



## St Alban's Catholic Primary Pupil premium strategy statement 2022-2025 (Impact statement 2024)

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	238
Proportion (%) of pupil premium eligible pupils meals (3 Serv	38% 90/238 November 2024
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans recommended</b> )	2022-25
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Pupil premium lead	Miss Kelly Nuttall
Governor lead	Mr Kevin Doogan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192 500
Recovery premium funding allocation this academic year	£0 - ended Aug 2024
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	£192 500

## 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



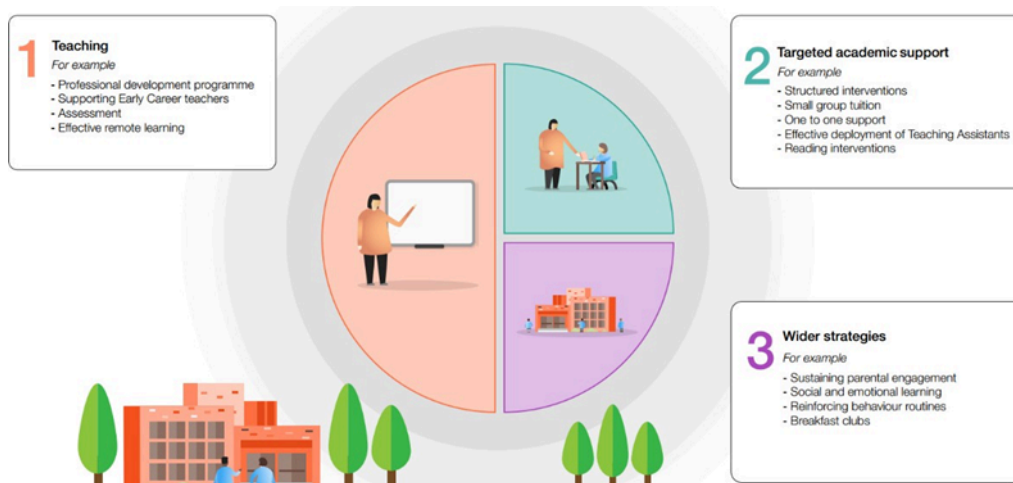
St. Alban's Strategy aims to

- 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>

	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.
2	Analysis of School data over the last three years, demonstrate disadvantaged pupils <b>have greater difficulties with phonics</b> than other children. 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.
3	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.
4	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. 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.
5	<b>Attendance</b> –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.

### 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)

<p>4 Improved maths attainment for disadvantaged pupils at the end of KS2</p>	<p>KS2 Maths outcomes in 2024/25 show a significant increase in the number of disadvantaged pupils that meet the expected standard. (80% Target)</p>
<p>5 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:  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</p>
<p>6 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<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 are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 3% lower than their peers</li> </ul>
<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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	<p>Year 2 of Embedding Formative Assessment project (SSAT)</p> <p>Continued subject lead support/ release time supported by external consultants where needed - Maths, Science, English. PE.</p> <p>Nurture International training for all staff.</p> <p>ELKAN training for EYFS and KS2 staff (7 staff members).</p> <p><a href="#">EEF Effective PD report</a></p>	2, 3, 4
<p>Implementation of diagnostic approach to assessment across all year groups.</p> <p>Continue to use:                      NFER Assessments                      Accelerated Reader                      Star Reader / Star Maths</p>	<p>Approach proved successful in Y6 last year yielding an increase in attainment in all areas and a narrowing in the gap to National.</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 interventions or teacher instruction:</p> <p>Tests used diagnostically using question level analysis and resulting in adaptations to the school curriculum ensure all pupils can access the curriculum.</p> <p><a href="#">EEF Diagnostic Approach Report</a></p>	2, 3, 4
<p>Continue to use Little Wandle Phonics programme - focus on providing opportunities for writing within phonics.</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:</p> <p>Synthetic Phonics approach has shown to have an impact of +5 months</p> <p><a href="#">EEF Phonics Evidence</a></p>	1, 2, 6
<p>Development of Maths Mastery (including Teaching for Mastery training).</p> <p>Continued use of Maths No Problem and continuation of a mastery approach to Maths.</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</p>	1, 3

Support from External Maths Consultants to develop staff knowledge and expertise	Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">DfE Maths Guidance</a>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN  Welcomm screening in EYFS used to identify children with speech delay	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:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Additional a) Educational Psychologist and b) Speech and Language support to ensure that children are quickly assessed and supported	Early intervention is critical to ensuring that children receive any intervention in a timely manner  EEF 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.	1, 2, 4
Phonics sessions in Reception / Year 1 and Year 2	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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Curriculum support for subject leads and teachers: Science - HFCMAT consultant English - The Literacy Company Maths - MNP/ Maths Mastery	High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.  <a href="#">EEF Effective Professional Development report</a> <a href="#">EEF Characteristics of Effective PD</a>	
Using a) School led tutoring through additional boosters	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	1, 2, 3, 4, 5

(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.	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>	
Booster clubs running to 4pm Monday to Thursday using Teaching Assistant support.	The precision teaching ensures that the children build confidence, ability and motivation in maths. <a href="#">Teaching Assistant Interventions   EEF</a>  Extending the school day <a href="#">Extending school time   EEF</a>	1, 2, 3, 4,
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.	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="#">Feedback   EEF</a> <a href="#">Teaching Assistant Interventions   EEF</a>	1, 2, 3, 4, 5
Further development of Nurture Provision - embedding Nurture Principles in all classes.	Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. <a href="#">EEF Improving SEL in schools</a>	2, 3, 4, 5

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

Budgeted cost: £57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the Improving School Attendance advice and working with a cluster of schools in	The guidance has been informed by engagement with schools that have significantly reduced levels of absence. <a href="#">Working together to improve attendance document</a>	1, 2, 3, 4,



partnership with Michelle O'Dell from the DFE.		
Pupil voice survey - use of TEP survey to gauge pupil wellbeing. Actions then put together based on results.	In school evidence suggests that when pupils feel listened to their engagement in learning and their self-esteem/ confidence increases.	
Continuation of nurture provision within school led by Nurture International to develop whole school Nurture approach and use of DDP tool to support staff in adapting approaches for individual pupils.	Whole school training - development of Nurture principles across school	2, 3, 4, 5
Planned bespoke programmes for vulnerable disadvantaged pupils focused on wellbeing e.g. morning and lunchtime Clubs organised for specific groups of children. Rest Easy Rest Easy 1:1 Counselling Play Therapy for CLA	Supporting children to develop self regulation. Rest Easy sessions 1:1. Support for whole school through REST EASY training. <a href="#">EEF Metacognition and Self regulation report</a>	4, 5
Curriculum enrichment for Pupil Premium children to give equality of opportunity. Music tuition offered to LAC and FSM pupils at no cost to parents. Subsidised Funding for Clubs	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. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. <a href="#">EEF Arts Participation report</a>	4, 5
Subsidised support for Y6 residential: Outward Bound (50% Discount)	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. <a href="#">EEF Outdoor learning report</a>	4, 5
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	Development of self-regulation and metacognitions strategies and development of oral language and vocabulary	1, 2, 4, 5

Total budgeted cost: £192,500



## 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 2023 to 2024 academic year.

44% achieved ARE+ in RWM which is a significant increase from 14% in 2023 evidencing a positive impact from the formative assessment CPD, school led tutoring and booster sessions.

56% achieved ARE+ in Reading and 76% in Writing evidencing a positive impact from targeted intervention & use of Accelerated Reader and access to high quality texts through Pathways to Read.

48% achieved ARE+ in Maths evidencing a positive impact from targeted intervention, school led tutoring and the development of Maths Mastery and continued use of MNP.

All areas show an increase in attainment resulting in a rising 3 year trend for DA pupils, however there remains a gap to non DA pupils and narrowing this gap remains a priority in 2024 - 2025.

Regular monitoring shows that DA children across the school benefited from the school's wider offer, attending extra curricular activities each term.

They are also financially supported to access activities offered including Music tuition and the Ullswater residential trip.

REST EASY, play therapy and Nurture International strategies continue to support pupil wellbeing with pupil voice showing that pupils feel happy and safe.

DA Attendance (93.6%) is in line with national figures, however there remains a slight gap to Non - DA pupils and this will be an area to address in 2024 - 2025. Persistent absences in DA pupils at 20% was significantly higher than non DA pupils at 16%.

### 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	Nurture International
Accelerated Reader	ELKLAN
Star Reader	
Star Maths	

