

## Pupil premium strategy statement

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 Alban's catholic Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	5.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021, 2022, 2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Martin Brannigan, Headteacher
Pupil premium lead	Carmel Martin, Deputy Headteacher
Governor / Trustee lead	Polly Narcisi, Chair of Governors and Lead for disadvantaged pupils.

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,520
Recovery premium funding allocation this academic year	£2,755
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	£24,275

## Part A: Pupil premium strategy plan

### Statement of intent

*By the time that all children leave St Alban's, our aim is that all children are confident, articulate, engaged with the world around them and eager to make a difference. We value each person's qualities as a unique child of God, and model values of inclusion and community, as well as care for the planet.*

*Our curriculum is designed to give children the knowledge and skills that enable them to fulfil the St Alban's motto "Lead the way" in many diverse ways. In learning we model high aspirations built upon a strong ethical framework, and underpinned by an understanding of the value of resilience and determination. We encourage curiosity and signpost opportunities to extend learning in all topics through further research. We build cultural capital to benefit all members of our school community, and to help narrow gaps for SEND and disadvantaged pupils.*

*We consider the difficulties faced by our disadvantaged pupils and are always striving to find the best possible solutions that will have the greatest impact on them so they can make good progress and achieve high attainment across all subjects. We use our pupil premium strategy to support our children in reaching their very best potential.*

*Quality first teaching is at the heart of all we do and it is proven to have the greatest impact on our children and ensure that any gaps are closed. We aim to close these gaps as quickly as possible. We aim to do this through Teachers and Learning Support Assistant Training CPD.*

*Our method will be responsive to common challenges and individual needs, engrained in vigorous diagnostic assessments and not assumptions about the impact of disadvantage. The methods we have adopted balance each other to help pupils excel. To ensure they are effective we will:*

*Ensure disadvantaged pupils are challenged in the work they are set.*

*Given the same opportunities as all other children.*

*Act early to intervene at the point need is identified and gaps as closed as quickly as possible.*

*Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and all have the same high 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	Read Write Inc needs to be fully embedded. All staff to be re-trained in Read Write Inc phonics to ensure that the scheme is used effectively. Ensure that all children, including disadvantaged, make sufficient progress in reading.
2	Through discussions with parents and children, we have identified a need to ensure that all children have access to high quality, relevant books to ensure they have the same learning opportunities as all children. They must have the same opportunities to develop their love of reading as other children.
3	Our observations indicate that the well being of our disadvantaged pupils has been impacted by partial school closures to a greater extent than that for other pupils.
4	We need to ensure that our maths curriculum continues to develop and engage all learners so that all children become fluent mathematicians.

## 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
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes show that more than 90% of our disadvantaged children make significant progress. In EYFS, disadvantaged children make 5 bands of progress in their phonics.
Gaps are closed between disadvantaged children and all pupils in school.	All disadvantaged pupils make at least 4 steps of progress within a year in Maths, Writing and Reading.
To continue to achieve and sustain improved well being for all pupils in school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2024/2025 demonstrated by: Qualitative data from student voice, students and parents through the use of an online assessment and in school monitoring. An increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved maths attainment among disadvantaged pupils.	All disadvantaged pupils make at least 4 steps of progress in maths.

## 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: £13.6k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£6k</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.</p> <p>NFer assessment tests and gap analysis.</p>	2, 4
<p>All Senior Leaders to receive RWI training.</p> <p>All EYFS teachers and Reading Lead to receive additional RWI training.</p> <p>£4.5k</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p>	1, 2, 3
<p>Purchase of Reading Book Boxes to be sent to all PP children.</p> <p>£0.7k</p>	<p>Ensuring that all children have the same access to high quality books and education materials allows them to develop their love of reading and therefore ensures they have the same access to educational materials.</p>	1, 2
<p>Training for EYFs teacher on White Rose approach and curriculum</p> <p>£0.2k</p>	<p>Research suggests that high quality early numeracy education can have long-lasting effects and can be a major predictor of later success in school and in work.</p> <p>This training draws upon the most up to date research and explores how best to support children taking those first steps into mathematics through to stretching and challenging confident mathematicians as they approach Key Stage 1.</p>	4
<p>Purchasing 'Language for maths' resources and staff training on oracy in maths (Spring Term from NCETM accredited maths lead)</p> <p>Resources £35 per year</p>	<p>The EEF guidance explains the importance of teaching pupils to recognise and use mathematical structure and states that Teachers should support pupils to use language that reflects mathematical structure.</p> <p>To aid in developing mathematical vocabulary and to ensure that no child</p>	4

group - only KS2 available £0.1k	falls behind in their maths due to limited language we have invested in resources from Collins to support teaching. <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Training for KS2 teachers from White Rose on supporting and challenging high attainers	Supporting the teaching and learning of children who are high attainers in maths. Enabling children to be critical thinkers and creative problems solvers Ensuring that children who are high attainers in maths to reach their full potential	4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time access Maths Hub training and resources and CPD (including Teaching for Mastery training) and to embed key elements of guidance in school. £2.1k	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches - these ready to progress criteria are being embedded across the school: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	4
Enhancement of maths teaching and curriculum for number fluency in EYFS and KS1 We will fund further release time to release teachers from EYFS and KS1 to access training for Mastering Number and to embed this within their teaching of mathematical fluency.	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	4

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

Budgeted cost: £11k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose	Ensuring that no child is left behind and individual tuition targeted at specific needs and knowledge closes the gap for those at risk of falling behind.	2, 3, 4

education has been impacted by the pandemic.		
Additional teacher to deliver 1:1 and small group interventions to targeted children during school and after school. £11k	Ensuring that no child is left behind and individual tuition targeted at specific needs and knowledge closes the gap for those at risk of falling behind.	2, 3, 4
Homework club run weekly to ensure pupils have support to complete set homework tasks.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	3, 4

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

Budgeted cost: £5.6k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole Staff Rainbows Training so all staff are equipped to support children who have suffered a bereavement.	Children who have emotional support to help them through a significant trauma will make more progress academically.	3
Whole school workshops on Mental health and how children can independently work on ensuring their own mental health is good. £0.5k	Research shows that when children have good mental health they make more progress academically.	3
Purchase of Bounce Together to monitor the Mental health and Well Being. £0.6k	This will allow us to get a snapshot of how our school community is feeling overall, and measure progress over time. See how the well-being of children/ staff is affected across the year, allowing you to identify times that are more difficult and target support. Measure the impact of the initiatives and interventions that we implement. Identify and monitor groups that are particularly vulnerable as we can filter the results by pupil premium, year group, SEND, gender, etc. Identify individual pupils who are struggling and may otherwise have not communicated their need to anyone.	3

	Use the data to target interventions and plan your whole school approach to mental health.	
Contingency fund for acute issues. £0.5k	We have identified a need to allocate some funding to respond quickly and appropriately to the needs of some of our families who have not yet been identified or some of our families who need additional support.	All
Ensure that all children have access to the same extra-curricular opportunities. Trips and extra-curricular clubs are subsidised. £3k	Continue to engage children and ensuring they have the same opportunities as all children contributed to their well-being and has a positive impact on their learning in class.	All
Research based interventions to support children who have gaps to fill. £1k	Purchase research-based interventions for both maths and English across both Key Stages.	All

**Total budgeted cost: £30.2k**

## 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.

*Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was as good as other years in key areas of the curriculum.*

*Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and on line remote learning where our teachers continued to teach the main input of lessons online. Our teachers continued to have focus groups in the afternoons and our Learning Support Assistants hosted additional learning sessions for our disadvantaged children.*

*Although overall attendance in 2020/21 was higher than national average.*

*Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.*

### 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*

<b>Programme</b>	<b>Provider</b>
Reading Eggs	3P Learning
EdShed	Education Shed Ltd
Vocabulary Ninja	Vocabulary Ninja



Letter join	Green and Tempest Ltd
Primary Stars	Primary Stars Education
Maths Watch	Maths Watch