

# SS Mary and John Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	236 (56%)
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	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mary Lynch
Pupil premium lead	Shannon Vale
Governor / Trustee lead	James Keane

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306,360
Recovery premium funding allocation this academic year	£0
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	£306,360

## 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 KS2 to be in line with national.	<ul style="list-style-type: none"><li>• Smaller grouping across years all year groups with a focus on maths.</li><li>• Additional TA support in Reception.</li><li>• Additional staff in KS1 to support with reading, writing and maths interventions.</li><li>• Additional teacher on KS2 to support with reading and writing interventions across the school.</li></ul>

	<ul style="list-style-type: none"> <li>• Addition adult support for phonics interventions across KS1.</li> <li>• Additional adult in Year Six for Autumn 1 to support with teaching and learning.</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>• External agencies to be involved.</li> <li>• Senco supporting with planning for children with additional needs.</li> <li>• 2 members of SLT trained in Adaptive Teaching and this to be disseminated to all staff and monitored by SLT.</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> <li>• Attendance programme to be implemented and followed as part of a MAC wide initiative.</li> <li>• Rewards to be purchased to celebrate good attendance and improvements in attendance.</li> <li>• A member of SLT to oversee attendance across the school and work with the attendance officer.</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 two days per week.</li> <li>• Safeguarding meetings between FSW, Attendance Officer and DSLs.</li> <li>• Additional family support to be sourced to raise capacity.</li> <li>• SLT to be trained in delivering Early Help</li> <li>• Learning Mentor to be employed three days a week.</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> <li>• New resources to be purchased for EYFS to provide them with the best possible start.</li> <li>• A range of high-quality life experiences planned throughout 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: £ 97, 160**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional adult (SV) to support in year 6 to allow for small groups to take place</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"><li>1. Y6 lead to set children into four groups for writing and reading.</li><li>2. SV to be given a focus group.</li><li>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</li></ol> <p>Additional adults (RW) to support in Year 1 and 2 to allow for small groups to take place</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"><li>1. Y2 lead (SV) to create focus groups for writing, maths and reading</li><li>2. RW to be given a focus group.</li><li>3. RW and Y1/2 teachers to work closely to ensure that planning</li></ol>	<p>Education Endowment Fund rational +4</p>	<p>1</p>

and delivery of lessons is high quality and allow children to make good progress

Additional adult (LM) to allow for smaller groups for phonics teaching

Success Criteria

1. Y1 lead (SV) and phonics lead (MM) to group children into smaller groups
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

Additional adult (VG) to allow for smaller groups for maths teaching and KS2 reading and writing interventions.

1. Pupil Premium lead (SV) to meet with teachers and group children into smaller focus groups
2. VG to be given a focus group.
3. VG, KS2 teachers and PP lead to work closely to ensure that planning and delivery of lessons is high quality and allow children to make good progress
4. Regular monitoring of progress and attainment by PP lead and class teachers.

Source outside support for writing, with a focus on Oracy, early language acquisition and vocabulary progression.

Outside support to work with the English lead to adapt and review own scheme of work for writing with a focus on the Ofsted recommendations including vocabulary and progression of skills.

Source outside support and further CPD for reading and Oracy across the school.

#### Success Criteria

1. SLT to identify areas of improvement following Ofsted.
2. CPD to be sourced around areas of improvement.
3. Regular monitoring to take place to assess impact and identify next steps.

Education Endowment Fund  
rational +6

1

Phonics CPD and RWI  
Phonics subscription  
purchase.

RWI resources to be  
purchased in line with  
recommendations.

Cover for LH/MM (phonics  
lead) for assessment time  
each half term plus training

Education Endowment Fund  
rational +5

1

with PM (RWI Link support) twice a year.

Purchase of relevant RWI resources for EYFS phonics groups from September 2024 as well as additional phonics resources for wrap around learning both internal and external

Success Criteria

1. Phonics lead and SLT to identify priorities for the year.
2. CPD programme to be put in place and this to be a focus of RWI Development Days.
3. Any further resources to be purchased as needed
4. Regular monitoring of phonics provision and data.

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

**Budgeted cost: £112, 650**

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"> <li>1. PP SLT to create PP register and provide this to staff.</li> <li>2. PP SLT to monitor the provision for PP children through learning walks, observations and pupil voice questionnaires</li> </ol>	Education Endowment Fund rational +4	1, 2, 3, 4, 5,6

<p>3. PP SLT to hold half termly progress meetings with members of staff to ensure PP children are receiving the additional support that the funding allows for in class and to monitor the impact of these.</p> <p>4. SLT to speak about PP children in Pupil Progress meetings and feedback to PP SLT.</p> <p>5. PP Lead to continue to monitor and evaluate the effectiveness of the provision for PP pupils.</p>		
<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> <p>1) Phonics assessments to be completed and groups set.</p> <p>2) NM to be provided with children who are not achieving what they should be</p> <p>3) Deliver phonics and reading interventions in the afternoon.</p> <p>4) Clear objectives will be set for that member of staff to achieve.</p>	<p>Education Endowment Fund rational +5</p>	<p>1,2,5</p>
<p>Additional staff to support children in EYFS AM x 2. Additional costs for 1:1 support for EHCP/SSPP children who are PP (x10)</p> <p><u>Success Criteria</u></p> <p>1) SENDCo to identify children who require additional adult support.</p> <p>2) Adult support to be sourced.</p>	<p>Education Endowment Fund rational +4</p>	<p>2</p>



- 3) SENDCo to ensure provision for SEN children is of a good standard.
- 4) SENDCo to work with additional adults to monitor provision and assess impact.

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

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.
5. Review.

Education Endowment Fund rational +6

1,2 ,3

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.

Success Criteria

1. SENDCo to meet with all agencies in a multi-agency meeting.
2. Current children on case-load 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.

Education Endowment Fund rational +5

2



5. SENDCo to monitor the interventions being put in place. 6. Review via 4+1 forms and agency meetings termly.		
Beacon Behaviour Support package to be purchased to support vulnerable children with challenging behaviour and reduced suspensions across the school <u>Success Criteria</u> 1. SLT to meet with Amelia Webley 2. Current children on case-load to be discussed and new children to be identified. 3. Dates to be set for observations and feedback to be completed. 4. Amelia to meet with staff to feedback report. 5. SLT and Amelia to monitor the interventions being put in place. 6. Subscription to Beacon 360 for ongoing CPD.	Education Endowment Fund rational + 5	2, 4

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

**Budgeted cost: £97, 626**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that families /children with additional needs have the support needed to remove barriers to learning Employing Zoe (Family Support Worker from ) 2 days a week. <u>Success Criteria</u> 1. SLT to meet with Zoe weekly to discuss needs of the families that she is	Education Endowment Fund rational +4	4

<p>working with and any possible new referrals.</p> <ol style="list-style-type: none"> <li>2. Zoe to meet with families and identify programme of support.</li> <li>3. Zoe to deliver programme of support including use of Early help where needed.</li> </ol> <p>School to source additional family support to raise the capacity of families school are able to support with issues outside of education.</p>		
<p>To provide additional opportunities for learning outside of the classroom.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. Theatre visit to school.</li> <li>2. Science workshops to be provided for pupils.</li> <li>3. One Life music retreats planned for each term.</li> <li>4. Immersion days for each year group at the beginning of each half term.</li> <li>5. Additional workshops linked to curriculum enrichment.</li> </ol>	Education Endowment Fund rational +4	5
<p>To enrich the EYFS curriculum by providing new resources linked to the curriculum.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1) Audit the resources already in place both inside and outdoor.</li> <li>2) Look at any curriculum changes and needs of the new cohort.</li> <li>3) Purchase relevant resources linked to the curriculum areas.</li> </ol>	Education Endowment Fund rational +4	1,2,5
<p>Attendance officer to be employed three days per week</p> <p><u>Success Criteria</u></p>	Education Endowment Fund rational +3	3



<ol style="list-style-type: none"><li>1. Track and monitor attendance.</li><li>2. Hold SARR meetings where needed and follow the " programme.</li><li>3. Conduct home visits where necessary.</li></ol> <p>Reward system to be set up for good attendance- led by LS</p>		
<p>Learning Mentor costs to support children with social, emotional and behavioural difficulties.</p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"><li>1. Children who require additional support for their SEMH needs to be identified.</li><li>2. A programme of support to be put in place in agreement with SLT.</li><li>3. Programme to be implemented by learning mentor.</li></ol> <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"><li>1. Audit of prizes in school to be completed.</li><li>2. Order required prizes, certificates and stickers.</li><li>3. Pupil voice to be carried out</li><li>4. Regularly celebrating positive behaviour.</li></ol>	Education Endowment Fund rational +3	1,2 ,3, 4, 5

**Total budgeted cost: £306,360**

## 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 2023 to 2024 academic year.

- Phonics screening results improved significantly due to provision and targeted intervention for children across Year One; the progress was significant from their starting points.
- 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. This has included additional funding to be provided to school with additional adult support being provided for children with high needs.
- SALT has identified children with speech, language and communication needs early on and put interventions into place to increase early language acquisition.
- End of Key Stage Two results improved in reading and grammar due to small groups.
- End of Key Stage One results improved significantly in Reading due to small groups and targeted intervention.
- Use of external agencies such as Beacon has supported with behavioural needs to enable positive engagement in learning and progress of learning across the cohort.
- Rigorous monitoring, policies and procedures are in place to help reduce the number of persistent absentees.
- 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)