



St Alban's Catholic Primary Pupil premium strategy statement 2022-2025

This statement details our St. Alban's use of pupil premium (and recovery premium for the 2022 to 2025 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	355
Proportion (%) of pupil premium eligible pupils <small>Free school meals (3 Service Children)</small>	36.9% (December 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans recommended)	2022-25
Date this statement was published	31 st December 2022
Date on which it will be reviewed	Termly
Pupil premium lead	Ms Kelly Nuttall
Governor lead	Mr Kevin Doogan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184555
Recovery premium funding allocation this academic year	£18125
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	£202680

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

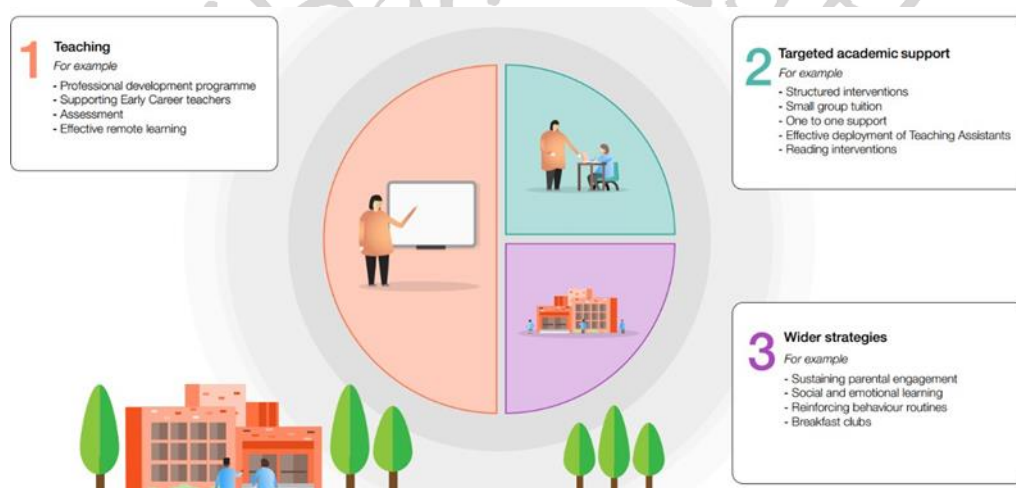
- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable 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. A focus on High Quality teaching.

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.

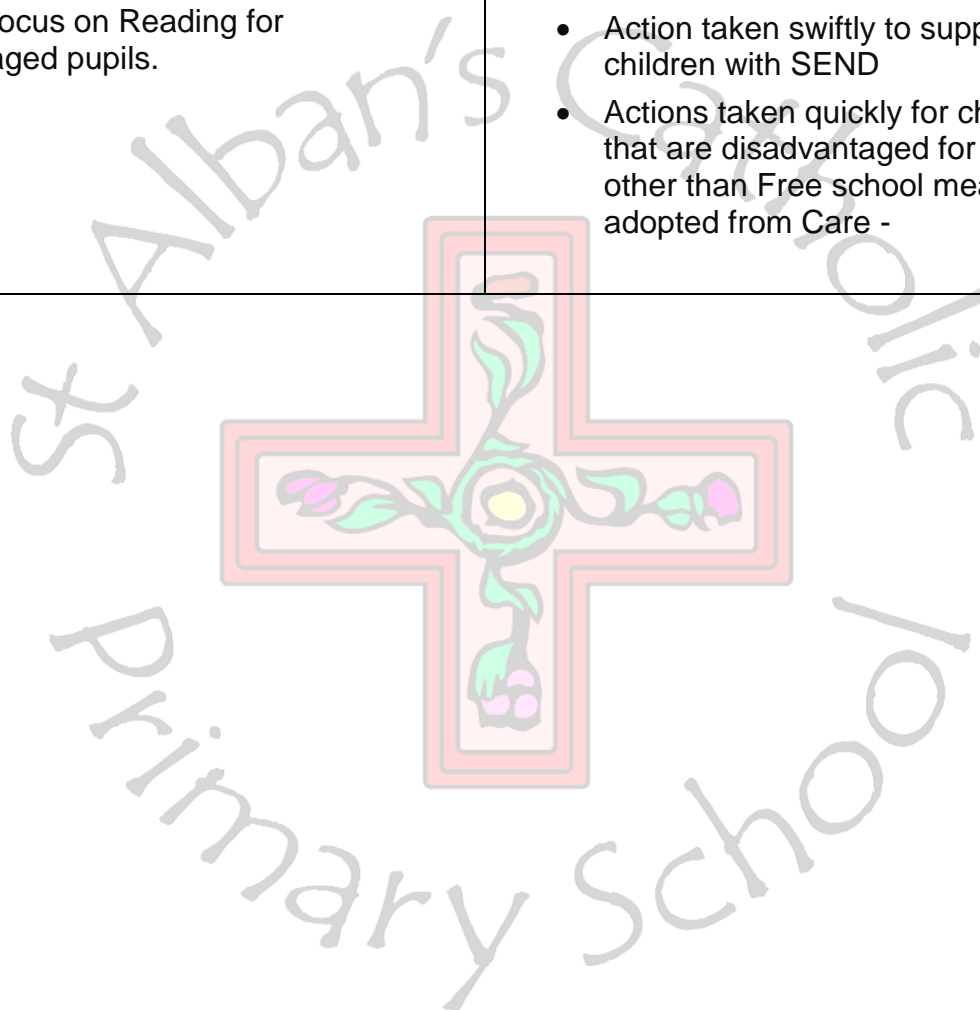
Challenge number	Detail of challenge
1	<p>Language gap (Vocabulary gap) is wider for disadvantaged pupils on entry to the school than other children in the school. The vocabulary gap decreases over time but the challenge is to diminish the gap as quickly as possible from the start of children's schooling.</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). Rereferrals 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</p>

	than for non-disadvantaged pupils.
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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 2025/26 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

	<p>are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 3% lower than their peers</p>
<p>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 as adopted from Care, Special Guardianship, PEP's)</p> <p>A special focus on Reading for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • All disadvantaged children with additional needs and SEND have a personalised plan for intervention; • 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 -



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: £ 100 196

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</p> <p>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</p> <p>The evidence of Mastery approaches is further evidenced in the https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>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.</p> <p>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>Purchase of High Quality Reading texts to update the Accelerated Reader Library for more current texts</p> <p>£10 000</p>	<p>To support reading at home and ensure the development of Accelerated Reader and it's use by teaching staff.</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)</p> <p>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>
<p>School improvement - £2400(for HLTA) £2708 (EYFS conference and consultancy for the rest)</p>	<p>Training of 4 HLTA's</p>	<p>2, 3, 4</p>
<p>Maths no problem- £8486 (240 was CPD the rest text books) The literacy company - £6678 When adults change -£3430 Maureen Hints -£700 Fairfield diane maths - £700</p>	<p>High Quality Resources and CPD support</p>	<p>2, 3, 4</p>

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

Budgeted cost: £99 055

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:</p> <p>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</p> <p>£ 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</p> <p>£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:</p> <p>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</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:</p> <p>One tutor for EYFS to Year 2</p> <p>One tutor for Year 3 and Yea 4</p>	<p>1, 2, 3, 4, 5</p>

<p>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>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</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. £21 000</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</p> <p>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</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 disad-</p>	<p>1, 2, 3, 4, 5</p>

<p>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</p> <p>£50 000</p>	<p>vantaged 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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 52 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the Improving School Attendance advice and working with a cluster of schools in partnership with Michelle O’Dell from the DFE</p> <p>Attendance officer to be employed from September 2022 – also responsible for pas</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>Working together to improve attendance</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</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 , Introduction of Rest Easy £2000 Rest Easy 1:1 Counselling £4000 JC Wellbeing £8000 Play Therapy for LAC £10 000</p>	<p>Supporting children to develop self regulation</p> <p>Rest Easy sessions 1:1</p> <p>Support for Whole school through REST easy training 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 £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. 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 £ 4000 (50% Discount)</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 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>4, 5</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: £ 251 501



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 2021 academic year.

From low starting points, pupils made above average progress in reading in 2019 and 2022, an improvement from the previous years – Reading being a key focus of school improvement with new schemes being implemented with pathways to Read.

The progress of the 18 disadvantaged pupils in 2019 in reading was disappointing, as were the outcomes they achieved in tests. However, there was improved progress for the disadvantaged pupils in 2022. In maths there was a negative progress score for the disadvantaged pupils in 2018 and 2019 and this has widened in 2022. Progress in writing was more positive for all over the last two years, including disadvantaged children.

Reading was the weakest subject for all pupils including PPG pupils where achievement appears to be consistently low, particularly in 2019. However, there are improvements in 2022. Progress for disadvantaged pupils was greater than all children with a +0.64 score compared with a +0.29 score for all children.

Pupils had previously done well in SPAG tests but these strong outcomes are not necessarily impacting on outcomes in writing teacher assessments and not seen in 2022. GPS is a key focus for improvement in the school

Maths attainment and progress was lower in 2022 – the disadvantaged children doing less well (-1.96 compared with -0.75) Maths is a key focus for improvement across the school and especially the disadvantaged.

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 and May 2022. This December children took the Insights test in Maths no problem.

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. The gaps have increased in 2019 and 2022, particularly in reading and maths, where only just over half of the 18 PPG pupils achieved the expected standard in both subject in 2019 (9 /18 Pupils) and only 40 % in 2022 (6/15 Pupils)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.

There have been improvements in attainment in the Y1 phonic screening test across the years 2017/18/19/22 and that is to be celebrated. The attainment of PPG pupils also improved due to the rigor of using Little Wandle and the purchase of the Little Wandle scheme.

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.

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.

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.

Overall absence for the Autumn and Spring terms was 6.2% in 2021/22. St. Alban's overall absence is in line with the National average of 6.2% and placed the school in the 48th percentile when compared with school's Nationally. During this time 42.8% of missed at least one session due to Covid which is slightly above the National Value of 41.9%. Overall persistent absence during the Autumn and Spring terms was 17.6%. If the persistent absent cohort was removed from absence calculations the overall absence rate would decrease to 4.2%. St. Alban's s persistent absence has increased by 11.2% from 6.4% in 2020/21 to 17.6% in 2021/22. St. Alban's average for the last 2 academic year(s) is 12.0%. St Alban's persistent absence rate is 0.7% lower than the National average during this time of 18.3%. St Albans's is percentile 48 when compared to all school's Nationally for persistent absence. St Alban's had an unauthorised absence of 1.3% in the Autumn and Spring terms. The school's unauthorised absence is higher than the national average of 1.2%.

St Alban's had an authorised absence of 4.8% this increased by 2.6% from 2.2% in 2021 but is below the National average of 5% Current Attendance (As of First half term Autumn 2022) Overall attendance 95.1% Girls 95.04% Boys 95.22% FSM 93.46% Non FSM 96% Pupil Premium 93.08% Non pupil premium 96.15% EAL 91.89% Non EAL 95.25% SEN 93.4% EHCP 92.4% PLAC 93.4% Persistent absence 13.8% Holidays not agreed with school accounts for 0.9% Illness accounts for 2.88% Excluding G codes (Holidays not agreed) Overall attendance for the Autumn term is 96% Girls 95.99% Boys 96.01% FSM

94.63% Non FSM 96.7% Pupil Premium 94.43% Non pupil premium 96.77% EAL 91.89% Non EAL 96.15% SEN 94.73% No SEN 97.99% 23% of the children with attendance less than 90% (Persistent Absent) have had an unauthorised family holiday not agreed. This accounts for 3.4% of persistent absence. Persistent absence drops to 10.4% when these children are disaggregated from the Attendance data for the Autumn 1 term.

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 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.

The school is improving consistency in its Maths Approach and ensuring that each child has access to high quality teaching and learning from the Maths No Problem approach. Support is being sought through the maths Hub to support the subject leader in developing this work with a key focus on disadvantaged pupils. Diagnostic assessment of INSIGHTS and formative assessment and Live marking are being

completed now (December 2022) to ensure that we close gaps quickly.

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	Star Maths
Accelerated Reader	Nuffield Early Language Intervention
Star Reader	
VOICE 21	

