

Pupil premium strategy statement

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 Alban's Catholic Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	5.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022, 2023, 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Martin Brannigan, Headteacher
Pupil premium lead	Carmel Martin, Deputy Headteacher Catherine Clarke, Assistant 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	£24,930
Recovery premium funding allocation this academic year	£2,610
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	£27,540

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	<p>Ensure that all children, including disadvantaged, make sufficient progress in reading.</p> <p>Ensure that children who did not meet the phonics and reading expectations by the end of KS1 are supported in achieving these in KS2 with consistent phonics provision.</p> <p>Read Write Inc will be fully embedded. Ensure that all staff training is up to date in Read Write Inc phonics to ensure that the scheme is used effectively.</p>
2	<p>Ensure that any of our disadvantaged families who do not have access to high quality, relevant books are given the same learning opportunities as all children. They must have the same opportunities to develop their love of reading as other children.</p>
3	<p>To ensure that the wellbeing of our disadvantaged children is continued to be supported following the heightened impact of the national lockdowns on these families.</p>
4	<p>To continue to develop our maths curriculum so that teaching in maths engages all children through a variety of methods to ensure that all children become fluent mathematicians.</p>
5	<p>To ensure that our Ukrainian refugee children can access the curriculum and make excellent progress.</p>

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.	<p>Sustained high levels of well-being from 2024/2025 demonstrated by:</p> <p>Qualitative data from student voice, students and parents through the use of an online assessment and in school monitoring.</p>

	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.
Ukrainian refugee children are able to access the curriculum using assistive technology.	All Ukrainian children are able to engage in lessons and make appropriate contributions to class discussions.
That all PP pupils in EYFS meet GLD at the end of the school year	Observations and formative assessments demonstrate progress and indicate where adaptations to planning should be made

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: £5.6k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and LSAs to work with small groups targeting areas identified as gaps in knowledge and skills	Increased pupil confidence when tested indicates good impact of this approach. Planning to be adapted in line with need	1, 4
Maths arithmetic pre-teach sessions weekly with targeted children	To enable children to practice key strategies and embed knowledge. Use planning, strategies from Maths Hub, DfE non-statutory guidance and NCTEM	4
Revisit prior learning via 'flashback' sessions in lessons	Evidence of positive impact on securing knowledge from previous years (2021-22) Centre for Educational Statistics and Evaluation 'Cognitive Load Theory: Research that teachers really need to understand' 2017	1, 4, 5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.	2, 4

are interpreted and administered correctly. £3k	Assessment tests and gap analysis.	
Purchase of Reading Book Boxes to be sent to PP children. £0.5k	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.	1, 2
Phonics / EAL groups for Ukrainian refugees 3 x per week	Disadvantaged children with low levels of English to be supported in acquiring the language	1,5
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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	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: £13.6k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the School-led Tutoring Programme to provide a blend of tuition,	Ensuring that no child is left behind and individual tuition targeted at specific needs and knowledge closes	2, 3, 4

mentoring and school led tutoring for pupils whose education has been impacted by the pandemic.	the gap for those at risk of falling behind.	
Additional teacher to deliver 1:1 and small group interventions to targeted children during school and after school. £11.9k	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. £1.1k	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3, 4
IPads purchased for Ukrainian refugee children £0.6k	to help them to access the curriculum using online translation	5
Purchasing Reading Eggs software for targeted children	To ensure that all children are able to access individual reading activities to develop their early reading skills	1, 5

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

Budgeted cost: £13.4k

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Continue to fund research-based interventions for both maths and English across both Key Stages.	All

£1k		
Counselling and ELSA Counselling £5k	Targeted children are supported in their emotional well-being through weekly counselling or ELSA sessions	3
Home school link worker £3.9k	Targeted children and families are supported through the school's employment of a home school link worker. In particular circumstances, disadvantaged families are supported through funding to attending parenting workshops	3

Total budgeted cost: £32.6k

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 2021 to 2022 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 pupils entitled to Pupil Premium at the end of KS2 indicated at least expected progress was made by all.

Our observations and assessments indicated the significant ongoing impact of Covid 19 on children's wellbeing and emotional development. The pupil premium budget was used to extend provision including increased ELSA hours, ongoing counselling and training staff in Rainbows bereavement provision. This continues to be an area of need and is therefore a focus on the current plan. The high impact observed led to increased provision for 2021-22 eg More staff trained on Rainbows provision has been included in the extensive provision to support emotional wellbeing and resilience.

Attendance of disadvantaged children was slightly lower than the rest of the cohort in 21-22 (94.88% compared to 96.12%) so attendance tracking and support (using the home-school link worker where appropriate) will continue to form part of our support for disadvantaged children too.

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
EdShed	Education Shed Ltd
Vocabulary Ninja	Vocabulary Ninja
Letter join	Green and Tempest Ltd
Primary Stars	Primary Stars Education
Maths Watch	Maths Watch