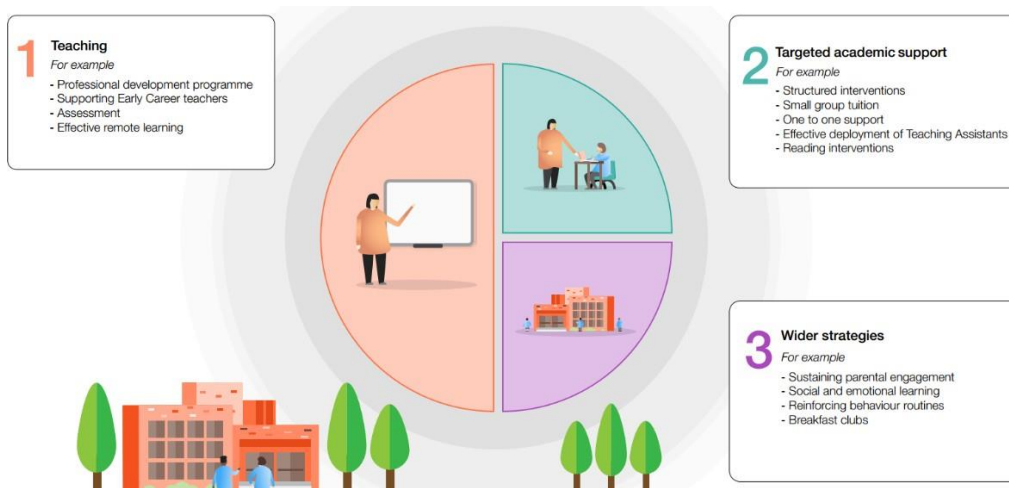


Pupil premium strategy Statement 2020-2021

- A new headteacher was appointed on 20th April 2020 during the beginning of the pandemic and began a review of the pupil premium with the Governing body. The spending of the pupil premium and identifying the impact of the spending is a key development aim. The number of pupils at St Alban's that are entitled to support has doubled between January 2018 and January 2020. The review of spending has led to this being a key priority from September 2020. Alongside the review of the Pupil Premium is the catch up premium – these two documents should be read in conjunction with each other.
- Our focus is on ensuring that the money spent has a direct impact on disadvantaged pupil's academic progress and well-being. Governors and leadership team of the school view this as strategic and moral priority. The school took part in the NFER trials that identified that children were in general at least three months behind and children from disadvantaged further behind. Any gap must be diminished and school resources such as the pupil premium, catch up premium and school budget must be used to support children's learning. Number of free school meals children has increased recently but the school budget does not reflect this because it is based on Census data taken prior to Covid-19 pandemic.
 - This year's report is different because there is no end of year data for 2019-20 because school closed in March 2020 after weeks of significant disruption because of the covid-19 pandemic and prior to the new head taking up post. Although St Alban's remained open and embraced partial reopening opportunities from June 2020 and prioritized vulnerable groups and families not all children were able to come to school that were entitled to pupil premium
 - Impact data can therefore not be used as in previous years. However, some of the spending of the pupil premium this year has been spent on ways that learning could be measured to ensure impact – the school will use this in the summer term to look at Reading and Star Math's scores to do this. However, the main focus of the work has been on diagnostic assessment and adaptations to the curriculum and purchase of resources.
 - We know that our disadvantaged pupils suffered disproportionately during school closure period. Our findings mirrored the [EEF report](#). Many of our children could not access remote learning and didn't have the opportunities for high quality learning at home. We offered places to all disadvantaged pupils in lockdown and wider re-opening periods from March to July 2020. However, too many children still had their learning and well-being significantly affected.
 - We are reframing our use of disadvantaged funding, SEND funding and use of tuition funding using Education Endowment Fund's planning model. This is modelled below:



- Before Covid-19 pandemic, children entitled for pupil premium funding were not achieving as well as other children - Data from 2019 is included and a commentary has been added in this report

GLD 2017-19 – Disadvantaged children

2017	Cohort:10	School 40% 4/10	National other 73%
2018	Cohort: 13	School 69.2 9/13	National other 74%
2019	Cohort: 10	School 30% 3/10	National other 74.4%

7 of the 10 PPG children who entered Y1 in 2019 and are currently in Y2 had not achieved a GLD

- The school has therefore prioritized reading and phonics for this group. The school has also begun stage one of the Oracy project with a group of other local schools – Voice 21 is a whole school project - a three year project and we are in the first year with three staff being trained this year. The focus of the school this year is around Intent – we are ambitious for all of our disadvantaged children.

Years one and two phonics screening:

Year one phonics screening - **all pupils:** 2017 – 54 2018 – 55 2019 – 58

2017 School	National	2018 School	National	2019 School	National
75.9%	81%	83.6%	82%	86.2%	82%

Above national average in 2018-19, and that was the higher achieving cohorts in Reception in 2017 and 2018 (see R data for those years) so progress in phonics continued seamlessly

Phonics - Pupil Premium: number in cohort and number who met the standard e.g. 12/23

2017 – 2/5 40%
 2018 – 6/10 60%
 2019 – 13/16 81.3%

October 2020 Year 2 achieved 83% overall with 72% of pupil premium children having achieved the standard – this is in light of changes to the arrangements and although an improvement cannot be compared to previous years

Evaluation of phonics screening scores

There have been improvements in attainment in the Y1 phonic screening test across the three years 2017/18/19 and that is to be celebrated. The attainment of PPG pupils also improved although a dip in October 2020

End of Key Stage 1 – tests and Teacher Assessments

End of Key Stage 1: all pupils; number: 56 in 2017 – 57 pupils 2018 – 55 pupils 2019 –

	2017 Expected +		2017 higher standard		2018 Expected +		2018 higher standard		2019 Expected +		2019 higher standard	
	School	National	School	National	School	National	School	National	School	National	School	National
Reading	64.3	76%	8.9	25%	70.2	76%	12.3	26%	67.3	76%	14.5	25%
Writing	64.3	68%	7.1	16%	61.4	70%	7	16%	67.3	70%	9.1	15%
Mathematics	60.7	75%	14.3	21%	64.9	76%	10.5	22%	74.5	76%	10.9	22%
RWM combined	53.6	63.7	5.4	11%	56.1	65.3	5.3	12%	63.6	65%	1.8	11%

A dip in outcomes in reading in 2019 and below national average; writing slightly improved to closer to nat. average; mathematics was the strongest subject, only 1% behind national average

End of Key Stage 1 – disadvantaged pupils - 13 in 2017; 10 in 2018; 12 in 2019

	2017 Expected +		2017 higher standard		2018 Expected +		2018 higher standard		2019 Expected +		2019 higher standard	
	School	National other	School	National other	School	National other	School	National other	School	National other	School	National other
Reading	30.8	79%	0	28%	80	79%	0	25%	25	78%	0	28%
Writing	30.8	72%	0	18%	70	74%	0	18%	16.7	73%	0	17%
Mathematics	38.5	79%	0	23%	60	80%	0	25%	25	79%	0	24%
RWM combined	23.1	67.7	0		60	69.3	0		8.3	69%	0	13%

In terms of PPG pupil, there is a significant decline from 2018 outcomes. In 2019, 3/12 achieved expected in reading; 2/12 in writing and 3/12 in maths, so equating to 1/12 in RWM comb.

End of Key Stage 2 – tests and Teacher Assessments

End of Key Stage 2 – all pupils – NOR: 54 pupils in 2017 – 54 pupils in 2018 – 54 pupils in 2019 –

	2017 Expected +	2017 Greater depth	2018 Expected +	2018 Greater depth	2019 Expected +	2019 Greater depth

	School	National	School	National	School	National	School	National	School	National	School	National
Reading	70.4	71%	27.8	25%	63	75%	20.4	28%	63	75%	20.4	28%
Writing	74.1	76%	13	18%	75.9	78%	14.8	20%	74.1	79%	9.3	20%
Mathematics	74.1	75%	20.4	23%	61.1	76%	14.8	23%	75.9	76%	13	24%
EGPS	88.9	77%	37	31%	74.1	78%	27.8	34.5	83.3	78%	33.3	34%
RWM combined	61.1	61%	5.6	9%	50	64%	3.7	10%	55.6	65%	5.6	11%

Average scaled score for all pupils - 54 in 2017; 54 in 2018; 54 pupils in 2019	2017 School	2017 national	2017 diff with Nat	2018 school	2018 national	2018 diff with Nat	2019 school	2019 national	2019 diff with Nat
Reading	104.6	104.1	0.50	102.4	104.6	-2.20	103.4	104.4	-1.00
Maths	104	104.2	-0.20	101.1	103.6	-2.50	103.1	105	-1.90
EGPS	107.2	106	1.20	104.6	105.4	-0.80	105.6	106.3	-0.70

Scaled scores all below Nation average 2018 & 19 in all subjects

Evaluation: End of KS2 – all pupils

Reading at end of KS2 the weakest subject and well below nat. average in 2018 and 2019.

Mathematics strongest in 2019 (at nat. av.) from a low point of 61% in 2018. EGPS very high at expected and GD but not necessarily translating into writing outcomes where exp+ and GD are both below national average

End of Key Stage 2 – disadvantaged pupils – 18 in 2017; 15 in 2018; 18 in 2019

	2017 Expected +		2017 Greater depth		2018 Expected +		2018 Greater depth		2019 Expected +		2019 Greater depth	
	School	National other	School	National other	School	National other	School	National other	School	National other	School	National other
Reading	61.1	77%	16.7	29%	60	80%	13.3	33%	55.6	78%	11.1	31%
Writing	61.1	81%	5.6	21%	80	83%	6.7	24%	66.7	83%	5.6	24%
Maths	66.7	80%	16.7	27%	46.7	81%	13.3	28%	55.6	84%	0	31%
EGPS	77.8	82%	38.9	36%	60	82%	20	39%	72.2	67%	16.7	24%
RWM	50	67%	0	11%	46.7	73%	0	13%	50	71%	0	13%

Disadvantaged: Average scaled score 18 in 2017; 15 in 2018; 18 pupils in 2019	2017 School	2017 National	2017 diff with Nat	2018 School	2018 National other	2018 diff with Nat	2019 School	2019 National other	2019 diff with Nat

		other							
Reading	102.1	104	-1.9	101.6	106	-4.4	102	106	-4
Maths	103.3	104	-0.7	99.8	105	-5.2	99.9	106	-6.1
EGPS	106.3	106	0.3	102.9	107	-4.1	102.4	107	-4.6

Disadvantaged pupils – Evaluation KS2

Reading and maths scaled scores for disadvantaged pupils below national average when compared to all other pupils nationally over three years

Over three years, the PPG pupils have been below the national average for all other pupils nationally in all subjects except EGPS. The gaps have increased in 2019, particularly in reading and maths, where only just over half of the 18 PPG pupils achieved the expected standard in both subject

RWM combined attainment and progress scores over 3 years – 2017-19

2017 Floor and coasting standards (All and disadvantaged)

	School 2017	Floor	Coasting
Expected RWM	61%	65%	85%
Reading progress	0.6	-5	-2.5
Writing progress	-0.6	-7	-3.5
Mathematics progress	0	-5	-2.5

2018

	School 2018	Floor	Coasting
Expected RWM	54%	65%	85%
Reading progress	-0.6	-5	-2.5
Writing progress	1.1	-7	-3.5
Mathematics progress	-1.4	-5	-2.5

2019

	School 2019	Floor	Coasting
Expected RWM	56%	65%	85%
Reading progress	1.2	-5	-2.5
Writing progress	0.4	-7	-3.5
Mathematics progress	0.2	-5	-2.5

Progress across KS2 2017-19: National average 0

	2017 all	2017 Disadv	2018 all	2018 Disadv	2019 all	2019 Disadv
Reading	0.6	-0.1	-0.6	-0.5	1.2	-1.3
Writing	-0.6	-1.3	1.1	1.7	0.4	1.2
Maths	0	1	-1.4	-1.9	0.2	-1
Cohort	54	18	54	15	54	17

Evaluation: From low starting points, pupils made above average progress in reading in 2019, an improvement from the previous year.

However, the progress of the 18 disadvantaged pupils in 2019 in reading was disappointing, as were the outcomes they achieved in tests. In maths there was a similar negative progress score for the disadvantaged pupils in 2018 and 2019

Progress in writing was more positive for all over the last two years, including disadvantaged

Reading is a key area to improve in the school – it appears to be the weakest subject for all pupils including PPG pupils where achievement appears to be consistently low, particularly in 2019.

- From the information presented the school is now focussed on ambition for all pupils, including SEND and disadvantaged
 - A key focus is on assessment and the use of formative and diagnostic assessment and being clear to plan next steps.
 - A whole school review of curriculum and assessment is taking place.
 - Reading for pleasure and inference in both key stages (phonics does not seem an issue based on 2018-19 data)
- In addition we want to make the best adaptations that we can within Covid-19 safety plan for disadvantaged pupils
 - Ensuring that we restore our curriculum as fast as possible and allow our disadvantaged pupils to achieve and flourish across the curriculum.

Strategic Lead: Mr John McDonald (Head Teacher)

Lead Governor for Pupil Premium: Mr Kevin Doogan

School overview

Pupils in school Sept 2020	385
Proportion of disadvantaged pupils	105
Pupil premium allocation this academic year	146, 225.
Academic year or years covered by statement	2020 to 2021
Publish date	Sept 2020
Review date	Sept 2021
Statement authorised by	Governing Body
Pupil premium lead	John McDonald
Governor lead	Kevin Doogan

Disadvantaged pupil progress scores for last academic year available 2019

Measure	Score
Reading	+1.34
Writing	+1.16
Maths	-1.03

Disadvantaged RWM combined 2019

ATTAINMENT & ASSESSMENTS

St Alban's Catholic Primary School (3331)		
Subject	Level	Value
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	45.5%
	GDS/High Score	0.0%
Reading	≥Exp.Std.	54.5%
	High Score	18.2%
Writing (TA)	≥EXS	54.5%
	GDS	9.1%
Maths (test)	≥Exp.Std.	54.5%
	High Score	0.0%

Barriers to Achievement at St Alban's Catholic Primary

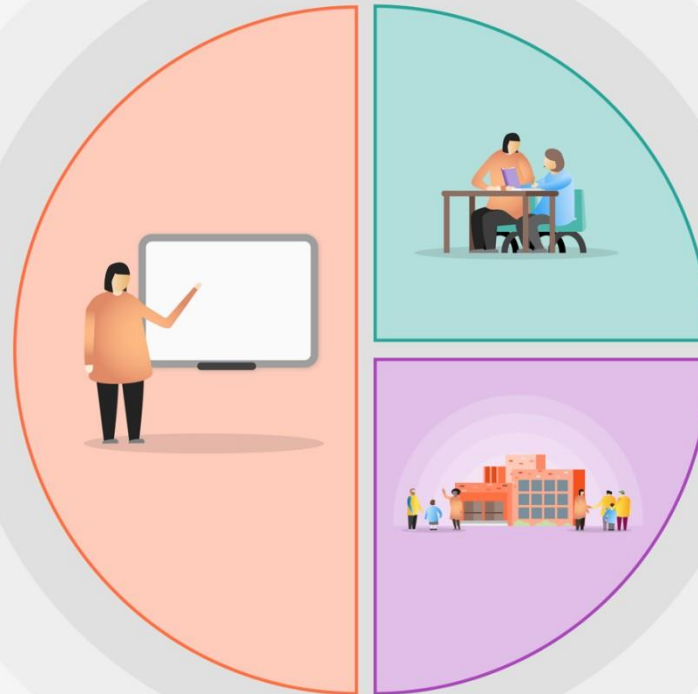
We are careful not to describe our disadvantaged children in broad statements. However, there are common threads that characterise reasons for under achievement in our disadvantaged children. These are:

Key Issue	Strategic Response
Impact of Covid-19	<ul style="list-style-type: none"> • Ensure access to digital devices for children in Key Stage Two. • Deploy SENDCO / DHT and other key staff to target teaching and provide high challenge and support in classes. • Research using the EEF strategies that have high impact • Adapt the Curriculum and aim to be on track by September 2021 with long term overviews in place • Invest in additional tuition. • Offer wider pastoral initiatives including mentoring, mental health work. • When safety measures allow consider after school support as has been used previously with TA's
Challenging welfare conditions for families.	<ul style="list-style-type: none"> • School based family support from identified staff – support staff with high quality training. • Identify Positive parenting programmes ran • Provide meals, food parcels and food vouchers in addition to school base provision.
Lack of parental engagement in learning. Can lead to lack of aspiration for some pupils.	<ul style="list-style-type: none"> • Created small set teaching to target additional support and guidance for learners (from Y1 to Y6). • Ensuring additional targeted support with home learning, reading etc with teachers and support staff. • Support for anxious children and parents via extra support in school clubs – eg lego club
Receptive and expressive language needs.	<ul style="list-style-type: none"> • Commissioned Speech and Language service and EP services , NELI (Nuffield Early Language Provision) and Talk Boost services, Voice 21 • Increased EP support

Pupil Premium Funding Statement

1 Teaching

- Professional CPD to enhance Quality First teaching (Teaching Walkthrus)
- Phonics books matched to phases -whole school phonics training Literacy Company
- Star Reader / Star Maths / Early Literacy Accelerated reader for exit point in year to year 6.
- Pathways to progress
- Whole school oracy project with Voice 21 network.
- Maths Hubs support networks for EYFS, KS1 and KS2.
- Whole school review of the Curriculum
- Chris Quigley training and materials purchased – INSET – individual –
- Development of Mastery Model in all subjects



2 Targeted academic support

- NELI provision in EYFS.
- Enhanced tuition and targeted support via diagnostic teaching
- Pathways to progress to target post Covid gaps in
- Teaching Assistant led interventions, including: Nessy, Or-rets Meadow

3

- ☐ Speech Therapy (1:1)
- ☐ Counselling service. ELSA Mentoring programme
- ☐ Social/communication groups.
- ☐ Teacher enrichment clubs.
- ☐ ELSA provision.
- ☐ Enhanced trips and visits provision.
- ☐ Access to instruments and IT to enhance learning at home.

1. Pupil Premium Funding Priorities

Outcomes are evidencing that we are narrowing the gap in Foundation Stage and Key Stage One in phonics. There is progress in KS2 in Reading and Writing but not maths in 2019. Attainment and progress gaps must be closed more over time. Principally, we have to close the gap quicker to promote higher attainment levels and more rapid progress by the end of Key Stage Two.

2020-21 spending priorities are:

Area for spending. What provision are we providing?	Intended Impact	Funding
<p>Quality First teaching- - development of the Curriculum and middle leadership. Review of Subjects and key areas of learning because of the disruption to Education.</p> <p>Purchase of Pathways to read and write / pathways to progress – to support progression - Mastery teaching is a proven strategy to improved outcomes. Support from mastery consultants in Reading and writing – diagnostic teaching – review of formative assessment and assessment within the school</p> <p>Support from Maths Consultants – First 4 Maths – use of the NECTM resources to prioritise learning.</p> <p>Targeted support for phonics – extra phonics resources and training for Current Year 2 up to end of Autumn term</p> <p>Additional teaching across the school to reduce class sizes and ensure targeted teaching for disadvantaged pupils.</p> <p>2 teachers DHT and SENCO and TA’s managed by the SENCO and class teacher T teaching assistants deployed in classes for team teaching to enhance achievement whilst maintaining integrity of bubble safety model.</p> <p>Whole school Oracy project – voice 21 Zoo project transition support and support for Curriculum leaders</p>	<ul style="list-style-type: none"> • Boost achievement for targeted groups to promote age related attainment (ARE) and improve above average ARE. • Additional teaching group within lessons are organized on targeted outcomes. Maintaining bubble principle • Aim is to ensure that provision allows for personalized learning. (SENCO and DHT). • Improved phonics for Pupil premium children • Use of Star reader and Star maths assessments to benchmark • Use of MYON to support reading at home • Improved Oracy over the next three year. • Improved transition for the Pupil Premium at YEart 6 	<p>DHT and SENCO</p> <p>£90000</p>
<p>Investment to target improved teaching using EEF toolkit and evidence.</p> <p>Purchase of the Teaching Walthru’s and Curriculum resources to support</p>	<ul style="list-style-type: none"> • PLC using new Literacy schemes • Accelerated Reader Investment • Voice 21 Investment 	<p>£15000</p>

<p>Improve early intervention in EYFS through smaller class sizes targeted teaching for speech development, physical development and early number recognition. Focus on the prime areas</p> <p>This will be led by AHT for EYFS and KS1</p>	<p>We will be ensuring that from F1 any gaps are quickly closed.</p>	<p>Pupil Premium teaching and Support for families £15 000</p>
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Pupil Premium Funding Statement September

Area for spending. What provision are we providing?	Intended Impact	Funding
Intervention work led by teachers and TAs (element directed towards disadvantaged children).	Improve outcomes for all children. Specific focus in planning for provision for children entitled to the pupil premium to boost their attainment and achievement. Lead on work with other support staff <ul style="list-style-type: none"> • NELI • Times table challenge / • Kumon maths for targeted children • Targeted support with Accelerated Reader 	£15,000
1-1 booster sessions for pupil premium children in KS2 in and Summer Term	Identify children who are below ARE who would benefit from 20 hours pupil premium 1-1 support in Summer Term. 240 hours x £30	£7,225
Social and Emotional Support from Learning Mentors. Improve well-being and attendance. TA working as attendance officer Purchase of Scholar pack	Improved attendance Improved support over lunchtime to support vulnerable pupils Improved data sources to intervene as quickly as possible	£15000
Ensure that disadvantaged children benefit from social capital with enhanced enrichment, subsidies etc.	We need to engage all our children and ensure that our most vulnerable children can access wider learning opportunities. Aim is that every child attends residential trips and have universal access to musical tuition and other clubs. Ensure participation in residential events and extra-curricular activities – Oaklands (If trips are possible this year)	£5000
	Total Spending	£147 225
	Total Allocation 2020-21	£146 225

Attendance

Children eligible for pupil premium have lower attendance and punctuality than their peers.

Key Attendance Data Update

Have reported Covid figures but used February Half Term for last reliable whole school figure.

	2018 Data	2019 Data	Feb 2020 Data	National Average (2017- 18) figures)	2020-21 Target
All Chil- dren	96.38	96.05	96.11	95.2%	96.5%
Pupil Pre- mium Children	95.18	95.03	95.02	94.3%	95.5%
Non-Pupil Premium Children	96.65	96.38	96.47	96.4%	96.8%
PP GAP	1.47	1.35	1.45	2.1%	1.3%
Boys	96.53	95.99	95.99	95.8%	96.5%
Girls	96.23	96.11	96.24	95.9%	96.5%
SEND	95.86	95.01	95.02	94.5%	95%

