

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St. Alban's Catholic Primary School
Pupils in school	210
Proportion of disadvantaged pupils	7 (15)
Pupil premium allocation this academic year	£26,420 (2022-23)
Academic year or years covered by statement	2021-2022 2022-2023 2023-2024
Published date	11 October 2023
Reviewed date	July 2023
To be reviewed next	July 2024
Statement authorised by	Joseph McCrossan
Pupil premium lead	James Hor
Governor lead	Frances Image

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Across the school, from their starting point: 92% (13 pupils) disadvantaged pupils making at least expected progress in reading. 33% (5 pupils) making accelerated progress in reading. 8% (1 pupil) making less than expected progress in reading. Current Y2 PP child has no EYFS or Y1 data to track progress because they joined at the end of Year 1
Writing	Across the school, from their starting point: 92% (13 pupils) disadvantaged pupils making at least expected progress in writing. 21% (3 pupils) making accelerated progress in writing.

	<p>8% (1 pupil) making less than expected progress in writing.</p> <p>Current Y2 PP child has no EYFS or Y1 data to track progress because they joined at the end of Year 1</p>
Maths	<p>Across the school, from their starting point:</p> <p>92% (13 pupils) disadvantaged pupils making at least expected progress in maths.</p> <p>21% (3 pupils) making accelerated progress in maths.</p> <p>8% (1 pupil) making less than expected progress in maths.</p> <p>Current Y2 PP child has no EYFS or Y1 data to track progress because they joined at the end of Year 1</p>
<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	<p>25% (1 pupil) achieved the expected standard for RWM</p> <p>25% (1pupil, also on the SEN register) reached the expected standard in Reading and Maths.</p> <p>50% (2 pupils, also on the SEN register were WTS in all three subjects)</p>
Achieving high standard at KS2	0% of the children reached the higher standard at KS2.

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure that disadvantaged pupils achieve good progress in reading and phonics from their assessments at the start of the year, through careful targeting of phonics and comprehension skills via evidence based interventions and tutoring.
Priority 2	To ensure that disadvantaged pupils achieve in engagement with learning through ensuring that their social and emotional needs are met.

Barriers to learning these priorities address	Pupil attendance Staff training Staff time to deliver intervention and support Attitude to learning Support from parents Tutoring
Projected spending	£26,420

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 24
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 24
Progress in Mathematics	Achieve average KS2 Mathematics progress scores	July 24
Phonics	Achieve national average expected standard in PSC	July 24
Science	To ensure progress of disadvantaged pupils is in line with cohort at KS2	July 24

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>To ensure high quality phonics intervention groups continue to have a high impact.</li> <li>To continue to establish and develop pedagogy in the classroom to ensure high quality phonics teaching using the Monster Phonics Scheme in KS1.</li> <li>Use summative data to see what interventions PP children need.</li> <li>Use the SEND services to train staff in interventions (ERT etc) to improve the progress of PP in the school.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Regular monitoring of attendance and sending letter to parents when attendance is too low, offering support as necessary.</li> <li>Referral through to outside agencies where needed.</li> <li>Offer of 1:1 and small group ELSA support for any PP pupil who requires it and have effective ways of monitoring it.</li> <li>To have closer links with the Virtual School to support children in care or in previous care.</li> </ul>

Barriers to learning these priorities address	<p>Training for staff in specific areas of need (eg Tourettes, AET)</p> <p>Staff meeting time availability</p> <p>Lack of parental engagement</p> <p>Other pulls on ELSA's time, such as 1:1 staffing duties</p>
Projected spending	£18,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>To continue to develop pedagogy in the classroom to ensure high quality phonics teaching in KS1 through the use of a new phonics programme: Monster Phonics.</li> <li>To use phonics data and reading data to identify how to support our PP best and to measure impacts of provision in place.</li> <li>To train staff in a range of interventions and measure their impact through the use of summative data.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>3 staff meetings over the year, focused on pupil wellbeing.</li> <li>To use Strength and Difficulty questionnaires to measure the impact of ELSA.</li> <li>Regular monitoring of attendance and sending letter to parents when attendance is too low, offering support as necessary.</li> <li>Contact the Virtual Schools and see how we can support children in previous care or in care more effectively.</li> <li></li> </ul>
Barriers to learning these priorities address	<p>Staff meeting time availability</p> <p>Lack of parental engagement</p> <p>Other pulls on ELSA's time, such as 1:1 staffing duties</p>
Projected spending	£6,200

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development in phonics	KS1 teachers and TAs to be trained in the new phonics programme: Monster phonics.
Targeted support	<p>Delivery of training</p> <p>Sourcing quality tutoring</p>	<p>New SENCo to be supported with monitoring and with continuing to drive TA training in reading strategies and interventions</p> <p>Tutoring opportunities to be investigated and then funded via PP funding and government grant, prioritising PP pupils.</p>
Wider strategies	Staff meeting availability	1x staff meeting a term to be devoted to pupil wellbeing. ELSA invited to attend.

## Review: last year's aims and outcomes

Aim	Outcome
To ensure that disadvantaged pupils achieve at least the national average in reading and phonics, through careful targeting of phonics and comprehension skills via evidence based interventions.	<ul style="list-style-type: none"> <li>To continue to establish and develop pedagogy in the classroom to ensure high quality phonics teaching in KS1 (new teaching team in KS1)</li> </ul> <p><b>The new Year 2 teacher became the new INCo and so another teacher was employed for Year 2. The phonic scheme that was then used in the school, Story Time Phonics, was discontinued and so a new phonics scheme: Monster Phonics is now being rolled out in school. This will be a part of the new target for 2023-2024</b></p> <ul style="list-style-type: none"> <li>To ensure high quality phonics intervention groups continue to have a high impact</li> </ul>

	<p><b>All PP children passed their phonics screening in KS1. We will continue to ensure that high quality provision is implemented in the school through the use of high quality interventions.</b></p> <ul style="list-style-type: none"> <li>• To support the new school inclusion coordinator to successfully monitor and coordinate all intervention and prioritise Pupil Premium students</li> </ul> <p><b>The new INCo has been supported with the monitoring of interventions through the use of provision maps in the school.</b></p> <ul style="list-style-type: none"> <li>• To source high quality tutoring opportunities outside of the school and fund the cost difference through pupil premium funding (approx. £2,000)</li> </ul> <p><b>The online tutoring programme targeted Y4, Y5 and Y6 pupil PP who were between grade boundaries was successful and helped children make progress in the core subjects based on summative assessments.</b></p>
<p>To ensure that disadvantaged pupils achieve in engagement with learning through ensuring that their social and emotional needs are met.</p>	<ul style="list-style-type: none"> <li>• Regular monitoring of attendance and sending letter to parents when attendance is too low, offering support as necessary</li> </ul> <p><b>No PP children had attendance issues</b></p> <ul style="list-style-type: none"> <li>• Offer of 1:1 and small group ELSA support for any PP pupil who requires it</li> </ul> <p><b>The ELSA support has undergone some changes. The interventions ran for 6 weeks and reviewed after that time period. The ELSA targeted PP children with the INCo's help.. The ELSA now needs to be monitored through Strength and Difficulties Questionnaires to make sure that the ELSA is having impact. 3 children that were PP had successful</b></p>

	<p><b>transitions to secondary school following ELSA sessions.</b></p> <ul style="list-style-type: none"><li>• Staff training in what ELSA role involves and in specific areas of need (eg. Tourettes)</li></ul> <p><b>Staff were updated with ELSA role and how the ELSA could help with specific areas. Further training is needed in 2023-2024</b></p> <ul style="list-style-type: none"><li>• Referral through to outside agencies where needed</li></ul> <p><b>Referrals to outside agencies including: Younited, SEND services, EIFA, Shine charity, Virtual schools and community paediatrics were made to support PP children in the school.</b></p>
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