

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 CE Primary School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	1 <sup>st</sup> November 2021
Date on which it will be reviewed	Annual review November 2022
Pupil premium lead	Rachel Cooper/ Amy Gurner
Governor / Trustee lead	David Lewis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,865
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£29,865</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*Every child deserves a champion. We want our children to achieve all the goals they set themselves and more. At St Alban's we insist that our children become the best they can possibly be in every way. We value, resilience, courage, wisdom and aspiration and aim to educate for 'Life in all its Fullness'.*

*We believe that in order for our children to be educated for 'Life in all its Fullness,' the following must apply:*

- All children including vulnerable pupils must access first quality teaching.*
- All pupils need access to highly effective teaching which is based on current research.*
- All children are supported to access a broad and rich curriculum.*
- Reading is prioritised for all children and we ensure that our most vulnerable children, particularly those who are at risk of not cracking the phonics code have additional opportunities to practice reading at school.*
- Barriers to progress are identified for all pupils but in particular our pupil premium pupils for whom we put in place an individual action plan (optimum learning plan).*

### Challenges

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

Challenge number	Detail of challenge
1 Covid	Following the closure of schools during the Covid pandemic a number of our pupil premium pupils suffered the most in terms of requiring additional catch up.
2 Reading	<ul style="list-style-type: none"><li>• Following lockdown younger pupils has less opportunity to practice early reading and assessments following school closures evidence that this is an area that requires additional intervention, especially for our pupil premium pupils.</li><li>• We have identified there are gaps in pupils' language comprehension across school, which is particularly the case with our pupil premium pupils.</li></ul>
3 Emotional Needs	A high proportion of pupil premium pupils in school are previously looked after and require additional support to meet their bespoke SEMH need, including attachment and trauma. Staff require training to deliver this support.

4 Attendance	The percentage of pupil premium pupils' attendance has declined since the pandemic. Capacity is needed to support parents in order to improve percentage attendance.
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## 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>Pupil premium children make good progress in phonics, writing, reading and maths.</i>	<p>Gaps in outcomes for pupil premium children in all year groups will narrow with their peers over the academic year.</p> <p>Percentage of pupil premium pupils achieving R,W,M are expected at the end of KS2 is at least in line with national all pupils.</p> <p>Pupil premium pupils in year 2 (3 pupils) all pass the year 2 phonics screen.</p>
Teaching is at least good and better in all year groups, impacting positively on outcomes of pupil premium pupils.	<p>Teaching is consistently good and outstanding.</p> <p>All pupils including pupil premium pupils access first quality teaching across the curriculum.</p> <p>Any child falling behind will be identified for additional intervention and support. As a result of this gaps in attainment are narrowed for all pupils, including pupil premium pupils.</p>
Reading is prioritised for pupils and all pupils achieve well in reading, including pupil premium pupils.	<p>Read write inc. is embedded. All children identified as falling behind are tutored so that they keep up (keep up not catch up).</p> <p>Pupils with gaps in language comprehension are identified and additional support is in place.</p> <p>Fluency is tracked and additional fluency interventions support pupils to make good progress in reading.</p>

Staff are well trained to deescalate behaviours, especially for those pupils with SEMH needs.	<p>Training is delivered for staff.</p> <p>Pupils emotional needs are supported well, including the needs of pupil premium pupils.</p> <p>Pupil premium pupils are supported to stay in class and thrive.</p>
Attendance of pupil premium pupils continues to improve.	<p>Attendance policy is consistently applied.</p> <p>Parents are support and encouraged to engage with the school in order to improve attendance.</p> <p>All pupil premium pupils have good attendance and therefore do not miss out on high quality first teaching.</p>

## 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:

£3675 *RWINC development for support*

£500 Staff training INSET for teach simply pedagogy

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To further develop outstanding teaching and learning with a focus on developing a clear pedagogy based on current research (Teach Simply Model):</b></p> <ul style="list-style-type: none"> <li>- Staff CPD (INSET and staff meetings to further develop pedagogy including strategies to support children to know and remember more).</li> </ul>	EEF research evidences that Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.	1, COVID 2, Reading

<ul style="list-style-type: none"> <li>- Staff CPD to further develop the quality of teaching in phonics and early reading. Leadership and teaching coaching through external RWINC specialist.</li> </ul>		

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

Budgeted cost:

£3576 NTS Assessments and Shine

£18914 additional TA support to deliver targeted interventions.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To ensure that all pupils make at least good progress in reading, writing and maths, particularly those that have fallen behind following the pandemic:</b></p> <ul style="list-style-type: none"> <li>- Further develop assessment procedures so that precise gaps in attainment are identified for all pupils including those that are pupil premium (Purchase NTS assessments and SHINE intervention as a diagnostic tool)</li> <li>- Target interventions in place for all pupils falling behind (RWINC. tutoring, deliberate practice in maths, fluency reading, additional reading for all pupil premium pupils)</li> </ul>	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>1, Covid 2, Reading</p>

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

Budgeted cost:

£1000 towards attendance administration and reward system.

£1000 education psychologist costs and training for staff.

£1200 towards educational visits for FSM children.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance. Re-establish systems for monitoring attendance, including PA data and the attendance of PP Pupils.</b> <ul style="list-style-type: none"> <li>- Ring fence capacity from the central office team to manage attendance analysis and meetings with parents.</li> <li>- Establish positive reward systems for attendance.</li> </ul>	Internal data.	4. Attendance
<b>Pastoral support and staff training to support PP pupils with SEMH need.</b> <ul style="list-style-type: none"> <li>- Purchase additional hours from education psychologist to train on de-escalation training.</li> <li>- Also deliver whole school training on behaviour (new behave policy).</li> </ul>	EEF toolkit-behaviour interventions.	3. Emotional
<b>Fund contributions to educational visits for FSM pupils.</b>	Positive impact for students, enables equality of opportunity and raises childrens' aspirations and life chances.	

**Total budgeted cost: £ 29,865**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021.*

Standardised teacher administered tests:

Teacher Assessment 2020/21				
	Number PP pupils	Reading	Writing	Maths
Outcomes for Y1 PP pupils 2020/21 Teacher Assessment	4	75% Exp 25% GDS	75 % EXP 25 % GDS	50 % EXP 0 % GDS
Outcomes for Y2 PP pupils 2020/21 Teacher Assessment	3	33 % Exp 0 % GDS	33 % EXP 0 % GDS	0 % EXP 0 % GDS
Outcomes for Y3 PP pupils 2020/21 Teacher Assessment	0			
Outcomes for Y4 PP pupils 2020/21 Teacher Assessment	1	100 % Exp 0 % GDS	100 % EXP 0 % GDS	100 % EXP 0 % GDS
Outcomes for Y5 PP pupils 2020/21 Teacher Assessment	6	100 % Exp 16 % GDS	50 % EXP 0 % GDS	66 % EXP 16 % GDS
Outcomes for Y6 PP pupils 2020/21 Teacher Assessment	4	100% Exp 0 % GDS	50 % EXP 0 % GDS	100 % EXP 0 % GDS
Strategy used 2020/21:		Evaluation:		

<p><b><u>Teaching:</u></b></p> <p>Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively, embody excellence). Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools. Revise the curriculum offer to include teaching resources which enable staff to plan a spiral curriculum (reflex maths, KSV docs)– thereby supporting effective learning by deploying science of memory strategies. Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.</p>	<p><b><u>Teaching strategies:</u></b></p> <p>Focused CPD took place to improve the quality of teaching and learning and the curriculum offer.</p> <p>Outcome: As a result of the improved curriculum offer and quality of teaching and learning, the school continued to deliver high quality provision for all pupils.</p> <p>All pupils accessed a wide curriculum offer. Outcomes for PP pupils across year groups was strong (see attainment above).</p>
<p><b><u>Targeted support:</u></b></p> <p>Targeted booster support and recovery programmes for PP pupils in order to enable vulnerable pupils to make progress.</p> <ul style="list-style-type: none"> <li>- Optimum learning plans in place for all PP pupils not on track for attainment or progress.</li> <li>- Additional TA support deployed for interventions/ tutoring following lockdown</li> <li>- Homework clubs accessed by PP pupils to ensure equality of opportunity.</li> <li>- Ensure that all PP pupils read regularly to practice skills and improve fluency.</li> <li>- Train TA's to expertly respond the AFL when supporting pupil premium pupils in the classroom</li> </ul> <p>Teacher PP interventions</p>	<p><b><u>Targeted support strategies evaluation:</u></b></p> <p>All PP pupils had an individual plan in place, with SMART targets. This was evaluated termly. Additional interventions were in place for all PP pupils, including additional reading opportunities.</p> <p>As a result, outcomes for PP pupils improved for all cohorts – see data above.</p>
<p><b><u>Other approaches:</u></b></p> <p>Fund wider opportunities, including educational visits.</p>	<p>Due to the pandemic no educational visits took place.</p>