

St Alban's C of E Academy Pupil Premium

Summary information					
School	St Alban's C of E Academy				
Academic Year	2021/2022	Total PP budget	£113635	Date of most recent PP Review	July 2021
Total number of pupils	185	Number of pupils eligible for PP	82	Date for next internal review of this strategy	July 2022

Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Whole school % achieving in reading, writing and maths 2021	49%	65%
Whole school % achieving in reading 2021	64%	65%
Whole school % achieving in writing 2021	57%	63%
Whole school % achieving maths 2021	55%	62%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills in Nursery and Reception (lower for pupils eligible for PP than for other pupils)
B.	Some PP children across the school lack confidence and self-belief which impacts on their mental health, wellbeing and learning as they move through the school
C.	Low attainment and slow progress rates made by pupil premium/disadvantaged children. Some of the PP children have gaps and misconceptions and find it difficult to retain/recall prior knowledge
External barriers	
D.	Poverty of expectation: Some PP children's potential is limited through the lack of real life and relevant experiences
E.	Attendance rates for pupils eligible for PP are 91.1% (below the target for all children nationally of 96%). This reduces their school hours and leads to less than expected progress as they move through our school.



Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills in Nursery and Reception	Pupils eligible for PP in Nursery & Reception classes make rapid progress by the end of the year so that all pupils eligible for PP at least meet age related expectations.
B.	PP children's confidence and self-belief increases, impacting positively on mental health, wellbeing and learning	<p>PP children are self-assured, resilient learners and engage fully in all aspects of school life. As a result of this, they make rapid and sustained rates of progress in line with their Non PP peers.</p> <p>Family Support Worker, SENCO and school leaders identify and support families and children to alleviate barriers to learning including lack of self-belief and perseverance.</p>
C.	PP children maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards	<p>PP children make expected progress (e.g. expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results.</p> <p>Support staff and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons.</p> <p>PP children who have previously made less progress than others will make expected or better progress to increase rates of high achievement at the end of Key Stage 2.</p>
D.	Children have access to, and are wider exposed to, real life and relevant experiences; therefore understanding the importance of school life as they grow. Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	<p>Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable and relevant to children's lives.</p> <p>PP children will receive a range of knowledge through the curriculum, allowing them to have at least the same access as other children who are not from disadvantaged backgrounds.</p>

E.	All PP children will meet national expectations for attendance/persistent absence	<p>PP children will match or exceed national averages for non-disadvantaged pupils (96+%), allowing children to spend more time in school and make at least expected progress as they move through school</p> <p>Monitoring of attendance by Head of School brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p>
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Planned expenditure					
Academic year	2021/2022				
Quality of teaching for all					
Desired outcome	Chosen action / approach	Impact	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A - Improved oral language skills in Nursery and Reception	Staff training on high quality Language First	Intervention and WELCOMM assessment for speech on entry so children can access high quality learning (HLTA one day a week)	Half termly lesson observations by Head and Deputy reflect teaching is of high quality, and rates for improvement are supported swiftly by phase leader	EYFS Lead	Fortnightly by EYFS phase leader
	All staff in EYFS to understand the key principles of the Language First Project.	All staff in EYFS understand intent, implementation and impact of the Language First Project and expected outcomes from the children by the end of the school year.	Weekly learning walks carried out by Phase Leader, Head and Deputy reflect that teaching is enabling children to effectively transfer key knowledge to long-term memory.	EYFS Lead	Half termly by Head and Deputy
	Develop a language rich classroom environment to support children’s exposure	On Entry C&L observations are completed by EYFS staff and TROLL and HANEN assessment tools in EYFS/KS1 to identify reluctant/passive communicators by L2 TAs	Weekly book trawls carried out by class teacher/EYFS Lead, Head and Deputy reflect above and children making at least good progress over time.	Head Deputy EYFS phase leader	Half termly by Head and Deputy
	To undertake on entry Communication and Language observations and use WELCOMM assessment tools to identify relative starting points.	Rates of progress for PP with C&L skills below national expectations are increased and planned targeted interventions carried out for groups of learners to enable them to make	Indoor and outdoor provision will demonstrate a vocabulary rich environment which is specifically planned for	EYFS phase leader	Half termly by Head and Deputy

	<p>To monitor and review phonics trackers across KS1 to monitor and assess children's progress across the year.</p> <p>Staff training on developing oracy for the high attaining pupils in EYFS and Y1 from oracy leads</p>	<p>rapid and sustained rates of progress in C&L.</p> <p>On Entry phonics observations are completed by EYFS staff and rates of progress for all PP children below national expectations are increased</p> <p>Children are exposed to a wider range of rich language and vocabulary enabling them to express their opinions and feelings, which transfers to writing.</p>	<p>Half termly lesson observations by EYFS Lead, Head and Deputy reflect teaching of phonics is of high quality, and rates for improvement are supported swiftly by phase leader</p> <p>Staff training provided through the Language First project and further CPD provided throughout the year by the EYFS Lead</p>	<p>EYFS phase leader</p> <p>EYFS phase leader</p>	<p>Half termly by Head and Deputy</p> <p>Half termly by Head and Deputy</p>
<p>B - PP children's confidence and self-belief increases, impacting positively on wellbeing and learning</p>	<p>Nurture groups are established for learners who demonstrate anxiety or low self esteem Staff training on delivering nurture, suitable for specific needs of all children</p> <p>All staff to undertake a positive behaviour approach across school, developing positive relationships and a culture of encouragement and positivity for children</p>	<p>Nurture, Lego Therapy and Six Bricks sessions run daily, supporting children's self-esteem and self-worth as well as any anxiety issues.</p> <p>PP children experience a calm and purposeful atmosphere where they are recognised for positive choices and rewarded for going above and beyond.</p>	<p>SENCO regularly monitors sessions lead by staff</p> <p>Number of sessions children attend will overtime reduce due to embedded approaches in supporting their self-belief, anxiety and self esteem</p> <p>Weekly learning walks led by Phase Leader, SENCO, Head and Deputy</p> <p>Analysis of behaviour logs on CPOMS</p>	<p>SENCO</p> <p>Head, and Deputy</p>	<p>Half termly by Head, Deputy and SENCO</p> <p>Half termly by Head and Deputy</p>

	<p>CPD for staff on tailoring feedback to redirect and refocus children in achieving their goals</p> <p>Provision of SENCO/Family Support Worker (FSW) in school to address specific needs for pupils and work with social care as needed. Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents</p>	<p>Staff are clear on the importance and positive impact feedback over marking has for children, and can provide specific guidance on how to improve learning, as well as recognise specifically what children have achieved.</p> <p>SENCO/FSW offer a variety of tailored parental workshops and targeted interventions to support children's mental health and wellbeing – children and families engage more in learning and wider school life</p>	<p>Weekly learning walks led by Phase Leader, SENCO, Head and Deputy demonstrate evidence of incisive feedback</p> <p>Book trawls demonstrate in the moment marking, both recognising and impacting on progress</p> <p>Reduced number of interventions from external agencies, as families use in school support systems</p>	<p>Phase Leader, SENCO, Head and Deputy</p> <p>SENCO and FSW</p>	<p>Half termly by Phase Leader, SENCO, Head and Deputy</p> <p>Half termly by Head and Deputy</p>
<p>C - PP children maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior</p>	<p>Continual raising of teachers' expectations of PP children and provision of challenge for these children in all lessons – RADY programme to support</p> <p>Staff given training through RADY programme, and made aware of 'fallen behind' children and who they need to target to "uplift"</p>	<p>All staff have high expectations of PP children, evident during planning opportunities.</p> <p>Rates of progress for PP children whose attainment is below that of peers nationally increases so they at least meet age related expectations in "uplift"</p>	<p>Lesson observations/book trawls/learning walks by Phase Leader, Head, Deputy and Subject Leaders show increasing percentage of outstanding practice seen.</p> <p>Book trawls, learning walks and termly assessment data analysis by Deputy and Head.</p>	<p>Head and Deputy</p> <p>Head and Deputy</p>	<p>Termly progress meetings led by Head and Deputy</p> <p>Half termly review by Head and Deputy</p>

attainment standards	Regular monitoring of subjects by Head, Deputy and Subject leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school.	Reading, Writing and Maths by the time they leave in year 6			Half termly by Head and Deputy
	Allocated time for the Deputy Headteacher to support Early Career Teachers (ECT) and Recently Qualified Teachers (RQT) with their practice: •Coaching and mentoring 3 hours per week •Team teaching 2 per week •Planning and assessment 3 hours per week •Marking and feedback 1 hour per week •Targeted interventions x 1 hours per week	Increasing percentage of outstanding practice seen across school. Team teaching improves quality of T&L and provision for PP children of all abilities	Lesson observations/book trawls/learning walks by Phase Leader, Head, Deputy and Subject Leaders Action plan review half termly for ECT and RQT Fortnightly catch up meetings with ECT and RQT to discuss impact on children and next steps	Head and Deputy Deputy	Half termly by Head and Deputy Termly by Head and Deputy
D - Children have access to, and are wider exposed to, real life and relevant experiences; therefore understanding the	A range of extra curriculum enrichment activities provided for free after schools	PP children can access an after school club, free of charge, each day if they wish, to support physical and mental health as well as social skills.	Half termly pupil discussions with PP children and after school club responses via Parent mail	Head and Deputy	Half termly by Head and Deputy



<p>importance of school life as they grow. Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>Visitors to school and visits of site to enhance/support topic learning, including residential</p> <p>CPD for teachers on ensuring our planned and delivered curriculum is delivered through real-life, engaging learning opportunities and strategies through hooks, awe and wonder and provocations</p>	<p>PP percentage of children accessing after school clubs at least match the rest of the school: they are encouraged to attend to support with experiences and social skills.</p> <p>PP children have the opportunity to take part in experiences that bring their learning to life</p> <p>PP children take part in all trips and residential with subsidies as required.</p> <p>Staff have a clear overview on how to support PP children in experiencing the curriculum as non-disadvantaged children to, ensuring lessons captivate children's interest.</p>	<p>Review attendance registers for after school clubs</p> <p>Lesson observations/book trawls/learning walks by Head and Deputy</p> <p>Book trawls, learning walks and termly assessment data analysis by Deputy and Head show an increased rate of progress from children's interest in the curriculum</p>	<p>Head and Deputy</p> <p>Head and Deputy</p> <p>Head and Deputy</p>	<p>Fortnightly book trawls by Phase Leader, Head and Deputy</p> <p>Termly by Head and Deputy</p>
<p>E - All PP children will meet national expectations for attendance/persistent absence</p>	<p>Family Support Worker (FSW) employed to support children or PP families or vulnerable families and follow up quickly on absences. First day response provision.</p>	<p>Attendance of PP group improves overtime and is at least in line with national figures</p>	<p>Thorough briefing of family support worker about existing absence issues. Head, Deputy, FSW, EWO and Office Manager will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>Head and Deputy</p>	<p>Weekly monitoring of attendance by Head, Deputy, FSW, EWO and Office Manager</p>



	<p>Head of School to maintain an overview of attendance of pupil groups and work in partnership with Education Welfare Officer (EWO) to tackle attendance issues and persistent absence</p> <p>Develop parent partnership meetings and workshops to identify specific support for individual families</p> <p>Provide attendance reward system</p>	<p>Rates of progress for PP children will increase with amount of time spent in school</p> <p>Open lines of communication in place and strong relationships identified with families to support any barriers to poor attendance</p>	<p>Termly parent workshops organised to support families in promoting the importance of attendance</p>	<p>Head of School</p> <p>Head and Deputy</p>	<p>Termly by Head and Deputy</p> <p>Termly by Head and Deputy</p>
Total budgeted cost					£64,340
Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills in reception	<p>EYFS member of staff to deliver CLL intervention programmes one day a week to improve speaking of PP on entry to enable them to learn more effectively (Level 3)</p> <p>EYFS phase lead to Monitor weekly planning to see how new language is being embedded into the curriculum.</p>	<p>EYFS staff complete WELCOMM to observe children and identify reluctant and passive communicators.</p> <p>Planning matches learning to relative starting points of children</p>	<p>Staff have assessment evidence to indicate different groups of children in their class.</p> <p>Half termly lesson observations in each subject and fortnightly learning walks carried out by</p>	<p>L3 TA</p> <p>EYFS Lead</p>	<p>Fortnightly by EYFS phase leader</p> <p>Half termly by Head and Deputy</p>

	Fortnightly monitoring of learning environments to monitor how language is being used to enhance learning opportunities for children	Learning environments promoting high quality language development	Deputy/Head/Executive Leader Termly reviews of pupil outcomes carried out by Head/ Deputy/Phase Leader	Phase Leader, Head and Deputy	Half termly by Head and Deputy
B - PP children's confidence and self-belief increases, impacting positively on wellbeing and learning	Family Support Worker (FSW) to support individual pupils emotional and social wellbeing. Daily support for families, liaising with external agencies and recommending support as well as daily nurture	Identified PP children receive daily nurture opportunities to support them with anxieties or extra needs from home	Fortnightly meeting with Head, Deputy, FSW and SENCO to review impact of support from FSW	Head and Deputy	Half termly by Head and Deputy

C - PP children maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards	2 x HLTAs across Y1-Y6 to target PP children in class and deliver intervention weekly to accelerate rates of progress.	TAs effectively support PP children 1-1/ small groups in class and in intervention groups accelerating rates of progress as a result they make rapid and sustained rates of progress overtime and at least achieve ARE by the time they leave our school	Head and Deputy to observe quality of T&L half termly	Head and Deputy	Half termly by Head and Deputy
	2 x Level 3 across YR-Y6 to target PP children in class and deliver intervention weekly to accelerate rates of progress.				
	4 x Level 2 teaching assistants to target in class support for PP children				
	TAs to deliver in class intervention/ out of class intervention across the week.		Weekly books trawls by Head and Deputy	Head and Deputy	Half termly by Head and Deputy
	SENCO to develop intervention planning to address PP needs of children with SEND	All SEND PP children working below age related expectations achieve their intervention targets set	SENCO to observe quality of T&L and support SEND children on PP receive	SENCO	SENCO during termly Individual Education Plan reviews

<p>D - Children have access to, and are wider exposed to, real life and relevant experiences; therefore understanding the importance of school life as they grow. Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>Teaches and TAs plan innovative learning opportunities for PP children to develop their and apply cultural capital learning experiences to their broad and varied curriculum.</p> <p>Leaders and FSW support PP families to ensure all barriers preventing PP children attending and participating in cultural capital learning experiences are removed.</p>	<p>PP children are engaged in all areas of the curriculum and can relate their learning to real life experiences within and out of school.</p> <p>PP children will widen their range of transferable skills across all subjects.</p> <p>PP children will gain valuable life experiences that will prepare them for the future and in the wider world.</p>	<p>Head and Deputy to scrutinise curriculum planning, associated visits linked to learning opportunities.</p> <p>Head and Deputy to monitor PP participation in visitor and visits planned for their year group</p> <p>Head and Deputy to observe quality of T&L half termly</p> <p>SENCO to observe quality of T&L and support SEND children on PP receive</p>	<p>Head and Deputy</p>	<p>Termly by Head and Deputy</p>
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E - All PP children will meet national expectations for attendance/persistent absence	<p>Educational Welfare Officer (EWO) employed to monitor PP children's attendance and follow up quickly on absences</p> <p>Family Support Worker (FSW) employed to provide pastoral support to families with attendance concerns to address the issues and implement support strategies to improve attendance swiftly.</p> <p>Head of School and Deputy to work in partnership with EWO and FSW to tackle attendance issues and persistent absence.</p>	Attendance of PP children continues to improve.	<p>Weekly tracking by EWO who will carry out home visits, meeting with parents, set up home school agreements etc.</p> <p>Daily tracking by FSW and contact with families to address attendance issues/potential issues.</p>	Head and Deputy	Half termly by Head and Deputy
Total budgeted cost					£49,475

Total Grant: **£113635**

Total Expenditure: **£113815**

Top up from school budget: **£180**

