

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	240
Proportion (%) of pupil premium eligible pupils	Reception and above: 7.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	28 th November 2024
Date on which it will be reviewed	Annual review November 2025
Pupil premium lead	Lucy Higson
Governor / Trustee lead	Alison Adair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42350

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy: Statement of Intent

At St Alban's, our goal is to ensure that every child becomes the best they can possibly be, achieving all the goals they set themselves and more. Rooted in our belief in educating for 'Life in all its Fullness,' we are committed to providing an education that fosters a sense of belonging, courage, wisdom, and aspiration for all pupils, irrespective of their background or the challenges they face.

Our strategy focuses on ensuring good progress and high attainment across all subject areas, particularly for disadvantaged pupils, including those who are already high attainers. We recognise the unique challenges faced by vulnerable pupils, such as those with a social worker or young carers, and our actions are designed to meet their needs as well. This is achieved through the following principles:

- **High-quality teaching** is at the heart of our approach, based on evidence that this has the greatest impact on closing the disadvantage attainment gap while benefiting all pupils.
- **Access to a broad and rich curriculum** is prioritised, ensuring that all children, including the most vulnerable, are supported to achieve their full potential.
- **A whole-school approach is adopted**, with all staff taking responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve.
- **Personalised interventions are implemented early**, addressing individual needs and removing barriers to progress through robust diagnostic assessment rather than assumptions.
- **Prioritising reading ensures all children**, particularly those at risk of not mastering phonics, have ample opportunities to practise reading at school.

Our strategy also considers the ongoing impact of the COVID-19 pandemic, providing tutoring and additional support to pupils whose education and wellbeing have been most affected.

To ensure the effectiveness of our strategy, we commit to:

- Challenging disadvantaged pupils in the work they are set, ensuring high expectations.
- Acting early to intervene when needs are identified.
- Supporting all pupils to access highly effective teaching based on current research.
- At St Alban's, we believe that every child deserves a champion and an education that enables them to thrive and achieve their fullest potential.

Challenges

St Alban's CE Primary School

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

Challenge Number	Detail of Challenge
1. Writing	<p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils face greater challenges with writing compared to their peers. On entry to Reception over the last 3 years, disadvantaged pupils arrived below age-related expectations compared other pupils. Although the gap narrows over time, it remains present until lower KS2.</p> <p>Many children have underdeveloped fine motor skills. This has led to gaps in transcription skills and a reduced ability to persevere with extended writing tasks. Writing and art standards have declined as children have not sufficiently developed their finger muscles from an early age.</p>
2. Reading	<p>While the school's reading outcomes are strong, this remains a key focus area. Previous Pupil Premium funding was used to prioritise training and resources for reading, and this focus will continue to sustain and further improve standards.</p> <p>There are identified gaps in pupils' language comprehension across the school, particularly among disadvantaged pupils. Assessments, observations, and discussions with pupils highlight underdeveloped oral language skills and vocabulary gaps, which are more pronounced in disadvantaged pupils. These issues are evident from Reception through to KS2.</p>
3. Pupil Wellbeing	<p>53% of Pupil Premium pupils at St Alban's have experienced being looked after and require tailored support to address their specific SEMH needs, including challenges related to attachment and trauma. The school has previously invested in extensive staff training and implemented a whole-school approach to mental health, which needs to be sustained.</p> <p>There has been an increase in children with emotional needs awaiting placements in appropriate specialist settings. Further work is required to strengthen the school's therapeutic approach to support these pupils.</p> <p>Teacher referrals for SEMH support remains high, with 16 pupils currently needing additional interventions. Of these, 4 are disadvantaged, and all participate in mentoring interventions to address their needs.</p>
4. Attendance	<p>Although overall attendance at St Alban's remains above the national average, there is a growing number of children on part-time timetables due to SEMH challenges. Attendance rates for these children, particularly those with SEND, have declined.</p> <p>In 2023/24, attendance among disadvantaged pupils has been 1% lower than their peers. Additionally, 4.8% of disadvantaged pupils have been persistently absent compared to 3.2% of non-disadvantaged pupils.</p> <p>We need to sustain the rigorous systems to maintain above national attendance.</p>

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
Sustained writing attainment among disadvantaged children.	<p>Assessments and observations indicate significantly improved transcriptional skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>KS2 writing outcomes in 2024/25 will show that 3/4 children will achieve the expected level.</p>
Sustained reading attainment among disadvantaged children.	<p>KS2 reading outcomes in 2024/25 will show that 3/4 children will achieve the expected level.</p> <p>100% of disadvantaged children will pass the year 1 phonics test.</p> <p>100% of disadvantaged children will have completed the Read Write inc. program by the end of year 2.</p> <p>Read write inc. is sustained. All children identified as falling behind are tutored so that they keep up (keep up not catch up).</p> <p>All children will take a quality library book home.</p> <p>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.</p> <p>Upper key stage 2 reading tutors will listen to younger children weekly.</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>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations (My Happy Mind surveys) • a sustained reduction in bullying • sustained participation in enrichment activities, particularly among disadvantaged pupils (HOS interviews with children).
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 96%, and no attendance gap between disadvantaged pupils and their non-disadvantaged peers. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being the same as their peers.

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

Budgeted cost:

£10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> <p>Diagnostic assessments include:</p> <ul style="list-style-type: none"> • Aspire: Tracking reading fluency and attendance patterns. • Insight: Personalized learning plans, attainment, and attendance patterns. • Smartgrade: For Year 6 students. • NTS Assessments • Reading Plus: Personalized reading assessments. • Reflex Maths: Personalized mathematics assessments. • RWI (Read Write Inc.) Assessments 	<p>1, 2, 4,</p>
<p>Continue to purchase the subscription and training of a DfE validated Systematic Synthetic Phonics programme to sustain stronger phonics teaching for all pupils.</p> <p>Read, write, inc.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>2</p>
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p>	<p>The EEF summary of recommendations</p> <p>Improving literacy in Key Stage 2</p> <p>Improving literacy in Key Stage 1</p> <p>Preparing for literacy</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>1,2</p>
<p>Improve the quality of social and emotional (SEL) learning through My Happy Mind Program.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>My Happy Mind Research Report</p>	<p>3</p>
<p>Enhancement of our teaching and curriculum planning in line with Walkthru guidance.</p>	<p>Walkthrus have been produced in conjunction with Iris connect, steplab. Walkthrus is research based on the best available evidence:</p> <p>Walkthru case studies</p>	<p>1,2,3,</p>

We fund teacher release time to embed key elements of guidance in school and to access Walkthru resources and CPD.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

£30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF Reading Plus, Reflex, Frax, Tiny Talkers, Talk Through Stories, Spelling Shed</p>	<p>1, 2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our regional phonics leader.</p>	<p>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: Phonics Teaching and Learning Toolkit EEF</p>	<p>2</p>

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

Budgeted cost:

£2350

Activity	Evidence that supports this approach	Challenge number(s) addressed

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<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and sustaining behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>3</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <ul style="list-style-type: none"> - This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Provide financial support for educational visits and afterschool clubs to enhance access and engagement for pupils eligible for pupil premium.</p>	<p>Positive impact for students, enables equality of opportunity and raises children's aspirations and life chances.</p>	<p>3,4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £42350

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

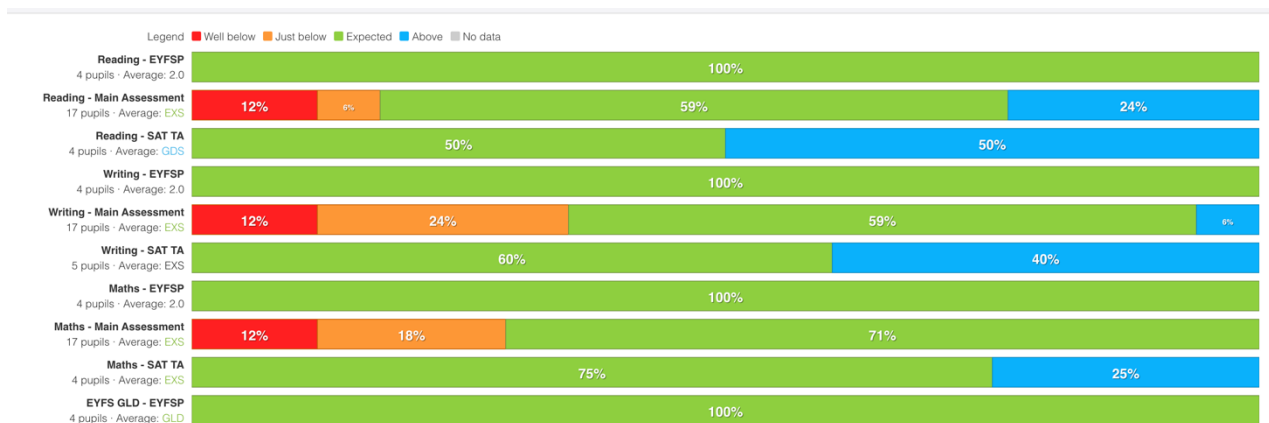
Outcomes Analysis (year 1-year 6)

The outcomes data cover 28 pupil premium children, of whom 4 (14%) are identified as having special educational needs or disabilities (SEND). With each child accounting for approximately 4% of the group, our relatively low percentage of pupil premium children requires a more individualised approach to data analysis. Identifying trends or patterns is challenging with such small numbers, so we focus primarily on understanding and addressing the needs of individual pupils.

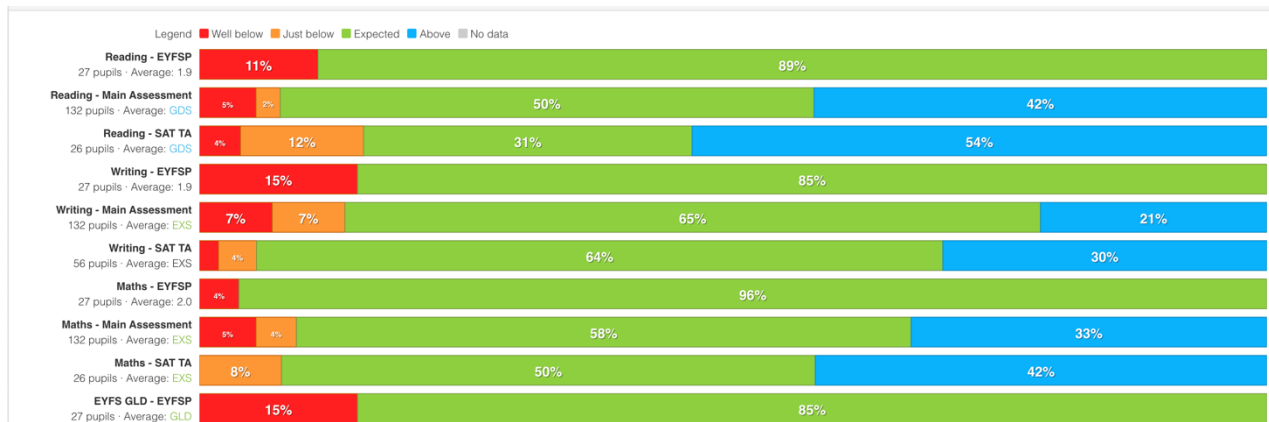
Key Assessment Terms

- EYFSP: Early Years Foundation Stage Profile (assessments for Early Years).
- Reading assessments: Standardized assessments in Years 1, 3, 4, and 5.
- Reading SATs: Statutory assessments conducted in Year 2.

Attainment overview for pupil premium children 2023-2024

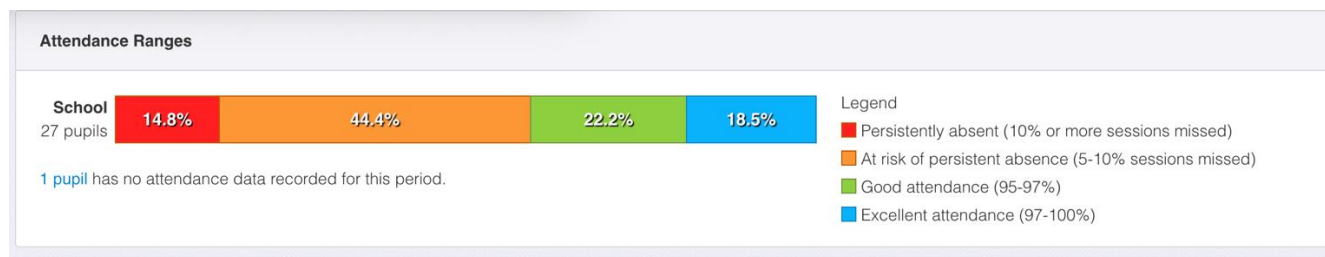


Attainment overview for pupils who are not pupil premium children 2023-2024

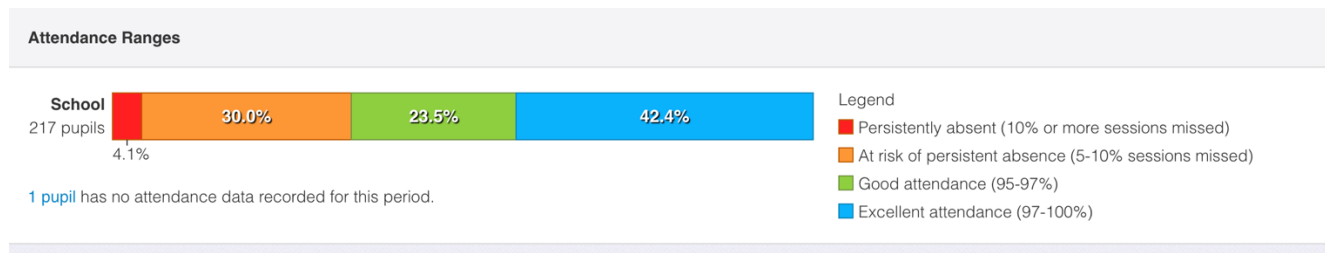


Attendance overview for pupil premium children 2023-2024 (Reception- Year 6)

St Alban's CE Primary School



Attendance overview for pupils who are not pupil premium children 2023-2024



Assessments 2023/24				
	Number PP pupils	Reading	Writing	Maths
Outcomes for Y1 PP pupils 2023/24 Teacher Assessment	6	4 Exp 1 GDS	3 EXP 0 GDS	4 EXP 0 GDS
Outcomes for Y2 PP pupils 2023/24 Teacher Assessment	4	4 Exp 2 GDS	4 EXP 1 GDS	4 EXP 1 GDS
Outcomes for Y3 PP pupils 2023/24 Teacher Assessment	0	Exp GDS	EXP GDS	EXP GDS
Outcomes for Y4 PP pupils 2023/24 Teacher Assessment	6	6 Exp 2 GDS	3 EXP 1 GDS	5 EXP 0 GDS
Outcomes for Y5 PP pupils 2023/24 Teacher Assessment	4	4 Exp 1 GDS	4 EXP 0 GDS	3 EXP 0 GDS
Outcomes for Y6 PP pupils 2023/4	1	1 Exp 0 GDS	1 EXP 1 GDS	1 EXP 0GDS

Externally provided programmes

Programme	Provider
Read writing Inc.	Ruth Miskin Literacy
Reading Plus	Dreambox Reading
NTS Assessments	Rising Stars
Reflex Maths	Explore Learning
Frax	Explore Learning
Tiny Talkers	RMBC
Talk Through Stories	Ruth Miskin Literacy
Squiggle While You Wiggle	Spread the Happiness
My Happy Mind	My Happy Mind
Walk thrus	Walk thrus
Maths Mastery	NCETM
White Rose Maths	White Rose
Smartgrade	Smartgrade
Insight	Insight
Spelling Shed	EdShed

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Through the implementation of My Happy Mind program and whole school approach to supporting pupil, teachers and parents' mental well-being. 1:1 mentoring when required.
The impact of that spending on service pupil premium eligible pupils