



St Alban's Catholic Primary Pupil premium strategy statement 2021-2024

This statement details our St. Alban's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged pupils. Being ambitious for all pupils and ensuring that the in school gap is diminished.

This statement 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	378
Proportion (%) of pupil premium eligible pupils <small>Free school meals (3 Service Children)</small>	38.5% (December 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans recommended)	2021-24
Date this statement was published	31 st December 2021
Date on which it will be reviewed	Termly
Pupil premium lead	Mr John McDonald
Governor lead	Mr Kevin Doogan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 161 365
Recovery premium funding allocation this academic year	£ 17 255
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	£ 178 620

Part A: Pupil premium strategy plan

Statement of intent

- At St Alban's Catholic Primary school we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.
- We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. The primary aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to children's individual starting points. St Alban's is ambitious for all pupils. Including those with SEN



St. Alban's Strategy aims to

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

- Access a wide range of opportunities to develop their knowledge and understanding of the world

The Sutton Trust and Education Endowment Foundation) and the EEF Toolkit play a key role in our spending plans for Pupil Premium.

Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit. The school follows the Implementation process of Explore, Prepare, Deliver and Sustain and believes High quality teaching helps every child

St. Alban's continues to adopt a tiered approach to pupil premium spend with a focus on the following.



1. **Teaching** – a focus on professional development ensuring the opportunity for highly skilled teachers to support and also develop early career teachers – assessment and effective remote learning.

2. **Targeted academic support** – close links between intervention support and classroom teaching – structured interventions; small group tuition, One to One support, effective development of teaching assistants, phonic and reading interventions.

3. **Wider strategies** – using social and emotional support to target non-academic barriers to success in and out of school.- sustaining parental engagement, behaviour for learning, breakfast clubs, Cultural capital, Residential trips.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language gap (Vocabulary gap) is wider for disadvantaged pupils on entry to the school than other children in the school. The vocabulary gap decreases over time but the challenge is to diminish the gap as quickly as possible from the start of children's schooling.</p> <p>Assessments in September 2021 (<i>Welcomm – speech and language toolkit</i>) of disadvantaged children starting St. Alban's I show that some children have weaker language skills and a poorer vocabulary on entry) Disadvantaged boys are at greater risk when starting school. (The GLD gap for disadvantaged children in 2019 was 16.4% in speaking)</p>
2	<p>Analysis of School data over the last three years, demonstrate disadvantaged pupils have greater difficulties with phonics than other children.</p> <p>Although the disadvantaged children passing the phonics check has risen from 40% in 2017 to 81.3% in 2019 there has been an internal dip of 10% in Autumn term 2020 where 83% of non-pupil premium children achieved the required standard compared with 72% of pupil premium children.</p>
3	<p>Auditing of children's reading, assessments and pupil voice clearly shows that opportunities for reading development at home are missed by a large majority of children especially those who are disadvantaged. As a consequence reading attainment across the year groups is below national peers' outcomes.</p>
4	<p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils which have impacted on their ability to learn and a priority for some pupils is their Social, emotional and mental wellbeing. Some disadvantaged children are unable to manage strong emotions and control impulses which results in limitations to accessing their long term memory and limits their learning.</p> <p>Observations and assessments, work scrutiny and demonstrate that disadvantaged children have greater difficulty with self-regulating and have lower self-efficacy. Since the major lockdowns in 2020 the impact on children's social, emotional and mental wellbeing has been more noticeable for the younger disadvantaged pupils (reception to Year 3). Rreferrals by school staff for support for younger pupils has increased. Parents have contacted the school for more support around children's social, emotional and mental wellbeing.</p>
5	<p>Attendance –Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p>

Intended outcomes

Intended outcome	Success criteria
1 Improved oral language skills and vocabulary among disadvantaged pupils across the school – (particularly closing the gap on entry) language gap is diminished year on year	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2 Improved reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2024/25 show a significant increase in the number of disadvantaged pupils that meet the expected standard. (80% Target)
3 Improved Writing attainment among disadvantaged pupils	KS2 Writing outcomes in 2024/25 show a significant increase in the number of disadvantaged pupils that meet the expected standard. (80% Target)
4 Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 Maths outcomes in 2024/25 show a significant increase in the number of disadvantaged pupils that meet the expected standard. (80% Target)
5 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> 100% of children able to self-regulate using taught strategies. Increase in participation in enrichment activities, particularly among disadvantaged pupils All disadvantaged pupils to have experienced the school's minimum curriculum entitlement
6 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 3% lower than their peers
6 To have identified, referred and provided additional support for the needs of children with SEND and other disadvantaged children with other complex needs (such	<ul style="list-style-type: none"> • All disadvantaged children with additional needs and SEND have a personalised plan for

<p>as adopted from Care, Special Guardianship, PEP's)</p> <p>A special focus on Reading for disadvantaged pupils.</p>	<p>intervention;</p> <ul style="list-style-type: none"> • Plans are regularly assessed and evaluated regularly progress is clearly seen for each individual. • Action taken swiftly to support children with SEND • Actions taken quickly for children that are disadvantaged for reasons other than Free school meals e.g. adopted from Care -
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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. We follow a tiered approach based on the research by the Education Endowment Fund (EEF).

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65 095

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School Professional learning through all teaching staff enrolled in the Great teaching toolkit programme (Evidenced based Education)</p> <p>Embed Shirley Clarke book on metacognition and Formative assessment (Feedback)</p>	<p>Continuous Professional Development programme based on the Great Teaching toolkit evidence review 2020 of the 14 areas that have the greatest impact on improving teaching and learning</p> <p>Personalised curriculum for teacher learning to work on collaboratively as a whole school – part of the school professional learning Cycle https://evidencebased.education/</p> <p>Strategies included with Evidenced based approached to improve Feedback and Metacognition and Memory: Feedback + 6 months Metacognition =7 months</p>	2, 3, 4
<p>Continuation of the Voice 21 Oracy Project across the school to embed dialogic activities to enable pupils to articulate key ideas, consolidate understanding and extend vocabulary</p> <p>Voice 21 £3600</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Continuation of VOICE 21 Project with Group of Wallasey Cluster Schools (2020-2023)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF +6 months</p>	1, 2, 3, 4, 5
<p>Continue to use – NFER Assessments Accelerated Reader</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 through</p>	2, 3, 4

<p>Star Reader / Maths Diagnostically £20 000</p>	<p>interventions or teacher instruction: Tests used diagnostically using question level analysis and adaptations to the school Curriculum</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	
<p>Purchase of the Little Wandle Phonics DFE approved Synthetic phonics programme and ensure school Phonics training for all staff £995 plus £4500 books</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Synthetic Phonics approach has shown to have an impact of +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 6</p>
<p>Purchase of Pathways to Read and Write and Spell £6000 Support from External English Consultants to develop staff knowledge and expertise</p>	<p>Embedding of Literacy mastery programme designed to equip pupils from Year 2 onwards with key skills to move them through the reading process towards becoming competent and fluent readers in both Reading and Writing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies The evidence of Mastery approaches is further evidenced in the https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning To support this approach, clear detailed lesson plans and resources are linked to high-quality texts. Pathways to Read ensure engaging and purposeful reading lessons. Recommendations in Improving Literacy in Key stage 1 and Key stage 2 demonstrate the importance of modelling and teaching reading strategies explicitly</p>	<p>1, 2, 3, 4</p>

<p>Purchase of High Quality Reading texts – (copy per child) to develop vocabulary</p> <p>£20 000</p>	<p>To support children by embedding the mastery approach of the English Schemes - the development of reading strategies the exposure of all pupils to high quality reading texts. Development of Vocabulary of tier 1, 2 and 3 words</p>	<p>1, 2, 3</p>
<p>Development of Maths Mastery (including Teaching for Mastery training).Purchase of Maths No Problem and continuation of a mastery approach to Maths – develop into Year 6 Part of the Maths Hub – (First year 2021-22)</p> <p>Support from External Maths Consultants to develop staff knowledge and expertise</p> <p>£10 000</p>	<p>Development of Maths Mastery approach within the school</p> <p>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: 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</p>	<p>1, 3</p>

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

Budgeted cost: £96 217

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Early Language Intervention for children in EYFS / Year 1 especially the disadvantaged</p> <p>Welcomm screening in EYFS used to identify children with speech delay</p> <p>£300</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Welcomm screening supports</p>	<p>1, 2, 3</p>

<p>Additional a) Educational Psychologist and b) Speech and Language support to ensure that children are quickly assessed and supported £ 8 000</p>	<p>Early intervention is critical to ensuring that children received any intervention in a timely manner EF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p>	<p>1, 2 , 4</p>
<p>Phonics sessions in Reception / Year 1 and Year 2 targeted on support – teacher and teaching assistant led – Use of the school led tutoring grant to support some children at risk of falling behind. Delivered via School based staff £1 500</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Use of the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. 70% of the pupils who receive tutoring will be disadvantaged including those who are high attainers working to Greater Depth. £12 255</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One tutor for EYFS to Year 2 One tutor for Year 3 and Yea 4 One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Using a) academic mentor, (From January 2022) School led tutoring and b) additional boosters (teaching assistant led) to provide a blend of tuition, mentoring and c) school-led tutoring for pupils whose education has been most impacted by the pandemic. £18 162</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Academic Mentor to work with Year 5 and Year 6</p>	<p>1, 2, 3, 4, 5</p>

<p>Using Maths Whizz tutor (artificial Intelligence adaptive programme) for All for children – all children have access but disadvantaged that are not engaging or do not have access to technology attend a Booster Club runs to 4pm Monday to Thursday using Teaching Assistant support £6 000</p>	<p>Research demonstrates that students who learn with the Maths-Whizz Tutor for 60 minutes a week increase their Maths Age™ by, on average, 18 months in their first year. By automatically setting lessons, cleverly assessing progress and giving each child the intelligent support they need, the Tutor builds confidence, ability and motivation in maths.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Extending the school day</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2, 3, 4,</p>
<p>Use of Teaching Assistants and support staff across the school to target specific groups of children supporting the recently reviewed school “feedback policy” so that children receive support as quickly as possible within the lessons or soon after £50 000</p>	<p>Feedback is seen to have a positive impact of 6 months - the Embedding of the school feedback policy is to ensure that the disadvantaged children receive support as quickly as possible.</p> <p>John Hattie’s evidence on misconceptions being quickly addressed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £ 24, 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the Improving School Attendance advice.</p> <p>This will involve training and release time for a teaching assistant to support targeted and vulnerable families.</p> <p>£2 000</p>	<p>The guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy</p>	<p>1, 2, 3, 4,</p>
<p>Planned bespoke programmers for Vulnerable disadvantaged pupils that are focused on Wellbeing e.g. Morning and lunchtime Clubs organized for specific groups of children ,</p> <p>£1 000</p>	<p>Supporting children to develop self regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>4, 5</p>
<p>Curriculum enrichment for Pupil Premium children to give equality of opportunity with paired weekly guitar lessons Music tuition offered to LAC and FSM pupils at no cost to parents</p> <p>£9 750 (Music tuition)</p> <p>Subsidised Funding for Clubs</p> <p>£5000</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4, 5</p>
<p>Subsidised support for Outward Bound Trip in September 2022 for the 5 day Residential</p>	<p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and</p>	<p>4, 5</p>

<p>£ 4000 (50% Discount)</p>	<p>canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p>	
<p>Forest Schools to support the language development of the children in Reception on Entry to the school and to develop their physical and emotional wellbeing including Self-regulation</p> <p>£7 500</p>	<p>Development of self-regulation and metacognitions strategies and development of oral language and vocabulary</p> <p>Jean Gross</p>	<p>1, 2, 4, 5</p>

Total budgeted cost: £ 185 562

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.

The last published Outcomes prior to Summer 2021 in Key stage 2 show 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 and this has continued exacerbated by the pandemic.

A key focus is on assessment and the use of formative and diagnostic assessment and being clear to plan next steps has driven the strategy and there are signs of the disadvantaged children being focussed – in particular the targeted use of the National tutoring support and school led tutoring support where all children targeted have shown improvements with two children Year 6 children moving up by 7 levels in accelerated reader and all three children improved the NFER Maths scores and Reading Age on Star Reader and a current Year 4 child's reading age improving by 1 year and 3 months in 5 weeks.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Last year's pupil premium strategy marked the end of the assessment period and St Alban's we used NFER Standardised tests in September 2020 to support all children on their return after the second lockdown. These were the test the children missed in May 2020. The children all took an NFER test in May 2021.

Analysis of the tests showed that the gap persists between the children who are disadvantaged compared to the other children in the school despite improving from baselines when they returned to school in 2021.

The phonics check in the Autumn term showed that although the number of disadvantaged children passing the phonics check has risen from only 40% in 2017 to 81.3% in 2019 there has been an internal dip of 10% in Autumn term 2020 where 83% of non-pupil premium children achieved the required standard compared with 72% of

pupil premium children.

Children were supported from Autumn 2020 to Summer 2021 so that only three children left Year 2 moving into year 3 not having passed the phonics check. However, the school's internal monitoring shows that children's application of their phonics and translation into writing shows application of their phonic knowledge m needs to become more secure.

There are now less children in Key stage 2 that have moved through the school insecure in their phonics than has been the case previously due to a more focused approach and adaptation of the curriculum. A key factor in choosing a whole school phonics scheme and whole school training for all staff in phonics.

Due to Covid-19 the school has focussed on diagnostic testing and ensuring that feedback and the principles of immediate feedback has played a key part in the schools improvement plan for all pupils especially disadvantaged.

As a consequence of the Covid-19 pandemic, our expectations of improved assessment results on previous years in attainment and progress were not realised. Although at the end of Key Stage 2 attainment has started to get closer to national attainment averages unfortunately this could not be demonstrated using statutory assessment and formally acknowledged. For other year groups assessments demonstrated other year groups had underperformed on our aspirations in particular in writing and Grammar, Spelling and punctuation.

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 intention to maintain a high quality curriculum, including during periods of partial closure.

Attendance in 2020/21 was 96.91% for other children with a gap of 2.8% Since returning attendance from September 2021 attendance has been 93.45% for other children and 94.88 for pupil premium. This has largely been due to an increase in unauthorised holidays. The current attendance data is comparable with the national average for Primary

As a consequence of assessments, parental surveys and audits it was clear that wellbeing and mental health were significantly impacted last year, as a direct result of COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

We are intent on building a new approach from September 2021 with the activities detailed in this plan that is based on evidence.

Currently the school is examining the practical strategies in Jean Gross's book Reaching the Unseen children to see how we can make sure we use practical strategies to impact those that are classed as disadvantaged

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
Welcomm	Maths Whizz
Accelerated Reader	Lexplore analytics
Star Reader	Star Maths
VOICE 21	Nuffield Early Language Intervention