

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

This strategy plan will be reviewed periodically throughout the course of 3 years based on progress against our school improvement plan.

School overview

Detail	Data
School name	Saint John Wall Catholic School
Number of pupils in school	641
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022/23/24
Statement authorised by	K. Marston Head Teacher
Pupil premium lead	L. Guest Assistant Principal
Governor / Trustee lead	A. Quinn Member of the governing body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,015

Recovery premium funding allocation this academic year	£49, 518
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£367,533

Part A: Pupil premium strategy plan

Statement of intent

Our school mission statement and intent is:

‘To educate each and every unique child in our care to hear and respond to what God is calling them to be’.

This means we aspire to give every pupil the opportunity to explore their vocation in life and achieve their best both academically and personally within a framework of spiritual and moral guidance. We adopt a three year and tiered approach that is linked closely to our School Improvement Plan and it will help to create part of the whole-school ethos. Our spending plans are based on academic research on positive impact on disadvantaged students and their progress including outcomes and destinations. The activity we have outlined in this statement is also intended to support the needs of all pupils, whether they are disadvantaged or not.

The progress of disadvantaged pupils at Saint John Wall Catholic School has shown consistent trends of being above the progress of non-disadvantaged pupils nationally and this can be referenced in DfE performance tables:

<https://www.compare-school-performance.service.gov.uk/school/103534/st-john-wall-catholic-school/secondary/results-over-time?accordionstate=1>

The aim of our strategy is to ensure that the progress of disadvantaged pupils in our school continues to be at the levels we expect. We will use the context of our school and the challenges pupils face to make decisions about the spending of our funding and this will be accountable to parents, governors and the DfE. Value for money will be a priority. We will use research conducted by the EEF to support decisions around the usefulness of different strategies and their value for money.

Challenges

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

Challenge number	Detail of challenge
1a	In school barriers: KS3 low literacy and numeracy levels on entry <u>Leavers 2026-</u> Although there were no SATs assessments for this cohort of pupils due to COVID-19, we used CAT4D retrospective KS2 scores and found that 68% achieved the expected standard in reading. 68% achieved the expected standard in Maths. These figures are below the national average and

<p>1b</p> <p>1c</p> <p>1d</p> <p>1e</p>	<p>below the average for Birmingham schools in all previous years of KS2 scaled score tests, although no data is available for this year.</p> <p><u>Leavers 2025-</u> Although there were no SATs assessments for this cohort of pupils due to COVID-19, we used CAT4D retrospective KS2 scores and found that 65% achieved the expected standard in reading. 63% achieved the expected standard in Maths. These figures are below the national average and below the average for Birmingham schools in all previous years of KS2 scaled score tests, although no data is available for this year.</p> <p>In school barriers: KS4 low literacy and numeracy levels on entry</p> <p><u>Leavers 2024-</u> 53% achieved the expected standard in reading. This is 20% below the national standard and 17% below the standard in Birmingham. 70% achieved the national standard in Maths, 9% below the national average and 7% below the average in Birmingham schools.</p> <p><u>Leavers 2023-</u> 55% achieved the reading standard, this is 20% lower than the national average. In GPS it was 62%, this was 78% nationally. In Maths the starting points at secondary school are also below national standard, at SJW 57% achieved the national standard in comparison to 76% in the country.</p> <p><u>Leavers 2022-</u> are equally below the national and city average. 43% achieved the new reading standard at KS2, 61% in GPS, and 54% in Maths. 71% achieved the reading standard nationally, this was 77% in GPS and 75% in Maths.</p> <p>In school barriers: attendance</p> <p>National statistics show attendance was 91.6% (Autumn 2020 and Spring 2021) and although at Saint John Wall Catholic School attendance for disadvantaged pupils was higher than this (93.2%) it is still lower than non-disadvantaged pupils (95.3%). Therefore, we still need to invest money to ensure that attendance levels for disadvantaged pupils remains at the levels we would expect.</p> <p>In school barriers: wellbeing</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. Partly driven by concern about catching up on lost learning and exams/ future prospects and the lack of social interaction opportunities due to COVID-19. These challenges particularly affect disadvantaged pupils.</p> <p>In school barriers: boys' performance</p> <p>Our data shows that whilst the progress of both boys and girls is significantly better than progress nationally, there is a gap between the progress of boys compared with girls at Saint John Wall Catholic School. Therefore, throughout all of our spending activities we will ensure that disadvantaged boys are a key focus.</p>
<p>2a</p>	<p>External barriers: language and literacy acquisition</p> <p>The most recent census records 39 different ethnicity codes and 64 different first languages. This means that many pupils do not have the transitional educational experiences enjoyed by their peers in other parts of the country</p>

2b	<p>and often speak their mother language at home. Our observations, assessments and discussions with pupils and families suggest that due to COVID-19, gaps in language and literacy acquisition have widened.</p> <p>External barriers: aspirations and careers</p> <p>The educational experiences of our parents may be blighted by poor experiences or no experiences at all which can impact pupils' intrinsic motivation and ambition to succeed academically at school. Pupils often lack confidence in their own ability and therefore the school invests heavily in raising aspirations.</p>
2c	<p>External barriers: overcoming deprivation</p> <p>Saint John Wall Catholic School is located in decile 1 (top 10% of the most deprived areas in England) and the majority of pupils also live in decile 1 areas. Aspirational ambition, independent thinking, enhanced life skills and life experiences are developing with a supportive group of parents but they face enormous barriers and restrictions which were heightened as a result of COVID-19 (since lockdown 1 in 2020, 73 pupils currently at Saint John Wall Catholic School have become eligible for Free School Meals).</p>
2d	<p>External barriers: resources</p> <p>Despite the school offering a full remote learning timetable and distributing devices during COVID-19 school closures, technology poverty remains a significant barrier. Also, many pupils do not have a quiet place to study and lack vital learning equipment such as a desk, chair, stationery, and access to English language reading resources. Consequently, the school faces substantial challenges to break this cycle and invests a significant amount of funding into providing additional time and resourcing for learning within the school and at home.</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.

When 'all pupils' are mentioned, we are specifically referring to disadvantaged pupils.

Intended outcome	Success criteria
<p>1 Teaching</p> <p>Sustain and improve the quality of education that will benefit all pupils at Saint John Wall Catholic School. This will have a positive impact on disadvantaged pupils.</p>	<p>1. All pupils achieve in line with or close to national progress measures, local progress measures, FFT or school target. Disadvantaged pupils perform close to or better than peers in school and nationally.</p> <p>2. The curriculum, teaching, and learning is ambitious, allows all pupils to achieve their best both academically and personally and prepares them well for the next stage of their education, training or employment.</p>

	<p>3. In school variations across the curriculum and within the curriculum are reduced to ensure that best practice in our school permeates and becomes standard for everyone.</p> <p>4. Disciplinary Literacy is embedded across the curriculum and reading is prioritised to rapidly improve the Literacy skills of pupils.</p>
<p>2 Targeted academic support Achieve and sustain bespoke, high quality and timely support to improve the attainment of identified pupils.</p> <p>See Recovery Premium and School-led Tuition documents for further details.</p>	<p>1. Pupils are identified for additional support in a timely manner.</p> <p>2. Support has a positive and measurable impact on attainment.</p>
<p>3 Wider strategies Achieve and sustain timely support for significant non-academic barriers that impact success for pupils at Saint John Wall Catholic School. These include (but are not limited to) attendance, behaviour, social and emotional support, wellbeing support and high-quality careers guidance.</p>	<p>1. Attendance at school is above the national average 91.6% (Autumn 2020 and Spring 2021) and punctuality is excellent.</p> <p>2. The number of pupils who are NEET aspire to nil.</p> <p>3. Exclusion rate for disadvantaged pupils is in line with other pupils at SJW.</p> <p>4. Pupils feel safe at school. They are motivated, engaged and want to succeed at school.</p>
<p>4 Wider strategies Pupils are exposed to a range of experiences to linked to their personal development (developing cultural capital, embracing their talents and interests) to ensure that they are effectively prepared for life in modern Britain. This will be enhanced through a range of curriculum-based opportunities, trips, visits and extra-curricular activities.</p>	<p>1. The curriculum extends beyond the academic and the school consistently promotes the extensive personal development of pupils so that they have access to a wide, rich set of experiences.</p> <p>2. Pupils take an active role in the school community, develop their interpersonal skills and develop their leadership skills.</p> <p>3. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</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.

1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 159,301.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>a) Ensure that an effective teacher is in front of every class through training, retention and recruitment in order to 'educate each and every unique child in our care to hear and respond to what God is calling them to be'.</p>	<p><u>EEF guide to the Pupil Premium: 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive impact on children eligible for the Pupil Premium'.</u></p>	<p>1a, 1b, 2a, 2b</p>
<p>b) Sustain and improve the quality of education and quality of support in lessons by ensuring that staff receive focussed and highly effective professional development linked to whole school priorities (in particular Literacy and reading)</p>	<p><u>Education Policy Institute Report- 2020:</u> key findings-high quality CPD for teachers has a significant effect on pupils' learning outcomes and has a greater effect on pupil attainment than other interventions a school may consider. Increasing the availability of high-quality CPD has been shown to improve retention problems particularly for Early Career Teachers.</p> <p><u>EEF guidance report into improving Literacy in secondary schools:</u> recommendation 3 states that teachers should develop pupils' ability to read complex academic texts.</p> <p>Reading comprehension, vocabulary and other Literacy skills are heavily linked to attainment in school, reading in adulthood and mental health issues: https://www.oup.com.cn/test/word-gap.pdf</p>	<p>1a, 1b, 2a</p>
<p>c) Invest in a range of leadership opportunities for staff to sustain and improve behaviour, attitudes and personal development.</p>	<p><u>EEF implementation guidance report:</u> leadership with a specific focus and related targets is a successful strategy for school improvement.</p>	<p>1c, 1d, 2b, 2c</p>

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

Budgeted cost: £ 69,200.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>a) Employ a number of pupil coaches to enhance academic and personal development in lessons, through small group coaching and 1:1 support. The focus of this support is raising achievement and aspirations as well as the behavioural, social, emotional and attendance barriers to learning.</p>	<p><u>The EEF 'using your Pupil Premium Effectively'</u>: suggests that a focus on non-academic interventions such as attendance are 'particularly important now, given the impact of COVID-19'.</p> <p><u>EEF toolkit</u>: recommends behaviour interventions could add an extra +4 months progress to expected progress over the academic year, mentoring could add an extra +2 months progress, small group tuition could add an extra +4 months progress and teaching assistant interventions could add an extra +4 months progress.</p> <p><u>EEF 'making best use of teaching assistants'</u>: recommendation 1 suggests that schools take a wider view of how TAs can support learning and improve attainment throughout the school.</p>	<p>1a, 1b, 1c, 1d, 2a, 2b</p>
<p>b) Purchase a range of bespoke and high quality resources (including online learning platforms) to reduce workload and ensure that targeted academic support has a positive impact on pupil progress.</p>	<p><u>Ofsted school inspection handbook</u>: 'the extent to which leaders consider the workload and well-being of their staff, while also developing and strengthening the quality of the workforce'.</p> <p><u>EEF research</u>: has identified tutorial use of technology is particularly practical for lower attaining pupils, those with SEND or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</p>	<p>1a, 1b, 2a, 2b</p>
<p>c) Develop a range of strategies, resources and coaching skills focussed on targeted academic support to improve reading and develop a love of reading.</p>	<p><u>EEF toolkit</u>: recommends oral language interventions could add an extra +6 months progress to expected progress over the academic year and reading comprehension strategies could add an extra +7 months progress.</p> <p><u>External barriers- resources</u>: many pupils do not have access to English language reading resources at home.</p> <p><u>Literacy Assessment Online data</u>: only 31% of pupils at Saint John Wall Catholic School have a reading age at or above their chronological age.</p> <p><u>EEF guidance report into improving Literacy in secondary schools</u>: recommendation 3 states that teachers should develop pupils' ability to read complex academic texts.</p> <p>Reading comprehension, vocabulary and other Literacy skills are heavily linked to attainment in</p>	<p>1a, 1b, 1c</p>

	school, reading in adulthood and mental health issues: https://www.oup.com.cn/test/word-gap.pdf	
<i>d) We intend on spending money on additional tuition, masterclasses and a summer school. (This will be funded through the school led tutoring grant)</i>	<i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind and is much more likely to make an impact if it is additional to and explicitly linked with normal lessons.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	<i>1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d</i>

3+4 Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 118,873.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
a) Ensure that pupils have access to a rich and extensive set of experiences which develop their talents and interests, cultural capital and enhance their personal development. This involves trips, visits and aspirational experiences.	<p>Saint John Wall Catholic School is located in decile 1 (top 10% of the most deprived areas in England) and the majority of pupils also live in decile 1 areas. It is therefore vital that the school provides a range of experiences for our pupils to enhance their academic and personal development.</p> <p>EEF recommends that outdoor learning can have a positive impact of +4 months on academic learning and evidence suggests there is a greater impact for more vulnerable pupils.</p> <p><u>The Outdoor Education Advisers' Panel (OEAP)</u>: conducted a review of research into outdoor learning and concluded that trips and visits can impact positively on young peoples': attitudes, beliefs, self-perceptions, interpersonal skills, social skills and attainment.</p>	1a, 1b, 2a, 2b, 2c
b) Provide a range of experiences which allow pupils to immerse themselves in the spirituality of the school and develop their interaction and leadership skills	<p>Our Mission Statement is: 'To educate each and every unique child in our care, to hear and respond to what God calls them to be'. The word educate in our mission statement relates to academic education but also to personal and holistic education. We attempt to ensure that each pupil develops into a well-rounded citizen who can contribute to society through the skills they have acquired</p>	1d, 2a, 2b, 2c

	during their time with us. At Saint John Wall we recognise that the spiritual, moral, social, cultural and vocational development of our pupils plays an important part in their ability to learn and achieve.	
c) Sustain and improve careers guidance to raise aspirations and ensure that pupils are provided with the skills and knowledge to make wise and informed choices regarding their future and develop skills to prepare them for working life. This includes opportunities for employer partnerships and careers experience.	<p><u>DfE 'Careers guidance and access for education and training providers' report:</u> states that due to the COVID-19 pandemic <i>'there will be an increasing need for schools and colleges to work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training'</i>.</p> <p>The majority of pupils at SJW live in decile 1 areas (top 10% of the most deprived areas in England). Providing high quality careers guidance and related opportunities will enhance aspirational ambition and independent thinking.</p> <p><u>Gatsby:</u> <i>'Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance'</i>.</p> <p><u>EEF review of evidence into careers education-</u> young people from poorer homes are more likely to be uncertain about how to access the career they want and develop the skills they need. Schools need to support young people in gaining insights into careers.</p>	2b, 2c

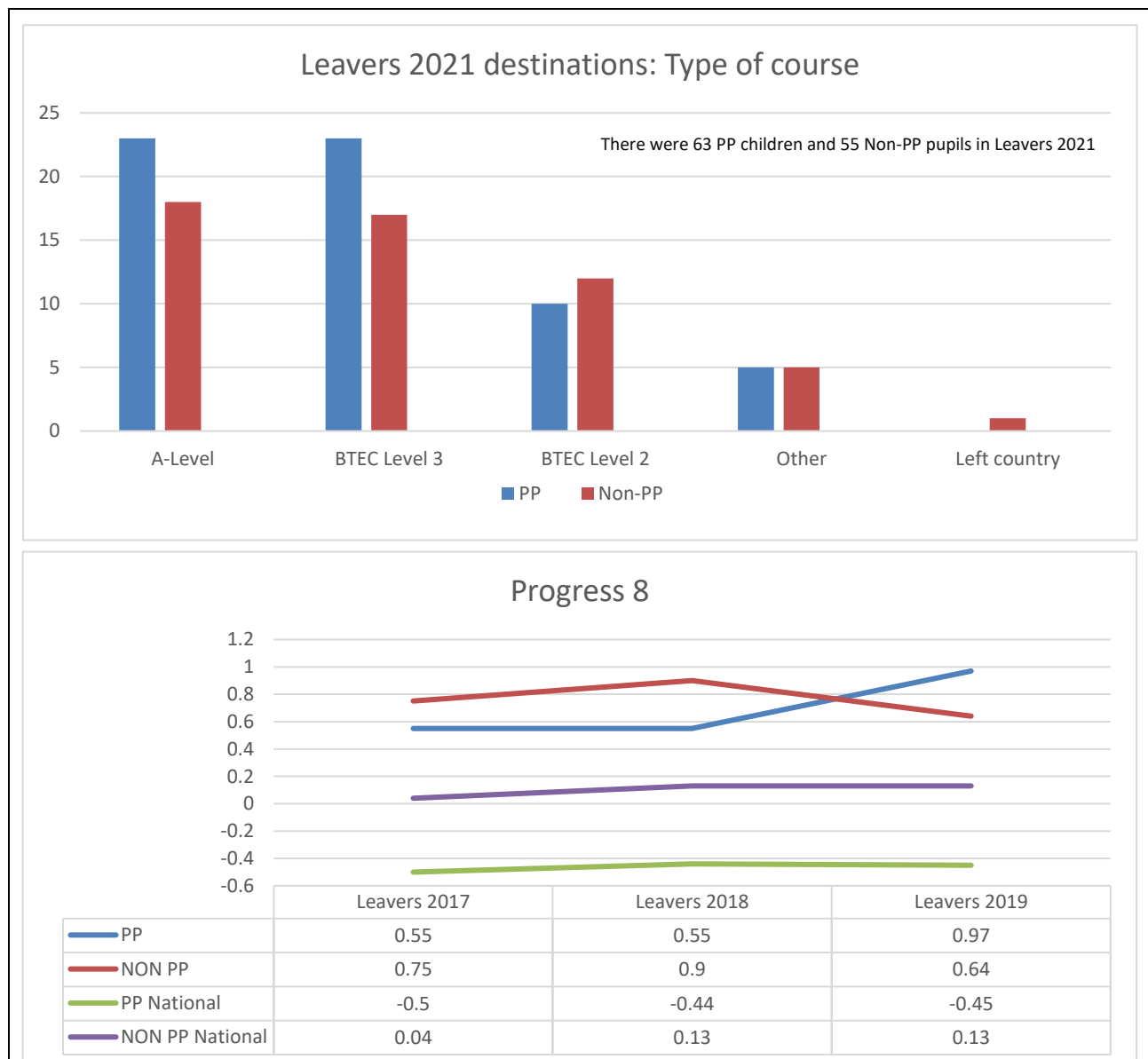
Total budgeted cost: £ 349,375.27

Contingency fund for acute issues: £18,157.73. Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.

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 2020 to 2021 academic year.



For unvalidated data, see 2020 and 2021 case studies

Quality of education- allocation of funds £117,470.84

Pupils are developing greater independent study and knowledge retention skills (CPD, revision materials and booklets, revision workshop, IT packages for interleaving – 4122 Pods watched on GCSE Pod 2020-21). The additional funds give support to data analysis packages that allow essential assessment information to be used to plan appropriate teaching and learning strategies, this includes identifying pupils who are falling behind in their learning. The funding has allowed the school to take a rigorous and systematic approach using the data-driven teaching model so that assessment directly informs teaching &

learning at a tangible level in lessons (SISRA subscription). This has allowed departments to intervene and adapt programmes of study and teaching to reflect the needs of each child. Teachers are skilled, and encouraged to improve their pedagogy through CPD paid for by the additional funds. Bucket and Subject leaders are up to date with educational thought within their department areas. Engagement and enjoyment in lessons is good. English and Numeracy skills are improving, all pupils can access the curriculum (Literacy for Life training for staff and departments – Humanities, Science, RS, PE, Geography, Maths. KS3 English Mastery Curriculum, Maths Mastery Training Programme, Lexia, Accelerated Reader – average improvement of up to 1 year from pre- test to post - test, Access Arrangements - 63% of pupils were PP).

Behaviour and attitudes- allocation of funds £122,665.62

Attendance 2020-21: All- 93.0% PP- 92.2% Non-PP 93.6%

Persistent absences 2020-21: 114 persistent absences, 59 were PP (52%) and 55 were non-PP (48%)

Classcharts reports: 48,582 positives and 4,314 negatives given to PP pupils in the academic year 2020-21. This allowed HOY to praise, encourage and support where appropriate.

Personal Development- allocation of funds £78,833.66

The funding has allowed the school to offer a wide range of opportunities such as Instrumental lessons, student leadership and vocations. These opportunities have helped to develop talents and interests. Funding of cross curricular days have offered pupils a rich set of experiences, House activities have offered pupils a wide range of opportunities to develop their talents and interests through different competitions offered throughout the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A