

St. Alban's Catholic Primary School

Pupil Premium Strategy Statement 2021-2022

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.

The Pupil Premium Grant is funding provided to schools to close the attainment gap between disadvantaged children and their peers. The grant can be spent as each school sees fit, as long as it is used to improve the attainment of eligible pupils. Schools do not need to spend an equal amount on each pupil, or use the money for interventions that benefit only eligible pupils. At St. Alban's Catholic School, our aim is to use our Pupil Premium Grant to provide the best quality of education provision in order to raise attainment. As it is the school's responsibility to make decisions about how the funding should be spent, we research and fund evidence-based strategies which are proven to target and impact upon pupil progress.

School overview

Detail	Data
School name	St. Alban's Catholic Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	24.9% (52 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs R McKinney
Pupil premium lead	Mrs L Donnellan
Governor / Trustee lead	Mrs K Tehan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
Recovery premium funding allocation this academic year	£8,555

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,565

Part A: Pupil premium strategy plan

Statement of intent

At St. Alban's Catholic Primary School we try to ensure the use of Pupil Premium (PP) funding helps all of our pupils including disadvantaged pupils to receive the highest quality of education to enable them to become active, socially responsible young people. We recognise that disadvantaged children can face a wide range of barriers, which may impact on their learning. We believe that providing essential skills and values for most disadvantaged children will help them to achieve and thrive and become the children God has created them to be.

Our main objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged pupils both within school and nationally.
- Enable pupils to look after their social and emotional wellbeing and to have support with their mental health.
- Access a wide range of opportunities to develop their knowledge and understanding of the world and enrich their experiences.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Use targeted intervention and support to address identified gaps in learning including the small group work and 1:1 tuition.
- Ensure opportunities are available for all pupils to participate in enrichment activities.
- Provide appropriate nurture and support to enable pupils to access learning within and beyond the classroom when they are finding this challenging.

Challenges

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

Challenge number	Detail of challenge
1	There are a significant proportion of children with social and emotional needs. (Numbers have increased post lockdown.)

2	Many families have difficulties and require pastoral support and are unsure of where to access support services in the community. (Numbers have increased post lockdown.)
3	Poor pupil attendance for a very small number of families contributes to missed learning opportunities and gaps in knowledge.
4	Pupils with speech and language difficulties unable to access support from the community.
5	Attainment and progress of our pupil premium/disadvantaged pupils is lower than our non-disadvantaged children.
6	Pupil ability to sustain concentration and focus has been adversely affected due to lockdown and continued disruption to learning.
7	Limited social interactions outside of the school environment and limited enrichment activities due to COVID.
8	Regular parental involvement with reading at home.

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
Pupils are 'happy' and able to focus on their learning.	Appropriate interventions in place to support pupils with managing their feelings. Decreased number of incidents where pupils being unable to manage their feelings.
High percentage of children achieving ARE and GD throughout school.	Quality First Teaching in place throughout the school. Appropriate interventions, reviewed and evaluated periodically.
Families are able to access support and are signposted to the correct services.	Increased number of families working with the family support worker. Attendance tracked by FSW Support offered to families with difficulties outside of school which may be affecting attendance.

Pupils are able to communicate with peers and teachers effectively.	Speech therapist to screen all pupils on entry to school and to continue to work with those that need it.
Disadvantaged pupils' attainment is, at a minimum, in line with the age related outcomes (Reading, Writing and Maths) and where applicable matches their previous Key Stage outcome.	KS2 – End of Year Data gap between disadvantaged pupils reduced (20%) Disadvantaged pupils achieve targets based on prior attainment. Number of PP children passing the Phonic screening check in line with National Average. 75% PP children reach expected standard in KS1 in Reading (2018 National average) 73% PP children pass the KS2 Reading tests (2019 National average)
To implement targeted interventions that are of high quality and catered to overcoming barriers to learning which are monitored by the SENCO and DHT for impact.	KS2 – End of Year Data gap between disadvantaged pupils reduced (20%) Disadvantaged pupils achieve targets based on prior attainment.

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: £7,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ruth Miskin Training Package to support QFT and setting across EYFS and KS1 Training package: · 1 Leadership Implementation Day (LID) · Annual subscription to Read Write Inc. Phonics training films · 3 remote progress meetings	Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands: Small group tuition Oral Language intervention Parental Engagement +4 Metacognition and Self-Regulation Training +7	5,6,8
CPD for staff to enhance the teaching and learning across school through Birmingham Catholic Primary Partnership and Cover	Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands: Small group tuition Oral Language intervention Parental Engagement +4 Metacognition and Self-Regulation Training +7	1,2,3,4,5,6,7, 8

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

Budgeted cost: £41,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality 1:1 and small group tutoring. These will be: intensive (focused around key concepts and taking place over a short period of time); targeted at pupils' specific needs; carried out by the SENCO and TA's who are well trained and aligned with learning that is happening in the classroom	Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands: Small group tuition	
<i>Speech therapist to work with the SENCO and pupils with high needs and to screen all reception pupils for communication difficulties.</i> Improve children communication skills and confidence to support access to learning. Specialised intervention and support for children with language development needs. £11,632	Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) Advocates 'Oral Language intervention' Better Communications Research Programme (BCRP)	4
Tutor in place for those at risk of under achieving children across the school as part of National Tutoring Programme.	The National Tutoring Programme is a key part of the Government's COVID-19 catch-up response for schools and forms part of the wider Catch-Up Funding (over 20 children supported and accessing 15 hours of additional support each)	5,6
One to one tutoring in place for lowest 10% of readers in each class.	EEF as above Ruth Miskin tutoring programme in place	5,6,8

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

Budgeted cost: £ 37,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund a Family Support Worker to engage in targeted work with some of the disadvantaged children and families.	Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates Mentoring, Self regulation, Social and emotional learning.	1,2,3,7,8
School counsellor in place to work with children to develop their social and emotional needs and self-regulating skills, reducing the intensity of this as a barrier to their learning.	Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates Mentoring, Self-regulation, Social and emotional learning.	1,2,6,7
Family Support Worker to support families with attendance concerns.	Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates Mentoring, Self regulation, Social and emotional learning.	3
Continue to provide some financial support so that children can attend day and residential trips organised as part of our thematic curriculum.	Trips enhance children's learning experiences and outcomes.	7
Enhance the quality of PP children's writing and reading by ensuring they receive enrichment	Ensuring ALL pupils are able to read fluently and with good understanding will enable them to access the breadth of the curriculum –Ruth Miskin Training and Research.	5,8

opportunities. Class novel session x3 per week and copy of texts for each child.		
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Total budgeted cost: £ 86,565

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, and 2020 to 2021 results will not be used to hold schools to account.

- **All identified PP children to receive appropriate support to improve emotional well-being.** Sharon Fellingham –School Counsellor in place, 2 days per week. Pupil Progress Meetings and feedback from counsellor regarding children's progress was positive.
- **All identified PP children to receive appropriate support to improve emotional well-being, behaviour and attendance.** Family Support Worker working closely with over 30% of families. We have been able to support families and intervene at an 'Early Help' stage before families present more complex needs and concerns. Family Support Worker 4 days per week. Daily check in sessions with some pupils, 2 x week nurture groups.
- **Identified PP children to receive small group teaching support in order to accelerate progress in reading, writing and maths.** Pupil Progress Meetings and feedback from Class teachers and SENCO and were positive. However for many children there is still some significant gaps in learning.
- **Identified PP children to receive Speech and Language Support.** A number of children received support from a specialist for speech and language, this has had a direct impact on improving their learning across the curriculum. Pupil Progress Meetings and feedback from SENCO and Speech and Language therapist were positive.
- **To enhance the quality of PP children's reading.** all PP children have resources and books at home to support their learning, particularly during periods of isolation.

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
Phonics Programme	Read Write Inc

Reading and Writing Programme	Literacy Curriculum
Maths Programme	White Rose

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a