

## St Albert's Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium) funding for the 2021 to 2022 academic year 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 the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Albert's Catholic Primary School
Number of pupils from 2YO to Y6	230
Number of pupils from R to Y6	198
Proportion (%) of pupil premium eligible pupils	54
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by Headteacher	Mrs L McEvoy
Pupil Premium Lead	Mrs R Riddick
Link Governor	Mrs J Dalton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,838
Recovery premium funding allocation this academic year	£ 15,950
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£160,788</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objective is to ensure that barriers to learning for all disadvantaged pupils in school are narrowed, and that the children make or exceed nationally expected progress rates by:

- ✓ *Ensuring quality teaching for all by providing CPD to staff bespoke support to pupils and families as and when necessary*
- ✓ *Providing a variety of targeted support*
- ✓ *Widening opportunities to disadvantaged children*
- ✓ *Supporting our children's social, emotional, mental health and wellbeing so that they are able to access learning at an appropriate level*
- ✓ *Providing bespoke support to families as and when necessary to enable them to engage with their children's learning*
- ✓ *Ensuring communication and language skills are developed from the earliest opportunity*

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teaching Assistant to Year 3, 4 and 5 - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Small group support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- *Attendance Support*

## Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement
2	Low attainment /progress especially in reading and maths
3	Poor oral skills
4	Attendance and Punctuality issues.
5	Frequent behaviour difficulties within a core group of children
6	Lack of exposure to experiences needed to encourage cultural capital- impact on oral skills, knowledge base, understanding and reading and writing
7	<i>Bespoke vulnerabilities as a result of COVID</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
Parental Engagement	Appropriate support in place for parents and families
Progress in Reading, Writing and Maths	Achieve national average progress scores in KS2 Reading, Writing and maths
Poor Oral Skills	Improved language skills and vocabulary evidenced
Attendance	Ensure attendance of disadvantaged pupils is above 96%. Reduced PA and reduced punctuality issues
Improved attitudes to learning	Reduction of red behavioural incidents
Widening of opportunities	Disadvantaged children have had the opportunity to participate in various activities

## 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: £ 59,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provided quality CPD for Literacy and Maths throughout the year for all staff. (lit Counts and Maths Mastery) inc supply costs</i></p> <p style="text-align: right;">6,000</p>	<p>EEf guide to pupil Premium- tiered approach shows that first quality teaching is the <b>top priority</b>.</p> <p>EEF also recognise Mastery maths teaching <b>+ 5 month</b> and Reading as priorities</p>	<p>2</p>
<p><i>To provide intensive support for identified classes (y5,6) to support catch up, progress and readiness for assessments</i></p> <p style="text-align: right;">32,000</p>	<p><i>A variety of EEF approaches are used to provide support for Year 5 and Year 6</i></p> <p>EEF- The average impact of the deployment of teaching assistants is about an additional four months <b>+4 months</b></p> <p>EEF -Behaviour support- Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required <b>+4 months</b></p> <p>EEF- Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities. <b>+4 months</b></p>	<p>2,7</p>
<p><i>PT additional adult to support oral skills, behaviour and transition in reception and year 1</i></p> <p style="text-align: right;">15,000</p>	<p>EEF -Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support</p>	<p>2,3,5</p>

	learners' use of vocabulary, articulation of ideas and spoken expression. Impact in early years <b>(+7 months)</b>	
To purchase <i>and implement new synthetic phonics scheme with access to resources and training</i> 3,300	EEF- Phonics has a positive overall effect of +5 months with very extensive evidence and is an important component in the early development of reading, particularly with children from disadvantaged backgrounds <b>+5 months</b>	2
<i>Purchase reading books to support the 'Our Reading Adventure' project to develop a love of reading and develop reading fluency</i> 3,000	EEF Reading comprehension strategies are high impact on average <b>+6 months.</b> <i>Disadvantaged children in our school have little exposure to reading books outside of the home and therefore it is important that we bridge this gap by providing access to quality texts as much as possible</i>	2

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 1 to 1 or small group school led tutoring programme(booster) in Year 5 and Y6</p> <p style="text-align: right;">10,000</p>	<p>EEF- Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</p> <p><b>+4 months</b></p>	<p>2,3,7</p>
<p>Providing small group work with an experience SEN TA focusing on overcoming gaps in learning</p> <p style="text-align: right;">15,000</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</p> <p><b>+4 months</b></p>	<p>2,3,7</p>
<p>Specialist support for Identified children and parents via J Bannington ASC and Behavioural support</p> <p style="text-align: right;">3,000</p>	<p>EEF - Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p style="text-align: right;"><b>+4 months</b></p> <p>Specialist support provides intensive support for families in crisis</p>	<p>1, 2,3</p>

	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <b>+4 months</b></p>	
<p>Speech and language therapist working throughout the school to support language development 5,000</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression <b>+6 months</b></p>	2,3,7
<p>Additional TA in Year 4 to support with catch up and behaviour 12,000</p>	<p><i>A variety of EEF approaches are used to provide support for Year 4 class</i></p> <p>EEF- The average impact of the deployment of teaching assistants is about an additional four months <b>+4 months</b></p> <p>EEF -Behaviour support- Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required <b>+4 months</b></p> <p>EEF- Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities. <b>+4 months</b></p>	2,3,5,7
<p>Additional Educational Psychologist time 3,000</p>	<p><i>Evidence is provided from school experience and therefore school based. The increasing, and high number of disadvantaged children, who present as SEN and need access to an Educational Psychologist means that the quicker that children are assessed</i></p>	2,3,5

	<i>by the EP the quicker the interventions can be put in place.</i>	
<p>Facilitating the assertive mentoring programme for Year 6 to support attitude and involvement in their learning</p> <p style="text-align: right;">2,000</p>	<p>EEF - The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p> <p style="text-align: center;"><b>+2 months</b></p> <p>While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	2,3,4,

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

Budgeted cost: £ 50,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional Learning Mentor time to support vulnerable children with social and emotional learning and families and improve parental engagement (home learning/community events/family learning projects/ housing and general wellbeing etc.)</i></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. <b>+4 months</b></p> <p>EEF - Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; <b>+4 months</b></p> <p>Intensive support for families in crisis</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <b>+4 months</b></p>	<p>1,7</p> <p>4</p> <p>4</p>
<p><i>Additional Learning Mentor time to support attendance and punctuality</i></p> <p style="text-align: right;">20,000</p> <p><i>Attendance Officer /SLA appointed analyse attendance and contact low attenders.</i></p> <p style="text-align: right;">2,750</p>	<p><i>Ofsted -A strong focus on attendance and punctuality is needed so that disruption to learning is minimised. Evidence from Ofsted suggests that the wise and targeted use of the PP can be used to help some pupils to overcome their habits of non-attendance which if unchallenged will effect their outcomes, performance, progress, confidence and wellbeing.</i></p> <p><i>SSF states that, in some cases, schools will need to address absences directly,</i></p>	

	<p><i>whilst sensitively exploring parents' and pupils' concerns that may be inhibiting school attendance. Helping pupils re-engage with school—feeling safe and ready to learn—will be at the forefront of school leaders' plans.</i></p> <p><i>The link between attendance/punctuality and achievement is well documented.</i></p> <p><i>Attainment cannot be improved for pupils if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</i></p> <p><i>Learning lost through non-attendance cannot be regained/caught up.</i></p> <p><i>The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p><i>There's a clear link between poor attendance and lower academic achievement.</i></p> <p><i>Advice from the National Strategies (hosted on the National Archives) says that:</i></p> <p><i>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</i></p>	
<p><i>Enhancement activities to widen opportunities Extra curricular visits, residential, trips 10,000</i></p> <p><i>PE Supplies (PE Kit) to enable pride in school and encourage participation in PE and extra curricular activities 3,000</i></p>	<p><i>School evidence - disadvantaged children have lack of access to cultural capital outside of school. This in turn with effects their knowledge base, language skills, confidence and progress. The school therefore uses PP to support access to various activities</i></p> <p><i>Although the EEF states that there is only a small positive impact of physical activity on academic attainment (+1 month), the impact of COVID on our school community means that our children's fitness levels and engagement in Physical activities was significantly reduced. This alongside high obesity figures means that access and enjoyment of PE is crucial for our children.</i></p>	

<p><i>Misc Pupil Premium Projects</i></p> <p style="text-align: right;">10,000</p> <p><i>Access to homework and Home resources to encourage engagement at homework and children completing homework – Picture News, Nessy etc</i></p> <p style="text-align: right;">3,000</p> <p><i>Transition Projects</i></p> <p style="text-align: right;">1,000</p> <p><i>Invest in the development of a new Forest School leader to enhance cultural capital and behaviour</i></p> <p style="text-align: right;">2,000</p>	<p>EEF -Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. This might be through organised after school activities or a programme organised by a local sporting club or association.</p> <p>Physical activity has important benefits in terms of health, well-being and physical development.</p> <p>To be determined</p> <p>Ofsted expectation EEF- Homework has a positive impact on average (<b>+ 5 months</b>). Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported ( IT) <b>+5 months</b></p> <p>Ofsted recognised that this is significant area of focus for schools – supporting readiness for the next phase of education,</p> <div style="border: 1px solid black; padding: 5px;"> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. <b>+4 months</b></p> </div>	
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**Total budgeted cost: £ 160,050**