

Pupil premium strategy statement – Saint John Wall Catholic School

This statement details our school's use of pupil premium 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
Number of pupils in school	598
Proportion (%) of pupil premium eligible pupils	65.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 to 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	K. Marston Headteacher
Pupil premium lead	T.Ilyaas Pupil Premium Ambassador / S.Holder
Governor / Trustee lead	Y Jordan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 368,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 368,550

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 school performance tables](#). 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 relevant research 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	<p>In school barriers: low literacy and numeracy levels on entry which impacts progress in all subjects</p> <p><u>Leavers 2030</u> – 53% achieved the expected standard in reading, writing and Maths. This was 9% below the national standard (62%). 66% achieved the expected standard in reading. This was 9% below the national standard (75%). 63% achieved the expected standard in Maths, 11% lower than the national standard (74%). 60% achieved the expected standard in grammar, punctuation and spelling, 13% lower than the national standard (73%).</p> <p><u>Leavers 2029</u>- 30% achieved the expected standard in reading, writing and Maths. This was 30% below the national standard (59%). 63% achieved the expected standard in reading. This was 10% below the national standard (73%). 66% achieved the expected standard in Maths, 7% lower than the national</p>

	<p>standard (73%). 70% achieved the expected standard in grammar, punctuation and spelling, 2% lower than the national standard (72%).</p> <p><u>Leavers 2028-</u> 51% achieved the expected standard in reading, writing and Maths. This was 8% below the national standard (59%). 62% achieved the expected standard in reading. This was 11% below the national standard (73%). 75% achieved the expected standard in Maths, 2% higher than the national standard (73%). 73% achieved the expected standard in grammar, punctuation and spelling, 1% higher than the national standard (72%).</p> <p><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 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>
1b	<p><u>In school barriers: attendance</u></p> <p>Statistics (from FFT) show national secondary school attendance was 91.3% for the academic year 2024-25. At Saint John Wall, the attendance for disadvantaged pupils was only slightly less than this (90.7%) but was significantly higher than disadvantaged pupils nationally (from FFT- 86.2%). Attendance for non-disadvantaged/ pupils at our school (93.6%), was higher than attendance for disadvantaged pupils at our school (90.7%). Therefore, we still need to invest money to ensure that attendance levels for disadvantaged pupils are at the levels we would expect. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
1c	<p><u>In school barriers: boys' performance</u></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>
1d	<p><u>In school barriers: HAP performance</u></p> <p>Our data shows that there is a gap between the progress of HAP pupils compared with others at Saint John Wall Catholic School. There is an increasing number of HAP pupils attending our school (% of HAPs in each year group: leavers 2026 - 7%, leavers 2027 - 13%, leavers 2028 - 15%, leavers 2029 - 7%, leavers 2030 – 22.4%). Therefore, throughout our spending activities we will ensure that HAPs are a key focus.</p>
2a	<p><u>External barriers: language and literacy acquisition</u></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</p>

	their peers in other parts of the country and often speak their mother language at home.
2b	<p><u>External barriers: aspirations and careers</u></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, can have low self-esteem and sometimes lack metacognition/ self-regulation strategies. These challenges particularly affect disadvantaged pupils. Therefore, the school invests heavily in raising aspirations and motivation and ensuring pupils attend suitable post-16 provisions.</p>
2c	<p><u>External barriers: overcoming deprivation and resources</u></p> <p>Saint John Wall Catholic School is in decile 1 (top 10% of the most deprived areas in England) and most pupils also live in decile 1 areas (based on 2025 deprivation data). The ongoing cost of living crisis means that poverty (including technology poverty) is also a significant barrier with families struggling to buy food and heat their home. 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 as well as providing a safe and warm environment with after school enrichment activities and food. Aspirational ambition, independent thinking, 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.</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
<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 above national progress measures, local progress measures, FFT or school target. Disadvantaged pupils perform in line with 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>

2 Targeted academic support Achieve and sustain bespoke, high quality and timely support to improve the attainment and progress of identified pupils.	1. Pupils are identified for additional support in a timely manner. 2. Support has a positive and measurable impact on attainment and progress.
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.	1. Attendance at school is above the national average and punctuality is excellent. 2. The number of pupils who are NEET aspire to nil. 3. Pupils feel safe at school. They are motivated, engaged and want to succeed at school.
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, developing resilience) 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.	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. Sustained and improved participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 168,382.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>A good-quality education can transform lives by opening up the world of work and wider opportunities for a fulfilling and healthier life.</p> <p>UK Poverty 2024: The essential guide to understanding poverty in the UK Joseph Rowntree Foundation</p> <p>The EEF Teaching and Learning Toolkit consistently highlights high-quality teaching as the most effective way to improve student outcomes, including those of disadvantaged pupils.</p> <p>Teaching and Learning Toolkit EEF</p>	1a, 1b, 1c, 1d, 2a, 2b

<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 (e.g. use of AI and assistive technology), latest research, career progression (e.g. NPQs, 'Developing Skills in Middle Leadership' programme).</p>	<p>EEF research suggests that effective professional development is often a crucial tool to develop teaching quality and enhance pupil outcomes. EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>Our school has signed up to the Education Staff Wellbeing Charter. One of the organisational commitments is ensuring that staff are able to pursue professional development to support staff to progress in their careers. The Education Staff Wellbeing Charter - November 2021</p>	<p>1a, 1b, 1c, 1d</p>
<p>c) Invest in a leadership opportunity linked to AI and digital technology to sustain and improve the quality of education and quality of care.</p>	<p>EEF research shows that technology can improve teaching and learning, can be used to improve the quality of explanations and modelling, can improve the impact of pupil practice and can play a role in improving assessment and feedback. EEF Digital Technology Guidance Report.pdf</p> <p>Research suggests that when used appropriately, technology (including GenAI), has the potential to reduce workload across the education sector, and free up teachers' time, allowing them to focus on delivering excellent teaching. Generative AI in education: Educator and expert views</p> <p>The most recent EEF implementation report states that schools should ensure they have enough skilled and empowered people to support implementation of the specific programmes or practices. A School's Guide to Implementation guidance report Education Endowment Foundation</p>	<p>1a, 1b, 1c, 1d</p>

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

Budgeted cost: £ 56,675.52

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>Positive effects have been found in studies where teaching assistants deliver high quality structured interventions Teaching Assistant Interventions EEF</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment TA RecommendationsHow To Support Pupils With Sensory Needs - Summary.pdf</p>	1a, 1b, 1d, 2a, 2b, 2c
b) Purchase a range of bespoke and high-quality resources (including online learning platforms) e.g. Sparx, Bedrock and Catch-Up Literacy to reduce teacher workload, develop independent study habits for pupils and ensure that targeted academic support has a measurable and positive impact on pupil progress, particularly in literacy and reading.	<p>Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. Homework EEF</p> <p>EEF research states that ensuring pupils have repeated and varied opportunities to apply and use new skills and knowledge increases success and technology offers ways to improve the impact of pupil practice in the classroom or at home. EEF Digital Technology Guidance Report.pdf</p> <p>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. EEF Digital Technology Guidance Report.pdf</p>	1a, 2a, 2c

c) Design and implement a bespoke programme for higher attaining pupils to further improve their progress.	<p>Research shows that high attaining disadvantaged pupils are likely to achieve lower grades than other higher attainers, are less likely to have a suitable place to study or a device for study and are less likely to aspire to study post-18.</p> <p>Social Mobility: The Next Generation - Lost potential at age 16 - The Sutton Trust</p>	1d
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 139,965.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
a) Ensure that pupils have access to a rich and extensive set of experiences in school (through the curriculum and extra-curricular activities) and through trips and visits which develop their talents and interests, cultural capital, fitness, spirituality, enhance their personal development, raise aspirations and offer a safe and warm environment at the end of the school day.	<p>As well as being valuable in itself, arts participation can have a positive impact on wellbeing, sense of belonging and academic outcomes.</p> <p>Arts participation EEF</p> <p>Pupils from disadvantaged backgrounds are less likely to be able to benefit from sports clubs and other physical activities outside school due to associated financial costs. Providing pupils with these opportunities free of charge, gives them opportunities that might not otherwise be available to them. There is some evidence that involvement in these activities may increase pupil attendance.</p> <p>Physical activity EEF</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 outside of school, hence the importance of our school providing a range of opportunities for our pupils.</p>	2b, 2c
b) One to one and small group interventions for specific pupils who require support with regulating their behaviour, emotions,	There is evidence to suggest that interventions which focus on social and emotional learning are likely to support disadvantaged pupils to build healthy relationships with peers and improve emotional self-regulation, which may	1b, 2b

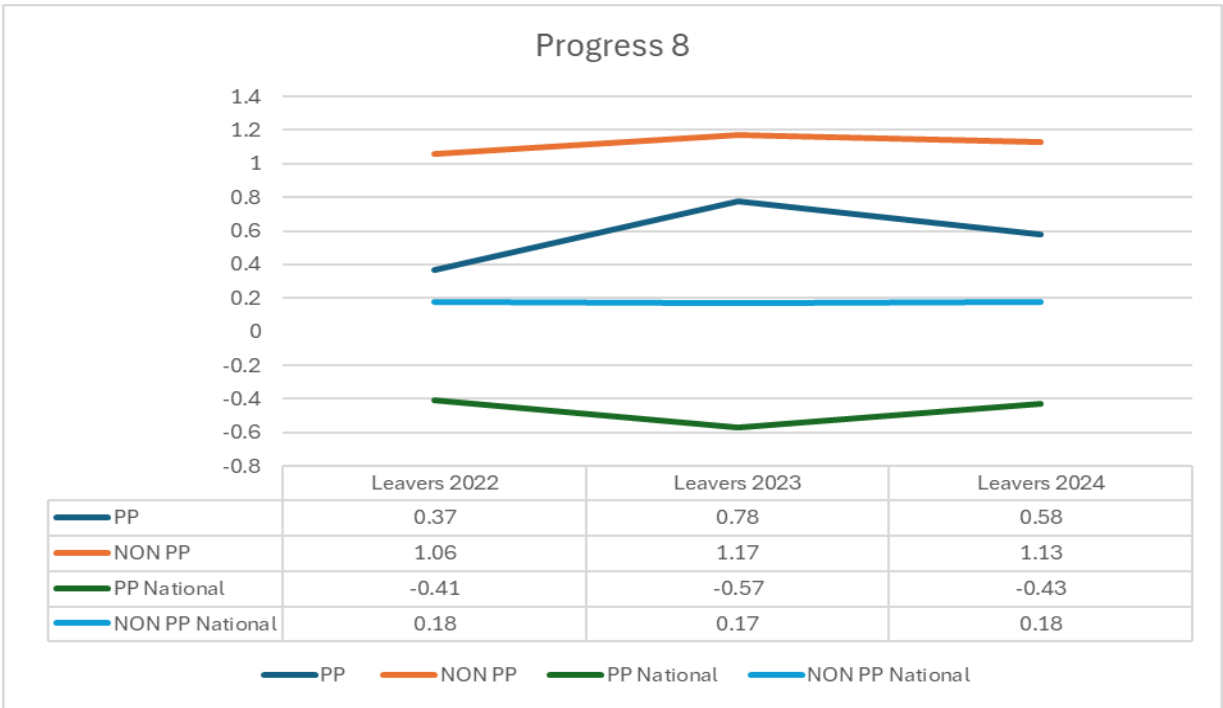
raising aspirations and self-esteem.	<p>subsequently increase academic attainment.</p> <p>Social and emotional learning EEF</p> <p>Behaviour interventions have in impact through increasing the time that pupils have for learning.</p> <p>Behaviour interventions EEF</p> <p>Some studies have found positive impacts of mentoring for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Mentoring EEF</p>	
c) Embedding good practice set out in DfE's guidance on working together to improve school attendance . Staff training to develop and implement procedures and offer pastoral support.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1b
d) Ensure pupils have access to resources they need to fully participate in all elements of school life (e.g. uniform, bus passes).	Based on our experiences and work with pupils and families we have identified a need to set an amount of funding aside to ensure pupils have access to the equipment and resources they need.	2c
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 365,024.34

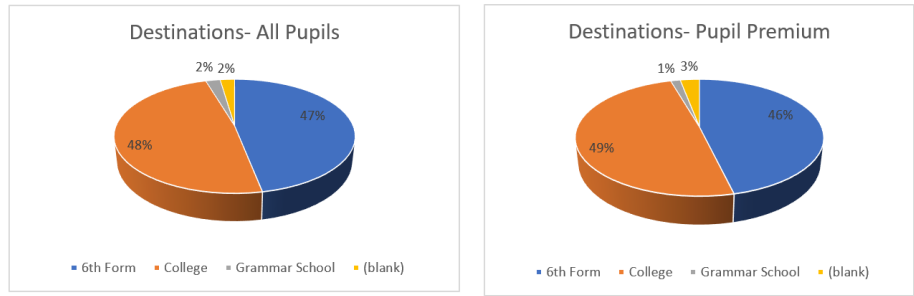
Part B: Review of the previous academic year

Outcomes for disadvantaged pupil

We have analysed the performance of our school's disadvantaged pupils during the previous academic year. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils. The data demonstrates that Attainment 8 (Leavers 2025) for SJW disadvantaged pupils (41.62) was significantly better than Attainment 8 for disadvantaged pupils nationally (37.51, based on SISRA collaboration). Progress 8 for our disadvantaged pupils has been better than for both disadvantaged and non-disadvantaged pupils nationally (see graph below). One of the in-school barriers identified on our Pupil Premium strategy was the gap between the progress of boys compared with girls, ensuring that this was a key focus of our strategy, Progress 8 for our disadvantaged boys for leavers 2024 (+0.47) was higher than for disadvantaged boys nationally (-0.11).



The national data above is based on the SISRA collaboration. There were 63 disadvantaged pupils and 61 non-disadvantaged pupils in leavers 2025.



We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupil performance. Below are some of the highlights:

- Statistics (from FFT) show national secondary school attendance was 91.3% for the academic year 2024-25. At Saint John Wall, the attendance for disadvantaged pupils was only slightly less than this (90.7%) but was higher than disadvantaged pupils nationally (from FFT- 86.2%).
- Trips and visits are heavily subsidised by the school to ensure that a wide range of pupils can access these experiences. 25 trips and visits took place last academic year, 56% of pupils attending at least one trip or visit were disadvantaged. In addition, each week, one class attended Mass at St Augustine's Catholic Church.
- There was an increased focus on the enrichment offer with the appointment of a House and Enrichment Coordinator. New clubs introduced included regular lunchtime sport clubs, the great debate club, reading buddies and Soundlab. 62% of the total number of disadvantaged pupils attended at least 1 club.
- 8 temporary casual pupil coaches were employed to support with academic progress and personal development. They ran the lunch time revision room, offered post-16 destinations support and provided targeted support in lessons and as part of an additional revision programme.

Based on the information above, the performance of our disadvantaged pupils met our expectations. The intended outcomes of our plan for the last 3 years were met, however, all intended outcomes continue to be a priority in order to ensure that the progress of disadvantaged pupils in our school continues to be at the levels we expect.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider