



# St Alban's Catholic Primary Pupil premium strategy statement 2022-2025 (Impact statement 2023)

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	291
Proportion (%) of pupil premium eligible pupils <small>Free school meals (3 Service Children)</small>	43% 124 / 291 (December 2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans recommended</b> )	2022-25
Date this statement was published	31 <sup>st</sup> December 2023
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	£190 525
Recovery premium funding allocation this academic year	£18 125
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	£208 650

## 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

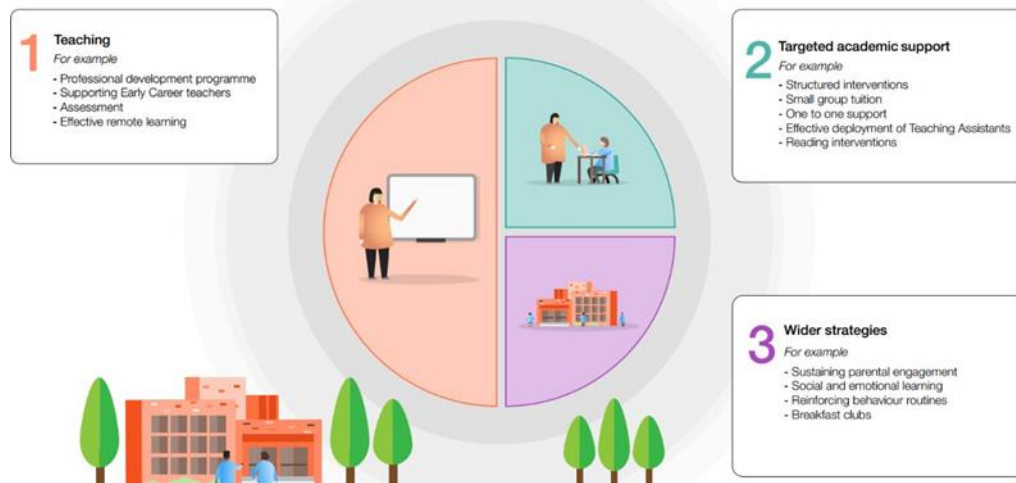
- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable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

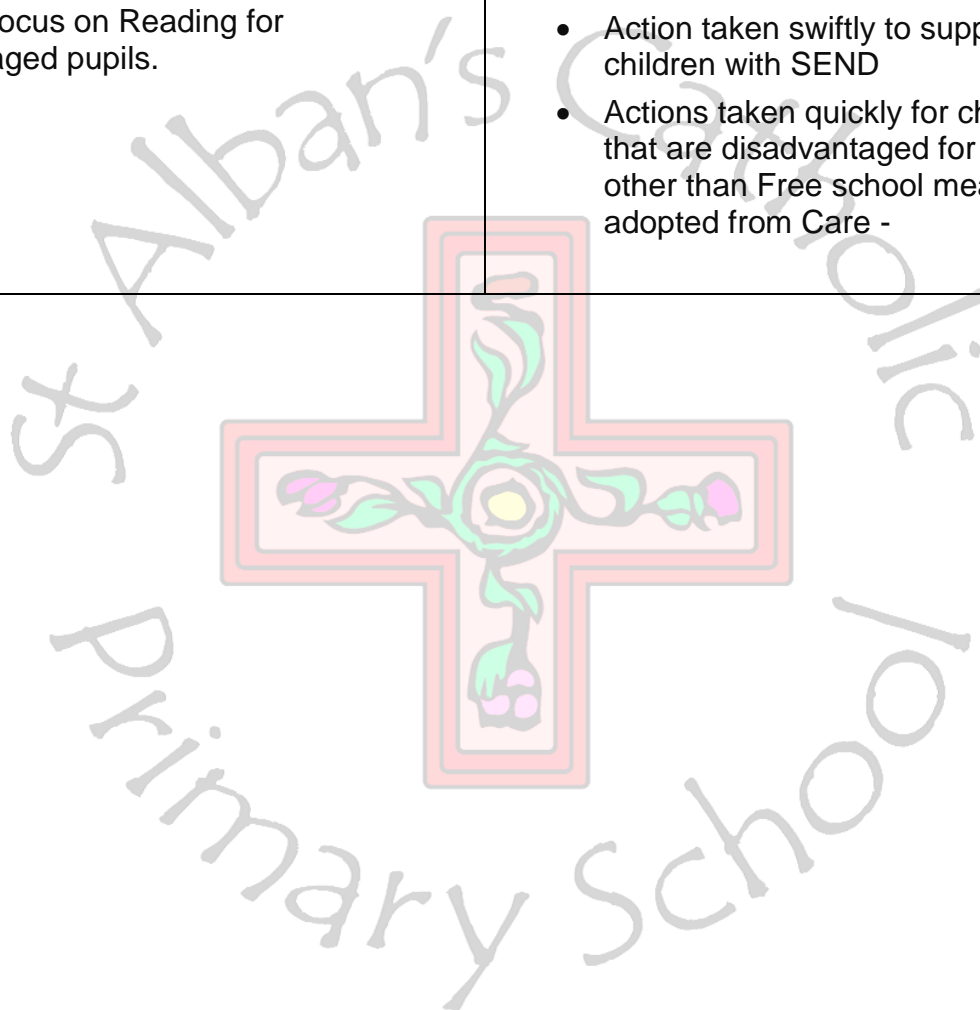
Challenge number	Detail of challenge
1	<p><b>Language gap (Vocabulary gap) is wider for disadvantaged pupils on entry to the school</b> than other children in the school. The vocabulary gap decreases over time but the challenge is to diminish the gap as quickly as possible from the start of children's schooling.</p> <p>Assessments in September 2021/2/3 (<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)</p> <p>In 2023 48% of children were behind on entry between 2 and 11 months with an average of 4 months behind age related expectation. Disadvantaged boys are at greater risk when starting school.</p>
2	<p>Analysis of School data over the last three years, demonstrate disadvantaged pupils <b>have greater difficulties with phonics</b> than other children.</p> <p>Although the disadvantaged children passing the phonics check has risen from 40% in 2017 to 81.3% in 2022 there has been dip of 18.8% in 2023 where 62.5% pupil premium children achieved the required standard compared with 85.7% of pupil premium children in 2022.</p>
3	<p>Auditing of children's reading, assessments and pupil voice clearly shows that <b>opportunities for reading development at home are missed by a large majority of children especially those who are disadvantaged.</b> 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 <b>Social, emotional and mental wellbeing</b>. 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 <b>difficulty with self-regulating</b> and have <b>lower self-efficacy</b>. 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 4). Referrals 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><b>Attendance</b> –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"> <li>100% of children able to self-regulate using taught strategies.</li> <li>Increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>All disadvantaged pupils to have experienced the school's minimum curriculum entitlement</li> </ul>
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"> <li>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%.</li> <li>the percentage of all pupils who</li> </ul>

	<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"> <li>• All disadvantaged children with additional needs and SEND have a personalised plan for intervention;</li> <li>• Plans are regularly assessed and evaluated regularly progress is clearly seen for each individual.</li> <li>• Action taken swiftly to support children with SEND</li> <li>• Actions taken quickly for children that are disadvantaged for reasons other than Free school meals e.g. adopted from Care -</li> </ul>



## 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 staff partaking in the school's Embedding formative assessment project.</p> <p>Embed Shirley Clarke book on metacognition and Formative assessment (Feedback)</p> <p>Subject leader support</p>	<p>Continuous Professional Development programme based on the Embedding Formative assessment Project.</p> <p>Personalised curriculum for teacher learning to work on collaboratively as a whole school – part of the school professional learning Cycle</p> <p>Development of Teacher learning communities with staff strategically leading peers.</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 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: Extension of VOICE 21 Project with Group of Wallasey Cluster Schools (2020-2023) <u><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></u> +6 months</p>	1, 2, 3, 4, 5
<p>Continue to use – NFER Assessments</p>	<p>Standardised tests can provide reliable insights into the specific strengths and</p>	2, 3, 4

<p>Accelerated Reader Star Reader / Star Maths Diagnostically £22 000</p>	<p>weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Tests used diagnostically using question level analysis and adaptations to the school Curriculum</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></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: <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u> Synthetic Phonics approach has shown to have an impact of +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 6
<p>Purchase of Pathways to Read and Write and Spell £8000 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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> The evidence of Mastery approaches is further evidenced in the <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a> 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 <u>Key stage 1</u> and <u>Key stage 2</u> demonstrate the importance of modelling and teaching reading strategies explicitly</p>	1, 2, 3, 4



<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>	1, 2, 3
<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>	1, 2, 3
<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</p> <p>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>Development of Year 4 and 5 through the Maths Hub project.</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:  <a href="#">Maths guidance KS 1 and 2.pdf</a>  <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 3
<p>Maths no problem- £8486 (240 was CPD the rest text books )</p> <p>The literacy company - £6678</p> <p>When adults change -£3430</p> <p>Maureen Hints -£700</p> <p>Fairfield Diane maths - £700</p>	<p>High Quality Resources and CPD support</p>	2, 3, 4

**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><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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.</p> <p>70% of the pupils who receive tutoring will be disadvantaged including those who are high</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 One tutor for Year 3 and Year 4</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand  </a></p>	<p>1, 2, 3, 4, 5</p>

<p>attainders working to Greater Depth. £12 255</p>	<p><a href="#">Education Endowment Foundation   EEF</a></p>	
<p>Using a) (From January 2023) School led tutoring through 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.</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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Using Maths Booster Club runs to 4pm Monday to Thursday using Teaching Assistant support £6 000</p>	<p>The precision teaching ensures that the children build confidence, ability and motivation in maths.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  Extending the school day  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></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  £60 000</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.  John Hattie’s evidence on misconceptions being quickly addressed.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2, 3, 4, 5</p>

Development of Nurture Provision within school led by Nurture International to develop KS1 and KS2 Nurture provision £3500	Whole school training - development of Nurture principles across school  4 staff to be trained in the Sylvia Lucas award  (4 x £650)	2, 3, 4, 5

### 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 also responsible for pastoral support</p> <p>This will involve training and release time for a teaching assistant to support targeted and vulnerable families.</p> <p>£4000</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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	1, 2, 3, 4,

<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 £6000 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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>4, 5</p>
<p>Subsidised support for Outward Bound Trip in September 2023/4 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>	1, 2, 4, 5
<p>Development of Nurture Provision within school led by Nurture International to develop KS1 and KS2 Nurture provision</p> <p>£3500</p>	<p>Whole school training - development of Nurture principles across school</p> <p>4 staff to be trained in the Sylvia Lucas award (4 x £650)</p>	2, 3, 4, 5

**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.

At the end of Key stage 2 in 2023 the progress of the 19 disadvantaged pupils in reading, writing and maths was disappointing, as were the outcomes they achieved in tests. Progress for disadvantaged children was -5.99 which needs to improve rapidly. Current analysis shows improvements in 2024.

This goes against the previous trend that from low starting points, pupils made above average progress in reading in 2019 and 2022, an improvement from the previous years.

Maths was the weakest subject for disadvantaged children pupils in 2023 where achievement appears to be consistently low. Despite improvements in 2022 where progress for disadvantaged pupils was greater than all children with a +0.64 score compared with a +0.29 score for all children this improvement was not sustained in 2023 in which progress was -3.81. Maths attainment and progress was also 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.

Work has been undertaken with the Maths Hub and more work is planned in 2023-24 to ensure the consistency of approach and the effective use of assessment.

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

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, 2022 and 2023, 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) with less in 2023.

The phonics check in 2023 shows that the number of disadvantaged children passing the phonics check has fallen by 18.8% to 62.5% in 2023. Previously the phonics check has risen from 40% in 2017 to 81.3% in 2023.

Disadvantaged children leaving Year 2 having passed the phonics check has risen and is above National with 88.2% of children leaving Year 2 having passed the phonics check in 2023. This is an improvement of 16.4% since 2019: 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.

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.

There are more positive trends in Key stage 1 for disadvantaged children.

Children reaching the expected standard in reading at KS1 has risen by 14.1% to 58.8% in 2023. In writing the number of disadvantaged children achieving the expected standard at Ks1 has risen by 24.6% to 47.1%. In Maths children reaching the expected standard has risen by 22.3% from 25% in 2019 to 64.7% in 2023

The number of children reaching the expected standard in Reading / Writing and maths has risen to 41.2% in 2023 whereas only 8.3% achieved that standard in 2019.

Overall absence for the 2022/23 was 7.5% which is 1.6% higher than the national average of 5.9% for primary schools. Disadvantaged children's absence was 3.5% higher than our attendance overall. Non disadvantaged children's attendance was 5.3% in line with National.

Overall persistent absence during 2022/23 terms was 21% compared to the national average of 16.3%. St. Alban's s persistent absence has increased from 6.4% in 2020/21. However, for disadvantaged children the persistent absent rate has increased and is 34.4% for 2023.

As a consequence of assessments, parental surveys and audits it was clear that wellbeing and mental health have been significantly affected for children. 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 2023) to ensure that we close gaps quickly.

The school have invested in whole school Nurture training with Nurture International to look at teaching a small minority of children with Social and Emotional / Speech and language and ASD.

## 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*

<b>Programme</b>	<b>Provider</b>
Welcomm	Star Maths
Accelerated Reader	Nuffield Early Language Intervention
Star Reader	Nurture International
VOICE 21	