

# Pupil premium strategy statement

This statement details our school's use of pupil 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 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  | 418  |
| Proportion (%) of pupil premium eligible pupils                         | 6.2%   |
| Academic year/years that our current pupil premium strategy plan covers | 2025/6 – 2027/8  |
| Date this statement was published                                       | December 2025  |
| Date on which it will be reviewed                                       | December 2026  |
| Statement authorised by   | Emma Daly,<br>Headteacher  |
| Pupil premium lead  | Angie Mettrick<br>Assistant Head   |
| Governor / Trustee lead   | Polly Narcisi, Chair of<br>Governors and Lead for<br>disadvantaged pupils. |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £29,900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £29,900 |

# 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 seek to help children to learn the vital skills of self-regulation and an understanding of how to build wellbeing, as a vital underpinning of academic success.

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.

To ensure they are effective we will:

Ensure disadvantaged pupils are given access to a wide range of quality life experiences, to build cultural capital and ensure equality of opportunity.

Act early to intervene at the point need is identified, with gaps closed effectively.

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.

Build an inclusive framework where all children feel a sense of belonging which underpins success in school.

Ensure that disadvantaged children are equipped with the positive life-skills and understanding to help support their future academic success, and agency within wider society.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Ensuring that early indicators of slow progress are identified and addressed:<br>Ensure that all children, including disadvantaged, make sufficient progress in core learning and that barriers are identified early and addressed effectively. Ensure that all staff are skilled at teaching phonics and that there is in-house and external oversight of the quality of provision, and tracking of progress. In KS2, to ensure that progress in all areas is monitored and interventions scheduled to ensure steady progress. |
| 2                | Need for accelerated progress for some students in other core curriculum areas:<br>Provide additional resources and academic support to enhance progress and fill gaps. This will include the purchase of licences to intervention resources that students can use independently in school and at home.   |
| 3                | Limited range of wider life experiences:<br>To build cultural capital by ensuring that disadvantaged students are enabled to access a range of quality life-experiences and wider opportunities through subsidy of trips /workshops (including residential) and access to out-of-school enrichment clubs.   |
| 4                | Challenges to sense of belonging, levels of emotional literacy and resilience:<br>To promote and widen understanding of inclusion, including ensuring that staff receive training in a range of inclusive practices such as trauma-informed and restorative practices, provision of targeted wellbeing support (including access to a counsellor) and the promotion of positive role models of success from a range of backgrounds.   |
| 5                | Lack of wider societal awareness:<br>To ensure that all children, including the disadvantaged, are well-prepared to navigate the wider world safely with a range of life-skills and practical knowledge.  |

## 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.

| <b>Intended outcome</b>   | <b>Success criteria</b>   |
|---|---|
| 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 at least expected progress in their phonics.   |
| Pupils are given access to resources that will enable them to make accelerated progress in core subjects.   | Proven effectiveness of packages used to boost performance in the lowest achievers.   |
| Gaps are closed between disadvantaged children and all pupils in school in terms of life experiences and confidence in different contexts.  | All disadvantaged pupils benefit from after-school activities and trips (including 2 residential trips during their time in KS2), funded / majority funded by the school.<br>Disadvantaged children / families can identify the positive impact of these opportunities. |
| To develop St Alban's as a fully inclusive community, widening the understanding of inclusion in both students and staff. To provide wellbeing support to enable students (including the disadvantaged) to make strong progress in acquiring emotional regulation, as a foundation of effective learning and wider life skills. | Sustained high levels of well-being demonstrated by student / parent voice feedback<br>Analysis of inclusive measures and their impact on learning and wellbeing.   |
| That all students (including disadvantaged) are enabled to access workshops and activities to support the development of life skills such as digital awareness and online safety.   | Students (and families) show a greater awareness of how to stay safe and how to flourish in wider society.  |

### 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

Budgeted cost: £8,396

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| RWI portal access for all children/families who need it, and ongoing provision of training / mentoring from RWI consultant. | Evidence base for RWI as a Government-approved phonics provider, impact of RWI on children's acquisition of decoding skills. | 1                                    |

|   |   |   |
|---|---|---|
| Accelerated Reader and the associated Star reading assessments to monitor continued progress in reading post-phonics. | Importance of regular, specific assessment of the range of reading skills: comprehension, fluency etc. Engagement of families with reading through the provision of high-quality texts at all levels. | 1 |
| NFER assessments  | Consistency of levelling for maths, GPAS and reading across the school, enabling early identification of barriers to progress.  | 1 |
| My Happy Mind mental wellbeing programme  | Structured teaching across the school to boost understanding of emotional literacy and mental health.   | 4 |
| Beyond Blocks robotics workshops and First Lego League group  | Challenge and problem solving taught through robotics.  | 5 |
| Steplab coaching system   | Instructional coaching tool used to support teaching & learning across the school.  |   |

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

Budgeted cost: £8,990

| Activity  | Evidence that supports this approach                                  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Targeted intervention programme to accelerate the progress of reading in KS2: Specialist LSA to deliver:<br>RWI FreshStart (KS2)<br>RWI tutoring (EY and KS1) | <a href="#">Read Write Inc. Phonics and Fresh Start - trial   EEF</a> | 1,2                           |
| Targeted numeracy, literacy and handwriting interventions   | <a href="#">Teaching Assistant Interventions   EEF</a>                | 2                             |

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

Budgeted cost: £12,515

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|  |   |   |
|--|---|---|
| Staff training and modelling of inclusive practices in the classroom to support teaching.  | <a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a>   | 4 |
| Ensure that all children have access to the same extra-curricular opportunities. Trips and extra-curricular clubs are subsidised.                | 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. Impact evidenced by pupil voice.  | 3 |
| Provide targeted groups and resources to support<br>Counselling and ELSA / Drawing and talking therapy / lego therapy groups and access to HSLW. | Targeted children are supported in their emotional well-being through weekly counselling or ELSA sessions.<br><br>Additional ELSA trained.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> | 4 |
| Promoting a nurture approach to enable the most disadvantaged to access learning and overcome barriers to learning.                              | <a href="https://www.nurtureuk.org/research-evidence/reports/">https://www.nurtureuk.org/research-evidence/reports/</a><br><a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a>  | 4 |
| Providing teaching and resourcing around key life skills such as digital safety.   | <a href="https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools">https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools</a>   | 5 |

**Total budgeted cost: £29.9k**

## 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 2023 to 2024 academic year.

Internal and external assessments show that the progress of our disadvantaged pupils was as good as other years in key areas of the curriculum. The performance of most pupils entitled to Pupil Premium at the end of KS2 indicated at least expected progress was made. NFER, Accelerated Reader and RWI phonics have both enabled better assessment tracking and feedback, leading to more accurately targeted intervention strategies.

Wellbeing and emotional development remain significant factors in supporting pupil outcomes across the curriculum. A range of measures have been used to support this, including a whole-school teaching scheme, My Happy Mind, ELSA hours, ongoing counselling provision and work on EBSA.

### 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> |
|----------------------------------|-----------------|
| Read Write Inc portal access     | Ruth Miskin     |
| RWI 1:1 tutoring and Fresh Start | Ruth Miskin     |
| Accelerated Reader               | Renaissance     |
| NFER                             | NFER            |
| Power Maths                      | Pearson         |