St Alban's premium strategy statement 2024-2027

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	14.2%
Academic year/years that our current pupil premium strategy plan covers	24-25 25-26 26-27
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Teresa Cooke (HT)
Pupil premium lead	Teresa Cooke
Governor / Trustee lead	Roisin Moores

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71205
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£71205

Part A: Pupil premium strategy plan

Statement of intent

As a Catholic school, our Mission is based on Gospel values and we aim to ensure that all of our children, including our disadvantaged children, are nurtured and supported in a welcoming environment where everyone can grow in love, trust and respect for each other. Our aim is to ensure the acquisition of skills, knowledge and understanding through a love of learning. We want to nurture a belief that nothing is impossible and that all barriers to learning can be overcome. Our ambition for all our children is for them to be happy, confident, caring, knowledgeable and resilient individuals, who will grow up to be inspirational adults, with a wealth to contribute to our ever changing world.

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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart 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. 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure that interventions and approaches are purposeful and effective
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Due to the emphasis that St Alban's places on improving outcomes for disadvantaged pupils, additional funding has been allocated from school budget and reserves in order to meet needs and improve outcomes for our children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Reading than their peers. End of KS2 data July 24 showed that 6/9 disadvantaged children (67%) achieved expected standard in Reading, compared 85% of all Y6 children in school and 74% nationally.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Writing than their peers. End of KS2 data July 24 showed that 3/9 disadvantaged children (33%) achieved expected standard in Writing, compared 70% of all Y6 children in school and 72% nationally.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Maths than their peers. Y4 multiplication check data July 24 showed that 1/7 disadvantaged children (14%) achieved a score of 25, compared to 49% of all Y4 children in school. Y4 multiplication check data July 24 showed that the mean average score for disadvantaged pupils was 14.4, compared with the mean average score of 21.8 for all Y4 pupils in school. End of KS2 data July 24 showed that 5/9 disadvantaged children (56%) achieved expected standard in Maths, compared 85% of all Y6 children in school and 73% nationally.
4	Our attendance data over time has shown that attendance among disadvantaged pupils is more than 2% lower than attendance for non-disadvantaged pupils in school, just less than 2% lower than all children in school and 1% lower than all children nationally. 23-24 attendance data showed 93.52% attendance for disadvantaged pupils in school, compared with 95.74% attendance for non-

	disadvantaged pupils in school. Overall whole school attendance 23-24 was 95.43%, compared with 94.5% nationally.

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 Reading attainment for disadvantaged pupils.	Reading outcomes by July 2027 show that attainment for disadvantaged children is at least in line with national data for all children in • GLD (Good Level of development) • Y1 Phonics screening • Y6 SATs
Improved Writing attainment for disadvantaged pupils.	Writing outcomes by July 2027 show that attainment for disadvantaged children is at least in line with national data for all children in • GLD (Good Level of development) • Y6 SATs
Improved Maths attainment for disadvantaged pupils.	Maths outcomes by July 2027 show that attainment for disadvantaged children is at least in line with national data for all children in • GLD (Good Level of development) • Y4 multiplication check • Y6 SATs
Improved attendance for disadvantaged pupils.	Attendance data by July 2027 shows that attendance data for disadvantaged children is at least in line with national data for all children.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *39,002*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional reading books to complement Essential Letters and Sounds (DfE validated systematic synthetic phonics programme).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	1, 2 £500
Establish oracy activities in EYFS. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Training to be undertaken with our local English Hub.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	1,2 £600 supply cover for training £100 training costs £500 resources
Develop a whole school reading for pleasure initiative. Training to be undertaken with our local English Hub.	Research has shown that children who begin reading for pleasure early in life tend to perform better at cognitive tests and have better mental health when they enter adolescence. Our whole school reading for pleasure initiative aims to encourage reading from an early age through creating a culture that promotes a love of books and encourages children to read for pleasure. ***Reference*** *Yun-Jun Sun & Barbara J. Sahakian*	1,2 £4,200 reading corners £8,000 library area £1,200 supply cover for training

	et al. Early-Initiated Childhood Reading for Pleasure: Associations with Better Cognitive Performance, Mental Well-being and Brain Structure in Young Adolescence. Psychological Medicine; 28 June 2023; DOI: 10.1017/S0033291723001381.	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3 £1200 supply cover for training
Subject leadership development and training	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Subject leadership development and training will focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment. EEF guidance below summarises the best available evidence on a variety of teaching and learning approaches. Teaching and Learning Toolkit | EEF EEF guidance below offers evidence informed recommendations on how schools can improve across a range of areas. Guidance reports | EEF	1,2,3 £5,200 training and supply cover

Additional SENDco support	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Additional SENDco release time will support teachers and teaching assistants in implementing specific approaches and improving outcomes for our most vulnerable children. EEF guidance on Special Educational Needs in Mainstream Schools (below) includes five evidence based recommendations to support pupils with SEND. Special Educational Needs in Mainstream Schools | EEF	1,2,3 £17,502

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

Budgeted cost: £ *17,080*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Additional phonics sessions targeted at 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 | Teaching and Learning Toolkit | EEF	1.2 £8,656 TA costs
Additional TA support, supporting high quality provision within the classroom	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TA input complements the high quality provision from the class teacher. Making Best Use of Teaching Assistants | EEF	1,2,3 £3,924
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF	1,2 £500 (WellComm)
Purchase of an assessment tool to measure progress and plan for next steps for children with SEND	Research shows that schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Also, that assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child. Special Educational Needs in Mainstream Schools | EEF	1,2,3 £1000 (B Squared)

	The purchase of B squared resources will support the process of showing small steps of progress and of identifying next steps for our children with SEND.	
Renew Accelerated Reader Software	Accelerated Reader software will continue to ensure that children are reading texts that match their comprehension levels. Diagnostic assessments will allow us to direct our support to those children who have specific difficulties. The EEF Guidance Report on Improving Literacy in KS2 states that fluent readers can read quickly, accurately and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. School's use of Accelerated Reader motivates our children to become fluent readers and encourages a love of reading. Improving Literacy in Key Stage 2 | EEF	1,2 £3000

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

Budgeted cost: £13,792

Activity	Evidence that supports this approach	Challenge number(s) addressed

Embed principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and funding EWO (Education Welfare Officer) to improve attendance.	The DfE guidance on working together to improve school attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF summary of evidence 2022 showed that there is some evidence of promise for parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils. It also stated that the interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. At St Alban's, we work closely with our families and take a holistic approach in addressing barriers to attendance and punctuality. Summary of evidence | EEF	4 £3566 EWO costs
Wrap around care support	There is some evidence that providing free, universal, before school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. Free school breakfast provision | EEF At St Alban's, we have allocated some pupil premium funding to ensure free childcare provision at wrap around club for some of our most disadvantaged children.	4 £1,368
School trips, including residential trips	At St Alban's, we believe that all children should have the opportunity to benefit from the many advantages from participating in school trips.	4 £8,858

	EEF guidance (below) stresses the importance of building a culture of community and belonging for pupils. 2. Build a culture of community and belonging for pupils | EEF Activities, such as school trips, create a sense of belonging and develop relationships within the school community as well as enriching children's lives with special experiences and memories. Our residential trips focus on physical activity and outdoor learning. On residential visits, children are encouraged and inspired to undertake new challenges and engage in regular physical activity. Research shows that there are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits, such as improved attendance. Physical activity | EEF	

Total budgeted cost: £ *69,874*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of outcomes 23-24

Priority 1

To ensure that 100% of disadvantaged children achieve GLD at end of EYFS

Outcome

100% of children (1/1) in receipt of pupil premium achieved GLD at the end of EYFS.
School to continue to support the children through a range of strategies and interventions to make progress and close gaps in achievement.

Priority 2

To ensure that 100% of disadvantaged children pass the phonics-screening test in Year 1.

Outcome

100% of children (3/3) in receipt of pupil premium passed the phonics screening test in Year 1.
School to continue to support the children through a range of strategies and interventions to make progress and close gaps in achievement.

Priority 3

To ensure that 100% of disadvantaged children attain the expected standard in Reading, Writing and Maths (RWM) at the end of KS2

Outcome

22% of children (2/9) in receipt of pupil premium attained the expected standard in Reading, Writing and Maths (RWM) at the end of KS2.
A smooth transition has taken place to ensure that appropriate next steps are in place for the children in their next stage of education.

Priority 5

To ensure that attendance is at least in line with national averages

Outcome

23-24 whole school attendance – 95.43%
23-24 attendance for children in receipt of pupil premium – 93.52%
School to continue to support the children through a range of strategies and interventions to attend school, make progress and close gaps in achievement.