



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Pupil Premium Strategy and Impact Statement 2019-2020

How our Pupil Premium Allocation is spent to address identified barriers:

Allocation: £ 312,282 for academic year 2019-2020

The leadership team in school have made the raising of standards in attainment, progress and well-being a continued priority. As a result, this has led to strategic decisions being made for long term successes of all pupils at SJW.

We will adopt a three year and three tiered approach that focuses on key elements required for children to succeed in education. Our strategies will be linked closely to the schools three years School Improvement Plan and it will help to create part of the whole-school ethos.

Identified in-school barriers

Low literacy and numeracy levels - Low levels of numeracy and literacy skills on entry,

Leavers 2024 53% achieved expected standard in Reading, this is 20% below the national standard, and 17% below the standard in Birmingham. There were 70% that achieved the expected standard in Maths, this is 9% below the national average and 7% below the average in Birmingham schools.

Leavers 2023 – 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, SJW 57% achieved the national standard, in comparison to 76% in the country.

Leavers 2022 are equally below the national and city average 43% achieved the new reading standard at KS2, 61% in GPS, and 54% in Maths. These measures show that starting points are below the national average, for example, 71% nationally achieved the reading standard, this was 77% in GPS and 75% in Maths.

Leavers 2021 are below national and city standards in all areas of testing. The biggest difference is in reading. Only 37% of Year 10 achieved this standard on entry. This is 29% below national standard and 9% below Birmingham school's average score. The difference is the same in Maths.

Leavers 2020 -

As a result, the work required to allow pupils to be secondary ready is considerable and increasingly differentiated. Therefore, large amounts of funding is invested in the quality of education that we provide at SJW. The culture of the school is one of high expectations. There has been sustained progression in all aspects of outcomes, pupil expectations, staff perceptions and long term investment. Consequently, the school is a strong, vibrant and engaged learning community. However, we face substantial challenges in staffing recruitment due to location and intake.

External barriers

Social deprivation and aspiration, life skills and independent learning - Many pupils come from a non – British ethnical and languages’ backgrounds; the most recent census records 40 different ethnicity codes, and 61 different first languages. As a result, many pupils do not have the transitional educational experience enjoyed by their peers in other parts of the country and the school invests heavily in EAL support, school equipment for pupils, teaching and learning resources, extra-curricular activities, CPD and staffing.

The school is located in one of the poorest wards in Birmingham and the UK with high levels of social and economic deprivation. Aspirational ambition, independent thinking, and enhanced life skills are developing within a supportive group of parents but they face enormous barriers and restrictions. In addition, the educational experiences of our parents may be blighted by poor experiences or no experiences at all which can impact on the pupils when we aim higher and prepare the children for examinations. A significant number of children live in households that are not suitable for study. As a result, 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.

Quality of Education – Allocation of funds - £100,893

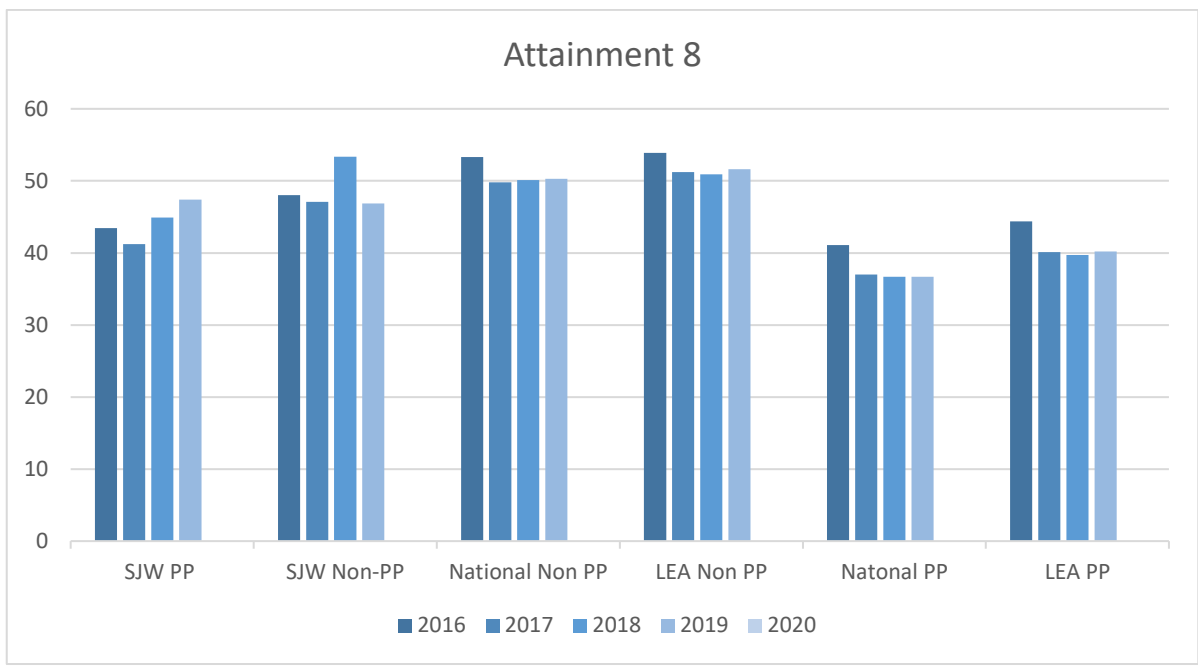
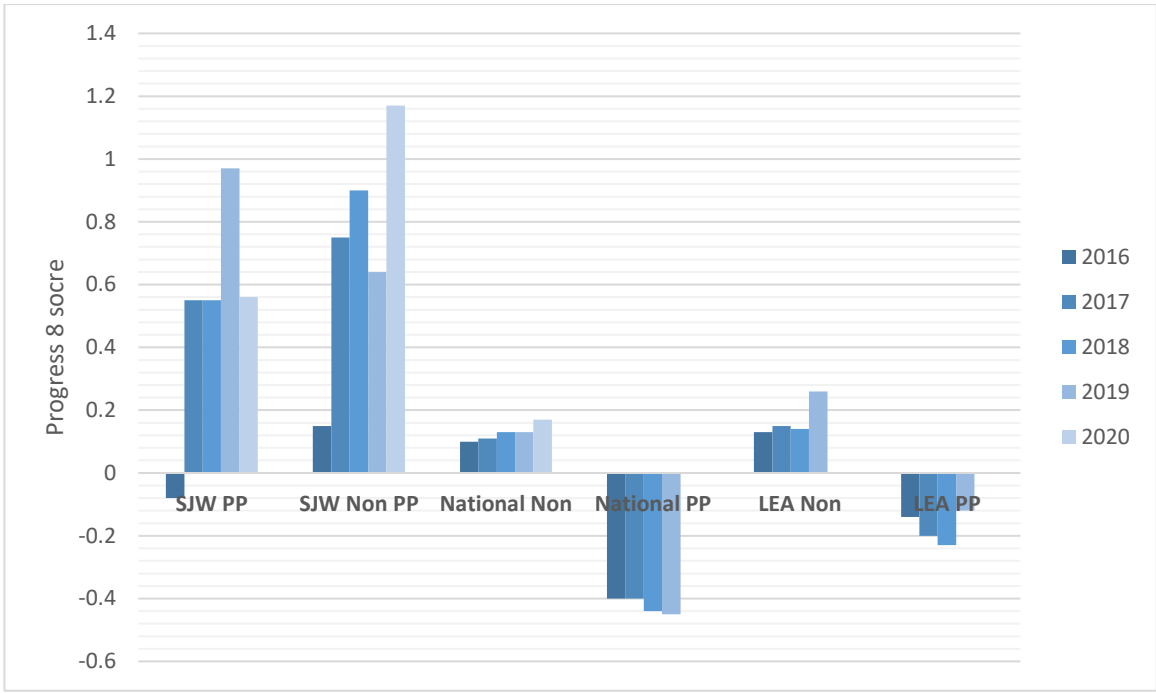
Priority 1 – Sustain and improve teaching quality at St John Wall which recognises and plans towards closing any gaps identified within assessment data.

Priority 2 – Ensure that an effective teacher is in front of every class through training, retention and recruitment.

Priority 3 – Encourage and provide CPD to improve the quality of pedagogical content and knowledge of teaching staff.

Desired impact, and effect of expenditure from our allocation:	We will use some of the additional money to sustain and improve teaching quality and the curriculum that will benefit everyone at St John Wall. This will have a positive impact on disadvantaged pupils. 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. The curriculum, teaching and learning is ambitious and enables all pupils to be successful and well prepared for the next stage in their career.
Action/Spending planned:	Associate Assistant Principal additional salary cost PixL Membership and training costs Literacy for Life Training via The National Literacy Trust Exam board training and cover requirements for this. Bespoke pedagogical CPD and travel costs for identified teaching and learning priorities. For example KS3 English Mastery research and teaching programme. SISRA subscription INSET Day costs and hospitality Access Arrangement assessments Revision skills workshop for Year 11 Invest in IT packages, for example GCSE Pod to improve independence of learning and revision using modern technological devices. Acquisition of laptops for pupils during lockdown Subsidise resources that benefit teaching and learning, knowledge retention and revision for examinations, for example scientific calculators and maths equipment. Revision booklet photocopying to incorporate revision themed homework activities and improve interleaving, independence and knowledge recall in learning. Postage costs for lockdown learning and essential information.

Results 2016-2020



Behaviour and Attitudes – Allocation of funds £189,009

Priority 1- Encourage high attendance at school

Priority 2- To ensure that NEET is low and pupils remain on chosen college course.

Priority 3 – Continue to develop strategies that create an exclusive environment for all.

Desired impact, and effect of expenditure from our allocation:	<p>We will use the additional money to improve significant non-academic barriers that help children to succeed in school, including attendance, and behaviour.</p> <p>Attendance at school is high. NEET is low. Exclusion rate for disadvantaged pupils is in line with other pupils at SJW. Pupils respond well to systems and routine. Pupil mental health is recognised and secure. Pupils feel safe at school. Pupils are motivated and engaged, they want to succeed at school.</p>
Action/Spending planned:	<p>Inclusion Consultant salary Inclusion Co-ordinator salary Careers Advisor and career provision support Safeguarding training for staff Motivational rewards (Saints League, attendance rewards). Awards Evening prize subsidies Purchase equipment, bus passes, uniform and necessities when required. Class Charts subscription to support whole school behavioural system Police Panel Subscription Titan subscription that includes North West Sharing Panel Red and Hi-Vis jackets for duty points.</p>
Impact	<p>Leavers 2020 NEET – 95% of PP pupils began a college course in Sept 2020, 2% began work based learning, while 2% left the country.</p> <p>Class charts reports show that 24175 positives have been given to PP children in the academic year 2019-20. There were also 3642 negatives given. This has allowed HOY to praise, encourage and support where appropriate.</p> <p>Leavers 2020 Pupils pursue courses relevant to their own and local requirement. College courses info here: 66% began an A-Level or Vocational Level 3 course at college, others started a Level 2 or GCSE equivalence course at college.</p>

Personal development – Allocation of funds £22,380

Priority 1 – Improve social and life experiences for the children at SJW

Priority 2 – Plan, provide and develop the talents and interests of our pupils by broadening horizons and exposing our pupils to different cultural capital experiences.

Priority 3 – Continue to provide and improve careers advice and guidance

Desired impact, and effect of expenditure from our allocation:	<p>We will use some of the additional money to provide social and emotional support and experiences that will help children to succeed in school.</p> <p>The curriculum extends beyond the academic, pupils lives are enriched, they are becoming active citizens and are prepared for school and the world around them. All pupils take an active role in the school community. Children’s inter-personal skills are developing and pupil leadership opportunities allow pupils to contribute to the life of the school and wider community.</p>
Action/Spending planned:	<p>Prepare our pupils for modern life in Britain by funding and subsidising Cross Curriculum Days, Brilliant Club.</p> <p>Chaplaincy support salary</p> <p>Educational Visits IT Package</p> <p>Examination experience and environment (water, sweets, equipment)</p> <p>Support and subsidise extra-curricular activities, for example, Duke of Edinburgh, Alton Castle, Soli House, Theatre.</p> <p>Subsidies for Year 11 yearbook and rewards day</p> <p>Music Peripatetic Tuition</p> <p>Heads of House TLR and system requirements.</p> <p>Mini bus maintenance and fuel for extra-curriculum activities.</p> <p>Prefect and School Council subsidy</p>
Impact	<p>The funding allowed the school to offer a wide range of opportunities from Sports teams to Instrumental lessons, from Student leadership to vocations before lockdown 1. These opportunities helped to develop talents and interests. Funding of cross curricular days offered pupils a rich set of experiences, House activities offered pupils a wide range of opportunities to develop their talents and interests through different competitions offered throughout the year.</p> <p>99 pupils had taken part in Sports Teams Activities during the academic year before lockdown – 69% were PP children.</p> <p>Before lockdown seven trips were subsidised - 57% of pupils attending these trips were Pupil Premium children.</p> <p>50% of pupils that completed the DofE were PP.</p> <p>71% of uniforms given out to pupils are PP.</p> <p>65% of pupils that completed the Brilliant Club were PP.</p> <p>62% of pupils involved in a Peripatetic Music lesson were PP.</p> <p>68% of pupils involved in taking part or leading House Activities were PP.</p>