

# St Alban's Academy

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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's Academy
Number of pupils in school	180 (R – 6)
Proportion (%) of pupil premium eligible pupils	85 (42%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Matthew Wynne Associate Headteacher
Pupil premium lead	Darren Jones Head of School
Governor / Trustee lead	Zoey Bird

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,725.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,725.00

## Part A: Pupil premium strategy plan

### Statement of intent

At St Alban's Academy, our intention is that all pupils, regardless of their background and starting points, will make good progress and achieve high attainment across all subject areas. The aim is that all of our pupil of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Since converting to an Academy, the school has implemented processes and procedures to improve the outcomes of PP children, which were not in place previously. St Alban's is located in an area that has a high proportion of disadvantaged children and families. On average disadvantaged families equates to just below half of the school population (42%). The school is also within the lowest 20% of schools, with regards to deprivation.

The Academy has developed a personalised curriculum, which ensures all children have the ability to **learn, grow** and **explore** in conjunction with our Christian Values. This, alongside our Personal Life Skills provision, is developed to support the development of the 'whole child' and allows children to develop personally, spiritually and academically. Within this provision it includes the development of cultural capital to broaden experiences and raise aspirations, especially for children who may not have access to opportunities outside of school.

The strengths of our provision for disadvantaged children are:

- ❖ Use of specialised staff/support work to support social and emotional development.
- ❖ Implement a tailored curriculum, which provides all children with opportunities to experience new challenges (academically and pastorally) and ideas as well as having the support and high expectations.
- ❖ Family support and safeguarding.
- ❖ Before and after school care.

The overall aims of our pupil premium strategy, are:

- ❖ To continue to use strategies to support the attainment of disadvantaged pupils to be in-line or greater than non-disadvantaged.
- ❖ To continue to develop support for specific cohorts to improve provision further to maintain positive outcomes of disadvantaged children.
- ❖ To further refine the delivery of core subjects especially Reading to ensure progress of disadvantaged pupils is in-line or greater than non-disadvantaged.
- ❖ To further improve pastoral provision and wellbeing of our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Nursery and Reception (lower for pupils eligible for PP than for other pupils)
2	Some PP children do not engage in reading for pleasure opportunities in school and in the home environment.
3	For some disadvantaged pupils across the school, attainment is below that of their peers in reading, writing and maths.
4	Low confidence and self-esteem of some PP children is impacting on their positive learning behaviours and attitudes
5	Poverty of expectation: Some PP children's potential is limited through the lack of real life and relevant experiences
6	The attendance of disadvantaged children is lower across school than that of other children by 3.6% as children from disadvantaged homes are not always accomplishing sustained attendance patterns.

## 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 oral language skills in Nursery and Reception.	Disadvantaged pupils in Nursery and Reception classes make rapid progress by the end of the year so that all disadvantaged pupils at least meet age related expectations.
Disadvantaged pupils engage in reading for pleasure opportunities in school and in the home environment.	Disadvantaged pupils access a wider range of fiction and non-fiction books.  Disadvantaged pupils read daily in school and regularly at home.
Disadvantaged pupils with low confidence and self-esteem are supported through pastoral support, quality first teaching and bespoke interventions, enabling them to demonstrate positive learning behaviours.	Disadvantaged pupils are self-assured learners, demonstrating the St Alban's Christian Values, and engaging fully in all aspects of school life.
Children have access to, and are wider exposed to, real life and relevant	Teachers and support staff will plan a wide range of visits/events/experiences to

<p>experiences; therefore understanding the importance of school life as they grow.</p> <p>Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>inspire/enhance learning and make it memorable and relevant to children's lives.</p> <p>Disadvantaged pupils will receive a wide range of knowledge through the curriculum, allowing them to have at least the same access as other pupils who are not from disadvantaged backgrounds.</p>
<p>Increased rates of progress in reading, writing and maths for disadvantaged pupils whose attainment is below that of their peers.</p>	<p>Disadvantaged pupils are making improved rates of progress of in reading, writing and maths that are sustained therefore narrowing the gap between them and their peers.</p>
<p>The gap between the attendance of disadvantaged children and other children to be narrowed and the improvements sustained.</p>	<p>Improvements in the attendance patterns of disadvantaged pupils are sustained therefore narrowing the gap between them and their peers.</p> <p>Persistent absentees to be identify swiftly and challenged / supported</p>

## 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: **£43,194**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop a language rich classroom environment and use the language diagnostic/intervention strategy WELCOMM to support rapid rates of progress of disadvantaged pupils below national expectations	EEF - Oral language interventions toolkit strand +6 months  EEF EYFS – communication and language approaches +6 months	1
Implement Lexia online reading programme which all disadvantaged pupils access daily in school and encouraged to access out of school to promote a love of reading and sustained accelerated progress.	EEF – Reading comprehension strategies +6 months  EEF - Feedback +6 months  Core5 U.S. Annual Report	2, 3, 4
Purchase a wide range of fiction and nonfiction books to encourage disadvantaged pupils to read regularly at school and promote a love of reading out of school.	EEF – Reading comprehension strategies +6 months  EEF – Homework +5 months  EEF - Parental engagement+4months	1, 2, 3, 4
Improving access to ICT/technology and resources within school and at home to support disadvantaged pupils.	EEF- Using Digital Technology to improve learning guidance report Oct 2021  EEF -Collaborative working +5months	3, 4, 5

	EEF - Parental engagement+4months	
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## Targeted academic support

Budgeted cost: **£45,119**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.	EEF – Phonics +5 months  EEF – Teaching Assistant Interventions +4 months	1, 2, 3
All teaching and support staff to have access to high quality maths CPD to improve subject knowledge, quality of marking and feedback, how to address misconceptions to enable children to practice and consolidate and secure understanding of key concepts.	EEF- Effective Professional Development guidance report Oct 2021  EEF - Feedback +6 months  EEF - Mastery +5 months  EEF EYFS – Early numeracy approaches +6 months	3, 4
Release time for the Maths lead to support teacher and support staff in the teaching of maths across the school.	EEF- Effective Professional Development guidance report Oct 2021  EEF - Mastery +5 months	3, 4
Further develop the pastoral support offered to disadvantaged pupils through the SEMH and personal life skills curriculum	NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.	3, 4

	<p>EEF EYFS – social and Emotional Learning strategies +3 months</p> <p>EEF EYFS – Self-regulation Strategies +5 months</p> <p>EEF – Meta Cognition and Self-regulation +7</p> <p>EEF- Improving Behaviour in Schools guidance report June 2019</p>	
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## Other approaches

Budgeted cost: **£30,564**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop bespoke pastoral support for identified disadvantaged pupils.	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>EEF EYFS – social and Emotional Learning strategies +3 months</p> <p>EEF EYFS – Self-regulation Strategies +5 months</p> <p>EEF – Meta Cognition and Self-regulation +7</p> <p>EEF- Improving Behaviour in Schools guidance report June 2019</p>	4, 5, 6

<p>Provide staff with high quality CPD to support all children, including disadvantaged learners, to self-regulate and develop socially and emotionally.</p>	<p>EEF – Improving social and emotional learning in primary schools guidance report Sept 2019</p> <p>EEF EYFS – social and Emotional Learning strategies +3 months</p> <p>EEF EYFS – Self-regulation Strategies +5 months</p> <p>EEF – Meta Cognition and Self-regulation +7</p> <p>EEF- Improving Behaviour in Schools guidance report June 2019</p>	<p>4, 5, 6</p>
<p>Continue to develop and support positive partnerships with families of disadvantaged children with poor attendance through the use of Family Support Worker (FSW) to support families with achievable strategies to address barriers to attendance.</p>	<p>EEF – Attendance Interventions – Rapid Evidence Assessment March 2022</p>	<p>6</p>
<p>Head of School to work with the FSW and Education Welfare Officer to oversee attendance and tackle poor attendance and persistent absences.</p>	<p>EEF – Attendance Interventions – Rapid Evidence Assessment March 2022</p>	<p>6</p>
<p>Increase the breadth and range of experiences and opportunities, especially for the ‘most’ disadvantaged.</p> <p>Subsidise educational visits, residential and visitors to remove the financial barrier and increase the number of disadvantaged pupils attending and participation in these real life learning opportunities.</p>	<p>The Sutton Trust – Creating Cultural Capital March 2015</p>	<p>4, 5, 6</p>



Total budgeted cost: **£118,877**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Early language intervention through the Language First Project supported our youngest children to develop their breadth and understanding of vocabulary and close the attainment gap on their peers.

Additional phonics interventions for targeted disadvantaged pupils were highly successful and resulted in them making accelerated progress.

Targeted reading interventions for disadvantaged pupils resulted in more children regularly reading for pleasure and making accelerated progress over time.

High quality reading tuition delivered by teachers and support staff to targeted disadvantaged pupils enabled them to make accelerated progress in reading and close the attainment gap on their peers.

All children have a greater understanding and awareness of mental health and wellbeing regarding themselves and others.