

Pupil premium strategy statement – Alban City School

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	381
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	19.12.24
Date on which it will be reviewed	September 2025
Statement authorised by	Gilly Stray
Pupil premium lead	Claire Lord
Governor / Trustee lead	Elizabeth Hodgkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62, 470
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62,470

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or particular challenges are happy at school, enjoy good mental health and wellbeing and make good progress leading to high attainment. Our Pupil Premium Strategy aims to support all disadvantaged children to achieve that goal in their unique ways.

We continuously learn about our pupils and the challenges they face (or have faced) to ensure that our Pupil Premium Strategy supports all our vulnerable children including those who have previously been looked after or have been in care in a way that recognises that each child is an individual.

Our critical challenge is raising attainment for our disadvantaged and vulnerable pupils, many of whom also have additional SEND needs (32%). In line with our SEND Strategy, High-Quality teaching is our core approach and our PPG strategy aims to bolster this with targeted support based on robust assessment of individual needs to ensure that all the building blocks are in place and that progress is not unduly hampered as a result of knowledge or skills gaps.

Central to our approach is meeting the generational needs of pupils in the post-Covid era. Recognising the longer term impact Covid has had on families, the current cost of living crisis and the proliferation of screen-based play and social media we understand that all of these can impact upon children's life experiences, self-regulation, communication skills and executive functioning. Without strengthening these, the ability to learn is compromised, therefore increased focus in this area will augment the work we will do to raise academic attainment. Underpinning all of the above, are children's happiness and wellbeing. Our strategy will continue to be proactive but, as in previous years, we will continue to ensure that provision is in place as close to the point of need as possible where events in a child's life have a negative impact.

Our key principles:

- Individualised approach based on robust identification of need, assessment and monitoring of impact.
- Whole-school approach where all members of staff have high expectations for all children and understand their role in improving outcomes for our vulnerable and disadvantaged pupils.

- Academic attainment is dependent on good executive functioning and the ability to self regulate*.

**Moffitt et al (2011) conducted a longitudinal study showing that self-control in childhood predicted academic and career success in adulthood independent of IQ.*

**A meta-analysis by Best, Miller & Naglieri (2011) found that Executive Skill Functioning predicted performance on standardised academic tests.*

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows an attainment gap in reading, writing and maths for PPG eligible pupils. In particular, our PPG eligible children are less likely to achieve at greater depth, especially in writing and maths compared to non-PPG eligible children. Our previous in-school research demonstrated that gaps in basic knowledge hamper children's progress. Closing these gaps will lead to improvements in attainment as children have the building blocks they require.
2	Our attendance data shows that our PPG eligible children's attendance is 5.4% lower than non-PPG eligible children with some children experiencing persistent absence or lateness. This impacts their attainment and wellbeing and if they are late, they then miss opportunities for extra planned support in Soft Start each morning.
3	Teacher observations and data shows that children's oracy and vocabulary skills are under-developed which then impacts on their ability to access the curriculum. Teachers in KS2 report that this particularly impacts children's ability to achieve greater depth in maths as the barrier is interpreting written word problems rather than the mathematical concepts. Previous data has shown that our PPG-eligible children's vocabulary is below standardised age-related norms.
4	Teacher observation, parental comments and pupil voice tells us that pupils across the school have under-developed self-regulation skills and executive functioning skills. This can mean that adult time is taken up in dealing with the consequences of these under-developed skills when it could be better used to support children's learning. This is having a greater impact on those already disadvantaged. A more proactive approach is required, including the continued funding of small group work.
5	The school have used the measure of Locus of Control to ascertain children's beliefs about themselves and their lives as this measure has been shown to correlate with educational outcomes and mental health/wellbeing. Whilst the data does not indicate significant wellbeing

	work is needed, we know from anecdotal evidence from parents, pupils and teachers that support for wellbeing is required in school, especially for some of our vulnerable pupils.
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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
Academic attainment for vulnerable and disadvantaged children will improve.	The attainment gap between PPG eligible and non-PPG eligible pupils will be reduced by the end of KS2 PPG eligible pupils will make strong progress from their individual starting points.
The school will develop a sustainable strategic approach to the teaching of oracy and vocabulary.	An oracy programme will be implemented and embedded across the school. Comparison against baseline data will show all children have made good progress in oracy skills.
Disadvantaged or vulnerable pupils will participate in a range of enrichment experiences to ensure participation at the same level as their peers.	All disadvantaged children will attend at least 1 club per term. No disadvantaged children will miss out on trips or enrichment activities due to financial circumstances.
Children's self-regulation and executive skill functioning will develop through a whole-school approach.	There will be a reduction in incidents relating to poor self-regulation. Comparison against baseline data will show that disadvantaged children will have made progress in developing their executive functioning.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund the strategic development and implementation of a whole-school approach to improving oracy and vocabulary across the school. This will include staffing, costs and resources.	Oral language interventions which develop pupil's use of vocabulary, articulation of ideas and spoken expression have been demonstrated to have a high impact in primary schools. Oral language interventions link to metacognition which is already embedded within the school. Oral Language Interventions EEF Teaching & Learning Toolkit.	1,3 & 4
Fund the strategic development and implementation of a whole-school Executive Skills programme. This will include staffing costs and resources.	A meta-analysis by Best, Miller & Naglieri (2011) found that Executive Skill Functioning predicted performance on standardised academic tests.	4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 or small group tuition to augment reading, writing and maths teaching by targeting gaps in knowledge. Specifically in arithmetic, times tables, spelling and reading.</p> <p>Purchase whole-school licence for Literacy Gold.</p> <p>Purchase individual licences for 123 Maths.</p> <p>Develop videos to teach individual maths</p>	<p>Evidence shows that one to one or small group tuition that is aligned with class teaching can be very effective at improving outcomes. Studies also show that digital solutions can have the same impact.</p> <p>One to One tuition Education Endowment Fund Teaching and Learning Toolkit.</p>	1

methods and reading that children can access at home.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund a family support worker, counselling and bespoke individual or small group targeted wellbeing support.	Parental and pupil voice is extremely positive. The demand for this support continues to grow and builds capacity to tackle a range of issues rapidly within school at the point of need. As part of a wider solution, these services have historically demonstrated that they improve wellbeing outcomes for children. Social & Emotional Learning EEF Teaching and Learning Toolkit (specifically references targeted support for pupils with social and emotional needs).	2 & 5
The SENCO and Deputy Head will attend Positive Regard training to enable them to develop a whole-school approach to self-regulation and behaviour support. Funding will pay for release time, time to develop our strategy, training costs and resources required to implement the programme. This will build upon the metacognition work introduced in the previous PPG strategy.	Both Social and emotional learning and behavioural interventions have been shown to have a positive impact on academic attainment. The approach we have selected will enable teachers across the school to adapt learning environments to ensure they are conducive to good learning behaviours and have consistent strategies for pupils whose behaviour may otherwise disrupt the learning of themselves and others. Social and Emotional Learning Behaviour Interventions EEF Teaching and Learning Toolkit	4 & 5
Fund at least 1 extra-curricular club per pupil. Contribute or fully fund the cost of trips and enrichment activities where a pupil	Marsh and Kleitman (2002) found that students participating in extracurricular activities achieved higher grades, completed more homework, and were more likely to pursue higher education	1,2,5

would otherwise not be able to participate due to cost.		
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Total budgeted cost: £62,470

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A. 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.

B. Successful integration of Ukrainian refugees

Our Ukrainian refugees received significant support to integrate and participate in the life of the school. Additional support for learning English was provided and all children are now able to speak English and access the curriculum. They have been supported through dance therapy, a Ukrainian choir and additional support in lessons such as translations and visual support.

C. 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.

D. Thinking Classrooms (Metacognition) now established across the school

Pupil voice has demonstrated that children are able to talk about the different learning powers and how they relate to their learning. At an open evening in the summer term, Thinking Classrooms was showcased to parents and feedback was very positive. Children often ask to borrow the animals to help them through a particular challenge e.g. some children wanted to have Albert the Armadillo with them during their SATS to remind them to be resilient.

E Word Aware Programme and CPD on developing vocabulary

Through further research, data analysis and understanding of our current pupils needs, it was jointly decided to put this programme on hold. Resources for this programme have been used within school to support metacognition.

F Zones of Regulation/Feel it Programme

Based on training in therapeutic thinking, it was decided that the school should adopt an emotional literacy approach. Instead of explaining our feelings in terms of colours, the FEELIT programme teaches children a common language to express and understand their emotions. This programme has been successfully introduced across the school, and children receive a weekly lesson where a new emotional literacy term is explored. The

new term is displayed in the classroom and referred to by staff and children throughout the week.

F Vista and in-house counselling support

As well as using Vista, staff have provided 1:1 emotional support for particular children on a needs basis.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Penn Resilience	Vista