



Pupil Premium Strategy for 2023 – 2024 and Review of 2022 – 2023

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 Catholic Primary and Nursery School
Number of pupils in school	190 (Reception to Y6) + 31 (Nursery) Census 2022 186 (Reception) + 32 (Nursery) September 2023
Proportion (%) of pupil premium eligible pupils	35% 22-23 / 41% 23-24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 onwards
Date this statement was published	Autumn Term 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Karen Seaman
Pupil Premium lead	Lindsey Ebsworth
Local Academy Committee Member	Karen Seaman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120891
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£177,288

Statement of intent

Our aim is for our disadvantaged pupils, as well as other vulnerable children, to begin to make accelerated progress by closing the gaps broadened throughout the COVID pandemic through focused support and interventions delivered by experienced and known members of staff at St Alban's. It is our mission to ensure our disadvantaged children attain broadly in line with other children on average at St Alban's in Reading, Writing and Maths by the end of KS2 and that year on year the tailored and specific work that happens in each key stage cements the building blocks of learning, develops the meta-cognition of each child and improve memory and retention in turn creating confident, independent learners who are ready to master the next steps in their learning. We wish to add further engagement and build on capital culture of our children therefore will be enhancing our curriculum with more trips out and visitors to school, and an expeditionary style learning through our termly 'adventures in learning' whereby children will be more active and creative and use their core skills across the curriculum in meaningful, exciting and joined up ways to produce outcomes that are memorable. With increasing and more complex varied needs, we are aiming to ensure our learning environments as well as our mastery approach and staged lessons support accelerated progress of neurodiverse learners as well as our typical learners.

Currently our strategy is to increase the ratios of adults to children, with experienced teachers, HLTAs and L3 TAs working in identified year groups, allowing us to offer a more bespoke and tailored level of support each day. Disadvantaged children who are not making expected progress are targeted as focus children whom the class teacher will then work with targeting specific gaps and tailoring interventions to support and aid accelerated progress for these focus children. This is closely tracked and monitored term by term in order that as many disadvantaged pupils in need of this targeted support, receive it throughout the year. Due to having the specialist capacity within these classrooms, means that all children within classes are supported by high quality teaching and learning sessions facilitated by adults they know, trust and can rely on thus reducing any barriers all children have to learning. In addition to this, we prioritise mental well-being with our active breaks and playground leaders led by an employed Play Leader as well as encouraging outdoor learning within Forest School and our Nature Friendly approach to learning.

The key principles within our strategy plan include: ensuring mental well-being first and in turn maintaining high expectations of behaviour for learning; increasing confidence and independence of more vulnerable children so that all children can reach their potential; raising the ceiling for all children through strong relationships between adults and children; accelerated progress via targeted and tailored support at the right time; and; an ethos of team spirit, reflective practitioners and learners with a purposeful curriculum taking into account the capital culture of our children. Our climate for learning is focused on being ready for learning and once ready, children are encouraged to think about their learning journey and how each step is a building block to mastering skills, knowledge and understanding, throughout each lesson, day, week, topic, term, year and into the next phase of their educational career, meaning that they are ready and confident to move onwards with a secure foundation. Our increased focus on attendance and punctuality and having a member of staff in school dedicated to working with children and families who need support with encouraging children to attend school regularly and on time daily as well as parenting, daily routines etc. which hopefully will have a positive impact on this myriad of issues which affect many of our disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	<i>High correlation between PP pupils and those who also have SEND</i>
2	High correlation between PP pupils and those who have other vulnerabilities eg. Attendance, social care involvement

3	Very low starting points of many FSM pupils, in speech, language and communication
4	Parental confidence in supporting learning of our disadvantaged children
5	Widened gap between PP children and other children by the end of KS1 and KS2 since the pandemic

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
To identify SEN as soon as possible, ideally in Nursery or Autumn Reception class in order to put support plans in place and tailor professional support, teaching and learning that is required to ensure all barriers to learning for individuals are reduced earlier. Use of IDL screening tool to identify any specific needs and planned support tailored to meet individual requirements. Birmingham toolkit to support identifying gaps in learning to signpost gaps and close tracking of small steps of progress for SEN children.	That SEN is identified in EYFS and other agencies and professionals are involved as soon as necessary to plan the support needed for the child, the parents and carers and staff in school which is reviewed at least three times per year so that before the child reaches Y1, effective plans, funding and support is in place.
To support vulnerable children more effectively with pastoral and academic needs through the deployment of new Parent and Child Support Workers who are HLTAs, qualified DSLs and Mental Health First Aiders, working in school offering high quality teaching and learning, interventions and focused support as well as providing parental and carers support through school led parental engagement initiatives, Early Help referrals, Children's Services liaison. Use of ELSA support also following training.	That other vulnerabilities are supported more effectively in school, by known adults, who can support the child and parents/ carers both pastorally and academically in and out of the classroom ensuring learning is continuous and aligned, thus progress is accelerated.
Early identification of speech, language and communication difficulties enabling close work with other professionals, health visitor and education professionals. Use of Welcomm as soon as possible in EYFS and support for parents/carers so that approaches at school and home are consistent. Additional support through use of Verbo.	That the work of all professionals is joined up and has an immediate and positive impact on children in EYFS in order to close the gap by the time children reach Y1.
Through Love our Libraries Initiative momentum and developing use of our Library, the deployment of Parent and Child Support Workers, parental engagement opportunities increase in school and attendance at these includes as many parents/carers of disadvantaged children as parent/cares of other children in school. Half-termly parental workshops and learning with children sessions to increase parental confidence and understanding in order to aid their support at home. Digital library service and family library sessions weekly in addition to class sessions each week.	That parental engagement in teaching and learning opportunities within school increases so that disadvantaged children are able to make progress in line with their peers due to being well support both at home and at school.

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: £ 81200

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College CPD package and The Key Safeguarding Training package - £1200	EEF – Guidance Report on School Improvement and focused, tailored and targeted CPD for staff to improve outcomes for all	All staff
Experienced Nursery Teacher and Early Years Practitioners to teach in Nursery - £40000	Earlier starting age has very high impact on learning by accelerating progress by +6 months (EEF Early Years Evidence)	32 (EYFS)
Additional staffing (Teacher/HLTA & TAs) enabling some of most vulnerable children small group interventions daily with teaching/support ratios of 1:15 for RWM maximum but in some classes with additional vulnerabilities 1:8 £40000	EEF evidence demonstrates that small group tuition has impact of +4 months progress for each child involved therefore accelerating the progress of our targeted children to reach age related expectations by the end of the term or year assessment points	8 x Y6 8 x Y4 8 x Y1 8 x EYFS

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

Budgeted cost: £ 41538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y2 Teacher extra capacity 2 days per week - £20000	EEF evidence demonstrates that small group tuition has impact of +4 months progress for each child involved therefore accelerating the progress of our targeted children to reach age related expectations by the end of the term or year assessment points	30 (Y2)
HLTAs/TAs adding capacity for small group interventions in Y6, Y4 and Y1 as well as in EYFS – costing above	EEF evidence shows that early language interventions can accelerate progress by +6 months in EYFS and oral language interventions in national curriculum years can also increase progress by +6 months	32 children in total – costings added above
Welcomm – £530		25 (EYFS) Throughout school
RWI in house training for new L3 TAs – 5 hours per week HLTA - £3000	Fidelity to phonics programmes, such as RWI have high impact on learning and can accelerate progress by +5 months (EEF evidence)	120 (EYFS & KS1)
Early Years SEND/Safeguarding	Early Literacy and numeracy approaches demonstrate accelerated progress on average	20 (EYFS)

specialist – L3 15 hours per week - £10000	+5 months for children involved (EEF evidence Early Years)	
ELSA training for L3 TA – 6 days - £354	Self-regulation and social emotional learning strategies in Early Years increase progress by +4 months on average for each child involved in this type of intervention	20 (KS1/LKS2)
Lexia programme and focused support - £ 3850	EEF evidence shows that individualised and small group tuition has impact of +4 months progress for each child involved therefore accelerating the progress of our targeted children to reach their potential by the end of the intervention, term or year	50 (Y2 – Y6)
Verbo for Speech and Language - £354 Birmingham Toolkit – £900 IDL – £550 And CPD for these £2000 above		75 plus children throughout School

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

Budgeted cost: £ 54550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and SEN support worker £35000	Parental engagement and supporting parents to engage in children's homework has been proved to increase progress by +4 months on average	40 (Throughout School)
Extra counselling support – Half a day per week - £ 3500	Social and emotional learning support has been proven to support and accelerate learning by +4 months for children engaging with this support	6 more children weekly
Active Play Leader 7.5 hours per week - £4300	Physical development activities and outdoor learning accelerates progress by +3 months as well as research showing children's mental well being is improved the more they are outdoors and the recommendation to the Government from Young Minds is to prioritise mental well being.	All From Nursery to Y6 with a focus on Y3 and Y6 Playleaders
Fitness Coach L3 TA 6.5 hours weekly - £4000	Researchers have found that the brain synapses of physically fit children fired faster and stronger, and as a result those children had better language skills. The more physically fit children, were not only better at reading, but they were also better at reading passages with several grammatical errors. Young Minds recommendation following recent research is that schools should prioritise mental well being. Many studies show that physical activity improves the mental well being of children and play based learning improves progress by +5 months when children are younger.	All (KS2 focus)
Attendance and Punctuality Support Team – HLTA plus PAM – 3 hours weekly - £7500	Parental engagement in early years and supporting parents to engage in children's homework has been proved to increase progress by +4 months on average	40 children throughout school

Half-termly parental
workshops and support -
£250

All – identified families
encouraged

Total budgeted cost: £ 177,288

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2023 academic years.

<i>School Data – End of KS2</i>				
<i>National disadvantaged gap index widest at 3.21 since 2012</i>				
<i>2022</i>	<i>St Alban's all</i>	<i>National all</i>	<i>St Alban's PP</i>	<i>National PP</i>
<i>Reading EXS</i>	79%	74%	89%	62%
<i>Writing EXS</i>	66%	69%	56%TA 89% GPS	55%
<i>Maths EXS</i>	72%	71%	78%	56%
<i>Reading EXS</i>	82%	72%	87%	
<i>Writing EXS</i>	61%(82% GPS)	67%	89% GPS	
<i>Maths EXS</i>	57%	72%	44%	

As is evident, PP children at St Alban's perform better in reading and maths than PP children nationally. In writing, this is slightly lower however GPS is significantly higher.

	Desired outcomes for Summer 2022	Success criteria set	Review – Autumn 2022
As some outcomes require longer to embed, the impact of the pandemic has limited progress towards meeting the criteria set and therefore will remain a focus this academic year and beyond to minimise the long term effects, ensuring children reach pre-pandemic targets at least.			
A	Pupils eligible for PP are achieving higher combined outcomes throughout school.	Higher combined outcomes are reached in each year group for PP children more in line with recent end of KS2 outcomes.	PP children in RWM are not yet achieving outcomes as high as non PP in all year groups expect Y6. PP children throughout school require more time to master and deepen therefore this will remain a focus target which will be reviewed in Summer 2023.
B	RWM at age related expectations in KS2 are in line with non PP children.	Children who are PP reach RWM age related expectations in KS2	Outcomes in RWM are lower in all years except Y6 (2022) but lower in (2023). The widest gaps are in classes where COVID pandemic has significantly reduced time in Nurseries and school eg. EYFS and KS1 and where there is a higher % of SEN and other vulnerabilities. RWM for KS2 was below average at 54% however the level of SEN in the class contributed to this as well as mobile pupils who arrived into school in KS2 were mainly well below age related expectations. There were some non-mobile children just one mark off who had specific needs and if these marks had not been missed maths would have improved and combined would have been 61% above national average. Reading and GPS were 82% - well above national average. Reading for disadvantaged was above national at 78% and GPS was 89% for disadvantaged well above national and school all. Maths was an issue for this cohort with 57% overall and 44% disadvantaged but is not a trend through school as KS1 results 2023 EXS for maths was 70% with reading and writing lower for all but gap between non and disadvantaged is greater as reading and writing disadvantaged are achieving 33% EXS in reading and writing and 44% in maths.

C	Attendance of pupils eligible for PP is in line with the attendance of non PP children.	Attendance of all children, will improve towards the 96% including PP children as a targeted group.	Attendance for disadvantaged children at St Alban's was lower than attendance for all at St Alban's and lower than the National figure for disadvantaged children. It was 89.4% for our children and nationally 91.3% for disadvantaged children compared to 93.1% nationally for all as at 7 th July 2022. The focus on attendance was prioritised in school in 22-23 and whole school attendance was significantly better at 94.03% by then end of the year, with disadvantaged attendance at 91.53% which is over 2% increase but still lower than non-disadvantaged at 95.86%.
D.	Accelerated progress in standards of communication, literacy and language skills for FS2 pupils eligible for PP.	Children in FS2 who are eligible for FSM have closer to age related expectations in CLL at the end of FS2 (50%) at ELG, 50% in word reading, writing, comprehension and speaking.	In CL ELG for all was 73% and for PP was 46%. Word reading ELG for PP was 31% (53% for all) and 46% for comprehension (70% for all) and writing 31% (50% for all). There were 30 in this cohort with 37% SEN who have significant and complex needs. This target will continue for new children arriving into Reception but also targeted support will be planned in for this cohort in Y1 and Y2. In 2023, the cohort size was 23 and CL was 70% overall with 67% for disadvantaged which is a huge increase on 2022 outcomes. Comprehension, reading and writing were 61% and 52% respectively for all and 56% and 44% for disadvantaged so the gap is closing between disadvantaged and non-disadvantaged.

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
RWI Online Spellings	Oxford University Press
Sats Companion	
Mirodo	
Lexia	
Verbo	NHS
Welcomm	
IDL	
Birmingham Toolkit	Birmingham Council