

# Pupil premium strategy statement

1. Summary information					
School	Alban City School				
Academic Year	2019/20	Total PP budget	£55,100	Date of most recent PP Review	January 2020
Total number of pupils	406	Number of pupils eligible for PP	36	Date for next internal review of this strategy	January 2021

2. Current attainment		
As at July 2019	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
<b>% Reception pupils making expected or better progress across EYFS</b>		
CAL	100%	98%
PD	100%	94%
PSED	100%	98%
LIT	75%	94%
MATHS	75%	94%
<b>% Year Two pupils making expected or better progress from EYFS in R, W, M</b>	100%, 100%, 100%	96%, 91%, 98%
<b>% Year Six pupils making expected or better progress from KS1 in R, W, M</b>	29%, 14%, 29%	70%, 68%, 81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	High proportion of children eligible for PP with poor vocabulary
<b>B.</b>	25% of children eligible for PP also have SEND
<b>C.</b>	Inequality of opportunity, compared to peers, to experience the world which impacts on general knowledge, vocabulary, reading comprehension and writing content
<b>External barriers</b>	
<b>D.</b>	Attendance rates are lower for children eligible for PP than other pupils (90.6% PP, 95.8% non PP)
<b>E.</b>	Reduced emotional wellbeing due to adverse childhood experiences
4. Desired outcomes	

<b>A.</b>	Improved vocabulary for children eligible for PP
<b>B.</b>	Carefully monitored provision for pupils eligible for PP who also have SEND will lead to improved outcomes for their attainment and progress.
<b>C.</b>	Children can take part in activities and gain experiences typical of their peers that otherwise might be precluded by their family circumstances.
<b>D.</b>	Deputy Headteacher to monitor attendance and liaise with local authority attendance team to improve attendance of children eligible for PP.
<b>E.</b>	Mitigate the impact of adverse childhood experiences on learning and emotional wellbeing

<b>5. Planned expenditure</b>				
<b>Academic year</b>	<b>2019/20</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Objectives</b>	<b>Impact evidence</b>	<b>Budget</b>
Improved vocabulary for children eligible for PP, as evidenced by BPVS	Purchase Mrs Wordsmith and Learning Village resources for use in soft start and clubs.	To close the gap between chronological age and vocabulary age.	Repeated BPVS assessment will show improvement from baseline assessment.	£500 Mrs Wordsmith £200 LV licences
Carefully monitored provision for pupils eligible for PP who also have SEND will lead to improved outcomes for their attainment and progress.	Senco 0.2	To monitor provision and support teachers to meet the needs of disadvantaged pupils with SEND.	Attainment and progress data	£8,000
	Individual EP assessments	To identify complex barriers to learning and next steps	Pupil progress meetings	£1,000
	1:1 TA support for some children	To address specific gaps in English and Maths	Senco tracking and monitoring documents	£6,000
	Big Ideas Maths intervention (Year 5)	To address specific gaps in Maths		£1,200
	1:1 reading with a TA	To increase progress in reading		£4,000
	Purchase IDL software resources	To address gaps in English and Maths		£1,000

	Purchase Chromebooks to use assistive technology to support children's writing	To reduce barriers to learning in English		£500
Mitigate the impact of adverse childhood experiences on learning and emotional wellbeing	Vista behaviour support St Albans Plus family support worker Art / Play Therapy School based learning mentor 1:1 TA support	To work with children and their parents to support their social and emotional wellbeing and achieve the best outcomes for their academic progress and social/ emotional development.	SDQs Case studies	£16,000
Children can take part in activities typical of their peers that otherwise might be precluded by their family circumstances.	Y5 residential trip and other class trips	To ensure access to off-site learning experiences.	Attendance at enrichment activities	£13,000
	Music lessons and after school activities	To ensure access to extra-curricular activities for all children.		£2,600
	Purchase publications eg National Geographic, First News, Aquila, Week Junior	To improve children's cultural capital	Case Studies	£1,000
	Purchase Kindle Fire	To provide access to local library resources		£50

### **Review of impact of pupil premium spend 2018-19**

*One third of the children also had SEND, some with very significant learning difficulties that mean they are never likely to achieve the same rates of progress or attainment as their peers.*

In 2018 -2019 our Pupil Premium allocation was £37,940.

The funding was used to:

- fund Learning Support Assistants and Teaching Assistants who supported children in class and delivered small group and one to one interventions.
- fund an additional TA to work with PP children

- pay Teaching Assistants to provide additional daily reading lessons after school
- partially fund the SENCO who monitored progress and provided advice and support to Teachers and Teaching Assistants working with target children
- fund support for children's emotional wellbeing, including external professionals and a School-based learning mentor
- pay for extra-curricular activities and off-site learning where parents usually contributed towards the cost

The impact on this identified group of children is as follows:

- The majority of children made good progress in English and Maths, with some children exceeding progress targets.
- In Phases 1 and 2, the majority of children are on track to achieve age-appropriate levels in their end of key stage tests. This dips in Phase 3 so will be a focus for the coming academic year.
- The majority of PPG children achieved the pass rate for the Year 1 Phonics Screening.
- Children have been able to participate in extra-curricular activities that they would not have otherwise enjoyed. This has had a positive impact on self-esteem and wellbeing.
- The Support from St Albans Plus enabled some children who had a range of complex educational and emotional needs increase their engagement with their learning. They also supported with social issues which were becoming barriers to academic learning.