

# Pupil Premium Strategy Statement

**St Alban's – 2025 – 2026**

This statement details our schools' use of pupil premium funding to help improve the attainment and outcomes 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, Pelaw
Number of pupils in school	168
Proportion (%) of pupil premium (PP) eligible pupils	30 pupils (17.8% as of 29/11/25)
Proportion (%) of pupils eligible for PP who have SEN	8 pupils (26.7% as of 29/11/25)
Academic year that our current pupil premium strategy plan covers <b>(3 years are recommended)</b>	2025 - 2026 2026 – 2027 2027 - 2028
Date this statement was published	(30 <sup>th</sup> November in preparation for 1 <sup>st</sup> December 2025) <i>DfE guidelines cite that statutory review must take place by 31<sup>st</sup> December 2025</i>
Date on which it will be reviewed by	30 <sup>th</sup> November 2026
Statement authorised by	K. Swaddle Executive Headteacher
Pupil premium lead	L. Colligan – Deputy Headteacher
Governor / Trustee lead	S. Dine – Vice-Chair Governors

## Funding Overviews

St. Alban's, Pelaw Detail	Amount
Pupil premium funding allocation this academic year	£34,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-led tuition	£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	£34,980

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Pupils at St. Alban's, Pelaw, will make at least expected progress in reading, writing and maths, through quality first teaching, and increasing opportunities for reinforcement of learning at school and home.

Sir Kevan Collins, former CEO of the Education Endowment Foundation, states that, *'Put simply, evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged.'*

### **Raising Attainment:**

It is our intention to ensure that high-quality teaching and challenge are the main drivers for raising attainment, ensuring good progress and narrowing the disadvantage gap throughout our school. We aim for disadvantaged pupils to access quality interventions facilitated by trained professionals and specialist teachers and support staff, as well as extra-curricular activities led by sports coaches and in-house staff - to enable children to flourish.

Our strategy continues to focus on high-quality teaching for all, supplemented by focused targeted academic support which is time-limited with clear intended and assessed outcomes. We also continue to carefully consider wider strategies to support our learners, in particularly their wellbeing. We also recognise that the attributes of self-discipline and self-regulation are some of the tools which enable children to thrive. To do this, we continue to ensure that our pupil premium children access the best learning environments matched with quality-first teaching and emphasise the benefits of 5 school rules; the schools' strategy for prompting and promoting self-discipline and self-regulation.

The progress of all pupils continues to be carefully monitored through robust assessment processes, to ensure that strategies and targeted support is identified at the earliest opportunity to meet the needs of the pupils at any given time. In order to ensure we can evaluate our impact, we have clear assessment strategies including the use of standardised and qualitative assessments. When used in conjunction with ongoing teacher assessment, observations and formative feedback, we can accurately assess the impact of time-limited interventions.

At St. Alban's, we will continue to strive to increase attendance for disadvantaged pupils and will continue to work with outside agencies to ensure that children and their families are being supported with their needs; therefore, narrowing the gap between our disadvantaged pupils and their non-disadvantaged peers; enabling them to engage with the full learning experience that St. Alban's has to offer.

We strive to ensure our pupils achieve over and above national averages and that our disadvantaged pupils strongly achieve. We want to ensure the effective implementation of the curriculum and where gaps in key foundational subject knowledge occur, we provide rapid and intense catch-up to prevent gaps from preventing our children achieving.

**Personal Development: Developing social and cultural capital:**

Research indicates that children will find life more challenging without adequate cultural capital – ranging from enhancing the quality of everyday social interactions to supporting future job interviews. The better expressive language, social skills and knowledge a child has when entering the school system, the better their life chances. On the other hand, if children come to school with a poorer vocabulary, less knowledge, limited experiences and a poorer understanding of how to behave in the school setting, they are already at a disadvantage compared to their peers. Therefore, helping all children to develop their cultural capital is a matter of equality and social justice (Cornerstones Education, 2024) and is something which has informed the St. Alban’s Relationships and Health Education and Personal Development Strategies.

This year, there will be a careful focus on careers education, to ensure that our pupils, but particularly those from disadvantaged backgrounds, are continually exposed to a wide range of professionals and career opportunities – ‘to plant the seeds than may one day grow’.

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In summary, this Pupil Premium Strategy should also be read in conjunction with the BWCET Speech, Language and Communication Needs, BWCET Social and Emotional Health, BWCET Sensory/Physical and BWCET Cognition and Learning Strategies, which seek to address inequalities amongst our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	St. Alban’s, Pelaw is striving to overcome historic barriers to achievement and attainment including persistent gaps in key foundational knowledge.

	<p>Assessment outcomes, observations and discussions with teachers indicate that fluency, stamina, key concepts and mathematical problem solving and reasoning require further support and development in our disadvantaged pupils.</p> <p>A small proportion of pupils eligible for PP are also pupils with SEND (26.7%)</p>
2	Assessment outcomes, observations and discussions with teachers indicate that pupils in both KS1 and KS2 are continuing to engage less with reading than their advantaged counterparts, which is impacting on the speed and fluency with which they read, as well as their self-confidence and oracy skills.
3	There is much evidence to say those being limited by SEMH outcomes, will not achieve as well as those who do not demonstrate SEMH difficulties.
4	Attendance: Ensuring and maintaining strong PP pupils' attendance is in line with national averages, or better.
5	74% of pupils live in IDACI rating 1-4 (1 being the most deprived area – in both schools).
6	Some of our disadvantaged pupils have not had access to the same cultural and social capital experiences of their non-disadvantaged counterparts.

## 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
I.	<p>PP pupils' key foundational knowledge and gaps will be identified for reading, writing, EGPS and mathematics. A plan of intervention and whole-class inclusion will be implemented so that achievement and attainment is in line with non-disadvantaged counterparts.</p> <p>A carefully timetabled and planned TA intervention programme personalised to groups or individuals will be in place for addressing these gaps and ensuring accelerated progress is made.</p>	<p>Progress is measured and tracked from pupils' starting points in the Autumn term. Formative assessments are ongoing and summative assessments take place termly and pupil progress meetings take place, termly, or more regularly, if required. End of year assessments provide evidence that gaps in learning have been addressed and progress secured.</p> <p>Statutory assessment outcomes will show that most disadvantaged pupils meet the expected standards in ELG, phonics, reading writing and maths.</p>

2.	For PP pupils' social and emotional needs to be addressed through adequate support structures to decrease the likelihood of SEMH impact on curriculum attainment and achievement.	<p>PP pupils who have received social and/or emotional support will be more regulated in school and more engaged in their learning. This will be evidenced through observations and pupil outcomes.</p> <p>The BWCET SEMH Strategy was implemented from September 2024.</p> <p>Pupils will be assessed using the PASS (GL Assessment) to ensure that we are capturing any SEMH need, early.</p> <p>The school are working with Be:You from The Children's Society to support SEMH provision.</p> <p>For those pupils embarking on SEMH intervention programmes, they will demonstrate age-appropriate SEMH developmental milestones.</p>
3.	The attendance of PP pupils is at least in line with national average. Absences are explained and understood, and support offered from the necessary service, where appropriate.	PP pupils' attendance will be in excess 97% +, (as per the DfE ABIE target 96.7%)
4.	Attendance and participation of PP children in visits and extra-curricular visits will not be limited by the inability to afford enrichment activities, which improve their social and cultural capital.	<p>Pupils will be fully immersed in the curriculum and have access to cross curricular visits and activities in order to engage them in their learning.</p> <p>Uptake and monitoring of PP participation extra-curricular activities will be monitored.</p> <p>A plan for personal development and social and cultural capital development will continue to be pursued and developed over time via a long-term plan of activity and curriculum enrichment and exposure.</p>
5.	To support pupils to regularly revise the fundamental basics of EGPS and mathematics arithmetic.	More disadvantaged pupils will participate in homework, which will turn help parents to understand the fundamental aspects of the curriculum, meaning they can continue to support their children to revise the basic concepts at home.

		This will help pupils with stamina, fluency and executive function and independence.
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## Activity in this Academic Year – 2025-2026

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

### Budgeted cost:

**St. Alban’s, Catholic Primary School, Pelaw = £34,980**

*High quality teaching for all. Teachers and support staff to have continued CPD to support improved teaching and learning leading to improved outcomes for all pupils.*

Desired Outcome (Challenge number(s) addressed)	Actions/Approach/Resources.	How will you ensure it is implemented well?	Staff Lead/s and Costs	When will you review implementation?
PP pupils’ key foundational knowledge and gaps will be identified for reading, writing, EGPS and mathematics. A plan of intervention and whole-class inclusion will be implemented so that achievement and attainment is in line with	<ul style="list-style-type: none"> <li>Quality First Teaching Training and resources to be shared with all staff.</li> <li>A carefully timetabled and planned TA intervention programme personalised to groups or individuals will be in place for addressing these gaps and ensuring accelerated progress is made.</li> <li>Reading (including phonics)/English/Maths leads share good practice regularly with staff.</li> <li>Ensuring all staff are aware of PP children and their progress is monitored regularly by T &amp; SLT.</li> </ul>	<ul style="list-style-type: none"> <li>Clear strategies used to evaluate where support is needed and the focus of the support</li> <li>Opportunities for developing practice</li> <li>Evaluative measures to identify progress made. Pupil progress tracking meetings</li> <li>Staff meetings in which curriculum leads monitor and share good practice</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Teaching and support staff</li> <li>CPD Budget</li> <li>Staffing Budget – release time/ management time</li> <li>Cost of RWI Phonics programme and</li> </ul>	<ul style="list-style-type: none"> <li>Review progress half termly.</li> <li>DHT &amp; subject leader release time</li> <li>CPD allocation for T/TAs to support their development as their needs are identified (eg Precision</li> </ul>

non-disadvantaged counterparts. (1, 2)	<ul style="list-style-type: none"> <li>• Use of assessment tools –Testbase for Autumn/Summer assessments, Timetable Rock Stars, etc.</li> <li>• Staff to attend assessment and moderation training and clusters to ensure accurate assessment of core subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> </ul>	supplementary resources.	Teaching, RWI platform maintenance etc.)
Provide high quality CPD, linked in with the school improvement plan, to ensure 'Quality First Teaching' is effective in ensuring that disadvantaged children learn well and make good progress in reading (including phonics), writing and maths. (1,5)	<ul style="list-style-type: none"> <li>• A planned and consistent approach to CPD, focusing on our school improvement priorities (including feedback and assessment; phonics; high quality short burst writing, maths, Responsive teaching)</li> <li>• Accessing both Gateshead LA SEND professional development and BWCET training programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD is monitored so that Curriculum Leads and SLT can evaluate impact of CPD on the quality of classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>• EHT</li> <li>• CPD Budget</li> <li>• Curriculum Lead non-contact/ monitoring time</li> <li>• TA staffing costs (x5 TAs across federation)</li> </ul>	<ul style="list-style-type: none"> <li>• Review progress half termly</li> </ul>

## Targeted Academic Support

**Budgeted cost: £34,980**

Desired Outcome (Challenge number(s) addressed)	Evidence/ Actions/ Approach/ Resources.	How will you ensure it is implemented well?	Staff Lead and Costs	When will you review implementation?
Carefully timetabled and planned TA intervention programme personalised to groups or individuals. (1, 2, 3)	<ul style="list-style-type: none"> <li>• Timetable created and interventions linked to areas of need in school.</li> <li>• Strategies to accelerate the progress of targeted groups in the classroom i.e. quality first teaching, sensory strategies, precision teaching, active learning, talk for writing etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent and proven high quality systems and training</li> <li>• Termly pupil progress meetings &amp; analysis to inform intervention timetables</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/Head teacher (SENDCo/PP lead).</li> <li>• Cost of CPD &amp; release of staff.</li> <li>• SENDCo training course cost</li> <li>• Cost of resources.</li> </ul>	Termly and end of term analysis.

	<ul style="list-style-type: none"> <li>• Deployment of highly trained staff to work with small groups of children &amp; 1:1 within the classroom and outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum leader support</li> <li>• Part of SLT meetings, performance management and pupil progress meetings for all staff.</li> </ul>		
<p>PP pupils' needs will be assessed and gaps in learning identified in reading. A plan will be made for addressing these gaps and accelerated progress is made. <b>(1,4, 5)</b></p>	<ul style="list-style-type: none"> <li>• Reading Lead to create a Reading Strategy across the two schools.</li> <li>• Yorkshire Assessment of Reading Comprehension Reading Assessments carried out by SENDCos</li> <li>• NGRT Results</li> <li>• Boosting Reading Potential intervention x3 per week for 20 minutes for children identified.</li> <li>• Daily phonics intervention.</li> <li>• Phonics screening for children in Y2 and Y3 who did not pass in Y1/Y2.</li> <li>• Assessment and observations to inform targeted intervention timetables.</li> <li>• Daily independent/whole class &amp; 1:1 reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured monitoring of guided reading/ intervention &amp; whole class reading sessions by Reading lead and SLT</li> <li>• Pupil progress meetings for all staff.</li> <li>• Curriculum leader support &amp; CPD</li> <li>• EHT to facilitate Boosting Reading Potential training for all TAs.</li> <li>• Maintaining RWI Phonic resources for KS2.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Reading Lead</li> <li>• SENDCo</li> <li>• Cost of CPD &amp; release of staff.</li> <li>• SENDCo training course cost</li> <li>• Cost of resources.</li> <li>• EHCP income to support those, when required.</li> </ul>	Review progress half termly
<p>PP pupils' needs will be assessed and gaps in learning identified in writing/SPaG. A plan will be made for addressing these gaps and accelerated progress is made <b>(1, 2)</b></p>	<ul style="list-style-type: none"> <li>• SLT to research and evaluate proven intervention strategies to close gaps in writing for identified pupils - EEF</li> </ul>	<ul style="list-style-type: none"> <li>• A structured monitoring of writing intervention sessions and pupil progress in writing will be planned and implemented</li> <li>• Writing workshops for children</li> <li>• CPD for staff</li> <li>• Monitoring by English lead.</li> </ul>	<ul style="list-style-type: none"> <li>• English Lead</li> <li>• SLT</li> <li>• SENDCo</li> <li>• CPD budget</li> <li>• Staffing budget</li> <li>• Cost of resources</li> </ul>	Review half-termly progress

<p>PP pupils' needs will be assessed and gaps in learning identified in mathematics. A plan will be made for addressing these gaps and accelerated progress is made.</p> <p><b>(1)</b></p>	<ul style="list-style-type: none"> <li>• Mathematics lead to research and evaluate proven intervention strategies to close gaps in maths for identified pupils – EEF</li> <li>• For those who require regular opportunities to overlearn – Plus 1/Power of 2 – dependent upon need.</li> <li>• White Rose Maths</li> <li>• Precision Teaching</li> <li>• Utilising expertise of T/TA to identify gaps in learning, which informs intervention programmes.</li> <li>• Daily pre-teaching or catch-up groups linked to learning in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring by Maths Lead</li> <li>• CPD for staff</li> <li>• Structured monitoring of Maths intervention sessions and pupil progress in Maths will be planned and implemented</li> <li>• Purchase of resources for Plus 1/Power of 2 £200</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Lead</li> <li>• SLT</li> <li>• SENCo</li> <li>• CPD budget</li> <li>• Staffing budget</li> <li>• Cost of resources</li> <li>• £250 for Plus 1/Power of 2 resources.</li> </ul>	<p>Review half-termly progress</p>
<p>PP pupils' social and emotional needs will be identified and plans put in place to support these needs.</p> <p><b>(6)</b></p>	<ul style="list-style-type: none"> <li>• Implementation of the BWCET SEMH Strategy.</li> <li>• Support from Be:You The Children's Society offered for 1:1 and small group support.</li> <li>• Continuing to promote the concept of growth mind set in children/Growth mindset week.</li> <li>• Programmes Talkabout for Children/Socially Speaking purchased across the school.</li> <li>• CPD on pupil emotional wellbeing and mental health via National College.</li> <li>• SENDCo to organise a block of sessions from RISE to support mental health and wellbeing in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of all sessions and regular check-ins with pupils, via pupil voice activities, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost of CPD &amp; release of staff.</li> <li>• Cost of workshops.</li> <li>• Cost of EP time/counselling - £40 per hour</li> <li>• EP time £500 a day</li> <li>• If required, 1:1 support to be offered via procured service, for those who required it.</li> <li>• Cost of programmes across two schools £150</li> </ul>	<p>Termly analysis &amp; review.</p>

## Wider Strategies

**Budgeted cost: £10,000**

Desired Outcome (Challenge number(s) addressed)	Evidence/ Actions/ Approach/ Resources.	How will you ensure it is implemented well?	Staff Lead and Costs	When will you review implementation?
Attendance and participation of PP children in visits and extra-curricular visits will not be limited by the inability to afford enrichment activities, which improve their social and cultural capital. <b>(6)</b>	<ul style="list-style-type: none"> <li>All children need to have fair access to enrichment, educational visits, activities and residential in order to access the curriculum fully and facilitate their learning.</li> <li>Residential visits will be supported on a needs-by-needs basis.</li> </ul>	<ul style="list-style-type: none"> <li>The impact will be overseen by EHT/SBM and discussed sensitively with parents when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>EHT/DHT lead/SBM</li> <li>Cost of trips, activities, residential and appropriate subsidy</li> <li>Costs are dependent upon needs.</li> </ul>	Review at the end of each academic year.
To ensure attendance rates for pupils eligible for PP are good (97%+) <b>(4)</b>	<ul style="list-style-type: none"> <li>Work with the BWCET, LA and Clennell Safeguarding Solutions Adviser to provide support and challenge to families regarding attendance.</li> <li>Send out half-termly attendance review letters to children with attendance below 97%.</li> <li>Hold Attendance Action Planning Meetings, if needed.</li> <li>Refer to relevant professionals if no progress is being made with a child's attendance despite a variety of strategies and methods being used.</li> <li>Refer to EBSA if needed to support family.</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring of attendance rates.</li> <li>Daily calls by 9:30am from Admin, if a reason for absence has not been received.</li> <li>Logs kept of reasons for absence and home visits, when required.</li> <li>Admin to send SLT a daily email including absentees and reasons for absence.</li> </ul>	<ul style="list-style-type: none"> <li>SBM</li> <li>EHT/DHT</li> <li>Cost of Clennell SLA (via top-slice from BWCET) and additional home visits paid for by St. Alban's.</li> </ul>	Daily/weekly and half-termly monitoring

**Total: £10k**

## 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 2024 to 2025 academic year.

Data and pupil outcomes from the following assessments and programmes helped to inform assessment, planning and intervention:

- End of KS1 and KS2 assessment results
- Year 1 Phonics Screening Check
- Times Table Rock Stars
- Learning by Questions
- Salford and Yorkshire Assessment of Reading Comprehension Reading Tests – fluency, accuracy, rate & comprehension
- Baseline Assessments – autumn term
- Multiplication Times Table Check
- Language Screen Assessments
- Strengths and Difficulties Questionnaire and Revised Childhood Anxiety and Depression Scale
- Educational Psychology Input
- Summative Assessments – termly
- Testbase and MERIT Question Level Analysis in the summer term for Year 1/3/4/5 for EGPS, Reading and Mathematics.
- White Rose Mathematics assessments

### **St. Alban's, Pelaw- 2024/25:**

St. Alban's subsidised social and cultural capital activities to ensure that our pupil premium pupils were able to access the same opportunities as their peers. Pupils were able to access outdoor learning visits to Wharton Park, Washington Wildfowl Trust, Discovery Museum, Glasshouse visits for music and Centre for Life visits.

Several pupil premium children accessed additional extra-curricular activities including: MFL, Dance, Tag Rugby, Lego and Craft club.

Phonics screening support in Year 1 was successful (81% pass rate), with 40% of Pupil Premium pupils passing the test. Additional phonics intervention was offered to those pupils who did not achieve the phonics screening test in Year 2 Autumn. For those children in Year 1 who were struggling to achieve phonics – a structured programme of intervention was implemented from September 2024, onwards to ensure that small group teaching focussed on achieving the phonics standard at the end of Year 1. Some pupil premium money was utilised to procure additional resources from our systematic synthetic phonics programmes, meaning that data was closer to national average.

**Spending/Funding:** Pupil Premium Grant for the academic year 2024-25 (approximately £35k) was allocated to help subsidise the cost of increasing teaching assistant (TA) support. This ensured that each class can access a TA, who can target pupils to build on key foundational knowledge gaps, and support the class teacher to work with disadvantaged groups and withdraw children for intervention. Additionally, two days a week, a TA worked across the school supporting children receiving Pupil Premium (PP) and children with SEND, withdrawing groups and individuals for targeted support. Finally, we used some of the funding to purchase additional Educational Psychologist (EP) days to inform our understanding of some pupils' needs.

Where required, an Education Welfare Officer also helped to raise the attendance of the disadvantage which is broadly in line with national averages (based on DfE data – the school is currently 4<sup>th</sup> out of 21 comparison schools).

#### **Provision:**

- Providing small group work with an experienced teacher or teaching assistant focused on overcoming gaps in learning.
- Intervention to challenge and extend.
- 1:1 support.
- Additional teaching and learning opportunities provided through teaching assistants, pastoral care or external agencies.

- Those children who require support to access educational visits will be some financial support, at the discretion of the school to support the cost of a visit – particularly residential visits.
- ELSA support sessions/nurture groups to support emotional wellbeing and develop resilience (and supply costs for training purposes).
- Use of EP time to inform interventions, CPD and further understand children’s learning and emotional needs.

**Impact: The effect of the expenditure on eligible and other pupils (2024-25)**

- Targeted intervention was put in place across the school, led by teachers and teaching assistants to enable all disadvantaged pupils to achieve the expected standard.
- All disadvantaged children were provided with learning tasks which challenge them and enable them to make better than expected progress.
- *In end of KS2 assessments (summer 2024) disadvantaged attainment for EXS and GDS was:*
- Access to Be:You The Children’ Society service was procured to provide therapeutic intervention to those PP children, who have significant SEMH needs.
- Small group self-awareness and self-esteem workshops were established for a small number of children who needed support to develop their social pragmatics and oracy skillset.
- All children (including disadvantaged) had the opportunity to participate in educational visits and residential programmes, which aimed to widen their experiences, develop their approach to team work and leadership - and consolidate skills of self-discipline and self-regulation. All children, who wanted to participate, could.

**All of the above strategies, which were put in place have enabled all Pupil Premium pupils, the opportunity to make progress towards working at the expected standard or exceeding ARE (Age Related Expectations).**

## Further Funding Information:

**St. Alban's, Pelaw:**

N/A this year