

# **Pupil Premium Strategy Statement**



**2023 -2024**

# **Pupil Premium Strategy Statement**

# St Alban's Catholic Primary School pupil premium strategy statement.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	<b>238</b>
Proportion (%) of pupil premium eligible pupils	<b>36%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2023-2024</b>
Date this statement was published	<b>December 2023</b>
Date on which it will be reviewed	<b>December 2024</b>
Statement authorised by	<b>Martin Smith Headteacher</b>
Pupil premium lead	<b>Martin Smith Headteacher</b>
Governor / Trustee lead	<b>Dominic Curran</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108, 615
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 10,875
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ NIL
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£119,490

# Part A: Pupil premium strategy plan

## Statement of intent

### **MAIN OBJECTIVES**

- Raise the aspiration of all pupils and their families so that they can aim to achieve their fullest possible potential.
- Raise standards from low starting points so that all children can achieve well against national averages and can have the skills, knowledge and confidence needed to tackle the next phase of their education.
- Ensure that the curriculum is broad, balanced, well designed and resourced and offers all our pupils access to lots of opportunities to learn and try new experiences in and outside the classroom.

### **HOW DO WE ACHIEVE OUR OBJECTIVES?**

For our children to benefit from our school, its teaching, its curriculum and its all round educational offer – we must first ensure that attendance is strong. We will do this by giving attendance the highest possible profile in school. We challenge all parents throughout the school year when attendance is below expectations, and when needed we work with different external organisations, if we feel parents are failing to get their children into school. Our Parent Support Officer is employed with Pupil Premium funds to support families and achieve good attendance across the school.

In EYFS we will address the communication and language issues with additional speaking and listening activities. We will seek to improve outcomes for our children by employing additional skilled staff, paying particular attention to phonics. Research show that phonics taught in smaller groups at the appropriate level allows children to access the learning better and move through the programme at a better pace.

We use Pupil Premium funding to target children that are working on the cusp of their age-related levels. We employ additional staff to lead specific Interventions in both Key Stage 1 and 2. This will enable more rapid progress to take place for our more disadvantaged pupils.

Our wider curriculum strives to give lots of exciting enrichment opportunities to our most disadvantaged pupils. It is progressive, coherent and relative to their needs. We offer very heavily subsidised residential visits and educational visits, paid for out of Pupil Premium funds. This will help to address the children's typical lack of life experience and their lack of vocabulary and will at the same time, raise aspiration by showing them new environments outside their local community.

We will seek to help our most vulnerable pupils by employing both a non-class based Special Educational Needs Co-ordinator (SENCO) and a Parent Support Advisor from

pupil premium funds. Our SENCO focuses on our most vulnerable children from an academic perspective, while our Parent Support Advisor ensures our most vulnerable children from our most vulnerable families can be helped to feel safe and achieve their potential.

This year, funded by Pupil Premium, our two assistant head teachers to have additional time out of the classroom to design, train staff, implement, and monitor the outcomes from our school 'intervention' and 'catch-up' plan. These two members of staff are 'Thrive' trained and there by offering additional SEMH support for all our children.

We will aim to ensure that our staff have an excellent range of CPD open to them, so that they are equipped sufficiently to achieve all of the aims set out in this document.

**KEY PRINCIPLES:** Our key principles in achieving our aims for our most disadvantaged children are to:

- Ensure we have high attendance across the school.
- Ensure there is a clear plan in phonics to support our most vulnerable children.
- Ensure we have an ambitious and flexible curriculum that fits the needs of our pupils.
- Ensure our pupils have access to an excellent range of life experiences and educational visits that improve aspirations, outcomes and the wider curriculum experience.
- Ensure that we are highly ambitious for all pupils and that attainment and progress are high in end of Key Stage assessments.
- Ensure we have staff to narrow our gaps and reduce group sizes.
- Ensure SEND and pastoral provision for our most emotionally, academically and behaviourally challenging children is excellent.
- Ensure staff have an excellent range of CPD available to them.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Our concern is that parents seem to have lost the understanding of the importance of attending school every day on time. Our Parent Support Advisor, working with the Local Authority, will continue to closely monitor Attendance.</i>
2	<i>Communication and oral language skills are significantly below age expected expectations for the children in Early Years. This is a general weakness across</i>

	<i>school, but many of our younger children are requiring SALT intervention, However, SALT services are heavily over subscribed leading to long waiting lists. Therefore, we will introduce our own in-house screening to help external referrals.</i>
3	<i>Groups of children in Years 3 &amp; 4 still require phonics teaching. This number increases as we move down through the school. In some classes, the disadvantaged children are up to 1 full year behind in their phonics learning.</i>
4	<i>Closing the gap for disadvantaged children is a challenge because they are behind in more than one subject. Therefore, careful planning of the interventions is very important because we do not want the disadvantaged children to miss out on the other curriculum subjects.</i>
5	<i>The pressure upon staff to close the gap in Maths and English whilst delivering a broad and balanced curriculum need to be monitored. It is important not to increase staff workload to the extent where it has detrimental effect upon staff wellbeing.</i>

## 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
<ul style="list-style-type: none"> <li><b><i>To increase the number of children passing their phonics screening in Year 1.</i></b></li> <li><b><i>To ensure the children in Year 2 are allowed to complete the phonics programme despite the pressure of end of Key Stage tests.</i></b></li> <li><b><i>To ensure the children who did not pass their phonics in Year 2 complete the phonics program in Year 3 and beyond.</i></b></li> </ul>	<p>National Phonics screening results.</p> <p>Working with Read Write Inc, using Internal phonics tracking data will ensure all children are at the correct stage in their phonics development.</p>
<b><i>To close the gap and allow disadvantaged pupils catch up in RWM.</i></b>	Plan a detail intervention plans, assessments, observations, pupil interviews and work scrutinies.
<b><i>To work with the Local Authority SEMH team.</i></b>	To have a structured SEMH approach across the whole school
<b><i>To reintroduce the cultural experiences for disadvantaged children.</i></b>	Greater participation in foundation curriculum subjects. – field trips/ museum visits and sporting events.

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To employ additional support staff to increase the number of phonics groups in Years Reception, Y1 &amp; Y2</i>	We recognise that children develop at a different pace. By having at least 4 phonics groups in each class, we can meet the needs of the children while taking their learning forward.	2, 3, 4
<i>To look at the possibility of increasing SENCo role to full time.</i>	This member of staff is responsible for ensuring the standard of the intervention plans and monitors the children that cross over into both disadvantaged and SEND.	2, 3, 4, 5
<i>To reduce Assistant HT to part time teaching.</i>	These members of staff have the responsibility for designing, delivering, timetabling and monitoring the effectiveness of the school intervention plans.	1, 2, 3, 4, 5, 6, 7,
<i>Parent Support Advisor to work with Local Authority Attendance team</i>	To monitor attendance. Support parents and children in our nurture groups in school.	1, 7

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Reading Intervention Program	Train additional support staff to deliver this program. SLT will target disadvantaged children, plan and monitor its success.	1, 2, 4

Number stacks intervention programme	Train additional support staff to deliver this program. SLT will target disadvantaged children, plan and monitor its success.	1, 2, 4
Talk Boost intervention program	Train additional support staff to deliver this program. SLT will target disadvantaged children, plan and monitor its success.	1, 2, 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding the costs of a sports coach.	To support children with resilience on a one-to-one basis and to lead enrichment activities across school	7
<i>To employ additional support staff to increase the number of staff available at lunchtime to carry out lunchtime activities</i>	We plan to offer a range <i>curriculum and enrichment activities at lunchtime</i> activities to key stage 2 children	4, 5, 6
<i>Using the Thrive approach</i>	This will allow us the address the children SEMH needs	6,7



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Last year, 2022 -23, highlighted the need to re-focus our phonic teaching to help further support our disadvantaged children. This resulted in extra staff being employed in September 2023 along with whole school CDP phonics -training.*

*Large number of disadvantaged children received additional phonics tutoring/intervention in the afternoons last year and this will need to be continued in 2023-24. These extra sessions are having a positive impact on the children.*

*The disadvantaged children in Year 6 had a mixture of, Maths English Interventions and tutoring to help prepare them for the challenges in upper Key stage 2 and high school.*

*SLT had to consider the number of interventions some disadvantaged children were receiving as this was impacting their access to their wider curriculum lessons.*

*A significant number of disadvantaged children were supported financially for school trips and educational visits. A number of Year 6 & Year 4 children were helped financially to allow them to take part in a residential trips.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Resilience training	Fit-4-Kids
SEMH Counselling	The Roads Centre
SEMH	Local Authority SEMH Team
Boxercise	Fit-4-Kids
Bike Club	Bike-ability