

## St Albert's Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of Pupil Premium funding for the 2024 to 2027 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	229
Number of pupils from R to Y6	192
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> )	2024/25 2025/26 2026/27
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
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	£181,844
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p><b>£181,844</b></p>
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# Part A: Pupil premium strategy plan

## Statement of intent

In making decisions about how to spend/use Pupil Premium funding we have considered the context of the school (one of high deprivation), the community that we serve and the challenges that our families face.

We have used the research conducted by EEF to support decisions around the usefulness of different strategies and their value for money.

At St Albert's we understand that our disadvantaged children face a multitude of barriers to learning such as less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. They also face low self esteem and confidence, lack daily routine, experience significant criminality within the community, poverty, complex family situations and a variety of adverse childhood experiences and trauma. As a result, we aim to provide a wealth of opportunity so that all will benefit while ensuring that the unique needs of individual pupils are met.

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. We want all children to thrive and excel in school. We do this though:

- ✓ *Ensuring quality teaching for all by providing CPD to staff and bespoke support to pupils and families as and when necessary*
- ✓ *Providing a variety of targeted support including support via team around the Family , Early Help, SEND support for families in need*
- ✓ *Widening opportunities to ensure access to cultural capital*
- ✓ *Supporting our children's social, emotional, mental health and wellbeing so that they are able to access learning at an appropriate level and not adversely affected by their experiences*
- ✓ *Providing bespoke support to families as an when necessary to enable them to engage with their children's learning*
- ✓ *Ensuring communication and language skills are developed from the earliest opportunity*
- ✓ *Ensuring that all children are supported to attend school and get into school on time everyday*

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 by providing bespoke CPD opportunities for all adults working with our children
- Allocating at least one additional adult support to every year group to facilitate small group work with a focus on Bridging gaps in learning
- To allocate a Teaching Assistant to support vulnerable children in Y5 and Y6
- To allocate additional support in EYFS to support with vulnerable children
- 1-1 support via learning Mentors
- Small group support Via Learning Mentors
- Providing weekly speech and language support by employing a specialist to work with identified children and staff
- Seeking opportunities to develop language skills through every interaction
- Supporting the introduction of the Thrive approach throughout school which supports trauma informed practices.
- To provide weekly art therapy sessions for identified children and CPD for staff to extend approach to an increased number of children
- Providing support with payment for the cost of residential trips in Year 5 and 6 to ensure that disadvantaged children can fully participate
- Supporting parents/career financially by subsidising a range of external educational visits or experiences ie class trips/visits, pantomime
- Enhancing the education experiences of all of our pupils through a range of visitors Bully busters/ Anthony Walker foundation/Knife Crime/Choir as appropriate
- All our work through Pupil Premium will be aimed at accelerating progress, ensuring children attain well and enabling all children to thrive in the life of the wider school.
- Attendance support to ensure that our disadvantaged children have good attendance

## Challenges

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

Challenge number	Detail of challenge
1	Need to improve parental engagement in learning
2	Narrowing the attainment/progress gap for disadvantaged pupils in achieving ARE or ARE + in reading, maths, writing, phonics and science
3	Internal and external assessment indicates a significant language gap - Speech and language is significantly delayed on entry to school and poor oral and vocabulary skills is an issue
4	Attendance and Punctuality issues cause a significant loss of learning and social interaction time for pupils
5	Assessment, observation and analysis shows highly dysregulated behaviour for a small number of children
6	Discussion with pupils indicates a need for increased exposure to experiences to encourage cultural capital - <i>impact on oral skills, knowledge base, understanding, confidence, self-esteem, reading and writing</i>
7	Assessment, observations and discussion with pupils, parents and staff highlight significant emotional, health and well-being needs

## 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
1. Improved parental engagement impacting upon children making better progress and their needs being met	Appropriate support in place for parents and families
2. Progress in Reading, Writing and Maths	Achieve national average progress scores in GLD, Phonics, KS2 Reading, Writing and maths. Early confidence in reading
3. Improved oral language skills and vocabulary among disadvantaged children	Assessments and observations indicate significant improved oral and language skills. This is evident when triangulated with other sources of evidence including engagement in lessons/school/discussions, lesson observations and ongoing formative. Improved language impacting upon improved GLD and ARE

4. Improved attendance and punctuality	Sustained high attendance Ensure attendance of disadvantaged pupils and their non disadvantaged peers is close to NA or above. Reduced PA and reduced punctuality issues
5. Improved attitudes to learning and behaviour	Children are engaged in learning Reduction of red behavioural incidents Reduction in bullying or anti-social behaviour.
6. Increased widening of opportunities to improve cultural capital, widen experiences and increase expectations and aspirations	Pupils enjoy engaging in the wider curriculum and have equal access and opportunity of a varied and variety of experiences. Enhanced learning opportunities are embedded across the school Pupil questionnaires reflect enjoyment of school Improved attendance
7. Pupils emotional, health and well being needs are met enabling them to flourish	Pupils have a good understanding of how to regulate their emotional, health and well being needs Pupils have their emotional needs met and are happy and eager to learn. Healthy School Award achieved and good habits formed.

## 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: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provided quality CPD throughout the year for all staff (inc supply costs)</i> 8,000	EEF guide to pupil Premium- tiered approach shows that first quality teaching is the <b>top priority</b> .	2

	EEF also recognise Mastery maths teaching <b>+ 5 month</b> and Reading as priorities	
<p><i>To provide intensive support for identified classes (y5,6) to support catch up, progress and readiness for assessments (AC)</i></p> <p>20,000</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>	2,7
<p><i>Additional highly skilled adult to support oral skills, behaviour and SEN in EYFS (KL)</i></p> <p>31,000</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 learners' use of vocabulary, articulation of ideas and spoken expression. Impact in early years <b>(+7 months)</b></p>	2,3,5
<p><i>Subject leader training for curriculum subject leaders</i></p> <p>3,000</p>	<p>EEF toolkit (+2 months)</p> <p>Training support highly qualified to continue to deliver targeted support. Good teaching is the most important lever school have to improve outcomes for disadvantaged pupils. Using the PP to improve to improve teaching quality benefits all students and has a</p>	2,7

	<p>particularly positive effect on children eligible for the PP. While the PP is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching' EEF guide to Pupil Premium 2019</p> <p>EEF Mastery Learning <b>(+5 months)</b></p>	
<p><i>Embed the school's English curriculum ensuring that the most vulnerable pupils access high quality texts, thus impacting on their reading and writing outcomes</i></p> <p>3,000</p>	<p><i>The use of high quality units of work using language-rich vehicle text from rec through to y6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and GD in writing</i></p>	2.7

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 1 to 1 or small group school led tutoring programme(booster) in Y6</p> <p>5,000</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>	2,3,7
<p>Structured intervention during the school day ie Wellcomm, Talkboost</p> <p>3,000</p>	<p><b>EEF toolkit (+5 months)</b></p> <p><a href="http://educationalendowmentfoundation.org.uk/educated-evidence/teaching-learning-toolkit/oral-language-interventions">http://educationalendowmentfoundation.org.uk/educated-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Studies show that if gaps in language are identified and strategies have been put in place, progress is accelerated. Oral language interventions consistently show positive impact on learning</p>	3



<p>Specialist support for Identified children and parents via J Bannington ASC, Art therapist, Behavioural support</p> <p>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><b>+4 months</b></p> <p>Specialist support provides 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.</p> <p><b>+4 months</b></p>	<p>1, 2,3,7</p>
<p>Speech and language therapist working throughout the school to support language development</p> <p>7,000</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</p> <p><b>+6 months</b></p>	<p>2,3,7</p>
<p>Additional Educational Psychologist time</p> <p>4,000</p>	<p>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 by the EP the quicker the interventions can be put in place.</p>	<p>2,3,5</p>
<p>Additional SENCo time</p> <p>5,000</p>	<p>Additional SENCo to specifically support disadvantaged SEN children (due to increased levels)</p>	<p>1,2,7</p>

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

Budgeted cost: £ 89,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>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>15,000</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>	1,5,7
<p><i>Learning Mentor time to support attendance and punctuality</i></p> <p>15,000</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 well-being.</i></p> <p><i>SSF states that, in some cases, schools will need to address absences directly,</i></p>	4

<p><i>Attendance Officer /SLA appointed analyse attendance and contact low attenders.</i></p> <p>2,750</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>Incentives to support attendance ie Classopoly, medals</p> <p>2,000</p>	<p>As Above</p>	<p>4</p>
<p>Resources for the Introduction of Thrive approach</p> <p>3,000</p>	<p><i>EEF toolkit (+5 moths)</i></p> <p><i>Social and emotional learning – improves interaction with other and self management of emotions- impacts on attitudes to learning and social relationship in school, which increased progress EEF +4</i></p> <p><i>Social and Emotional learning – interventions which target social and emotional learning seek to improve pupil's interaction with others ad self management of emotions, rather than focusing directly on academic or cognitive elements of learning. SEL</i></p>	<p>7,5</p>

	<i>interventions might focus on the ways in which students work with (and alongside their peers, teachers, family and community. These include specialised programmes which are targetter at pupils with particular social or emotional needs (+4 months)</i>	
Dedicated Thrive Practitioner 26,000	<i>EEF toolkit (+5 moths)</i> <i>Social and emotional learning – improves interaction with other and self management of emotions- impacts on attitudes to learning and social relationship in school, which increased progress EEF +4</i> <i>Social and Emotional learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others ad self management of emotions, rather than focusing directly on academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside their peers, teachers, family and community. These include specialised programmes which are targetter at pupils with particular social or emotional needs (+4 months)</i>	7,5
<i>Use of external Art therapist to work in small groups with identified children whilst upskilling thrive Practitioner</i> 5,000	<i>EEF toolkit (+5 moths)</i> <i>Social and emotional learning – improves interaction with other and self management of emotions- impacts on attitudes to learning and social relationship in school, which increased progress EEF +4</i> <i>Social and Emotional learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others ad self management of emotions, rather than focusing directly on academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside their peers, teachers, family and community. These include specialised programmes which are targetted at pupils with particular social or emotional needs (+4 months)</i>	7,5

<p><i>Enhancement activities to widen opportunities</i>  <i>Extra curricular visits, residential, trips, extra curricular activities</i>  5,000</p>	<p><i>EEF (+4 months)</i>  <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>	6,1,4,5
<p><i>Whole school staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across the school</i>  1,000</p>	EEF (+4 months)	2,5
<p><i>Whole school staff training and resources on sensory approaches with the aim to meet needs of children to support behaviour across the school</i>  2,000</p>	EEF (+4 months)	2,5
<p><i>Misc Pupil Premium Projects</i>  8,000  <i>Contingency Fund for acute issues</i>  1,000</p>	<p>To be determined</p> <p>Based on our experiences and those of similar school to ours, we have identified a need to set a small amount of funding aside to respond quickly to the needs that have not yet been identified</p>	
<p><i>Access to homework and Home resources to encourage engagement at homework and children completing homework – Picture News, Nessy etc</i>  1,000</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)</p> <p><b>+5 months</b></p>	1,2,7

<i>Transition Projects</i> 1,000	Ofsted recognised that this is significant area of focus for schools – supporting readiness for the next phase of education,	1,6,7
<i>Continue to facilitate access to Forest School and develop Forsett School leader to enhance cultural capital and behaviour</i> 2,000	<div style="border: 1px solid black; padding: 5px;"> 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. </div> +4 months	2,3,4,5,6,7

**Total budgeted cost: £ 181,750**

**Total Pupil Premium Budget £181,844**

## Part B: review of the previous academic Year

### Outcomes for Disadvantaged pupils

1. Improved parental engagement impacting upon children making better progress and their needs being met	<p>Appropriate support is in place for parents and the school meeting the needs of families via our Inclusion team. This support is often bespoke. Approach to engagement with parents has been altered and more parents attended events throughout the year ie Messy Easter, Stay and Play Science event.</p> <p>Parents information meetings are well attended and attendance at introductory meeting increased significantly especially for PP children .</p> <p>All performance events are well attended.</p> <p>Parental Questionnaires were positive including positive feedback on school reports to parents which were reviewed this year.</p> <p>Increased support offered to vulnerable families with various issues ie</p>
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	food, supported visits with professionals, attendance, welfare checks and meetings																																																																																																																																																																																																																								
2. Progress in Reading, Writing and Maths	<p>Children with PP continue to perform below Non PP children thought the school. This focus needs to continue. Some small gains evidenced in KS2 in Writing and Maths.</p> <p>EYFS data shows a dip for PP children although there is a significant increase in the number of SEN children, the number of EHCPs and the number of CNL in Reception and Year 1 which will effect progress of PP children</p> <p>2024</p> <table><tr><th colspan="2"></th><th>EYFSP GLD Eng: 68%</th><th>YR1 Phonics 32+ Eng: 80%</th><th>Reading Eng: 74%</th><th>KS2 (Expected +) Writing Eng: 72%</th><th>Maths Eng: 73%</th></tr><tr><td>England average (All pupils):</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>All Pupils</td><td>All</td><td>50% (24)</td><td>80% (30)</td><td>71% (28)</td><td>64% (28)</td><td>79% (28)</td></tr><tr><td rowspan="2">Gender</td><td>Female</td><td>89% (9)</td><td>84% (19)</td><td>85% (13)</td><td>69% (13)</td><td>77% (13)</td></tr><tr><td>Male</td><td>27% (15)</td><td>73% (11)</td><td>60% (15)</td><td>60% (15)</td><td>80% (15)</td></tr><tr><td rowspan="2">Djsadv.</td><td>Disadvantaged</td><td>44% (9)</td><td>73% (15)</td><td>59% (17)</td><td>47% (17)</td><td>65% (17)</td></tr><tr><td>Other</td><td>53% (15)</td><td>86% (14)</td><td>91% (11)</td><td>91% (11)</td><td>100% (11)</td></tr><tr><td rowspan="3">Term Born</td><td>Autumn</td><td>60% (5)</td><td>78% (9)</td><td>100% (10)</td><td>80% (10)</td><td>100% (10)</td></tr><tr><td>Spring</td><td>50% (8)</td><td>78% (9)</td><td>50% (6)</td><td>83% (6)</td><td>83% (6)</td></tr><tr><td>Summer</td><td>45% (11)</td><td>82% (11)</td><td>58% (12)</td><td>42% (12)</td><td>58% (12)</td></tr><tr><td rowspan="2">Language</td><td>English</td><td>52% (21)</td><td>78% (27)</td><td>74% (23)</td><td>70% (23)</td><td>87% (23)</td></tr><tr><td>Not English</td><td>33% (3)</td><td></td><td>60% (5)</td><td>40% (5)</td><td>40% (5)</td></tr><tr><td rowspan="3">SEN</td><td>No SEN</td><td>71% (17)</td><td>87% (23)</td><td>75% (20)</td><td>70% (20)</td><td>85% (20)</td></tr><tr><td>SEN Support</td><td>0% (4)</td><td>33% (3)</td><td>63% (8)</td><td>50% (8)</td><td>63% (8)</td></tr><tr><td>EHCP</td><td>0% (3)</td><td>67% (3)</td><td></td><td></td><td></td></tr><tr><td rowspan="2">Ethnic Group</td><td>Black</td><td></td><td></td><td>67% (3)</td><td>100% (3)</td><td>100% (3)</td></tr><tr><td>White</td><td>55% (22)</td><td>79% (28)</td><td>77% (22)</td><td>64% (22)</td><td>82% (22)</td></tr></table> <p>2025</p> <table><tr><th colspan="2"></th><th>EYFSP GLD Eng: 68%</th><th>YR1 Phonics 32+ Eng: 80%</th><th>Reading Eng: 75%</th><th>KS2 (Expected +) Writing Eng: 72%</th><th>Maths Eng: 74%</th></tr><tr><td>England average (All pupils):</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>All Pupils</td><td>All</td><td>52% (21)</td><td>74% (23)</td><td>67% (30)</td><td>63% (30)</td><td>77% (30)</td></tr><tr><td rowspan="2">Gender</td><td>Female</td><td>67% (9)</td><td>90% (10)</td><td>68% (19)</td><td>68% (19)</td><td>79% (19)</td></tr><tr><td>Male</td><td>42% (12)</td><td>62% (13)</td><td>64% (11)</td><td>55% (11)</td><td>73% (11)</td></tr><tr><td rowspan="2">Disadv.</td><td>Disadvantaged</td><td>33% (6)</td><td>64% (14)</td><td>59% (22)</td><td>55% (22)</td><td>68% (22)</td></tr><tr><td>Other</td><td>54% (13)</td><td>88% (8)</td><td>88% (8)</td><td>88% (8)</td><td>100% (8)</td></tr><tr><td rowspan="3">Term Born</td><td>Autumn</td><td>38% (8)</td><td>100% (5)</td><td>90% (10)</td><td>90% (10)</td><td>90% (10)</td></tr><tr><td>Spring</td><td>63% (8)</td><td>71% (7)</td><td>60% (10)</td><td>40% (10)</td><td>70% (10)</td></tr><tr><td>Summer</td><td>33% (3)</td><td>60% (10)</td><td>50% (10)</td><td>60% (10)</td><td>70% (10)</td></tr><tr><td>Language</td><td>English</td><td>47% (19)</td><td>70% (20)</td><td>66% (29)</td><td>62% (29)</td><td>76% (29)</td></tr><tr><td rowspan="3">SEN</td><td>No SEN</td><td>73% (11)</td><td>86% (14)</td><td>83% (18)</td><td>89% (18)</td><td>94% (18)</td></tr><tr><td>SEN Support</td><td>17% (6)</td><td>40% (5)</td><td>45% (11)</td><td>27% (11)</td><td>55% (11)</td></tr><tr><td>EHCP</td><td></td><td>67% (3)</td><td></td><td></td><td></td></tr><tr><td rowspan="2">Ethnic Group</td><td>Black</td><td>20% (5)</td><td></td><td></td><td></td><td></td></tr><tr><td>White</td><td>62% (13)</td><td>70% (20)</td><td>62% (26)</td><td>58% (26)</td><td>73% (26)</td></tr></table>			EYFSP GLD Eng: 68%	YR1 Phonics 32+ Eng: 80%	Reading Eng: 74%	KS2 (Expected +) Writing Eng: 72%	Maths Eng: 73%	England average (All pupils):							All Pupils	All	50% (24)	80% (30)	71% (28)	64% (28)	79% (28)	Gender	Female	89% (9)	84% (19)	85% (13)	69% (13)	77% (13)	Male	27% (15)	73% (11)	60% (15)	60% (15)	80% (15)	Djsadv.	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3. Improved oral language skills and vocabulary among disadvantaged children	<table><tr><th>School Name</th><th>Reception cohort number</th><th>% of pupils Green (in the whole cohort)</th><th>% of pupils Amber (in whole cohort)</th><th>% of pupils Red (in the whole cohort)</th><th>No of PP Pupils</th><th>Number of PP Pupils Green</th><th>Number of PP Pupils Amber</th><th>Number of PP Pupils Red</th><th>No of EAL pupils</th><th>No of EAL pupils Green</th><th>No of EAL pupils Amber</th><th>No of EAL pupils Red</th></tr><tr><td>St Albert's Primary School Autumn 24</td><td>18</td><td>0%</td><td>17%</td><td>83%</td><td>9</td><td>0</td><td>2</td><td>7</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>St Albert's Primary School Summer 25</td><td>21</td><td>46%</td><td>22%</td><td>32%</td><td>15</td><td>6</td><td>4</td><td>5</td><td>1</td><td>0</td><td>0</td><td>1</td></tr></table> <p>Wellcomm Data for 2024 (see above)</p>	School Name	Reception cohort number	% of pupils Green (in the whole cohort)	% of pupils Amber (in whole cohort)	% of pupils Red (in the whole cohort)	No of PP Pupils	Number of PP Pupils Green	Number of PP Pupils Amber	Number of PP Pupils Red	No of EAL pupils	No of EAL pupils Green	No of EAL pupils Amber	No of EAL pupils Red	St Albert's Primary School Autumn 24	18	0%	17%	83%	9	0	2	7	0	0	0	0	St Albert's Primary School Summer 25	21	46%	22%	32%	15	6	4	5	1	0	0	1																																																																																																																																																																																	
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	<p>The speech and language therapist worked with a significant number of Pupil Premium children who all made appropriate progress although they remain a concern.</p> <p>2 children accessed Knowsley Language Hub</p> <p>Increased access to speech and language support throughout the school via EPA project</p> <p>Use of Wellcomm to identify and assess children and support children is in place</p> <p>Vocabulary a daily focus in all classes. Maintained progress in reading improved progress in writing (see above) and maintained progress in SPAG.</p> <table><tr><td>2023</td><td>2024</td><td>2025</td></tr><tr><td>64% ARE</td><td>71% ARE</td><td>70% ARE</td></tr><tr><td>12% Above ARE</td><td>29% Above ARE</td><td>20% Above ARE</td></tr></table>	2023	2024	2025	64% ARE	71% ARE	70% ARE	12% Above ARE	29% Above ARE	20% Above ARE																									
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4. Improved attendance and punctuality	<table><tr><td></td><td>St Albert's 2023/24</td><td>St Albert's 2024/25</td><td>2024/25 Knowsley</td><td>2024/25 National</td></tr><tr><td>Absence</td><td>93.3%</td><td>92.1%</td><td>6.81 (93.2%)</td><td>5.53 (94.47%)</td></tr><tr><td>PA</td><td>33.3%</td><td>23.3%</td><td>21.68 %</td><td>14.68%</td></tr><tr><td>SA</td><td>0.6%</td><td>0.56%</td><td>0.62%</td><td>0.85%</td></tr></table> <p><b><i>Inclusive attendance data Summer 2025</i></b></p> <ul style="list-style-type: none"><li>Headline Data for This Year- Sept- July (Excluding Reception)</li></ul> <table><tr><td>Whole School Attendance %</td><td>Whole School PA %</td><td>Risk of PA (18 days to 10 days) %</td><td>Severe Absence (50% and below) %</td><td>FSM %</td><td>SEND %</td><td>Non FSM %</td></tr><tr><td>92.2%</td><td>22.15%</td><td>3.5%</td><td>0.6%</td><td>90.2%</td><td>91.2%</td><td>95.3%</td></tr></table>		St Albert's 2023/24	St Albert's 2024/25	2024/25 Knowsley	2024/25 National	Absence	93.3%	92.1%	6.81 (93.2%)	5.53 (94.47%)	PA	33.3%	23.3%	21.68 %	14.68%	SA	0.6%	0.56%	0.62%	0.85%	Whole School Attendance %	Whole School PA %	Risk of PA (18 days to 10 days) %	Severe Absence (50% and below) %	FSM %	SEND %	Non FSM %	92.2%	22.15%	3.5%	0.6%	90.2%	91.2%	95.3%
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	<p><b>Demographic Groups Analysis</b></p> <ul style="list-style-type: none"><li>Breakdown of different demographic Groups (<b>Excluding</b> Reception)</li></ul> <table><tr><th>Demographic Groups</th><th>Year To Date Attendance %</th><th>Year To Date PA %</th><th>Year To Date Risk of PA %</th><th>Year To Date Severe Absence %</th></tr><tr><td>SEND</td><td>91.2% NA 90.9% (+0.3%)</td><td>42.1%</td><td>3.59%</td><td>1.1%</td></tr><tr><td>FSM</td><td>90.2% NA 92.1% (-1.9%)</td><td>40.3%</td><td>1.28%</td><td>0.9%</td></tr><tr><td>MALE</td><td>92.1% NA 94.4% (-2.3%)</td><td>8.59%</td><td>0.51%</td><td>1.4%</td></tr><tr><td>FEMALE</td><td>92.15% NA 94.8% (-2.25%)</td><td>11.12%</td><td>2.03%</td><td>0%</td></tr><tr><td>LAC</td><td>92.2% (2x pupils, one 99.4% other 84.2%)</td><td>50%</td><td>0%</td><td>0%</td></tr><tr><td>PP</td><td>91.3%</td><td>17.1%</td><td>2.03%</td><td>0.9%</td></tr></table>	Demographic Groups	Year To Date Attendance %	Year To Date PA %	Year To Date Risk of PA %	Year To Date Severe Absence %	SEND	91.2% NA 90.9% (+0.3%)	42.1%	3.59%	1.1%	FSM	90.2% NA 92.1% (-1.9%)	40.3%	1.28%	0.9%	MALE	92.1% NA 94.4% (-2.3%)	8.59%	0.51%	1.4%	FEMALE	92.15% NA 94.8% (-2.25%)	11.12%	2.03%	0%	LAC	92.2% (2x pupils, one 99.4% other 84.2%)	50%	0%	0%	PP	91.3%	17.1%	2.03%	0.9%
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5. Improved attitudes to learning and behaviour	<p>The School have introduced Opal play and this is impacting upon attitudes to learning and behaviour. All PP children access this.</p> <p>Zones of regulation are embedded throughout the school and support children with self regulation.</p> <p>Thrive and Sensory supports behaviour and attitudes to learning</p> <p>Reduced no of rec cards.</p>																																			
6. Increased widening of opportunities to improve cultural capital, widen experiences and increase expectations and aspirations	<p>The school ran numerous after school activities which are free to all including PP. The school heavily subsidised (or paid for) residential in year 5 and year 6 for all PP children. The school subsidises all trips including a whole school trip to the Pantomime.</p> <p>Pupil consultations show that children enjoy coming to school.</p>																																			
7. Pupils emotional, health and well being needs are met enabling them to flourish	<p>Through the introduction of Thrive and delivery of ELSA and Think Yourself Great both our to be successful in improving the pupils emotional and social regulation, building confidence and lifting self esteem. The introduction of Zones of Regulation and regular high quality sensory support throughout the school has also. Pupils have an increasing good understanding of how to regulate their emotional, health and well being needs.</p> <p>Pupils have their emotional needs met and are happy and eager to learn.</p> <p>The school have introduced the Healthy School Award and this will continue into next year . good progress has already been made with al children having improved access to healthy foods.</p>																																			
