

Pupil premium strategy statement

Pupil Premium Strategy Statement 2022-2023

St Alban's Catholic Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It 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	189 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	14% - 26 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 (Due to only one year of funding being identified)
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lisa Stokoe
Pupil premium lead	Maria Robinson
Governor / Trustee lead	Anne Marie Conroy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,780
Recovery premium funding allocation this academic year	£12,465
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	£51,245

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all pupils at St Alban's Catholic Primary School to be given every opportunity available to succeed both personally and academically regardless of their background. We aim to provide quality provision and tailored support to ensure financial disadvantage is not a barrier to success.

The plan we are implementing will provide support for pupils to ensure that they are able to access a challenging curriculum with a positive mental mind-set. This will very much be focused on quality classroom provision which will include teaching assistant support in the younger year groups, specifically supporting early reading. Additional adult intervention will provide more targeted small group or 1-1 personal and academic support.

Our key principles are to provide quality input from highly trained adults who can support pupils with precision delivery based on their specific needs. This support will come in the form of the following:

- Teachers developing their classroom practice through a deep understanding of researched-based teaching principles which will increase the effectiveness of provision for all, but especially those who require the greatest support.
- Teaching Assistant intervention for personal and academic development.
- Specialist counselling for pupils with greater emotional needs.
- Additional small group English and/or mathematics tuition to support pupils in KS2 to close gaps in basic skills and develop greater fluency.
- Reading resources to support our RWI phonics scheme and a love of reading.
- Reading software, Lexia, to develop reading fluency and comprehension.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge, skills and understanding. This is for various reasons such as lack of retention, poor working memory, absence etc.
2	Low attendance /poor punctuality rates for some pupils.
3	Mathematical reasoning can be challenging. Many pupils are confident with basic maths concepts and using operations but do not have the level of understanding required to problem solve or demonstrate a lack of mastering mental fluency which can be applied effectively and efficiently.
4	Pupils' basic language skills/habits can be low on entry, and this has an impact on a wide range of aspects such as attitude to reading, vocabulary acquisition, spelling, writing and general comprehension.
5	Complex family backgrounds where parents are struggling with various issues which lead to pupils not being emotionally ready for learning.
6	Some parents work long hours and have limited free time to support learning outside of school
7	Lack of resilience with some pupils and poor self-esteem.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Teaching across school will have a high level of consistency in relation to strategies that support effective learning. These will be employed by staff who have a developed understanding of why they are required and how to employ them. Consequently, knowledge is embedded for long-term learning.</p>	<ul style="list-style-type: none"> • Relevant training is attended by all. • Teachers have professional conversations using a shared vocabulary of teaching. • Monitoring opportunities provide time for staff to inspect teaching in their own subject areas and reflect upon it. • Senior leaders will monitor lessons to ensure quality first teaching for all. • Pupils learn new material and retain it over the long-term. • Lessons engage pupils and support their confidence through a high success rate and clear small steps building their understanding systematically.
<p>Pupils attain as well as non-PP peers</p>	<ul style="list-style-type: none"> • Statutory and internal data evidences pupils meeting age related expectations. • Internal data shows progress
<p>Pupils who demonstrate gaps in learning or are falling behind will be supported through effective adult-supported intervention to enhance quality first teaching so that they can make swift progress.</p> <p>Specific skills will be targeted with assessments at the end of interventions used to measure progress.</p>	<ul style="list-style-type: none"> • Pupils will be involved in high quality 1-1 and small group interventions which will focus upon specific gaps in learning. • Teachers and Teaching Assistants will implement small group RWI and other interventions with a high degree of effectiveness. • Pupils will make rapid progress in basic skills. • The skills being supported will be applied within lessons back in the classroom. • Progress rates for PP pupils by the end of KS2 will be above 0.0 • Attainment in KS1 and KS2 for PP pupils will be in line with non-PP pupils. • Pupils will work hard within and enjoy the intervention sessions and understand how they support their progress.
<p>Pupils in Early Years will have constant opportunities to develop their communication and will speak with developing confidence, accuracy, and clarity in various contexts.</p>	<ul style="list-style-type: none"> • Staff will model effective communication. • Teaching will provide quality opportunities to model and scaffold accurate communication. • Use of books to support the delivery of the curriculum will focus on vocabulary and language development. • Interventions will emphasise language development regardless of the subject. • Phonics teaching will be effective in developing pupils' ability to read with clarity
<p>Pupils will display high levels of fluency in relation to basic skills in mathematics. They will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.</p>	<ul style="list-style-type: none"> • Mastery teaching will build pupils conceptual understanding and fluency through carefully structured learning programmes. • Interventions from TAs will focus pupils to embed basic skills and enhance fluency through overlearning and repetition. • Within lessons, pupils will apply their fluency to varied context and problems.

	<ul style="list-style-type: none"> • Intervention assessments/quizzes will show retention of the basic skills/ knowledge with high scores. • Pupil interviews will show retention of skills and knowledge.
<p>The attendance and punctuality of PP pupils will be in line with the national average at 96% or above. There will be no PP pupils who are persistent absentees.</p>	<ul style="list-style-type: none"> • Monitoring identifies positive attendance and pupils where attendance is an issue. • Certificates for high attendance are provided termly support pupils' self-esteem. • Communication with parents clearly indicates issues and expectations. • Support is provided where there are clear reasons for low attendance or poor punctuality. • Where issues continue, referrals to Legal Intervention Team are made.
<p>Pupils are supported to share worries and concerns that they have with adults who can provide reassurance but also specific support. This allows pupils to feel positive about themselves and enables them to focus on the learning within the classroom.</p>	<ul style="list-style-type: none"> • 1-1 RISE counselling for pupils identified as needing a high level of emotional support. • Small group and whole class RISE counselling sessions across school. • Art therapy for pupils identified as emotionally vulnerable.
<p>Parents will read regularly with their children at home and support the practise of spelling patterns, with an understanding they need to do this to support early reading.</p>	<ul style="list-style-type: none"> • Phonics reading programme will be structured so that parents support reading at home weekly. • Monitoring shows that parents do read with their children. • Where parents/carers are unable to read themselves, pupils are given additional support within the school day to complete the activity. • Texts will be matched to the phonics programme carefully. • When pupils have completed the phonics programme and are reading higher-level books, parents understand what they are to do to support.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide training for teachers regarding researched-based pedagogy so that they can develop their expertise in teaching and learning	Quality first teaching that supports all learners to make effective progress is the key aspect for all. Flashback 4 system used following Rosenshine's Principles to encourage sticky learning in all pupils across the curriculum	1,3,4,5,6,7
Read Write Inc - Training and monitoring	Pupils make accelerated progress Pupils are at least in line with all other pupils nationally Consistency of reading & phonics teaching practice across the school	1 and 4
Early Talk Boost & Talk Boost CPD for EYFS & KS1	Pupils make accelerated progress Pupils are at least in line with all other pupils nationally Pupils' confidence to articulate the written word and speak with confidence has improved	1 and 4

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

Budgeted cost: £46,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of teaching assistants to work across the school supporting basic skills including the delivery of daily RWI sessions (LP & MW)	RWI assessments and phonic screening results show that pupils are making rapid progress	1,3,4,5,6,7
Release of SENDCo to be trained in role and support SEND/PP children across school	Dedicated time out of class to review SEND/PP children, meet with parents to review targets and work alongside class teachers to support with strategies	1, 2, 5, 7

Purchasing RWI resources, a Lexia subscription and reading for pleasure home readers for KS1	RWI assessments and Phonics Screening results show children are making rapid progress. Development of Lower KS2 pupils' ability to read with speed and fluency.	1, 3, 5, 6, 7
Access to Times Tables Rockstars	Pupils make accelerated progress Pupils are at least in line with all other pupils nationally Increased practice at home	1,3,5,6,7
Read Write Inc small group phonic intervention for KS1 pupils	Pupils make accelerated progress Pupils are at least in line with all other pupils nationally Attainment gaps are decreased	1,3,4,5,6,7

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
8 week focussed blocks of 1 day per week RISE Counselling. Support provided will include whole school assemblies, class workshops, small group support and some 1:1 counselling,	There are several pupils who require support to support their personal/ emotional development. Without this being tackled, these children will not be able to focus to their optimum and achieve their potential.	2, 5, 7
Subsidise residential and other educational visits	To ensure all pupils are given the opportunity to experience a wide range of activities that will help develop independence, confidence and self-esteem.	5, 7
Mindfulness session/ resilience	Pupils have strategies and tools that support them in managing their own mental health and well-being including growth mindset / resilience	4 and 5
Motivational certificates / awards	Learning behaviour and attitudes are outstanding	1, 2, 3, 4 and 5
Wider curriculum opportunities e.g music lessons	Pupils have access to a wide range of activities within and beyond the curriculum, experiences to enhance their cultural capital.	4, 5 and 6

Total budgeted cost: £51,245

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 2022 academic year.

Our two main aspects of support beyond the classroom were based on 1-1 intervention from Teaching Assistants and tutoring, although all strategies were impacted pupil absences due to Covid-19. Nevertheless, there were positive outcomes in respect of pupil's access to learning and progress.

Key data showing impact:

July 2022	Pupils / PP	School results	PP results	National averages
GLD achieved	20/4	60%	25%	N/A
<u>Phonic screening check</u> 32/40 pass	27/5	70%	20%	75%
<u>KS1 SATS EXS+</u>	17/2			
Reading		53%	50%	67%
Writing		47%	50%	58%
Maths		71%	50%	68%
R/W/M combined		40%		
<u>Maths Tables Check</u>	27/5			
Full marks 25/25 pass		24%	0	25%
Average score		19.8	16.8	19.6
<u>KS2 SATs EXS+</u>	29/9			
Reading		86%	89%	74%
Writing		59%	56%	69%
Maths		86%	78%	71%
GPS		83%	78%	72%
R/W/M combined		55%	44%	59%
Attendance	213(inc N)/ 34	94%	92%	96%

Teaching Assistant Support

A programme of basic skills interventions was implemented in each year group, and which led to the following:

- Pupils being given time with adults to build relationships and confidence in the school environment once again.
- Pupils recognising success in basic skills progress with a very defined skill to focus on regularly.

- Teaching Assistants closely identifying pupil's gaps and sharing that with teachers who can plan accordingly.

Where pupils were not making the required progress, this led to various steps such as SEN identification.

Small group Intervention

The school employed a teaching assistant to deliver basic skills intervention across school, particularly focusing on pupil premium pupils. It was identified that this additional input would focus on basic skills but would not interfere with the important wider curriculum that all pupils should have access to. The timetable was varied so that it did not impact on one specific aspect of the curriculum.

We found that the benefits were as follows:

- Pupils were motivated and dedicated.
- They felt that the intervention helped them to improve which, in turn, supported confidence.
- Clear progress was made by all pupils within their intervention programme

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The key component for supporting all children is quality-first teaching. Although we don't require specific funding to support this, we are making it clear within the plan that this move to research-based teaching principles is essential.

Although there is a wish for us to plan Pupil Premium over three years, this is not possible when we do not know for year to year what our funding will be. Consequently, any plan will be annual.

Attendance for pupils has been difficult to manage over Covid-19 as it has been complicated to extrapolate what is Covid-related and what has not been. This is a key aspect for some key disadvantaged children and will continue to be managed but within the normal school mechanisms.

Appendix 1

Below is an extract from the Pupil Premium Grant Conditions of Grant

6. Terms on which PPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school, that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2021; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

7. Use of evidence

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit.

In line with the EEF's pupil premium guide, activities should include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

8. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

Pupil premium: allocations and conditions of grant 2021 to 2022 - GOV.UK (www.gov.uk)

Extract from the Recovery Premium Conditions of Grant

5. Terms on which RPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school, that is, for the educational benefit of pupils registered at that school
- or the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the academic year beginning 1 September 2021. Some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

6. Use of evidence

Schools must demonstrate how their decisions on recovery premium spend are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's Pupil Premium guide activities should include those that

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

7. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. Schools are also required to include information on how they have used their recovery premium on the same template. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium and recovery premium strategy, by the end of December 2021.

Recovery premium: conditions of grant for local authorities - GOV.UK (www.gov.uk)