

# SS Mary and John Pupil Premium Strategy Statement

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	SS Mary and John Catholic Primary School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	200 (46.9%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Three years
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mary Lynch
Pupil premium lead	Helen Vernalls
Governor / Trustee lead	Toni Costello

## Funding overview26245.00

Detail	Amount
Pupil premium funding allocation this academic year	£250,685.00
Recovery premium funding allocation this academic year	£26,245.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£276,930.00

## Part A: Pupil premium strategy plan

### Statement of intent

SS Mary and John is a two form entry primary school serving the Parish of SS Mary and John in Gravelly Hill, North Birmingham. Our distinctive aims are outlined in our Mission Statement: 'Working together with God to achieve a better future for everyone.' Erdington is a very disadvantaged area with large numbers of our children living in temporary housing and local woman's refuges.

As a school we are aware of the impact that poor school attainment has on the lives of children currently and in their future. As a school, we aim to provide pupil premium children with as many opportunities as possible to reach their full potential and prepare them for adult hood. Our intent is to reduce the gaps between pupil premium and non-pupil premium children.

### Challenges

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

Challenge number	Detail of challenge
1	Lower prior attainment on entry to school in reading, writing and maths.
2	A higher proportion of children entitled to pupil premium children have SEND compared with the whole school population
3	A larger proportion of Pupil premium students are Low Attenders compared with the whole school population
4	A higher proportion of children entitled to pupil premium have additional needs eg Family Support, Housing, Health
5	Children entitled to pupil premium have limited access to a range of quality real life experiences to increase enjoyment in and enrich learning.
6	In light of 2020 and January- March 2021 Covid 19 lockdown, pupil premium children have been disadvantaged by having a lack of access and support to home learning.

### 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
To improve outcomes for disadvantaged children at the end of EYFS, KS1 and KS1 to be in line with national.	<ul style="list-style-type: none"> <li>Setting across KS2 year groups and Year 2</li> <li>Additional TA support in year one with a focus on phonics</li> </ul>



	<ul style="list-style-type: none"> <li>• Additional staff for small phonics groups across the day.</li> <li>• Additional adults to support across EYFS.</li> </ul>
To ensure that SEND pupil premium children are receiving the appropriate level of support in regards to their additional needs.	<ul style="list-style-type: none"> <li>• Continuums embedded for all SEND children.</li> <li>• Progress tracked half termly.</li> <li>• Additional adult support across the week.</li> <li>• Agencies to be involved.</li> </ul>
To improve attendance and engagement of children in readiness for learning	<ul style="list-style-type: none"> <li>• Attendance officer employed to monitor and track attendance of PP children</li> <li>• Attendance officer to work closely with Family Support Worker</li> <li>• Safeguarding meetings between FSW, Attendance Officer and DSLs.</li> </ul>
To provide families of pupil premium children with the support they need to ensure that additional needs outside of education are met.	<ul style="list-style-type: none"> <li>• Family Support Worker employed three days per week.</li> <li>• Safeguarding meetings between FSW, Attendance Officer and DSLs.</li> </ul>
To close gaps for disadvantaged children that are the result of COVID 19 lockdowns	<ul style="list-style-type: none"> <li>• Support with funding for educational visits.</li> <li>• Funding for visits into school to inspire children's learning.</li> </ul>
To extend the range of quality, real life experiences for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Long term planning which identifies what quality, real life experiences we are going to have across the year.</li> </ul>



## 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: £ 169,930.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional adult (LS) to support in year 6 to allow for additional setting to take place</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Y6 lead (EB) to set children into four groups for writing and Maths</li> <li>2. LS to be given a focus group.</li> <li>3. LS and EB to work closely to ensure that planning and delivery of lessons is high quality and allow children to make good progress</li> </ol> <p>HLTA (KK) to be placed in year two to allow for additional setting to take place.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Y2 lead (SV) to set children into four groups for writing, maths and reading</li> <li>2. KK to be given a focus group.</li> <li>3. KK and SV to work closely to ensure that planning and delivery of lessons is high</li> </ol>	<p>Education Endowment Foundation + 3</p>	<p>1,6</p>



<p>quality and allow children to make good progress</p> <p>Phonics specialist to be employed three afternoons per week to work across years one and two to hold targeted RWI interventions</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1) Phonics assessments to be completed and groups set.</li> <li>2) NM to be provided with children who are not achieving what they should be</li> <li>3) Deliver phonics and reading interventions in the afternoon.</li> <li>4) Clear objectives will be set for that member of staff to achieve.</li> </ol> <p>Review the process.</p> <p>Additional staff to support children in EYFS AM</p> <p>Additional staff to support children in year 1- impact of COVID 19 on their personal and social development</p> <p>Additional staff to support in Year two for Autumn term.</p> <p>Additional adult 2 x per week to release leaders for leadership time with a focus on improving standards.</p>		
<p>Purchase of additional SATs books for children in Reading, SPAG and Mathematics</p>	<p>Education Endowment Foundation + 3</p>	<p>1, 5, 6</p>



Immersion Days to be held at the beginning of each half term to provide a WOW starter and provide quality, real life experiences	Education Endowment Foundation +3	6
Allocated member of SLT to oversee Pupil Premium to ensure progress is tracked and intervention put in place where needed in a timely manner.	Education Endowment Foundation + 4	1,2, 3 and 4

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

**Budgeted cost: £ 37,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language therapist one day per week To work with children in small groups and 1:1, support staff in delivering speech and language interventions and work with parents so that they are able to support children at home with language skills.	Education Endowment Foundation + 5	1, 2, 6
Outside agencies, including Educational Psychologist, Communication and Autism Team and Pupil School Support, to work with school to ensure targeted intervention is being identified and put in place to close gaps in learning.	Education Endowment Foundation + 5	1, 2, 6

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

**Budgeted cost: £ 70,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance and celebrate success. Prizes for Dojo Shop (Behaviour).  Attendance Certificates.	Education Endowment Foundation + 3	2
To ensure that families /children with additional needs have the support needed to remove barriers to learning by employing an FSW	Education Endowment Foundation +4	4
Learning Mentor-supporting children with SEMH needs to access learning in lessons	Education Endowment Foundation +4	4,6
To provide additional opportunities for learning outside of the classroom.	Education Endowment Foundation +4	5

**Total budgeted cost: £250,685.00**



## 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.

*End of Key Stage Two results have improved across Reading, Writing and Maths as small groups have been put in place*

*Phonics result at end of academic year 2022 was 80%- an increase from last academic year and above the national figure.*

*Having outside agencies in school assessing children with additional needs has allowed for the appropriate paperwork and assessments to be completed and SSPPs and EHCPs being put in place. For some children this has included additional funding to be provided to school and one child has moved to specialist provision.*

*Due to COVID-19 restrictions it was difficult to address some attendance issues as guidance until March 2022 was isolation if symptomatic.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

*The plan ends in 2024.*

### 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
Speech and Language Therapy	BCNHS+
Family Counselling	Malaki Family Trust

### Service pupil premium funding (optional)

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

Measure	Details
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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)

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