**Pupil premium strategy statement: St Alban’s Catholic Primary School**

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| 1. **Summary information**
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| **School** | St Alban’s Catholic Primary School |
| **Academic Year** | 2020/2021 | **Total PP budget** | **£22,260** (£1,345x 8) (£2,300x5) | **Date of most recent PP Review/Audit** | 25.11.20 |
| **Total number of pupils** | 210 | **Number of pupils eligible for PP** | 13 (of which 8 are PP and 5 are PP+) | **Date for next internal review of this strategy** | 6.9.21 |

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| **Current attainment**  |
| **End of KS2 (End of academic year 2018-19) - Information taken from 18-19 SATs results- *19-20 information not included due to COVID*** |
| *5 PP children 25 non-PP children**4 out of 5 children are SEN Support* | *Pupils eligible for PP*  | *Pupils eligible for PP, not SEN (1 child)* | *Pupils not eligible for PP*  | *Pupils not eligible for PP (national average)* |
| % of pupils achieving ARE in **reading, writing and maths** combined  | 100 | 100 | 72 | 64.8 |
| % of pupils achieving ARE in **reading**  | 100 | 100 | 96 | 73.2 |
| % of pupils achieving ARE in **writing** | 100 | 100 | 80 | 78 |
| % of pupils achieving ARE in **maths**  | 100 | 100 | 100 | 78 |
| **End of KS1 (End of academic year 20-18-19) - Information taken from 18-19 SATs results-*19-20 information not included due to COVID*** |
| *1PP children 29 non-PP children**PP child also SEND Support* | *Pupils eligible for PP*  | *Pupils eligible for PP, not SEN*  | *Pupils not eligible for PP)* | *Pupils not eligible for PP (national average)* |
| % of pupils achieving ARE in **reading, writing and maths** combined  | 100 | NA | 65.5 | 64.9 |
| % of pupils achieving ARE in **reading**  | 100 | NA | 85.7 | 74.9 |
| % of pupils achieving ARE in **writing** | 100 | NA | 75.9 | 69.2 |
| % of pupils achieving ARE in **maths**  | 100 | NA | 82.8 | 75.6 |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Additional SEND issues including ASD, Cognition and Learning, global learning difficulties, ADHD |
|  | Low prior attainment |
|  | emotional needs including attachment disorder |
|  **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.** | 5 Post-LAC children  |
| **E.** | EAL |
| **F.** | Pupils with siblings who have complex lifelong disabilities |

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| 1. **Outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Support to access the school day for Post-LAC pupils in Reception- measured through LSPs, External agencies, PEP and TAF meetings | Pupils will access school successfully on an increased number of occasions |
|  | To raise pupil self-esteem and confidence- measured through regular meetings with family, LSPs and ELSA measures of baseline and exit data when regularly supporting | Improved behaviour and observed to have increased confidence |
|  | Attain age related expectations for PP pupils in end of year results | Pupils will achieve at the expected level in end of year assessments |
|  | Access to a bespoke curriculum to meet complex needs- measured by external agencies | Achieving externally set target |

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| 1. **Planned expenditure**
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| **Academic year** | **2020/21** |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Equity in access to Educational visits | * Funded educational visits (£500)
 | * To promote the equality agenda
* To allow all pupils equal access to the trips and visits the school provides
 | * Accountable to governors
 | JMC | Termly, and headteacher report to governors |
| The proportion of pupils, who are eligible for pupil premium, achieving age related expectations in all areas will continue to be above the national average for pupils who are not eligible for pupil premium | * Teaching assistant support to provide interventions and boosters (proportion of £20,586 assigned to staffing)
 | * To allow intervention for PP pupils who require additional academic support to make progress in line with their non-PP peers
* Interventions to include Toe by Toe, Maths and SPAG boosters, phonics support, FirstClass@Number, Write from The Start, Attention Box and spelling interventions
* Where appropriate, pupils who are not eligible for PP may participate in an intervention group alongside their PP peers, however, pupils eligible for PP will always be given priority.
 | * Inclusion Coordinator to scrutinise teaching and learning during interventions
 | BR | Termly, and headteacher report to governors |
| **Total budgeted cost: £500 + proportion of £21,260** |

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| 1. **Targeted support**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Increased pastoral support for pupils with attachment disorder or additional emotional needs | * Meetings with parents to support emotional needs as appropriate
* Weekly pastoral support with 1:1 TA, tailored to individual pupil needs by TA, class teacher, SENCo and parental input

(proportion of £20,586 assigned to staffing) | Pupils with attachment disorder or additional emotional needs require additional support to manage their emotional needs so that they are able to better access the curriculum | Regular monitoring by SENCo and led by TA | BR | Termly and headteachers report to govs |
| Equity in access to extra-curricular activities | Funded music lessons for PP pupils (£500) | * Consultation with parents
* Children showing interest
* Children who receive PP should feel part of the school community- lots of pupils play instruments at St. Alban’s and there is an active music curriculum therefore pupils should be given equal access to this.
 | * Parent and child meetings to gauge level of satisfaction
 | RB | Termly, and headteacher report to governors |
| **Total budgeted cost £500 + proportion of £21,260** |
| **Total budgeted cost: £22,260** |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2019-20** |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Equity in access to Educational visits |  | Due to Covid impact was minimal as not many trips took place in the first term | Nothing | £500 |
| The proportion of pupils, who are eligible for pupil premium, achieving age related expectations in all areas will continue to be above the national average for pupils who are not eligible for pupil premium |  | Before lockdown in March the tracking showed that children were making progress as predicted.During lockdown the vulnerable children were specifically supported and invited to attend school. Other vulnerable children who were not at school were in weekly contact with the class teacher or Teaching Assistant | The learning platform was successful as parents felt happy and supported. This was an effective way to keep in contact with children. We will look to use this in the future with homework. | **proportion of £20,086** |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Increased the focus and communication of a child | Therapeutic music sessions for 1 pupil, designed by music therapist and delivered by TA (proportion of £20,586 assigned to staffing) | Report from Music therapist showed that communication and focus increased throughout the sessions- See child’s file |  | **proportion of £20,086** |
| Increased pastoral support for pupils with attachment disorder or additional emotional needs | Meetings with parents to support emotional needs as appropriateWeekly pastoral support with 1:1 TA, tailored to individual pupil needs by TA, class teacher, SENCo and parental input(proportion of £20,586 assigned to staffing) | One teaching assistant trained as an Emotionally Literacy Support Assistant (ELSA) which had significant impact on some children | To investigate how we can have more measurable data.Ensure we ring fence time for ELSA to happen | **proportion of £20,086** |
| Equity in access to extra-curricular activities | Funded music lessons for PP pupils (£500) | The children continued to attend regular lesson and enjoyed them. Parents were also satisfied with the tuition and pleased their child was continuing. | . | £500 |
| 1. **Other Approaches**
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
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