

Pupil premium strategy statement 2024-2025 and impact statement 2023-2024

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 effect that last year's spending of pupil premium had within our school. 2024-2025 updates are in blue.

School overview

Detail	Data
School name	St. Alban's CE Primary School
Number of pupils in school	158, 117
Proportion (%) of pupil premium eligible pupils	65%, 63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	18.11.24
Date on which it will be reviewed	20.01.25 10.03.25 12.05.25 07.07.25
Statement authorised by	Rebecca Hughes Executive Headteacher
Pupil premium lead	Jayne Andrews Head of School
Governor / Trustee lead	Allan Jenkins Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109, 520.00 £149, 865.00
Recovery premium funding allocation this academic year	£0 £0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £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	£109, 520.00 £149, 865.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background and or the challenges they face, make good progress and achieve high attainment across all subject areas and have high aspirations for life after of primary school. The focus of our pupil premium strategy is to support disadvantaged pupils to reach this goal, including those who are already high attaining.

Our pupil premium strategy underpins our wider school plans for education recovery after the Covid 19 lockdowns though our targeted support of our disadvantaged pupils through our personalised provision plan for our key vulnerable groups: most able, lowest 20%, no conversions, Refugee and SEND pupils.

Our key aims are that:

- Disadvantaged pupils should leave primary school attaining at the expected standards in Reading, Writing and Maths and at least in line with their non-disadvantaged peers*
- Disadvantaged pupils oral language skills and vocabulary should enable them to make good progress across the curriculum*
- High quality teaching is essential in helping disadvantaged pupils in meeting these objectives. We use our pupil premium to support the development of teachers to teach high quality phonics, reading and vocabulary skills as well as high quality maths that pushes disadvantaged pupils to achieve expected or greater depth standards*
- Where disadvantaged pupils need additional support, our pupil premium enables small group, 1:1 intervention and tuition for these pupils to make the most progress*

To ensure that our pupil premium strategy is effective we:

- ensure that support as well as challenge is evident in the work that is set*
- Regular updates with class teacher and senior leadership to intervene as and when necessary through our detailed termly tracking of disadvantaged pupils in each year group and half-termly tracking of phonics.*
- Through PDM and Insets, we ensure that all staff take responsibility for the outcomes and expectations of our disadvantaged pupils.*
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Challenges

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

Challenge number	Detail of challenge
1	High level of disadvantaged pupils
2	Pupils entering school well below expected standards in Reading, Writing, Maths and language acquisition at EYFS and through in year admissions
3	High mobility
4	Poor attendance and punctuality
5	Poor parental engagement
6	High level of deprivation

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
Improve oral language and vocabulary among disadvantaged pupils	Disadvantaged pupils in all year groups use their improved oral language skills and vocabulary to make good progress across the curriculum.
Improved reading attainment among disadvantaged pupils in key year groups	Disadvantaged pupils attainment and progress is in line with or better than their non-disadvantaged peers and non-disadvantaged nationally.
Improved writing attainment for disadvantaged pupils in key year groups	Disadvantaged pupils attainment and progress is in line with or better than their non-disadvantaged peers and non-disadvantaged nationally.
Improved maths attainment for disadvantaged pupils in key year groups	Disadvantaged pupils attainment and progress is in line with or better than their non-disadvantaged peers and non-disadvantaged nationally.
To achieve and sustain improved well-being for pupils in our school, particularly our disadvantaged pupils	Sustained high levels of well-being from: <ul style="list-style-type: none"> - Qualitative data from pupil voice, pupil and parent surveys and teacher observation

	<ul style="list-style-type: none"> - Robust tracking and procedures to effectively continue to reduce bullying incidents across the school - A significant increase in participation in extra-curricular activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>To reduce the gap between attendance in disadvantaged and non-disadvantaged pupils.</p> <p>To reduce the percentage of persistent absence to below 10%.</p>
To ensure that all disadvantaged pupils fulfil the school vision of high aspirations for life after primary school	A significant increase in participation in extra-curricular activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2024-2025** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in teaching Systematic Synthetic Phonics	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	2, 5
<i>Enhancement of our Maths and English teaching and curriculum planning in line with DFE and EEF guidance. We fund subject leader release to embed key elements of guidance into schools and to attend hubs and CPD to have significant impact on the progress and attainment of disadvantaged pupils, particularly greater depth</i>	The EEF guidance is based on a range of the best available evidence. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF summary of evidence in the Teaching and Learning tool kit 'Reading Comprehension' states that 'a wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently' .	1, 2, 3, 5
<i>Teaching of Systematic Phonics to secure stronger phonics teaching for all pupils</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (although not necessarily comprehension), particularly for disadvantaged pupils. Most of the children who receive small group phonics support are disadvantaged.	1, 2, 3, 4, 5, 6
<i>Ongoing CPD on supporting children Mental Health and Well-being</i>	DFE guidance in 'Promoting and supporting mental health and wellbeing in schools' states that 'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn'.	1, 6

<i>Improve the quality of social and emotional (SEL) learning which are embedded into routine educational practices and professional training for staff on more specialised programmes.</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' show that 'Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.'	2, 6

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

Budgeted cost: £ 89,430.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching of Systematic Phonics to secure stronger phonics teaching for all pupils</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (although not necessarily comprehension), particularly for disadvantaged pupils. Most of the children who receive small group phonics support are disadvantaged.	1, 2, 3, 4, 5, 6
<i>Guided Reading Support/Oral language interventions</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion and modelling of high-level language have a significant impact on pupils understanding and enjoying reading. Our pupils require high quality modelling of language in order to access text and respond accurately to what has been read. The EEF summary of evidence 'Improving Literacy in KS1 and KS2' rates the explicit teaching of reading comprehension strategies as having 'high impact'.	1, 2, 4
<i>Targeted small group support in Maths</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment.	2, 5
<i>Additional teacher support in key year groups for English and Maths for pupils whose</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows	1,2, 5

<i>education has been most impacted by the pandemic; a high proportion of these are disadvantaged</i>	that small group tuition has a positive impact on pupil attainment.	
<i>Additional booster in Maths and English for key groups of disadvantaged pupils</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment and 'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.'	1, 2, 4, 5
<i>Using the Recovery Premium funding to provide a blend of conferencing, 1:1 and small group school lead tutoring for pupils whose education has been most impacted by the pandemic; a high proportion of these are disadvantaged and in the lowest 20% in attainment.</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment.'	1,2,5

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

Budgeted cost: £ 10,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 5 Residential to Outward Bound Ullswater</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' states that 'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy' that gives them the skills to have high aspirations for life after school.	1, 3, 4, 6
<i>Year 6 Residential to Sayers Croft</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' states that 'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy' that gives them the skills to have high aspirations for life after school.	1,3,4,6

<i>Inspire 'Work Week'</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' 'To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.'	1, 2, 5, 6
<i>Half termly class trips</i>	The EIF July 2021 states that 'a good quality of education includes that a schools curriculum design gives all learners, particularly the most disadvantaged the knowledge and cultural capital they need to succeed in life.'	5,6
<i>KS2 University programme</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' states that the 'wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported and improved outcomes have been identified in English, mathematics and science.'	2, 6
<i>CPD for Administrative Assistant at 'Attendance Leaders Conference'</i>	Embedding principles of good practice set out in the DfE's Improving School Attendance advice which sets out the principles underpinning an effective whole school strategy for attendance.	4
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools 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.	4,5,6
<i>Breakfast club at a reduced rate for disadvantaged pupils</i>	Embedding principles of good practice set out in the DfE's Improving School Attendance advice which encourages establishing action plans to remove barriers.	1,2,4,6
<i>After School Club provision at a reduced rate for disadvantaged pupils</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' states that: Arts participation 'core academic attainment in other areas of the curriculum particularly literacy and mathematics and Aspiration interventions develop general self-esteem, motivation, or self-efficacy.	1,2,4,6

Total budgeted cost: £ 109, 520.00

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 2023 to 2023 academic year.

Disadvantaged Data for 2023-2024

Disadvantaged pupils KS2 (PLEASE NOTE: this data is taken from Camden analysis, which compares disadvantaged pupils to the same cohort nationally. This differs from DfE analysis, where disadvantaged pupils are compared to those NON- disadvantaged nationally)

Disadvantaged pupils in this cohort – 8

School % disadvantaged pupils: 42%

Camden % disadvantaged pupils: 49%

Reading	Expected and above	Greater Depth	Camden EXS (GDS)	National EXS (GDS)
Disadvantaged	88% (70%)	13% (10%)	77% (25%)	62% (18%)
Non-disadvantaged	82%	27% (44%)	87% (47%)	79% (33%)

Disadvantaged gap			
Expected or above			
	2022	2023	2024
School	0%	-19%	6%
Camden	-9%	-13%	-10%
London	-13%	-14%	-12%
National	-17%	-18%	-17%

Disadvantaged gap			
Greater depth			
	2022	2023	2024
School	-11%	-34%	-15%
Camden	-18%	-19%	-22%
London	-15%	-18%	-14%
National	-16%	-16%	-15%

Writing	Expected and above	Greater Depth	Camden EXS (GDS)	National EXS (GDS)
Disadvantaged	75% (90%)	13% (20%)	73% (10%)	58% (6%)
Non-disadvantaged	91% (89%)	36% (56%)	85% (29%)	78% (16%)

Disadvantaged gap			
Expected or above			
	2022	2023	2024
School	-6%	1%	-16%
Camden	-13%	-14%	-12%
London	-16%	-15%	-14%
National	-21%	-20%	-20%

Disadvantaged gap			
Greater depth			
	2022	2023	2024
School	-39%	-36%	-24%
Camden	-16%	-13%	-19%
London	-10%	-11%	-10%
National	-10%	-9%	-10%

Maths	Expected and above	Greater Depth	Camden EXS (GDS)	National EXS (GDS)
Disadvantaged	75% (90%)	13% (10%)	76% (22%)	59% (13%)
Non-disadvantaged	91% (89%)	45% (11%)	88% (44%)	79% (29%)

Disadvantaged gap			
Expected or above			
	2022	2023	2024
School	-6%	1%	-16%
Camden	-13%	-14%	-12%
London	-16%	-15%	-14%
National	-21%	-20%	-20%

Disadvantaged gap			
Greater depth			
	2022	2023	2024
School	-39%	-36%	-24%
Camden	-16%	-13%	-19%
London	-10%	-11%	-10%
National	-10%	-9%	-10%

RWM combined	Expected and above	Greater Depth	Camden EXS (GDS)	National EXS (GDS)
Disadvantaged	63% (70%)	13 (10%)	65% (6%)	45% (3%)
Non-disadvantaged	82% (78%)	18 % (11%)	79% (20%)	67% (10%)

Disadvantaged gap			
Expected or above			
	2022	2023	2024
School	-28%	-19%	-19%
Camden	-17%	-16%	-14%
London	-19%	-19%	-17%
National	-23%	-23%	-22%

Disadvantaged gap			
Greater depth			
	2022	2023	2024
School	-11%	-1%	-6%
Camden	-13%	-11%	-14%
London	-9%	-9%	-8%
National	-6%	-7%	-7%

KS1 Attainment 2024

Reading		Writing		Maths		Combined	
% Exp standard+	% GDS	% Exp standard+	% GDS	% Exp standard+	% GDS	% Exp standard+	% GDS
71%	24%	77%	18%	82%	18%	71%	18%
70%	20%	70%	20%	80%	20%	70%	20%

Disadvantaged pupils EYFS

Number of disadvantaged pupils in this cohort is 3 (20: 2023)

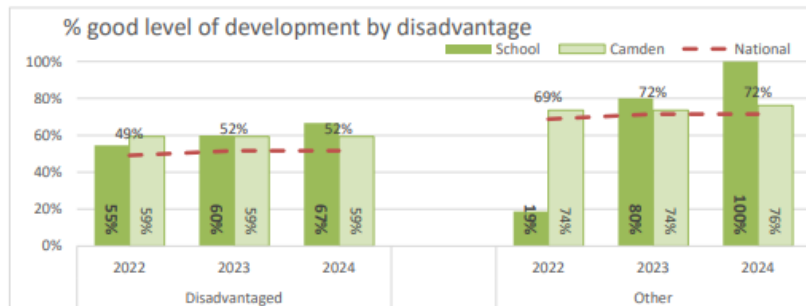
GLD	Expected	Camden	National

Disadvantaged	67% (60%)	59% (60%)	52% (49%)
Non-disadvantaged	100%	76%	72%

Literacy (word reading)	Expected ELG	Camden	National
Disadvantaged	67% (80%)	71% (66%)	61% (56%)
Non-disadvantaged	100%	83% (82%)	80% (76%)

Maths (number)	Expected ELG	Camden	National
Disadvantaged	67% (80%)	74% (71%)	66% (64%)
Non-disadvantaged	100 % (80%)	86% (83%)	83% (81%)

Key	
	St Alban's
	Camden
	National



Cohort size			
	2022	2023	2024
Disadvantaged	11	5	3
Other	16	10	2

'Gap' between disadvantaged + other	2022	2023	2024
Sch	36%	-20%	-33%
Camden	-14%	-14%	-17%
National (FSM gap)	-20%	-20%	-20%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	