

# Pupil premium strategy statement

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 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	413
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Zelia Munnik, Executive Headteacher
Pupil premium lead	Angie Mettrick Assistant Head
Governor / Trustee lead	Polly Narcisi, Chair of Governors and Lead for disadvantaged pupils.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,645
Recovery premium funding allocation this academic year	£2,283
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	£29,928

# 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	Ensure that all children, including disadvantaged, make sufficient progress in reading and that any barriers to reading 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. In KS2, to ensure that progress in all areas of reading is monitored and interventions taken as needed to ensure steady progress.
2	Ensure that all children, including the disadvantaged families are given every opportunity to develop their love of reading, through modelling and mentoring, exposure to role models (eg authors), and by the provisioning of high quality reading resources within classrooms and the school environment.
3	To ensure that the wellbeing of all children, including the disadvantaged, is supported through the continuing legacy of the Covid 19 pandemic. To ensure that we are providing services and resources in school to meet the needs of disadvantaged families, and that external expertise / training is sourced as needed, where possible.
4	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.
5	To ensure that all children, including the disadvantaged and those at an early stage of English acquisition, are confident in expressing their needs and ideas.

## 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 at least expected progress in their phonics.
Gaps are closed between disadvantaged children and all pupils in school.	All disadvantaged pupils make at least expected 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 expected progress in maths.
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: £10k

<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, 2
Accelerated Reader and the associated Star reading assessments to monitor continued progress in reading post-phonics. Enhancing the provision of books for those at the early stages of reading in KS2.	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.	1,2
Purchase of standardised diagnostic assessments. (NFER)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.	1, 2, 4
Enhancement of maths teaching and curriculum for number fluency in EYFS and KS1: purchase of Fluency Bee and ongoing training in early maths	<a href="https://whiteroseeducation.com/maths-fluency-bee#key">https://whiteroseeducation.com/maths-fluency-bee#key</a>	4

teaching through the Maths Hub.		
---------------------------------	--	--

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

Budgeted cost: £10k

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI speech and language package, teaching assistants providing targeted S&L support.	Identified deficit in S&L skills as a result of the pandemic. <a href="https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-languageintervention.html">https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-languageintervention.html</a>	5
Use of specialist maths interventions teacher to teach in smaller groups or 1:1 focused on identified areas of need.	To enable children to practice key strategies and embed knowledge. Use planning, strategies from Maths Hub, DfE non-statutory guidance and NCETM.	4
Support Staff to run targeted support for Curriculum-based targeted support - Early Language - Phonics – Reading using research-based resources.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 2 ,4 5

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

Budgeted cost: £9.9k

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	All

Provide targeted groups and resources to support Counselling and ELSA / Drawing and talking therapy / lego therapy groups.	<p>Targeted children are supported in their emotional well-being through weekly counselling or ELSA sessions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	3
Home school link worker	Targeted children and families are supported through the school's employment of a home school link worker.	3

**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 2022 to 2023 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.

Our observations and assessments indicated that the impact of Covid 19 on children's wellbeing and emotional development remained significant. A range of measures have been used to support this, including a continuation of increased ELSA hours, ongoing counselling provision and Rainbows groups. National data has identified the deficit in speech and language acquisition exacerbated by the pandemics, and this was another area where additional in-house training has enabled us to provide ongoing support and screening for all children.

Attendance of disadvantaged children was slightly lower than the rest of the cohort in 22-23 (94.4% compared to 96.13%) 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
Reading Eggs	3P learning
Letter join	Green and Tempest Ltd
Primary Stars	Primary Stars Education