

St. John's RC Catholic School

Pupil Premium Report

2023-2024



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	St. John's Catholic Primary School, Banbury
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	1-9-2023
Date on which it will be reviewed	1-9-2024
Statement authorised by	Brian Morton
Pupil premium lead	Brian Morton
Governor / Trustee lead	Mr Chivenga

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,625
Recovery premium funding allocation this academic year	£3458
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,083

Part A: Pupil premium strategy plan

Statement of intent

At St. Johns, we have high aspirations and ambitions for our children and we believe that all learners, irrespective of their backgrounds, should make good progress and achieve high attainment across all subjects.

The focus for our pupil premium strategy is to support all of our disadvantaged pupils to achieve their full potential, including progress for those who are already high achievers. We strongly believe that reaching your potential is about developing the necessary skills and values required to succeed. Our disadvantaged and vulnerable children face many challenges, such as those who have social and emotional needs or those who need additional support academically.

Our approach to Pupil Premium is through the tiered approach: Teaching high-quality lessons is at the heart and is the most important lever we have to improve outcomes for disadvantaged children. Using Pupil Premium to invest and support our teachers' professional development is imperative to ensure consistent high-quality teaching as this is proven to have the greatest impact on closing the disadvantage attainment gap.

We have implemented a 'whole school approach', which will not only be advantageous to our disadvantaged children, but also benefit the whole school population. Targeted academic support evidence surrounding targeted academic support consistently shows the positive impact on those who are not making good progress across the band of achievement. Our small group targeted sessions are linked closely to lesson objectives as well as to other areas, such as social and emotional development.

Our wider strategies relate to the most significant non-academic barriers to success in school, including behaviour, social and emotional support, attendance and parental engagement. The wider strategies stem from issues that are particular to our own school community. Although we have the tiered approach, many strategies overlap and complement each other. We will ensure our disadvantaged children are challenged in the work that they are set and act early to intervene when needed. All of our staff will strive towards the whole school approach to take responsibility for our disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions suggest that disadvantaged pupils have greater difficulties with certain areas of mathematics and therefore, progress and attainment is significantly below that of non-disadvantaged pupils.
2	Assessments, observations and discussions suggest that disadvantaged pupils may have greater difficulties with certain areas in writing and therefore progress and attainment is significantly below that of non-disadvantaged pupils. Some children have significant gaps in their phonics knowledge and decoding skills.
3	Our assessments have identified social, emotional and financial issues for many pupils. Some families have social, emotional, medical and mental health needs. Some children have come from split family structures, which can place a strain on life at home. Our school has a much higher EAL cohort than national average. This has had an impact on learning as well as emotional wellbeing of children.
4	Our attendance data over the past two years has been influenced by a variety of factors, however, the school is very aware that the absentee rate among PP children nationally can be higher than non-disadvantaged pupils. We actively support all children to attend school so that learning can take place.

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
<p>Improved mathematic attainment among disadvantaged pupils.</p> <p>Children who have fallen behind due to their barriers will have access to high-quality targeted interventions and a new curriculum that has been chosen to facilitate a mastery approach in maths.</p>	<p>PP KS1 and KS2 maths outcomes compared to non-disadvantaged pupils and no difference in outcomes noticeable.</p> <p>Analysis of interventions (small groups) will show that these interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress to match non-disadvantaged children.</p>
<p>Improved reading and writing attainment among disadvantaged pupils.</p>	<p>PP KS1 and KS2 outcomes compared to non-disadvantaged pupils and no difference in outcomes noticeable.</p> <p>Analysis of interventions (small groups) will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress to match non-disadvantaged children.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, especially our disadvantaged pupils.</p> <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Sustained high levels of wellbeing from 2023-2024 demonstrated by:</p> <p>Qualitative data from pupil voice, parent surveys and questionnaires as well as teacher observations.</p> <p>A significant increase in participation with extra-curricular clubs and enrichment activities such as residentials and school trips as well as visitors.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance for all PP children that mirrors non-disadvantaged children.</p>

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: £ 5250

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL Specialist training	Significant evidence that a whole school approach to effective teaching leads to sustained and good progress. This will lead to improved reading and writing attainment among disadvantaged pupils.	2,3
<p>Improve the quality of social and emotional learning. Employing a home link worker lead to work with vulnerable children</p> <p>Identified children are invited to ELSA sessions with support staff some identified children will have one-to one sessions with our School Home Link Lead</p>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	3,
Purchase of NFER Assessment standardised diagnostic assessments for all year groups.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,4
Enhancement of our maths/ writing teaching and curriculum planning in	Supporting high quality teaching is pivotal in improving children's outcomes. Research indicates that	1,2,4

line with DfE and national expectations to facilitate maths mastery	high quality teaching can narrow the disadvantage gap.	
---	--	--

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

Budgeted cost: £ 13693

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and bespoke intervention to facilitate accelerated progress and skill acquisition.	Small group intervention classes are able to facilitate accelerated learning for children, especially for those with additional learning barriers. This will lead to accelerated progress.	1,2,,4

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

Budgeted cost: £ 21 140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning. Employing a home link worker lead to work with vulnerable children.</p> <p>Identified children are invited to ELSA sessions with support staff.</p> <p>Some identified children will have one-to one sessions with our School Home Link Lead</p>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	3,4

Breakfast Club and enrichment activities	We know through research that children who are well fed and able to concentrate learn more effectively. Children that have participated in enrichment activities have a wider interest in academics as well as achieve better	3,4
--	---	-----

Total budgeted cost: £ 40 083