

# Pupil Premium Strategy Statement for St Josephs' Catholic Primary School, Banbury



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Joseph's Catholic Primary School, Banbury
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	June 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Clare Smith
Pupil premium lead	Lorayne McFarlane
Governor / Trustee lead	Mary Cronin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,660
Recovery premium funding allocation this academic year	£6,235.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£745
<b>Total budget for this academic year</b>	<b>£65,640</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Poor early language acquisition and low prior attainment in the early years often results in slower progress in CLD and ultimately in literacy skills. These barriers to Reading and Writing can persist into the later stages of KS2 if not tackled early on.
2	Children's written skills do not always match their ability to articulate ideas orally, creating a mismatch in attainment and an area of frustration.
3	Loss of learning during the pandemic has further impacted school's attempts to 'close gaps' for vulnerable pupils.
4	'Lockdown' learning has impacted on the PP children most and parents also need guidance in how to support their children's learning at home.

## 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
Higher rates of progress and attainment in CLD in the Early Years	Increased numbers of children achieving GLD: 60% or better. Greater rate of progress in CLD and Literacy across Nursery and Reception classes.

Higher rates of progress in all subjects for all PP children in KS1.	PP children make at least the same rates of progress as their non-PP classmates and progress is accelerated for the vast majority who are below ARE.
Higher rates of attainment in all subjects for all PP children and especially by the end of KS2.	A higher proportion of PP children are achieving the 'Expected' standard by the end of KS2 and this % is at least in line with National levels for PP children.
Greater confidence amongst parents in supporting their children at home in key areas of the curriculum.	Higher rates of confidence in parents reflected in greater engagement with remote learning and in all school activities.

## 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: £7,029

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved reading and writing skills and increased stamina for targeted Year 4 & 5 pupils	Data indicates that this is a key priority area.	

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

Budgeted cost: £41,003 (potential £8,000 appx further spend on Reading Plus programme)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus on early language development and literacy strategies linked to speech and language. Lots of storytelling and retelling and EYFS will also pursue the NELI assessment.	Key EYFS approach to developing early reading and language skills supported by Reading Framework, Early Years Development Matters, Nuffield Early Language Institute	
Deployment of PP Champion to support most vulnerable PP learners in classes and in small groups. Targeted skills include writing and Maths fluency.	PP progress indicates that their progress has not been as rapid as in previous years where they have normally at least be in line with their non-PP classmates.	
Additional planned access to 'cultural capital' for our PP children and especially the higher attaining.		

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

Budgeted cost: £13,242.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
The use of our remote learning platforms has necessitated greater involvement by parents. Develop these platforms to ensure that parental engagement is further developed and provide specific training for parents on Teams	A parent survey indicated that the use of Microsoft Teams was a welcome development of the online learning. This to be developed further to offer remote presentations to parents on teaching and learning strategies in school.	
Breakfast Club and Lunchtime Clubs to support punctuality, attendance and behaviour regulation in most vulnerable		
Father Hudson Home School Link Worker to support most vulnerable and hard to reach families.		

**Total budgeted cost: £61,274.00**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*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?*

### 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

### 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?	Support given by PP Champion within class and in small groups.
What was the impact of that spending on service pupil premium eligible pupils?	Of the three children the PP Champion worked with 100% made accelerated progress in Reading and Maths. For two of the children this brought them in line with ARE. 67% (2/3) made accelerated progress in Writing.





## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*