# 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 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our 3-year 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 | 187 |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | June 2024 |
| 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 | £79,060 |
| Recovery premium funding allocation this academic year | £7,250 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £86,310 |

# 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 earlier 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 | Increasingly complex social and emotional needs impact the learning behaviours of our most vulnerable pupils. |
| 4 | Parental engagement is increasingly important as parents’ support is required to understand and address their children’s increasingly complex needs and behaviours for 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 |
| Higher rates of progress and attainment in CLD in the Early Years | Increased numbers of children achieving GLD.  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. |
| Social and emotional needs of children are being well met, resulting in greater rates of progress and higher attainment levels for these most vulnerable children. | The majority of vulnerable children are accessing the curriculum and making good progress against prior attainment.  KS2 results show that our most vulnerable children have made good progress across the school and attainment shows that ambitious targets have been met. |
| 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 |
| TA has been allocated discretely to carry out SLD interventions on three days a week. | Early language development is clear priority and these interventions include spirals and strategies informed by S&L advisor. | 1; 2 |

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

Budgeted cost: £42,779

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continued focus on early language development and literacy strategies linked to speech and language. EYFS Team continuing to access WellComm materials. | Key EYFS approach to developing early reading and language skills supported by Reading Framework, Early Years Development Matters and WellComm assessment | 1, 2 |
| Deployment of PP Champion to support most vulnerable PP learners in Year 6. | PP progress indicates that directed support for our PP Champion has resulted in PP children achieving in line with or more highly than their Non-PP classmates. | 2, 3, 4 |
| PP Champion providing targeted skills intervention with identified children, including writing and Maths fluency; most recently through Maths for Life programme. | Data demonstrate that PP children make progress which is at least in line with Non-PP classmates. | 2; |
| Additional planned access to ‘cultural capital’ for our PP children. | Research indicates that lack of access to a broad range of ‘cultural capital’ has a negative impact on children’s progress. | 3, 4 |
| Reading Plus Programme across KS2 to target lowest 20% of readers and boost fluency and comprehension. Supported by Teaching Assistants providing 15 mins x 4 times a week. | Evidence from our trial period indicated that fluency and comprehension were demonstrably increased through use of Reading Plus programme. | 2; |

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

Budgeted cost: £39,750

|  |  |  |
| --- | --- | --- |
| 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 most vulnerable children and parental sessions for most vulnerable families. Drop-in session for all children at lunchtimes. | 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 |
| 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 |
| Employment of Engagement/Inclusion Support Teaching Assistant to support most vulnerable children at risk of PEX or school refusal. | Internal records demonstrate that higher and more complex levels of need are impacting learning for individual and whole classes. Key issues are around SEMH and school needs to increase capacity to support inclusion and engagement. | 3; |
| Breakfast Club to support punctuality, attendance and behaviour regulation in most vulnerable | Breakfast Club has improved the punctuality and attendance in children. Breakfast Club has also helped to support behaviour regulation in children. Evidence is anecdotal but notable. | 3; |

**Total budgeted cost: £92,249**

# 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 during the course of their learning journey in school, as reflected in the 2022 to 2023 KS2 SATs results

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Outcomes for PP children in KS2 were excellent last year.*   |  |  |  |  | | --- | --- | --- | --- | | **PP Children** | **Reading** | **Writing** | **Maths** | | % meeting Expected or above | 75% | 76% | 88% | | Key Stage Progress | 5.70 | 3.31 | 3.97 | |

## 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 |
| Reading Plus |  |
| Little Wandle |  |

## 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? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# 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.* |