

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 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	St Joseph's Catholic Primary School, Banbury
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	June 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Clare Smith
Pupil premium lead	Lorayne McFarlane
Governor / Trustee lead	Rachel Nutt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year	£4,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£69,955.00

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: 64% 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: £9,720 (before uplift)

Activity	Evidence that supports this approach	Challenge number(s) addressed
One TA has been allocated to carry out interventions on three days a week rather than in-class support.	Early language development is clear priority and these interventions include spirals and strategies informed by S&L advisor.	1

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus on early language development and literacy strategies linked to speech and language. Team continuing to access WellComm materials.	Key EYFS approach to developing early reading and language skills supported by Reading Framework, Early Years Development Matters, Nuffield Early Language Institute	1, 2
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 been in line with their non-PP classmates.	2, 3, 4
Additional planned access to 'cultural capital' for our PP children and especially the higher attaining.	Research indicates that lack of access to a broad range of 'cultural capital' has a negative impact on children's progress.	3, 4
Purchase and introduction of Reading Plus Programme across KS2 to target lowest 20% of readers and	Evidence from our trial period indicated that fluency and comprehension were increased through use of Reading Plus programme. Reading progress	3,

boost fluency and comprehension generally	accelerated in the year group who trialled the programme.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,240.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Place2Be counsellor to work in school for two days offering 1:1 for children who are referred and a drop-in session for all children.	Evidence is anecdotal but there has been very good success in re-engaging children who have spent time with Jonathan. We are able to side-step the three-year waiting list for CAMHS and parents are also engaged in the discussions around supporting their children.	3, 4
Breakfast Club and Lunchtime Clubs to support punctuality, attendance and behaviour regulation in most vulnerable	Breakfast Club has improved the punctuality and attendance in children. The Club has also helped to support behaviour regulation in children. Evidence is anecdotal but notable.	3
Father Hudson Home School Link Worker to support most vulnerable and hard to reach families.	Our HSLW has successfully engaged with some of our harder-to-reach families and improve outcomes for their children (see: Service Reports)	3, 4

Total budgeted cost: £65,240.00

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.