



St Alban & St Stephen Catholic Primary School
Pupil Premium Strategy 2022-25

Pupil premium strategy statement – [St Alban and St Stephen Catholic Primary School and Nursery]

Pupil Premium funding gives schools extra funding to raise the attainment of Disadvantaged Pupils from Reception to Year 11. The Pupil Premium Grant provides funding for two policies:

1. Raising the attainment of disadvantaged pupils and closing the gap with their peers.
2. Supporting children and young people with parents in the regular armed force.

This statement details St Alban & St Stephen Catholic Primary School & Nursery’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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	7% (30 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	January 2024
Date on which it will be reviewed	Jan 2025
Statement authorised by	Tess Hackett, Head of School
Pupil premium lead	Charlene Smith, Assistant Head and SENDCo
Governor / Trustee lead	Amanda Mc Donald, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,550
Recovery premium funding allocation this academic year	£4,047
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£45,597



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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a family support or social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- embed a robust assessment and act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Enhance the experiences for pupils and their families



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Challenges

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

Challenge	Detail of challenge
1	<p><u>Attainment gap</u></p> <p>Internal and external assessments indicate that attainment among disadvantaged pupils in reading, writing and maths is below that of non-disadvantaged pupils, including at the greater depth standard. Assessment also shows that the lowest 20% of pupils in each class in terms of reading and writing attainment often includes disadvantaged children.</p>
2	<p><u>Enrichment of pupils’ cultural capital</u></p> <p>Some trips and extra-curricular and enrichment activities require a financial contribution. Removing financial barriers for disadvantaged children will ensure that all children have access to the same opportunities.</p>
3	<p><u>Social and emotional wellbeing</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 50% of disadvantaged pupils currently require some additional support with social and emotional needs, with 35% of all disadvantaged pupils receiving small group interventions or individual counselling, mentoring or family support.</p>
4	<p><u>Attendance</u></p> <p>Attendance data shows that on average our school attendance for the past academic year is 96.1%(National:93.2%). Attendance is 93.4% for non-disadvantaged pupils and 92.4% for disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. Of our ‘persistently absent’ pupils, 17.2% are disadvantaged children (2023-24). Poor attendance also has an impact on pupil wellbeing as our behavior records show that children sometimes struggle to settle after a period of absence.</p>



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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
Improved attainment among disadvantaged pupils and narrow the gap. The lowest 20% of pupils including disadvantaged children meet their challenging targets.	KS2 Reading, Writing & Maths outcomes in 2024/25 show that the number of disadvantaged pupils meeting the expected standard in reading, writing and maths is broadly similar to that of non-disadvantaged pupils. The number of disadvantaged pupils meeting the greater depth standard in reading, writing and maths has increased. Improving proficiency with the core subjects will also have a positive impact on wellbeing as our mentoring and counselling work with disadvantaged pupils shows that low academic attainment significantly impacts self-esteem.
Pupils attaining at the lowest 20% of each class in reading and writing make good progress.	Pupils attaining the 20% of each class in reading and writing to meet their challenging targets.
All pupils have the same access of opportunity to enrichment and extra-curricular activities.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils is seen.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations shows that pupils • Year 6 Lancaster survey shows high levels of mental and physical wellbeing among all pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • Attendance levels are above 96% and persistent absence is less than 6% • Parents experience a positive interaction with school and pupil attendance increases • Parent surveys show that parents feel able to support learning in the home



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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: £10,500

Activity	Evidence that supports this approach	Challenge addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,3
<p>CPD for all staff in teaching systematic synthetic phonics, using the 'Little Wandle' scheme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3
<p>Ongoing school based, bespoke CPD for class teachers in effective, high quality teaching.</p>	<p>Impact of regular retrieval practice, modelling working examples with clear links to previous learning.</p> <p>Teaching in small steps to consider the limits of working memory and aid the process of moving learning to long term memory and keeping it there.</p> <p>CPD led by external consultants to develop 'stretch and challenge for all'.</p>	1,3
<p>CPD for all staff in effective provision for pupils with SEND or other highly vulnerable children.</p>	<p>Pupils with SEND and other highly vulnerable children are at higher risk of falling behind academically due to their specific learning need, other needs or circumstances.</p>	1,3



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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Qualified intervention teacher to oversee and deliver high quality interventions focusing on writing and maths. Daily booster classes for Year 6 in reading and maths.</p>	<p>Tuition targeted at specific knowledge gaps in small groups can be an effective method to support low-attaining pupils: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3,4</p>
<p>Engaging recommended tutors to provide weekly school-led tutoring for a focus group of year 6 PPG pupils in preparation for secondary transition and a group of year 5 PPG pupils who have fallen behind.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,4</p>



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Wider strategies (eg related to attendance, behaviour, wellbeing)

Budgeted cost: £10,090

Activity	Evidence that supports this approach	Challenge addressed
<p>Ensuring that identified pupils are supported with their social, emotional and mental health with regular sessions with a dedicated staff member.</p> <ul style="list-style-type: none"> • Draw and talk sessions with TA focused on PPG children • Wellbeing lunch club 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and late in life (eg improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3
<p>Partnership with VISTA will enable access to dedicated school family worker, counsellors and mentors.</p> <p>Behaviour Management workshops for parents/carers to promote positive behaviours.</p>	<p>EEF teaching toolkit parental engagement.</p> <p>Hertfordshire STEPS Approach to Therapeutic Behaviour Management.</p>	3
<p>Support to remove financial barrier and ensure that all children access trips, extra-curricular activities and enrichment clubs.</p> <ul style="list-style-type: none"> • School trips, visitors and workshops in school, residential Year 6, discounted after school clubs, • Targeted Art club for vulnerable and PPG children • Music lessons offered to PPG children at discounted rate 	EEF Toolkit	1, 2,3,4
<ul style="list-style-type: none"> • Environmental tutor works with classes to ensure a wider range of learning needs and styles are catered for. 		
<ul style="list-style-type: none"> • Mid-morning healthy snacks provided for KS2 to ensure all children sustain concentration throughout the morning. 	EEF	3,4
<ul style="list-style-type: none"> • Paid breakfast and after school club for targeted pupils 	EEF	3,4

Total budgeted cost: £45,590