

Pupil premium strategy statement

This statement details St. Alban's Catholic Primary'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 St. Alban's Catholic Primary's 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
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	26
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan
Date this statement was published	29.09.21
Date on which it will be reviewed	29.09.22
Statement authorised by	L. Schaberg
Pupil premium lead	H. Westmore
Governor / Trustee lead	G. Ansah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35, 590
Recovery premium funding allocation this academic year	£1, 654
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	£37, 244

Pupil premium strategy plan

Statement of intent

At St Alban's Catholic Primary School, we have high expectations and aspirations for all our pupils irrespective of their background, disability or circumstances. Our School vision of 'We celebrated our gifts' is reflected in everything we stand for. We know that high quality teaching will improve the achievement and attainment of our most vulnerable pupils and as a school, we invest heavily in this. We have used this Pupil Premium funding to support the teaching, learning, progress and wellbeing of our pupils'

At St. Alban's Catholic Primary School:

- We ensure teaching and learning opportunities meet the needs of all pupils.
- We ensure appropriate provision is made for pupils who belong to vulnerable groups; this includes socially disadvantage pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM may have some significant barriers to learning.
- We reserve the right to allocate Pupil Premium funding to support any pupil who has legitimately been identified as being disadvantage or at risk of being unable to access learning effectively.
- Pupil Premium funding will be allocated on a needs basis, linked to analysis of outcomes for pupils. Limited funding and resources may mean that not all children who receive FSM will be in receipt of Pupils Premium intervention at any one time.

Challenges and Barriers

Barriers for learning are identified for each child in our school, with a specific focus on our disadvantaged children. Barriers to learning and individual data is used to identify the specific needs of each pupil. Issues are seen as barriers to be overcome -not excuses for poor attainment or lack of progress. Barriers to learning are identified from rigorous data analysis and are addressed as priorities in our development plan. All staff are made aware of 'barriers for learning' for individual pupils. The key barriers to learning that have been identified for children at St. Alban's Catholic Primary School are:

Challenge number	Detail of challenge
1	Covid-19: Whole school lockdowns and bubbles closing for periods of time

2	Parental engagement and their child's readiness for learning
3	Additional vulnerabilities: SEND, EAL
4	Social and emotional wellbeing barriers
5	Joining St. Alban's Mid-year after transitioning from another school

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 further raise achievements for disadvantaged pupils in all subjects by ensuring all disadvantaged pupils have access to Quality First Teaching (QFT). Closing the gap in attainment between FSM and non-FSM	All children will make significant progress regardless of their background or vulnerabilities. The gap between FSM and non FSM will diminish
To continue to improve children's writing skills across both key stages. Using a cross curricular approach to increase engagement, awe and wonder for the children.	Children will be increasingly engaged in their learning and will be writing in a purpose way. End of Key stage results in writing will improve.
Fischer Family Trust (FFT) a pupil progress tracker to be embedded in the school's well established monitoring, evaluating and reviewing system.	Leadership, staff and governors to be greater informed as to the effectiveness of the current curriculum provision through subject tracking. This ensures that teaching practice, curriculum planning and management of resources is regularly reviewed Gaps in learning will be identified rapidly and addressed y class teachers, subject leaders and SLT.
Targeted pastoral care to provide exceptional support for vulnerable pupils. This ensures that no learning is lost and pupils feel a real sense of success despite experiencing difficult personal circumstances	Children will feel safe, secure, and built up their resilience. Furthermore, children will be able to overcome mental health or wellbeing struggles to work towards mental wellness.
To further improve pupils' interaction with their peers and to work towards self-management and regulation of their emotions	Children will be able to self-regulate their own emotions. Problem solve when friendship issues arise. Children will be able to take responsibility for their feelings and emotions and become emotionally literate in sharing their needs with others.

Improve children's speech and language skills in EYFS and KS1

Children will have developed the speech, language and comprehension to be able to access their learning and verbalise their intention with others.

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.

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

Budgeted cost:

- Teacher: £11,500
- TA Support: £15,700
- Midday Support £2,500
- Breakfast and afterschool club £1,000
- Curriculum Supplies £1,300

Activity	Evidence that supports this approach
Teaching Tutor in Year 6	The EEF (Education Endowment Foundation) have stated that "access to high quality teaching is the most important lever schools have to improve outcomes for pupils"
Learning mentors (in both Key stage 1 and 2)	The EEF (Education Endowment Foundation) have stated that an additional 4- 6 months progress can be seen from the deployment of learning mentors and TAs
Breakfast club After School clubs Lunch time support	The EEF has stated that: Many schools in England offer breakfast provision for their pupils, and there are many reasons for doing so. Most importantly, breakfast provision helps ensure that no child has to learn when they're hungry. In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools As in the original study, the revised report finds that pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. Attendance at school also improved for children in breakfast club schools, resulting in about 26 fewer half-days of absence per year for a class of 30
Curriculum supplies including ICT learning resources	An example of ICT resources would be the implementation of Bug Club Phonics. The DfE has revalidated Bug Club Phonics. It has been deemed to meet all the criteria for an effective systematic synthetic phonics programme.

	(www.pearson.com)
Educational Experiences	Unengaged students in particular experience events and engage socially in new and positive ways; they will learn in the real world in a manner that is not possible in a classroom. Ofsted's 2008 report 'How far should you go?' concludes that well-planned out-of-classroom activities, which include trips, not only enhance pupils' learning, but can also re-engage those who are hard to motivate. The above Ofsted report concluded that learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development (https://educationbusinessuk.net/features/school-trips-help-schools-succeed).
TA Targeted interventions: <ul style="list-style-type: none"> • Handwriting • Reading and reading skills • Precision teaching for HFW • Maths interventions • Speech and Language interventions • Phonics Interventions 	The EEF (Education Endowment Foundation) have stated that Teaching assistants can provide a large positive impact on the learner outcomes, however, deployment is key. Deployment of TAs at St. Alban's Catholic Primary School is based on the need of the children and CPD opportunities are made available for TAs throughout the school year as well as having an individual performance management and a mid-year review of their targets. The EEF have stated that "investing in professional development for teaching assistants can be a cost- effective approach to improving learner outcomes" An additional 4 months progress can be seen from the deployment of TAs.

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach
Rainbow's bereavement counselling	An evaluation of the impact of the Rainbows programme in this research has shown that children and young people benefit from participating in the programme in relation to building their self-esteem and emotional development, their ability to form and sustain relationships and their inclusion within school life

	<p>At a whole school level, Head Teachers have evidenced that the Rainbows programme supports vulnerable pupils within their school, develops the professional skills of their staff and fosters positive relationships between home and school.</p> <p>Rainbows is a valued resource in schools in offering an opportunity for those children, young people who have experienced a significant loss in their lives, to work through their grief. The programme provides them with the emotional vocabulary which enables them to recognise and express their feelings in a safe, supportive environment.</p> <p>(Rainbows, Impact research)</p>
You and Me emotional, Wellbeing counselling	<p>Most children and young people spend a significant amount of time in school and with their teachers, which means that school staff are in a good position to identify a child who may be struggling, and help refer them to get the support they need.</p> <p>Schools can also help children develop social and emotional skills, providing them with the coping skills and tools they need to understand and manage their thoughts, feelings, behaviour, goals and relationships - which can, in turn, improve their academic attainment.</p>
BCCS Counselling	<p>“When children and young people look after their mental health and develop their coping skills it can help them to boost their resilience, self-esteem and confidence. It can also help them learn to manage their emotions, feel calm, and engage positively with their education - which can, in turn, improve their academic attainment” (Anne Freud)</p> <p>“We employ only qualified and dedicated Counsellors and Social Workers to care for children, which enables us to support almost any problem that might arise without delay. We work in partnership with over 100 schools and provide our service on site at school. Our unique approach is to intervene as soon as problems are identified and work with the child and their family for as long as it takes to put things right” (BCCS).</p>
Fischer, Family Trust Assessment tracker	<p>High- quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targets diagnostic assessment can support teachers to monitor pupil progress, particularly as they re- establish classroom routines and recover any learning loss (EEF)</p>

Total budgeted cost: £ £35, 590

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.

Catch up funding data was collected and analysed by Inclusion Manager

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?	Rainbows bereavement counselling
What was the impact of that spending on service pupil premium eligible pupils?	The children that took part in this form of counselling were able to work through their grief in a safe place and were able to see they were not the only children that have experienced loss. They worked through the programme with a trained adult and both children did not need further intervention or support once the programme concluded.