St. Alban's Catholic Primary School

Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium (and recovery premium) 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	207
Proportion (%) of pupil premium eligible pupils	31.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25 2025-26 2026-27
Date this statement was published	20th December 2025
Date on which it will be reviewed	1st September 2026
Statement authorised by	Mrs R McKinney
Pupil premium lead	Mrs R McKinney
Governor / Trustee lead	Mrs Jodie Clinton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,485
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	£97,485

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.
- Develop all pupils confidence in their ability to communicate effectively in a wide range of contexts
- Develop a challenging curriculum across all subjects that enables pupils to know and remember more
- 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
- Remove barriers for pupils and their families which impact on their attendance at school

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
- Provide discreet help for parents to support payment for educational visits, uniform, travel costs & emergency food or utilities payments

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering Reception class (EYFS) with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. This impacts on early reading and fluency.
2	Pupils achieve above other schools nationally by the end of KS2 for reading, maths and writing. Attainment and progress of our pupil premium/disadvantaged pupils is lower that our non-disadvantaged children in Maths.
3	Pupils' experiences in a range of contexts and places are limited; this affects their writing attainment and general knowledge of the world. Limited social interactions outside of the school environment and limited enrichment activities for some families are a barrier to achievement. We want to develop the whole child and ensure they have a range of different experiences and life skills.
4	There has been an increase with the number of pupils who have SEMH needs. Pupils and families are struggling to access specialist support and counselling following adverse childhood experiences and trauma.
5	In 2022/23, 26 pupils were persistently absent, of which 20 of the pupils were disadvantaged (77%.) Poor pupil attendance for a small number of families contributes to missed learning opportunities and gaps in knowledge.
6	The Pastoral Lead's case load has seen an increase in the number of disadvantaged pupils needing social and emotional support. Some families need direct work and financial support in order to get their children to school to learn.

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 able to communicate with increased confidence to peers and teachers effectively.	Introduction of Talk through Stories to improve oracy and language comprehension across the school. SENCO and re train a teaching assistant, as Speech and Language Champion to screen all pupils on entry to school using WELCOMM

	resource and to continue to work with those that need it on interventions. Teaching of subject specific vocabulary embedded into lessons to improve knowledge and facilitate discussion.
High percentage of children achieving ARE and GD throughout school. Purchase and use of Read Write Inc support portal for delivery of high quality phonics and reading, purchase and use of 'The literacy curriculum' impacts the quality of teaching and learning of reading and writing across the school.	Quality First Teaching in place throughout the school. Pupil data from KS2 shows an upward trend of PP pupils achieving greater depth standard in reading. Appropriate interventions for phonics and reading across the school, reviewed and evaluated half-termly. Love of reading embedded across the school – pupil and parent survey provide data to support this.
Wellbeing – to achieve and sustain improved wellbeing for all pupils (PP in particular). Pupils and families are able to access support and are signposted to the correct services.	Improved well-being. Qualitative data from pupil voice, parent surveys and CPOMS. Increased number of PP pupils and families working with the pastoral lead. Attendance tracked by Pastoral lead, Office team and HT. Support offered to families with difficulties outside of school which may be affecting attendance. Half termly meeting to monitor all attendance lower than 95%. Improved attendance for PP children, especially those who are persistently absent. Funding for school trips, after school clubs and residentials for disadvantaged pupils if needed.
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. Targeted interventions that are of high quality and catered to overcoming barriers to learning which are monitored by the SENCO and HT for impact.	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving GD standard. PP pupils achieve targets based on prior attainment. Data across the school shows an upward trend in pupils making increased progress in reading, writing and maths across all key stages.

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: £3,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Training Package to support QFT and setting across EYFS and KS1 and development of a love of reading. Support videos to enable parents to engage their child at home. The Literacy Curriculum programme to support QFT in KS2 for reading and writing and development of a love of reading.	Education Endowment Foundation (EEF) teaching and learning toolkit advocates that the following strands: Small group tuition + 5 months Parental Engagement +4 months Metacognition and Self-Regulation Training +7 months	1,2, 3
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 + 5 months Parental Engagement +4 months Metacognition and Self-Regulation Training +7 months	1-6

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

Budgeted cost: £53,525

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	EEF states 'Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.'' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3
Improve children communication skills and confidence to support access to learning. Specialised intervention and support for children with language development needs.	EEF states 'Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge'.	1,2,3
One to one tutoring in place for lowest 20% of readers in each class.	Read Write Inc tutoring programme in place 1:1 catch up intervention in place for Rec, Y1, Y2 pupils and those in KS2 who are still on the programme. 'Toe by Toe' intervention in place for KS2 pupils who are in the lowest 20% of readers. KS2 staff to hear disadvantage pupils read who have limited parental engagement.	1,2,3,5

	Purchase of texts for pupil premium children. Book club to support readers in KS2.	

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

Budgeted cost: £ 32,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund a Pastoral Lead to engage in targeted work with some of the disadvantaged children and families.	EEF 'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'	4,5,6
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.	EEF Social and emotional learning – 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5.6
Pastoral Lead 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.	5,6
Continue to provide some financial support so that	Trips enhance children's learning experiences and outcomes. Giving them a wider sense of the world around them increasing oracy skills.	5

children can attend day and residential trips organised as part of our extended curriculum offer.		
Enhance the quality of PP children's writing and reading by ensuring they receive enrichment opportunities.	Ensuring ALL pupils are able to read fluently and with good understanding will enable them to access the breadth of the curriculum –Literacy Tree Training, Talk through stories training, Ruth Miskin Training and Research. Class novel session x3 per week and copy of texts for each child. Book club sessions.	1,2,3

Total budgeted cost: £ 97,485

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 2024-25 academic year.

Outcomes

Measure	2023-24		2024-25	
	School	National	School	National
Early Years				
GLD	77%	68%	74%	68%
Phonics				
Year 1 pass	86%	80%	90%	80%
Pass by end of Year 2	97%	89%	93%	89%
Multiplication Tables Check (Year 4)				
Full marks (25/25)	52%	34%	59%	37%
Average score	20.7	20.6	22.3	21.0

Key Stage 2				
Reading	91%	74%	87%	75%
Reading higher standard	44%	29%	37%	33%
Writing (TA)	84%	72%	83%	72%
Writing greater depth (TA)	16%	13%	17%	13%
GPS	88%	72%	90%	73%
GPS higher standard	59%	32%	50%	30%
Maths	91%	73%	83%	74%
Maths higher standard	31%	24%	37%	26%
Science (TA)	91%	81%	87%	82%
Combined RWM	81%	61%	77%	62%
Combined RWM higher standard	16%	8%	13%	8%

Attendance

- Overall absence 5.5% was in the **lowest** 20% of all schools. It was also in the **lowest** 20% of schools with a similar level of deprivation.
- The rate of persistent absence 12.6% was in the **lowest** 20% of schools with a similar level of deprivation.
- **All identified PP children to receive appropriate support to improve emotional well-being.** Sharon Fellingham –School Counsellor in place, 1 day 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.** Pastoral Lead 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. Pastoral Lead 4 days per week. Daily check in sessions with some pupils. 48 families received support last year.
- **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..
- **To enhance the quality of PP children's reading.** All PP children have resources and books at home to support their learning.

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