throughout 2025/26 Literacy interventions to take place so that all needing intervention to reach chronological age are supported, particularly Disadvantaged Learners. Literacy programme (including oracy) to be rolled out across tutor time also.
High attaining DLs to develop skills and confidence to achieve well at GSCE, and have aspirations raised so that they believe Russell Groups universities can be for them	Bespoke programme for Year 10 DLs with higher grades to be launched summer 2026 to support academic achievement and growing confidence regarding university applications Year 7 – 9 Bath Spa University Awareness workshops to continue
Attendance to continue to improve for all pupils, particularly those who are disadvantaged.	Sustained higher attendance year on year through further engagement with support services and range of support and encouragement activities in school. School currently -0.6 below national average for FSM, due to lower attendance rate in Years 7 and 8. Years 9-11 are above national average for FSM, but not yet at national average for non FSM.
To achieve improved confidence and wellbeing for all pupils	During 2025-26, all learners, but particularly those who are disadvantaged will:





especially those that are disadvantaged	<ul style="list-style-type: none"> • Access all lessons so that they can benefit from high-quality teaching at all times unless otherwise agreed by support agencies within school (pastoral, Attendance Officer etc) • Take further advantage of enrichment activities offered at St Joseph's e.g. DofE, Dance Live etc
Continue to improve outcomes for Maths GCSE, particularly for those in receipt of the PPG through use of Maths department facilitated intervention in tutor time and after school	<p>By 2026/27, 80% of disadvantaged learners will achieve their FFT target grade in Maths⁶⁷ and all disadvantaged learners at Key Stage 4 will have access to individualised tuition or targeted intervention throughout Key Stage 4.</p> <p>This will be measured by individual grades of each cohort and the attainment and progress measures for the school</p>
<p>All students, but particularly those from disadvantaged backgrounds, will have high aspirations for themselves and achieve these. Low aspirations will be challenged.⁸</p> <p>All learners will benefit from high quality CEIAG in their time at St Joseph's and therefore identify and get on the right pathway for their futures. HA and MA learners will be strongly encouraged to consider university.</p>	<p>Further engagement with HE establishments from Year 7 will ensure that all pupils, particularly those who are disadvantaged will have an understanding of why HE is for them, and the benefits of university with regard to future opportunities.</p> <p>Disadvantaged learners at KS3 will benefit from input regarding raising aspirations, from experts in school and also appropriate outside agencies</p> <p>Year 10/11 DLs will be prioritised for careers meetings with the Lead Careers Professional</p>

⁶ If we were able to use P8, this would show that DLs achieved positive P8 for the first time in many years: +0.08 (All learners +0.32)

⁸ According to Cook, Shaw and Morris, *Disadvantage in Early Secondary School* (Nuffield/Machester Met, Dec 2020) 'Based on pupils' own self-reported outcomes, there is a gap in attitudes to school, perception of academic ability, occupational and university aspirations, peer behaviour and the home learning environment that widens significantly between pupils from richer and poorer households between the ages of 11 and 14. These gaps are present even when comparing pupils within the same school'



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: £88,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus on literacy for learning across the curriculum, not just in English	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Comprehension strategies have been proved to aid all learners, but specifically those who are disadvantaged, and will aid progress in all subjects. This will positively raise attainment, aspiration and attendance. Bespoke intervention for pupils not reading at chronological age has been introduced across the year groups, and	1, 2 and 3
Ambitious broad balanced curriculum	Further developing staff so that teaching continues to be informed by Rosenshine's principles and WalkThrus enabling progress that embeds to be made for all learners	1
Contribution to cost of role of Assistant Head to track and monitor efficacy of implementation of Pupil Premium Grant Strategy	The Assistant Head with responsibility for Pupil Premium is a role that ensures that all stakeholders are held to account and continue to hone provision for PPG learners, particularly those who are disadvantaged. This role now encompasses lead on Inclusion, supporting all pupils, but particularly those that are socio-economically disadvantaged, SEND, known or previously known to social care and any others that may have a barrier to learning, not excluding a protected characteristic	All
Employment of English HLTA to support progress in class	Unqualified teacher to be deployed in HLTA role to support progress of Disadvantaged Learners within lessons in order to ensure all pupils access high quality teaching Deployment of Teaching Assistants Education Endowment Foundation	1, 2 and 5





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

Budgeted cost: £19,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised Literacy Support sessions	Individualised instruction EEF (educationendowmentfoundation.org.uk) There is a robust system of literacy support and intervention across KS3 and 4 which runs for small groups of identified students +4 months – for a number of our disadvantaged learners 1-1 learning time with our qualified English (and indeed French) teacher has supported students Yrs7-11 in attaining academically which has supported enhanced attendance. Also supporting EAL students, to make good progress.	1, 2
Maths intervention sessions to continue, run by Maths specialist staff in school	Currently 43% of all Year 11 DLs are achieving their EAP grade in GCSE Maths. The aim is to increase this to 80% by 2026-27. Further Maths intervention is to take place (including WIN session) and a new Head of Maths in role from September 2026.	5
Year 11 booster revision sessions	Small group sessions to support knowledge learning and development of Year 11 students before public examinations before and after school and during the February half term and Easter holidays 2026	1, 5
Scholars Programme (The Brilliant Club) for targeted Year 10 DLs	The Scholars Programme is designed to develop the knowledge, skills and confidence to secure a place at a competitive university. Our first cohort will be Year 10 DLs. They will be linked with a PhD student at a local university (Southampton) and the course will start in summer 2026.	1,5
Revision resources	Revision resources for Year 10 but particularly Year 11 learners e.g. books but also equipment has proved invaluable. All year groups benefit	1, 5



	from equipment support and the nuanced approach access to intervention sessions for all has given	
Continued access to academic and wider curriculum activities within school for all those in receipt of the PPG	Opportunities to access trips and visits with appropriate support can change lives – whether it is a fully funded visit to a museum with their peers ⁹ or funding that will help a student to access the Duke of Edinburgh award – we have a duty to enable all our students to benefit from the wider curriculum.	1, 3, 4 and 5

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

Budgeted cost: £61,758

The Activity	Evidence that supports this approach	Challenge number(s) addressed
Payment of counselling for disadvantaged learners referred to recognised therapists, such as Art therapist	The impact that the cost of living crisis (and even the pandemic) has had on disadvantaged learners is well documented and as such, some have need of counselling urgently and before CAMHS level. We have taken the decision to support our young people with this. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053	3, 4 and 5
Continued employment of ELSA	15% of all current Disadvantaged Learners access ELSA, ensuring that skills such as managing emotions and resilience are developed and fostered, alongside other interventions if deemed appropriate	
1-1 coaching and mentoring to Year 10/11 disengaged students	A trusted supporter of the school, a mentor and life coach (previously Enterprise Adviser) is coaching/mentoring Year 10/11 students at risk of disengagement with school to identify post-16 options, relate them back to school and also develop life skills	5

⁹ For example, Bovington Tank Museum July 2022



	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053	
Employment of Designated Safeguarding Lead (Operational)	<p>The need for safeguarding and wellbeing support is ever more evident, and the DSL also engages with those who benefit from offsite wellbeing initiatives, many of those invited are PPG. A trained Thrive practitioner, she delivers this to pupils, including a CLA.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</p> <p>Fortnightly meetings between DSL (Operational) and AH Inclusion timetabled</p>	3 and 4
Raising aspiration; engagement with Careerpilot and Bath Spa activities for Service children and FSM6 learners	<p>Outreach activities facilitated by Careerpilot and Bath Spa University to ensure that all learners in receipt of the Pupil Premium Grant develop understanding of their own motivations, their future career options, including about HE. Year 9 PPG trip to Bath Spa in June 2025 also will ensure learners gain an understanding of a university campus.</p>	1, 2 and 4
Promotion of positive attendance initiatives	<p>Improving attendance means improving attainment, progress and confidence, so pupils will be able to access an enhanced positive attendance celebration (to be confirmed with DoLs)</p> <p>Wider strategies EEF (educationendowmentfoundation.org.uk)</p>	3 and 4
Contribution to salary of Attendance Officer	<p>Improving attendance means improving attainment, progress, and confidence; attendance is improving across school and Disadvantaged Learners and families are benefitting from support of Attendance Officer. Attendance Officer and Assistant Headteacher (Inclusion) have regular meetings to discuss strategies for encouraging and supporting attendance of those in receipt of PPG to remove barriers to attendance.</p>	3 and 4





Contribution to costs of music lessons	Arts participation has a very noticeable beneficial impact, and has particularly helped Disadvantaged Learners and PCLAs gain confidence Arts participation EEF (educationendowmentfoundation.org.uk)	3 and 4
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Total budgeted cost: £169,890

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 – 2025 academic year.

2024: School: -0.64, DL – 1.1 2025: School A8: 40.35 DL: 33.31¹⁰

The gap has closed between disadvantaged learners and their non-disadvantaged peers this year and St Joseph's has achieved the best results in three years, with 10/21 Disadvantaged Learners achieving positive overall outcomes, including a CLA.

Pupils in receipt of the PPG in 2025 did work hard in Year 11 and several achieved good results in a number of subjects. All learners in receipt of the PPG, including those in AP were enabled to gain grades at GCSE which ensured that they were able to progress to Sixth Form, college or apprenticeships.

PPG learners will once again be the first to receive 1-1 sessions with the Careers Lead Professional and their post-16 places will be discussed and assured. Year 11 disadvantaged learners have a wide range of academic ability and future plans, but all are motivated and engaged in their education; with excellent attendance at WIN (What I Need) sessions for academic subjects.

In other year groups, PPG learners are characterised by their commitment to achievement and asking for support where necessary.

¹⁰ P8 as calculated by SISRA for St Joseph's 2025 would be +0.32 for all learners, and +0.08 for Disadvantaged Learners.



The continued development of the Pastoral area and team has been critical in supporting the success of at least 45% of those in receipt of the PPG, particularly with reference to supporting students to start accessing lessons rather than learning in the Pastoral classroom.

Externally provided programmes

We support access to programmes such as the Duke of Edinburgh Award and work hard to ensure that disadvantaged learners can take a full part in the extra curricular life of the school. This has included applying to local charities for a number of funding requests.

Service pupil premium funding:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our service pupil premium allocation was spent in conjunction with that of disadvantaged learners (the Pupil Premium Grant) in order to raise attainment, aspiration and ensure appropriate pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	The further development of pastoral support, particularly the introduction of Social Skills sessions and Thrive, has supported these pupils particularly those with mental health challenges, or dealing with those of parents. All service pupil premium eligible pupils receive the same resource and wider curriculum support, access to mentoring and CEIAG intervention specifically designed for the Service cohort.

Further Information

St Joseph's feels that it is important that our learners in receipt of the Pupil Premium Grant, particularly those who come from the most vulnerable families are empowered and are not identified as different to other pupils and as such, offer support with uniform and equipment when necessary. We have a wide range of pre-loved uniform that is available for minimal cost to members of all our community.