

SS Mary and John Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (3 year plans are recommended)	Three years
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mary Lynch
Pupil premium lead	Helen Vernalls (Maternity) / Shannon Vale
Governor / Trustee lead	James Keane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,185.00
Recovery premium funding allocation this academic year	£30,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,000.00
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	£356,345.00

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 domestic abuse 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.

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">• Smaller grouping across years 6, 2 and 1• Additional 2 x TA support in reception with a focus on phonics.• Additional staff for small phonics groups across the day.

To ensure that SEND pupil premium children are receiving the appropriate level of support in regards to their additional needs.

- Continuums embedded for all SEND children.
- Progress tracked half termly.
- Additional adult support across the week.
- External agencies to be involved.
- SCERTS and Nurture training for staff to support children with SEMH needs.

To improve attendance and engagement of children in readiness for learning

- Attendance officer employed to monitor and track attendance of PP children
- Attendance officer to work closely with Family Support Worker
- Safeguarding meetings between FSW, Attendance Officer and DSLs.
- Attendance programme to be implemented and followed as part of a MAC wide initiative.

To provide families of pupil premium children with the support they need to ensure that additional needs outside of education are met.

- Family Support Worker employed three days per week.
- Safeguarding meetings between FSW, Attendance Officer and DSLs.
- Additional family support to be sourced to raise capacity.

To extend the range of quality, real life experiences for disadvantaged pupils.

- Long term planning which identifies what quality, real life experiences we are going to have across the year.
- New resources to be purchased for EYFS.

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: £ 96,550.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional adults (SV) to support in year 6 to allow for additional setting to take place HLTA (KK) to be placed in year six to allow for additional setting to take place.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none">1. Y6 lead (EB) to set children into four groups for writing and Maths2. SV and KK to be given a focus group.3. SV and EB to work closely to ensure that planning and delivery of lessons is high quality and allow children to make good progress <p>Additional adults (SR) to support in year 2 to allow for additional setting to take place</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none">1. Y2 lead (SR) to set children into four groups for writing, maths and reading2. SR to be given a focus group.	<p>Education Endowment Fund rational +4</p>	<p>1</p>

3. SR and y2 teachers to work closely to ensure that planning and delivery of lessons is high quality and allow children to make good progress

Additional adult (RW) to allow for smaller group setting in year 1

Success Criteria

1. Y1 lead (SV) to set children into four groups for writing, maths and reading
2. RW to be given a focus group.
3. RW and y1 teachers to work closely to ensure that planning and delivery of lessons is high quality and allow children to make good progress

Source outside support for writing.

Outside support to work with the English lead to write own scheme of work for writing with a focus on the Ofsted recommendations including vocabulary.

Education Endowment Fund
rational +3

1

Additional adult to be based in KS1 and support with setting for reading.

Success Criteria

1. Y2 lead (SV) to set children into four groups for reading
2. Additional adult to be given a focus group.

Education Endowment Fund
rational +3

1,5

3. Additional adult and SV to work closely to ensure that planning and delivery of lessons is high quality and allow children to make good progress

KK to be in year six to allow for setting
Review the process.

Success Criteria

1. Y6 lead (EB) to set children into four groups for reading
2. Additional adult to be given a focus group.
3. Additional adult and EB to work closely to ensure that planning and delivery of lessons is high quality and allow children to

Reading prizes and incentives to be purchased to support raising the profile of reading across the school for PP children.

Additional staff to allow for setting in years 2 (SR),

Success Criteria

1. Y2 lead (SV) to set children into four groups for writing.
2. SR to be given a focus group.

SR and SV to work closely to ensure that planning and delivery of lessons is high quality and allow children EB to ensure quality of teaching is high.

Education Endowment Fund
rational +3

1

Maths focus days to be held in school

Additional member of staff to support setting of children in year 1.

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

Budgeted cost:£159,420.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocated member of SLT to oversee Pupil Premium to ensure progress is tracked and intervention put in place where needed in a timely manner.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. PP SLT to create PP register and provide this to staff. 2. PP SLT to monitor the provision for PP children through learning walks, observations and pupil voice questionnaires 3. PP SLT to hold conversations with members of staff to ensure PP children are receiving the additional support that the funding allows for in class. 4. SLT to speak about PP children in Pupil Progress meetings and feedback to PP SLT. 	Education Endowment Fund rational +4	1, 2, 3, 4, 5,6
<p>Phonics specialist to be employed three afternoons per week to deliver further high quality phonics intervention across year 1 and 2</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1) Phonics assessments to be completed and groups set. 	Education Endowment Fund rational +5	1,2,5

- 2) JL to be provided with children who are not achieving what they should be
- 3) Deliver phonics and reading interventions in the afternoon.
- 4) Clear objectives will be set for that member of staff to achieve.

RWI resources to be purchased in line with recommendations.

Cover for LH (phonics lead) for assessment time 2 x day per half term= 12 days per year cover plus training with PM (RWI Link support) 3days= total of 15 days cover per year.

Purchase of relevant RRI resources for EYFS phonics groups from September 2023 as well as additional phonics resources for wrap around learning both internal and external

Additional staff to support children in EYFS AM x 2.
Additional staff to support children in year 1.
Additional costs for 1:1 support for EHCP children who are PP (LR, ZW, PB, SF, DA)

Education Endowment Fund rational +3

2

1:1 support for Looked after child who is at risk of permanent exclusion and support with self-regulation.

Education Endowment Fund rational

2,7

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.

Success Criteria

Education Endowment Fund rational +6

1,2 ,3

<ol style="list-style-type: none"> 1. Teachers to identify children who require speech and language therapy. 2. Referral to be completed after conversation with SENDCo. 3. S+L therapist to assess and devise a programme of work. 4. Programme of work to be talked through with TA and CT by therapist and then put in place. <p>Review.</p>		
<p>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.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. SENDCo to meet with all agencies in a multi-agency meeting. 2. Current children on caseload to be discussed and new children to be identified. 3. Dates to be set for assessments to be completed. 4. Agencies to meet with SENDCo and Teaching Assistants to feedback report. 5. SENDCo to monitor the interventions being put in place. <p>Review via 4+1 forms termly.</p>	Education Endowment Fund rational +5	2
<p>Beacon Behaviour Support package to be purchased to support vulnerable children with challenging behaviour and reduced suspensions across the school</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. SLT to meet with Emma Shakleton. 2. Current children on caseload to be discussed and new children to be identified. 3. Dates to be set for observations and feedback to be completed. 	Education Endowment Fund rational + 5	2, 4

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| <ol style="list-style-type: none"> 4. Emma to meet with staff to feedback report. 5. SLT and Emma to monitor the interventions being put in place. 6. Subscription to beacon behaviour support and Beacon 360. | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,375.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that families /children with additional needs have the support needed to remove barriers to learning</p> <p>K. Howard, Family Support Worker.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. SLT to meet with K.Howard weekly to discuss needs of the families that she is working with and any possible new referrals. 2. KH to meet with families and identify programme of support. <p>KH to deliver programme of support including use of Early help where needed.</p> <p>School to source additional family support to raise the capacity of families school are able to support with issues outside of education.</p>	Education Endowment Fund rational +4	4
<p>To provide additional opportunities for learning outside of the classroom.</p>	Education Endowment Fund rational +4	5

Success Criteria

1. Theatre visit to school.
2. Science workshops to be provided for pupils.

Emersion days for each year group at the beginning of each half term.

To enrich the EYFS curriculum by providing new resources linked to the curriculum.

Success Criteria

- 1) Audit the resources already in place both inside and outdoor.
- 2) Look at any curriculum changes.

Purchase relevant resources linked to the curriculum areas.

Attendance officer to be employed three days per week

Success Criteria

1. Track and monitor attendance.
2. Hold SARR meetings where needed and follow the " programme.
3. Conduct home visits where necessary.

Reward system to be set up for good attendance- led by HV

Learning Mentor costs to support children with social, emotional and behavioural difficulties.

Success Criteria

1. Children who require additional support for their SEMH needs to be identified.
2. A programme of support to be put in place in agreement with SLT.
3. Programme to be implemented by learning mentor.

Education Endowment Fund rational +4

1,2,5

Education Endowment Fund rational +3

3

Education Endowment Fund rational +4

2, 3, 4



Resources required to be purchased.		
<p>Staff to be trained in SCERTS and Nurture to support children with Social, Emotional and Mental Health.</p> <p>Success Criteria</p> <ol style="list-style-type: none">1. Children who require additional support with SEMH to be identified.2. Training to take place with selected staff and strategies to be disseminated to the whole school.3. Programme to be implemented by staff and strategies to be implemented across the school. <p>Resources required to be purchased.</p>	Education Endowment Fund rational +4	2, 3, 4
<p>Prizes for Dojo Shop and additional Behaviour support. (Behaviour).</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none">1. Audit of prizes in school to be completed.2. Order required prizes, certificates and stickers.3.	Education Endowment Fund rational +3	1,2 ,3, 4, 5

Total budgeted cost: £356,345.00

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 2022 to 2023 academic year.

- End of Key Stage Two results improved in writing due to small groups.
- End of Key Stage One results improved in Reading, Writing and Maths due to small groups and a new year group structure with phase leader and HLTA.
- 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 with additional adult support being provided.
- A reduction in the amount of persistent absentees due to rigorous monitoring, policies and procedures.
- Phonics progress for all children across Year One was significant from their starting point.
- Twelve families were supported by school's Family Support Worker.

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+

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)