

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Alban City
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Gilly Stray
Pupil premium lead	Claire Lord
Governor / Trustee lead	Linda Crawley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,130
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£68,510

Part A: Pupil premium strategy plan

Statement of intent

At Alban City School we aim to address inequality so that every child, regardless of their socioeconomic background, achieves the best possible outcomes in their education and has improved life chances and life choices. We aim to achieve this by understanding the key challenges to achievement among our disadvantaged pupils and addressing these through a robust and evidence-informed strategy, to enable these children to make good progress in their learning and achieve outcomes that are comparative to their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Secure a collective buy-in, ownership and commitment to addressing disadvantage across the school.
2	Explicitly teach meta-cognition strategies to improve children's motivation for learning, which will impact on the progress they make.
3	Increase children's vocabulary to support their learning, wellbeing and life chances.
4	Increase access to extra curricular and enrichment activities to support children's wellbeing and engagement in school life.

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
All aspects of school life will be carefully planned to ensure that the challenges our disadvantaged pupils experience do not become barriers to participation or achievement.	All staff will demonstrate an understanding of the challenges faced by our disadvantaged pupils. They will have high expectations for pupils and this will be evidenced through pupil participation, progress and attainment.
High-quality teaching of meta-cognition to be in place across the school.	Pupils will be able to describe metacognition skills appropriate to their age and state of

	development and explain how they support their learning.
High quality vocabulary instruction to be embedded across the school on a daily basis.	Noticeable improvements in pupils' spoken language, reading comprehension and language choices for writing.
Pupils participate in the wider life of the school to broaden their experiences.	Pupils attend at least extra curricular activity per week.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for all teachers and teaching assistants on developing vocabulary.</i>	<p>Our disadvantaged pupils' scores on BPVS.</p> <p>Spencer, s., Clegg, J., Stackhouse, J., & Rush, r. (2017) 'Contribution of spoken language and socio-economic background to adolescents' educational achievement at age 16 years'.</p> <p>Education Endowment Foundation: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 Oral Language Interventions (Impact +6 months)</p> <p>Why Closing the Word Gap Matters Oxford Language Report (2018)</p> <p>Closing the Vocabulary Gap Alex Quigley (2018)</p>	1, 3
<i>CPD for all teachers to understand metacognition and how to teach it.</i>	Education Endowment Fund	1, 2

	Teaching & Learning Toolkit: Metacognition & Self-Regulation (Impact +7 months) Education Endowment Fund Metacognition & Self-Regulation Guidance Report	
<i>CPD for all staff on Cognitive Load Theory and its application within education.</i>	NSW Government: Cognitive Load Theory in the Classroom Cognitive Load Theory: Research That Teachers Really Need to Understand	1
<i>CPD for all staff to develop their understanding of our pupils' experiences of the effects of disadvantage</i>	Addressing Educational Disadvantage in Schools and Colleges Marc Rowland EEF Guide to the Pupil Premium - Autumn 2021	1,2,3,4
<i>CPD for all staff on the teaching of phonics.</i>	EEF Small Group Tuition and Phonics	1
<i>Strategic leadership time</i>	Addressing Educational Disadvantage in Schools and Colleges Marc Rowland	1,2,3,4

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring</i>	EEF Small group tuition	1,3
<i>Wellcomm Trust in Reception</i>	EEF Oral language interventions	1,3
<i>ELS in Year 1</i>	EEF Small Group Tuition and Phonics	1,3
<i>Thinking Classrooms Metacognition (Whole School)</i>	Education Endowment Fund Teaching & Learning Toolkit: Metacognition & Self-Regulation (Impact +7 months) Education Endowment Fund Metacognition & Self-Regulation Guidance Report	2

<i>Word Aware Programme (Whole School)</i>	Education Endowment Foundation: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 Oral Language Interventions (Impact +6 months) Why Closing the Word Gap Matters Oxford Language Report (2018) Closing the Vocabulary Gap Alex Quigley (2018)	3
<i>After school 1:1 reading with Teaching Assistant</i>	EEF One to One Tuition	1,3
<i>Maths Action Research (Targeted Children)</i>	EEF One to One Tuition EEF Small Group Tuition Nottingham Trent University: Investigating Impact of Non-Teacher led One-To-One Maths Coaching	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidised trips</i>	Parent and pupil voice Take up rates	1,4
<i>Providing resources to individual pupils</i>	Parent and pupil voice	1,4
<i>Providing breakfast to pupils where needed</i>	Institute of Fiscal Studies report: Breakfast Clubs Work Their Magic in Disadvantaged English Schools https://ifs.org.uk/publications/8714	1, 4
<i>Individual music tuition</i>	EEF Arts Participation research	1,4
<i>Attending extra-curricular clubs</i>	EEF Extending the school day	1,4
<i>Providing chromebooks for long term loan</i>	Pupil Voice	1
<i>Use of Vista St Albans to provide counselling, behaviour support (including protective</i>	EEF Social & Emotional Learning (Impact +4 months) EEF Behaviour Support (Impact +4 months)	1,2

<i>behaviours) and wellbeing support.</i>		
<i>Providing play therapy for specific children</i>	EEF Social & Emotional Learning (Impact +6 months for targeted interventions)	1
<i>Providing Zones of Regulation to all children, Penn Resilience Programme to Year 5 and Positive Minds Wellbeing Programme to Year 6.</i>	EEF Social and Emotional learning	1,2

Total budgeted cost: £ 68,000

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 2020 to 2021 academic year.

A. Improved vocabulary for children eligible for PP

Activities that had been planned could not take place due to Covid restrictions that limited the sharing of resources, however the resources that we purchased were used with UKS2 pupils, including online versions during periods of remote learning. Pupils participated in weekly discussions and were able to participate using vocabulary that they previously would not have known. The impact was a noticeable improvement in pupils' participation and use of topic specific language.

B. Carefully monitored provision for pupils eligible for PP who also have SEND will lead to improved outcomes for their attainment and progress.

Due to the careful monitoring of provision by the SENCO, this group of children made good progress in targeted areas of English and maths. During the period of remote learning, children at home continued to receive high quality online teaching using video calls and there was clear evidence of progress.

C. Children can take part in activities and gain experiences typical of their peers that otherwise might be precluded by their family circumstances.

All Year 6 children eligible for PP funding attended a 2 day residential trip. Children had the opportunity to attend clubs and music lessons using the funding. During the period of national lockdown, this group of pupils was invited to continue to attend school or provided with Chromebooks if they were at home.

D. Deputy Headteacher to monitor attendance and liaise with local authority attendance team to improve attendance of children eligible for PP.

Attendance improved as a result of careful monitoring, positive relationships between home and school and support for those families who needed it.

E. Mitigate the impact of adverse childhood experiences on learning and emotional wellbeing

Staff CPD and initiatives such as 5 Ways to Wellbeing, Play Therapy, the introduction of a school dog and a learning mentor supported pupils' emotional wellbeing. The impact was that the children all attended school regularly, felt safe

and confident to participate in lessons and demonstrated positive behaviour for learning.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	