



**St. Alban & St. Stephen
Catholic Primary School & Nursery**

**Pupil Premium Strategy
2021-22**

Pupil premium strategy statement

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 for the 2021 to 2022 academic year)** 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 the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | St Alban & St Stephen Catholic Primary School & Nursery |
| Number of pupils in school | 453 |
| Proportion (%) of pupil premium eligible pupils | 5.5% (25 children) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2023 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Clare Moore |
| Pupil premium lead | Bernadette Murphy |
| Governor / Trustee lead | Abigail Batty |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £33,625 |
| Recovery premium funding allocation this academic year | £1,813 |
| 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 | £35,438 |

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, but to also support their emotional and mental wellbeing.

We will consider the challenges faced by vulnerable pupils, such as those who have a family support or social worker.

Quality first teaching is at the foundation 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. We invest in staff professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving will in turn support all learners.

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 priorities for education recovery, notably in its targeted support through substantiating an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will facilitate pupils accessing a wider range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils achieve.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work
- embed a robust assessment and 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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Monitoring of school-based and remote learning shows issues with emotional resilience, self-regulation skills and aspiration can impact on many pupils' ability to work independently and respond positively to challenge in their learning. This is due to isolation and lack of enrichment opportunities during Covid19 lockdown. Many pupils require further intervention to support their mental health and wellbeing. |
| 2 | Parenting and increasing parental engagement particularly of disadvantaged pupils. |
| 3 | Assessment shows that pupils attaining at the lowest 20% of each class in reading often include disadvantaged pupils. |
| 4 | A commitment to continue to improve quality first teaching. |

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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils – children are managing their emotions and feelings and able to communicate these appropriately | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • pupils are able to talk about their emotions and experiences using the Zones of Regulation • pupils are able to interact pro socially with their peers |
| Parents are supported and equipped to parent positively and successfully | <ul style="list-style-type: none"> • Family support workers provided • Good communication between home/school • Access to parenting workshops |
| Disadvantaged pupils develop fluency in Early Reading | <ul style="list-style-type: none"> • The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check compared to non- |

| | |
|---|---|
| | disadvantaged pupils is diminishing over time. |
| A commitment to continue to improve quality first teaching. Pupils attaining at the lowest 20% of each class in reading make good progress. | <ul style="list-style-type: none"> Pupils attaining the lowest 20% of each class in reading to meet their challenging targets. |

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

Budgeted cost: £16,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Improve quality first teaching through staff CPD | <p>Education Endowment Foundation (EEF)</p> <p>EEF Guide to supporting whole school planning.</p> <p>The Teaching Assistant's Guide to Effective Interaction: How to maximise your practice by Paula Bosanquet 3.</p> | 3,4 |
| Purchase and training of Little Wandle to secure stronger phonics teaching for all pupils. | <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> | 2,3,4 |
| Purchase of 10 chrome books to ensure that vulnerable/SEND pupils has access to programs to aid teaching and learning. | <p>Technology offers ways to improve the impact of pupil practice.</p> | 1,2,3,4 |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. | <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 </p> | 1,2,3,4 |

Targeted academic support

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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 | 2,3,4 |
| Ensure that identified pupils are supported with their social, emotional and mental health with regular sessions with a trained SEMH lead. Qualified teacher to provide focused tuition to small groups to close identified gaps | 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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 3,4 |

Wider strategies

Budgeted cost: £ 4,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Ensure that identified pupils are supported with their social, emotional and mental health with regular sessions with a dedicated staff member. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 1,3 |

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|--|--|------------|
| <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 Hertfordshire STEPS Approach to Therapeutic Behaviour Management</p> | <p>1,2</p> |
| <p>Support to remove financial barriers and ensure that all children access trips and enrichment clubs</p> | <p>EEF Toolkit</p> | <p>1</p> |

Total budgeted cost: £35,000