

Pupil premium strategy statement

Pupil Premium Strategy Statement 2023-2024

St Alban's Catholic Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	(36 pupils) 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Maria Robinson
Pupil premium lead	Laura Colligan
Governor / Trustee lead	Anne-Marie Conroy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51888
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4495
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£56383

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 (Reading Plus, 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	15/36 (42%) low attendance under 95%. Poor punctuality for some pupils.
3	Difficulties in applying understanding of basic maths concepts in order to reason or solve problems.
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	50% of disadvantaged pupils are SEN.
7	Lack of resilience with some pupils and poor self-esteem/mental health.

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>PP pupils attain as well as non-PP peers.</p>	<ul style="list-style-type: none"> • Internal data shows progress. • Statutory and internal data shows pupils meeting age-related expectations.
<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>The attendance and punctuality of PP pupils will be in line with the national average at 96% or</p>	<ul style="list-style-type: none"> • Monitoring identifies positive attendance and pupils where attendance is an issue.

above. There will be no PP pupils who are persistent absentees.	<ul style="list-style-type: none"> • Certificates and bronze/silver/gold badges 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.
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.	<ul style="list-style-type: none"> • BU Skills for Maintaining Emotional Wellbeing sessions for small groups throughout the year. • Art for Wellbeing sessions for pupils identified as emotionally vulnerable. • Counselling will be sought for pupils identified as needing a high level of emotional 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 high quality CPD training for teachers regarding research-based pedagogy so that they can develop their expertise in teaching and learning.	<p>Quality first teaching that supports all learners to make effective progress is the key aspect for all.</p> <p>Ten Teaching Techniques used to encourage retrieval of learning in all pupils across the curriculum.</p> <p>SENDCo achieving National SENDCo Award.</p> <p>Maths hub development through BWCET.</p>	1,3,4,5,6,7
Training and monitoring in phonics, early reading, reading fluency	<p>Pupils make accelerated progress.</p> <p>Pupils are at least in line with all other pupils nationally.</p> <p>Consistency of reading & phonics teaching practice across the school.</p>	1 and 4
Early Talk Boost used in EY. NELI (Nuffield Early Language Intervention) resources used to support.	<p>Pupils make accelerated progress.</p> <p>Pupils are at least in line with all other pupils nationally.</p> <p>Pupils' confidence to articulate the written word and speak with confidence has improved.</p>	1 and 4

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

Budgeted cost: £51,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of teaching assistants to work across the school supporting basic skills in maths and English, including the delivery of daily RWI sessions (LP & MW)	Internal tracking data shows targeted children are sustaining progress.	1, 3, 4, 5, 6, 7
Release of SENDCo to support SEND/PP children across school.	Dedicated time out of class to review SEND/PP children, meet with teachers to prepare for target review meetings with parents and other professionals. Work alongside class teachers to support with strategies, liaising with Educational Psychologist and other agencies.	1, 4, 5, 6, 7
Purchasing RWI resources, Reading Plus/Lexia subscriptions 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, 4, 5, 6, 7
Purchasing maths resources for use in school and at home.	Pupils make accelerated progress Pupils are at least in line with all other pupils nationally Increased practice at home	1, 3, 4, 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, 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
BU Skills for Maintaining Emotional Wellbeing sessions for small groups throughout the year. Art for Wellbeing sessions for pupils identified as	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.	5, 7

emotionally vulnerable. Counselling will be sought for pupils identified as needing a high level of emotional support. Mindfulness session/ resilience.	Pupils have strategies and tools that support them in managing their own mental health and well-being including growth mindset / resilience.	
Subsidise residentials 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
Motivational certificates / awards	Learning behaviour, attitudes and attendance are outstanding.	1, 2, 3, 4, 5, 7
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, 6

Total budgeted cost: £56383

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 2023	Pupils / PP	School results	PP results	National averages
<u>GLD achieved</u>	15/0	71.4%	0%	66%
<u>Phonic screening check</u> 32/40 pass	18/4	81.8%	67%	79%
<u>KS1 SATS EXS+</u> Reading	22/2	73%	40%	70%
Writing	19/0	63.3%	0%	63%
Maths	20/2	67%	40%	72%
R/W/M combined	15/0	66.7%	0%	
<u>Maths Tables Check</u> Full marks 25/25 pass	5/0	17%	0	33%
Average score		18.6	14.1	20.5
<u>KS2 SATs EXS+</u> Reading	27/3	93%	100%	73%
Writing	22/2	76%	67%	71%
Maths	26/3	90%	100%	73%
GPS	26/3	90%	100%	72%
R/W/M combined	21/2	72%	67%	59%
Attendance	212 (inc N)/ 35	95.44%	94.44%	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

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.