

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

| Detail | Data |
|---|--|
| School name | Saint John Wall Catholic School |
| Number of pupils in school | 656 |
| Proportion (%) of pupil premium eligible pupils | 56% |
| 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 | September 2022 |
| Date on which it will be reviewed | September 2022/23/24 |
| Statement authorised by | K. Marston Head Teacher |
| Pupil premium lead | S. Holder Deputy Head Teacher |
| Governor / Trustee lead | A. Quinn Member of the governing body |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £336,378 |
| Recovery premium funding allocation this academic year | £94,254 |

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| 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 | £430,632 |

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 2027</u> - 50% achieved the expected standard in reading, writing and Maths. This was 9% below the national standard (59%) and 7% below the standard in Birmingham (57%). 65% achieved the expected standard in reading. This was 9% below the national standard. 62% achieved the national standard in Maths, 9% below the national average. 61% achieved the |

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| 1b | <p>expected standard in writing, this was 8% below the national average. 64% achieved the expected standard in grammar, punctuation and spelling, 8% below the national average.</p> <p><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 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 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><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> |
| 1c | <p>In school barriers: attendance</p> <p>Statistics (from FFT) show national secondary school attendance was 89.7% for the academic year 2021-22. At Saint John Wall, the attendance for disadvantaged pupils was higher than this (91.34%) and higher than disadvantaged pupils nationally (from FFT- 84.9%). However, attendance for non-disadvantaged pupils at our school (92.42%), was slightly higher than attendance for disadvantaged pupils at our school. Therefore, we still need to invest money to ensure that attendance levels for disadvantaged pupils are at the levels we would expect.</p> |
| 1d | <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 the lack of social interaction opportunities due to COVID-19 and the ongoing impacts of this, as well as the worry about how the cost of living may impact their lives. These challenges particularly affect disadvantaged pupils.</p> |
| 1e | <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, and the progress made by disadvantaged boys in 2022 was better than the progress made by disadvantaged girls, there is a gap between the predicted progress of disadvantaged boys compared with disadvantaged girls for leavers 2023 at Saint John Wall Catholic School.</p> |

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| | Therefore, throughout all of our spending activities we will ensure that disadvantaged boys are a key focus. |
| 2a | <p>External barriers: language and literacy acquisition</p> <p>The most recent census records 65 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 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 widened.</p> |
| 2b | <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 (2019). Aspirational ambition, independent thinking, enhanced life skills and life experiences (e.g. in sport and cultural capital) are developing with a supportive group of parents but they face enormous barriers and restrictions which were heightened as a result of COVID-19 and continue due to the current cost of living crisis (since lockdown 1 in 2020, a further 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. The current cost of living crisis means that poverty is also a significant barrier with families struggling to buy food and heat their home. 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 as well as providing a safe and warm environment with after school enrichment activities and food.</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 |
|------------------|---|
| 1 Teaching | 1. All pupils achieve in line with or close to national progress measures, local progress |

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| <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>measures, FFT or school target. Disadvantaged pupils perform close to or better than peers in school and nationally.</p> <ol style="list-style-type: none"> 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. 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. 4. Disciplinary Literacy is embedded across the curriculum and reading is prioritised to rapidly improve the Literacy skills of pupils. |
| <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> | <ol style="list-style-type: none"> 1. Pupils are identified for additional support in a timely manner. 2. Support has a positive and measurable impact on attainment. |
| <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> | <ol style="list-style-type: none"> 1. Attendance at school is above the national average 89.7% (data taken from FFT for the academic year 2021-22) and punctuality is excellent. 2. The number of pupils who are NEET aspire to nil. 3. Suspension rate for disadvantaged pupils is in line with other pupils at SJW. 4. Pupils feel safe at school. They are motivated, engaged and want to succeed at school. |
| <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, developing social skills) 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> | <ol style="list-style-type: none"> 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. 2. Pupils take an active role in the school community, develop their interpersonal skills and develop their leadership skills. 3. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |

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: £171,577

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <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>Pupil Premium Menu: EEF Evidence Brief and EEF School Planning Guide 2022-23: 'evidence indicates that high quality teaching is the most important lever schools have to improve attainment, including for disadvantaged pupils'.</u></p> <p><u>Opportunity for all: Strong schools with great teachers for your child (March 2022)</u></p> <p>Improving the quality of teaching is the single most important in-school factor in improving outcomes for children, especially for children from disadvantaged backgrounds and those with special educational needs and disabilities (SEND).</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 and latest research.</p> | <p><u>Education Policy Institute Report- 2021 'The effects of high-quality professional development on teachers and students':</u> key finding: providing teachers with a right to high-quality training and development would boost pupil attainment and earnings, and may tackle retention problems in the profession'.</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:</p> | <p>1a, 1b, 2a</p> |

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| | <p>https://www.oup.com.cn/test/word-gap.pdf</p> <p><u>EEF School Planning Guide 2022-23:</u> <i>'Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. School plans to maximise teaching quality may include: high quality daily teaching: the 'five-a-day'...[and] securing effective professional development'.</i></p> <p><u>EEF Effective Professional Development Guidance Report (2021)</u> <i>'Effective professional development is often a crucial tool to develop teaching quality and enhance children's outcomes'.</i></p> <p><u>EEF Guidance Report: Making best use of teaching assistants</u> Suggests the use of a scaffolding framework for pupil and TA interactions.</p> <p><u>EEF guidance report on 'Special Education Needs in Mainstream Schools'</u> Recommends educators employ and embed 5 strategies into their day to day practice. EEF have created a 'reflecting on practices to support academic progress' guide to support TAs with embedding these when supporting pupils in lessons.</p> | |
| <p>c) Invest in a range of leadership opportunities for staff to sustain and improve personal development, behaviour and attitudes, enrichment and teaching and learning.</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><u>EEF School Planning Guide 2022-23:</u> <i>'Wider strategies address non-academic barriers to success at school that have a significant influence on attainment. Approaches to wider strategies that are likely to support learning include: improving attendance; and improving behaviour and re-establishing routines and relationships'.</i></p> <p>Observations and discussions with parents and pupils have identified that many pupils do not have access to a diverse and rich set of experiences</p> | <p>1c, 1d, 2b, 2c</p> |

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| | outside of school hence the importance of our school providing a range of enrichment activities for our pupils. | |
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2 Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £76,876

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 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><u>The EEF guide to the Pupil Premium:</u> ‘Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy’.</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. Recommendation 3 states that TAs should be used to help pupils develop independent learning skills and manage their own learning.</p> | 1a, 1b, 1c, 1d, 2a, 2b |
| 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 measurable and positive impact on pupil | <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</p> | 1a, 1b, 2a, 2b |

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| progress, particularly in Literacy and reading. | 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><u>EEF toolkit</u>: recommends reading comprehension strategies could add an extra +7 months progress.</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> | |
| d) Use DfE approved tuition partners to provide tuition to support pupil learning for those who need it the most, particularly in reading and Literacy. | <p><u>EEF School Planning Guide 2022-23</u>: 'intensive individual support, either as one to one or as a small group can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared and monitoring impact'.</p> | 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d |

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

Budgeted cost: £87,925

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| a) Ensure that pupils have access to a rich and extensive set of experiences both in school and through trips and visits which develop their talents and interests, cultural capital, fitness, enhance their personal development and raise aspirations. | <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> | 1a, 1b, 2a, 2b, 2c |

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| | <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> | |
| <p>b) Employ an admin and attendance apprentice to ensure high levels of attendance for all pupils.</p> | <p><u>The EEF guide to the Pupil Premium</u>: 'Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy'.</p> <p>Embed the principles of good practice set out in the DfE's '<u>Improving School Attendance</u>' advice which applied to schools from September 2022. 'The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment'.</p> | |
| <p>c) Widen the extra-curricular provision to enhance the student experience, provide a safe and warm environment at the end of the school day and provide hot food and drink.</p> | <p><u>Ofsted Research Review Series: PE (March 2022)</u></p> <p>'A systematic approach to planning and delivering extra-curricular opportunities should enable pupils to participate beyond their PE lessons, giving them more time to practise, extend and refine their knowledge'.</p> <p>Observations and discussions with parents and pupils have identified that the cost of living crisis is having a significant impact on the health and wellbeing of families.</p> <p><u>Social Mobility Commission – An unequal playing field: Extra-curricular activities, soft skills and social mobility (Donnelly, 2019)</u></p> <p><i>'Extracurricular activities are important in developing soft skills...boost young people's confidence to interact socially with others, extend their social networks...offer an important space to have fun and relax'.</i></p> | |

Total budgeted cost: £336,378

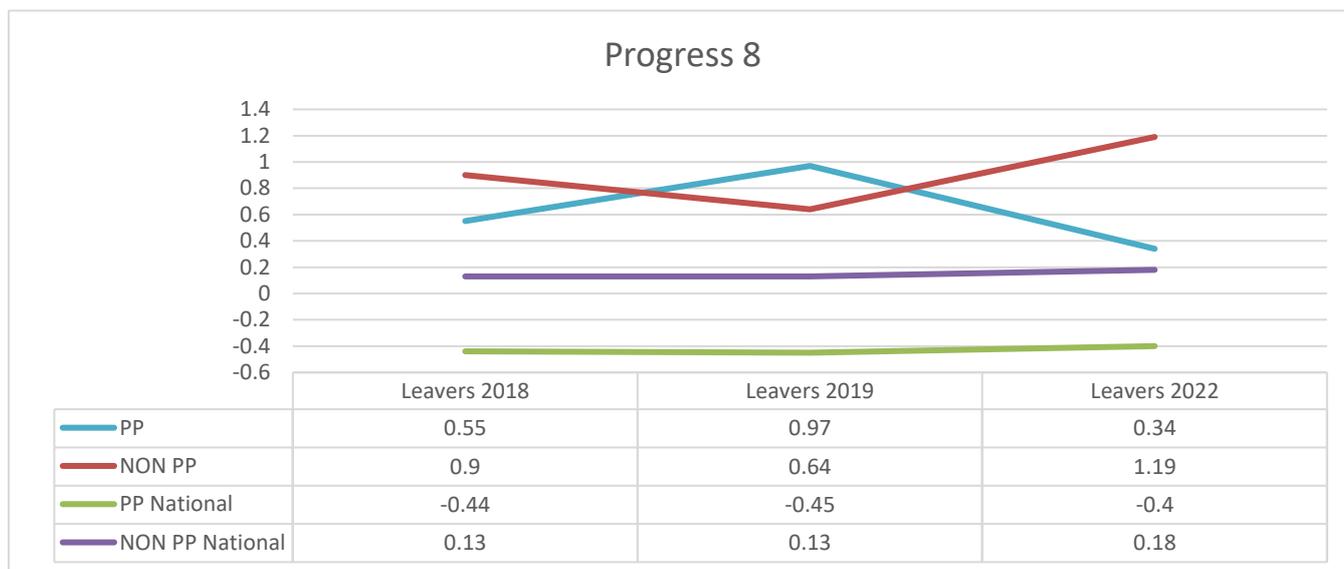
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Examples of highlights:

Activities linked to teaching



There were 64 PP pupils and 53 non-PP pupils in leavers 2022.

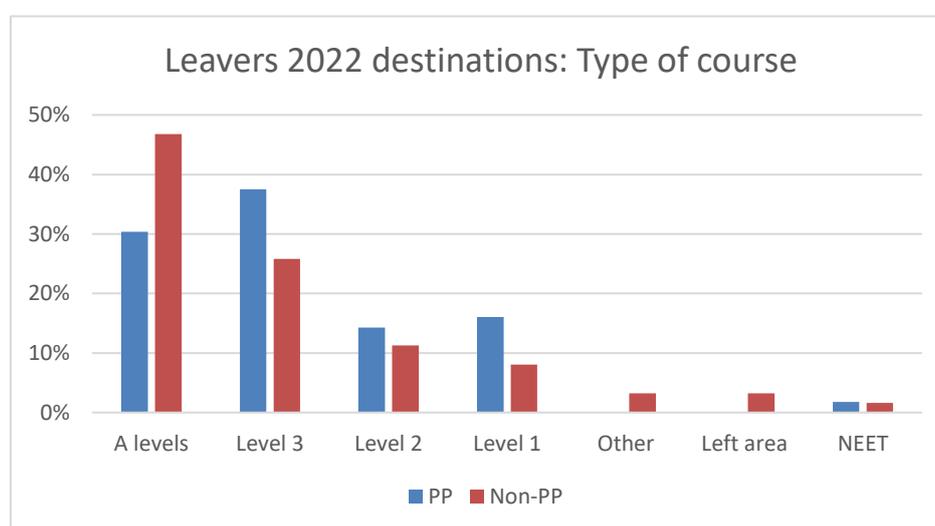
In our strategy for 2021-22 we noted that throughout all of our spending activities we would ensure that disadvantaged boys were a key focus, leavers 2019 data indicated that whilst the progress of boys and girls at SJW was significantly better than progress nationally, there was a gap between the progress of boys compared with girls. This impacted positively and for leavers 2022, the P8 for disadvantaged boys was +0.67 (27 boys with a KS2 score).

Activities linked to targeted academic support

- Six pupil coaches and one Academic Mentor were employed to support academic and personal development. Roles included motivational support in lessons, study skills lunch clubs, 1:1 homework support and small group coaching based on areas of focus from mock examination outcomes. Example of impact: aiming for ENMA 55 coaching group: 3/4 pupils (75%) achieved ENMA 55. March 2022 predictions- 0% were predicted to achieve 55.
- Range of reading based interventions delivered e.g. Lexia, Reciprocal Reading, Accelerated Reader, Reading Club etc.
- 5,935 pupil hours of tuition delivered 2021-22, most tuition was delivered by teaching staff, some was through DfE approved tuition partners and some through the Regents Camps UK summer school (for more details see tuition overview on the school website).

Activities linked to wider strategies

- 44 trips and visits were organised 2021-22, this included at least one aspirational activity from each curriculum area. Examples included a History trip for year 7 pupils to the theatre to see 'Barmy Britain', tasting menus/ restaurant experiences for GCSE French and Spanish pupils, Humanities residential to France for years 7-9, Medical Mavericks experience for year 9 pupils (aims to inspire the next generation of scientists and medics).
- Scholars Programme for 12 year 8 pupils (university style seminar programme which aims to raise aspirations), 11/12 of these pupils live in the 40% most deprived areas according to IDACI. All pupils achieved either a 1st or 2:1 in their final assignment.
- Pupil leadership groups included SVP group (38% PP), Mental health ambassadors (57% PP), Faith Ambassadors (56% PP), House Captains (36% PP) and Prefects (13% PP).
- Pupil coaches ran lunch time college and sixth form application drop-ins and supported with visits to post-16 providers including colleges, sixth forms, grammar schools and employment- led training providers.
- FFT data shows national secondary school attendance was 89.7% for the academic year 2021-22. At Saint John Wall, the attendance for disadvantaged pupils was higher than this (91.34%) and higher than disadvantaged pupils nationally (84.9%).



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 | |
| | |

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)

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.