



3 Year Pupil Premium Strategy Plan

St Alban's Voluntary Academy

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2020 - 21

Pupil Premium Lead	Michelle Hodgkinson	Governor Lead	Geoff Rowlands
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CURRENT PUPIL INFORMATION 2020 - 21

Total number of pupils:	333	Total pupil premium budget:	£63,145	Date of most recent PP Review	July 2017
Number of pupils eligible for pupil premium:	41	Amount of pupil premium received per child:	Ever 6 free school meals: £1,345 Looked-after children and Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order: £2,345 Service premium per	Date for next internal review of this strategy	July 2021

SUMMARY INFORMATION

			pupil: £310		
Proportion of disadvantaged pupils:	11.4%				

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	26	63%
Girls	15	37%
SEN support	6	16%
EHC plan	1	3%
EAL	7	18%

Assessment data for previous 3 years *

EYFS DATA 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	67%	78%	77%	57%	74%	72%

% meeting EXP or exceeded in Reading	67%	66%	66%	62%	79%	77%
% meeting EXP or exceeded in Writing	67%	66%	66%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	100%	85%	86%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	50%	81%	80%	57%	74%	72%
% meeting EXP or exceeded in Reading	50%	81%	80%	62%	79%	77%
% meeting EXP or exceeded in Writing	50%	81%	79%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	50%	81%	80%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	100%	71%	73%	56%	73%	71%
% meeting EXP or exceeded in Reading	100%	83%	84%	63%	79%	77%
% meeting EXP or exceeded in Writing	100%	71%	73%	58%	76%	73%
% meeting EXP or exceeded in Number	100%	86%	86%	66%	81%	79%

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	86%	84%	84%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	80%	89%	88%	70%	84%	82%
PHONICS 2016-17						

% of pupils passing Phonics Screening Check	100%	86%	87%	68%	83%	81%
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KSI ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	80%	76%	75%	na	na	na
% meeting expected standard or above in reading	100%	75%	78%	62%	78%	75%
% meeting expected standard or above in writing	60%	73%	71%	55%	73%	69%
% meeting expected standard or above in maths	60%	83%	80%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	50%	84%	79%	na	na	na
% meeting expected standard or above in reading	50%	84%	79%	60%	78%	75%
% meeting expected standard or above in writing	33%	76%	70%	53%	73%	70%
% meeting expected standard or above in maths	33%	86%	79%	61%	79%	76%
KSI ATTAINMENT 2016-17						
% achieving expected standard or above in reading, writing and maths	100%	70%	74%	na	na	na
% meeting expected standard or above in reading	100%	70%	74%	61%	78%	76%
% meeting expected standard or above in writing	100%	65%	69%	52%	71%	68%
% meeting expected standard or above in maths	100%	76%	79%	60%	78%	75%

KS2 Data 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	64%	76%	73%	51%	71%	65%
Progress score in reading	-1.49	1.02	1.78	-0.03	0.32	0.03
Progress score in writing	-0.72	1.86	1.26	-0.50	0.27	0.03
Progress score in maths	-2.03	1.26	0.38	-0.71	0.37	0.03
KS2 DATA 2017-18						
Ks2 Attainment RWM combined	57%	75%	70%	51%	70%	64%
Progress score in reading	1.88	1.11	1.33	-0.60	0.30	0.03
Progress score in writing	1.80	1.16	1.35	-0.40	0.20	0.03
Progress score in maths	1.41	-0.22	-0.56	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined	38%	81%	73%	48%	67%	61%
Progress score in reading	1.39	0.67	0.80	-0.70	0.30	0.00
Progress score in writing	-5.32	0.40	- 0.62	-0.40	0.20	0.00

KS2 Data 2018-19

Progress score in maths	-1.69	0.26	- 0.08	-0.60	0.30	0.00
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ATTENDANCE DATA

	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2019-20	90% (Sept 2019 – March 2020)		na
2018-19	96.8%		96%
2017-18	95.1%		95.8%

* No individual school or national attainment data is available for the 2019-20 academic year, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills)

A	<p>Early communication and language</p> <p>Children entering our school from disadvantaged backgrounds have limited communication and language skills. Talk Derby identifies Derby City as 316th in the Social Mobility Commissions Index out of 324 local authority areas and therefore Derby is part of the national Opportunity area programme to support disadvantaged pupils in speech and language acquisition. Our internal baseline assessment data for FS1 and 2 reflects this need for early language intervention. Poor communication and language has a knock on effect for all other areas of the curriculum: if children cannot communicate effectively, they cannot interact and build the relationships required to become independent learners as they progress through the school.</p>
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B	<p>Reading and vocabulary and language acquisition in KS2</p> <p>Our disadvantaged children who were lower prior-attainers in KS1 have a large progress gap in reading at the end of KS2 across a 3 year trend. This data, coupled with evidence from teacher consultation and discussion with English leads shows a gap in exposure to high quality texts - particularly in independent reading choices - and a need for further intervention to support this group in particular across the Key stage to sustain their progress from KS1. Regular exposure to high quality, ambitious vocabulary is also an impacting factor as it is noted that that is an area in which our disadvantaged group (in particular the lower prior-attainers) lack confidence with in both reading comprehension and writing. Progress in writing in KS2 for our disadvantaged group shows a three year, downward trend and, again, it is the knowledge, understanding and use of ambitious language choices that is seen as a significant factor in our disadvantaged children, in particular the lower prior-attainers, making expected or greater than expected progress across the key stage and achieving their potential.</p>
C	<p>Maths retention of key knowledge and reasoning skills</p> <p>Although progress for our disadvantaged children in maths is on an upward trajectory across both key stages, data shows disadvantaged girls having a three year progress gap at KS1 which continues to be significant at the end of KS2. Again, the progress gap against our non-disadvantaged group appears greatest in our lower prior-attainers. Both retention and recall of key knowledge and confidence in reasoning and problem solving within mathematics are specific barriers to overcome in order for our lower prior-attainers and girls to make expected or accelerated progress within maths across KS1 and KS2.</p>
External Barriers (such as poor attendance)	
D	<p>Mental health and well-being/pastoral needs</p> <p>Teacher consultation coupled with analysis of data from CPOMS shows that there have been particular needs within our disadvantaged cohort in relation to mental health and wellbeing, behaviour, motivation and self-esteem over the last 12 months (pre-covid); certain stands of which form specific trends within the disadvantaged pupils in particular phases. There is also a trend in limited social skills and relationship building at Key stage 1 in particular. These barriers pose a significant issue to securing progress for the disadvantaged children within school, both academic (ability to manage cognitive load and process information) and emotionally.</p>

E	<p>Barriers as a result of COVID19</p> <p>The EEF published evidence on the impact of school closures on the attainment gap, stating that school closures are likely to reverse progress made to narrow the gap in the last decade. The projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%. Along with the impact of COVID19 to attainment of our pupils, the impact on mental health, anxiety, social interaction and attachment of our disadvantaged learners in particular may require a longer-lasting recovery period that is specifically related to the 5 levers (<i>Professor Barry Carpenter</i>). Low parental engagement in home learning (a trend identified through teacher consultation) will also be a key barrier to overcome in moving forward the progress of our disadvantaged cohort.</p>
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Desired Outcomes

	Outcome	Success Criteria
A	<p>For our disadvantaged children entering school to have improved communication skills so that they are able to communicate effectively with both staff and peers, enabling them to build relationships and become independent learners.</p> <p><i>Lever 2 – Recovery Curriculum</i></p>	<p>80% of our FS1 and 2 disadvantaged children to be achieving GLD and maintaining, or accelerating, this progress into KS1 so that they are achieving at, or above, the same progress made by our non-disadvantaged children in reading, writing and maths.</p> <p>Targeted learning walks/discussions with senior leaders within the Foundation Stage will show a focus on communication and language acquisition in planning and delivery of sessions in the foundation stage.</p> <p>Parental involvement at the earliest level will be improved and this will directly impact on the communication skills of our disadvantaged children.</p>
B	<p>For our disadvantaged cohort to be exposed to, understand and use ambitious vocabulary across the school, but in Ks2 in particular, so that progress in reading and writing from KS1 assessments is maintained or accelerated.</p>	<p>The attainment, and in particular progress, gaps between disadvantaged and non-disadvantaged pupils in KS2 reading and writing will significantly reduce to be more in line with their non-disadvantaged peers.</p>

	<p><i>Lever 3 & 4 – Recovery Curriculum</i></p>	<p>Internal assessments in years 3, 4 and 5 will demonstrate maintained or accelerated progress for our disadvantaged cohort.</p> <p>Targeted interventions, relating to vocabulary and language acquisition and understanding, will be in place for children whose progress is falling behind in KS2.</p> <p>Focussed learning walks and book looks will evidence the high focus on and priority of vocabulary acquisition across the curriculum and in particular in Reading for Meaning sessions and English lessons.</p>
C	<p>For confidence in reasoning and problem solving and recall of prior knowledge to be improved in maths for our girls and lower prior-attainers in particular, so that expected, or greater than expected, progress can be made and the progress and attainment gaps reduced across school.</p> <p><i>Lever 4 – Recovery Curriculum</i></p>	<p>End of key stage formal assessment data will show a narrowing of the progress gap and improved attainment of our disadvantaged cohort in maths.</p> <p>Internal tracking will show that progress is being maintained for disadvantaged girls and lower prior-attainers in years 3, 4 and 5.</p> <p>Targeted interventions, relating to specific areas of need in maths, will be in place for children in the key groups whose progress is falling behind at both KS1 and KS2.</p> <p>Planning and timetabling will demonstrate a focus on recall of key information.</p>
D	<p>For our disadvantaged children to have raised aspirations, demonstrating positive self-esteem and motivation which will support their mental health and wellbeing. For all children to have strategies in place to support and develop their self-regulation.</p> <p><i>Lever 1 – Recovery Curriculum</i></p>	<p>Internal data (CPOMS data/ PP trackers) will show that emotional health concerns have been identified at the earliest opportunity and strategies/interventions have been put in place to support.</p> <p>Focussed learning walks will show that emotional health and wellbeing is part of classroom culture across school.</p> <p>Boxall profiles (or similar) will demonstrate progress in these areas over time for our disadvantaged children.</p> <p>Learning walks/pupil interviews will demonstrate solid relationships</p>

		between children and staff that will support their emotional health and wellbeing.
E	<p>For parents of our disadvantaged children to feel informed, supported and engaged in their children’s learning journey so that at-home learning (both in the event of school closure and in the course of normal school activities) is supported and the progress gap does not widen further.</p> <p><i>Lever 1 and 2 – Recovery Curriculum</i></p>	<p>Reading diary and learning log completion, coupled with engagement in online learning programmes (Purple Mash and Century) is high within this group.</p> <p>Parental representation at group sessions and drop-ins will be high.</p> <p>Teacher appraisals show that positive relationships with parents of our disadvantaged children have been formed and support given where needed.</p>

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Total budget across 3 years = £189,435

Current spending = 112,020

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
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A) To improve communication skills for children entering and leaving foundation stage (Linked to outcome A)	Training of all Foundation Stage staff to NVQ level 1 in communication and language and St Alban's becoming a communication friendly setting for Talk Derby.	Beginning Autumn 2020-21 Established by end 2020-21 academic year <i>Review Spring 2021</i>	15 hours FS lead time = £525 5 x 5 hours (teachers) = £175 5 x 5 hours (TA) = £80 £800	80% of Foundation stage children achieving GLD and progress gap within KS1 closing so that PP children achieve more in line with non-disadvantaged peers. Attainment and progress will place FS and KS1 above average in the EEF Families of Schools.
	Foundation stage to take part in the Nuffield Early Language Intervention (EEF Government funded project)	Applied for Autumn 2020 – ongoing through 2020-21 <i>Review End 2021</i>	Government funded project 25 TA hours initial assessment time = £400 9 hours TA online training = £150 1 xTA x 5 hours per week = £9120 £9700	
	CPD on oral language intervention in Foundation stage and Ks1 for teachers and TAs	Training/areas of need to be established as a result of above pilots Spring/Summer 2020-21 Training in place 2021-22	£500	

<p>B) To improve teacher and TA knowledge, understanding, delivery and assessment of vocabulary and language skills within the English Curriculum in order to improve attainment in reading and writing. (Linked to outcome B)</p>	<p>Purchase of Accelerated Reader and online reading bank. Development of library resources and teaching library (EEF promising project)</p>	<p>Developed 2020-21 Established 2021-22 <i>Reviewed Summer 2022</i></p>	<p>£4000 per year (AR) Budget for new library books = £1500 per year</p> <p>£8000 (year 2 and 3) £4,500 books budget</p>	<p>The attainment, and in particular progress, gaps between disadvantaged and non-disadvantaged pupils in KS2 reading and writing will significantly reduce to be more in line with their non-disadvantaged peers.</p> <p>Internal assessments in years 3, 4 and 5 will demonstrate maintained or accelerated progress for our disadvantaged cohort.</p>
	<p>Staff CPD Training on vocabulary strategies/reading for meaning – CPD to be researched and established.</p>	<p>Year 1 Ongoing throughout 2020-21 <i>Reviewed Summer 21</i></p>	<p>Subject leadership time = £350 per year (Full day per lead, per year)</p> <p>£1100</p>	
	<p>Priority reading 1:1 each day – vocabulary focus and priority writing conferences (year 2)</p>	<p>Year 1 Refreshed as part of recovery curriculum Autumn 2020 Ongoing <i>Reviewed Summer 2021</i></p>	<p>Ratio of 1 TA to 1 pupil, 30 minutes per week x 38 weeks = £12,500 per year</p> <p>£37,500</p>	
	<p>Staff CPD Training for precision teaching and support staff to carry this out</p>	<p>Year 1 Spring 2021 Established across school Summer 21 <i>Reviewed Summer 2022</i></p>	<p>8 x TA training = £130 Ratio of 1 x TA to 1 pupil, 30 mins per week – 12 chn</p> <p>£10,950</p>	

	<p>Staff CPD Oral language interventions such as Philosophy 4 children and Dialogic teaching researched and put in place</p>	<p>Year 2 Researched Autumn/Spring 2020 Trialled Summer 2021 Established 2021-22 <i>Reviewed Summer 2022</i></p>	<p>Subject leader time x 1 full day = £175 £200</p>	
	<p>Staff CPD Training on explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies for both teachers and TAs.</p>	<p>Year 1 Ongoing <i>Reviewed Summer 2021</i></p>	<p>£500</p>	
<p>C) To improve teacher and TA knowledge, understanding, delivery and assessment of recall and reasoning skills within the Mastery Maths Curriculum in order to improve attainment. (Linked to outcome C)</p>	<p>Staff CPD Teacher ad TA training, monitoring and support in Power Maths</p>	<p>Year 1 Begin Autumn 2020</p>	<p>Subject leader time x 1 full day = £175 per year £500</p>	<p>End of key stage formal assessment data will show a narrowing of the progress gap and improved attainment of our disadvantaged cohort in maths. Internal tracking will show that progress is being maintained for disadvantaged girls and lower prior-attainers in years 3, 4 and 5.</p>
	<p>Subject leader time to research potential of EEF research project 'TEEM up' in KS1 and deliver support in girls confidence in maths across both key stages</p>	<p>Year 2 Review and potentially deliver project training in 2021-22</p>	<p>Subject leader time x 1 full day = £175 per year £500</p>	

	<p>Staff CPD Staff CPD on snappy maths and use of knowledge organisers for recall</p>	<p>Year 1 Spring summer 2021</p>	<p>Subject leader time x 1 full day = £175 per year</p> <p>£500</p>	
<p>D) To develop teacher and TA knowledge, understanding and delivery of a SEMH curriculum. (Linked to Outcome 4)</p>	<p>Zones of regulation re-training and strategies to support this given to staff.</p>	<p>Summer 21 – Summer 22 <i>Review input across school Spring 2021 to determine level of staff CPD needed.</i></p>	<p>Subject leader time x 1 half day = £105 per year TA training = 4 staff (1 per phase) x 1 morning per year = £50</p> <p>£450</p>	<p>Internal data (CPOMS data/ PP trackers) will show that emotional health concerns have been identified at the earliest opportunity and strategies/interventions have been put in place to support.</p>
	<p>Development of PHSE curriculum and research of P4C promising project for potential use in school</p>	<p>Begin Spring/Summer 21 Embedded Autumn 21 <i>Review current practice in school Spring 21 to determine level of staff CPD needed</i> <i>Further review Spring 22</i></p>	<p>Subject leader time x 1 half day = £105 per year</p> <p>£320</p>	<p>Focussed learning walks will show that emotional health and wellbeing is part of classroom culture across school.</p> <p>Boxall profiles (or similar) will demonstrate progress in these areas over time for our disadvantaged children.</p>

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
A) To time, plan and carry out targeted interventions in reading and vocabulary development to improve attainment and access to the curriculum.	KS1 small group targeted reading intervention for those failing to pass phonics screening checks.	Established 2020 Ongoing throughout 2021	Ratio of 1 x TA to 1 pupil, 30 mins per week – average of 7 pupils per year (based on previous 3 year data) £6,400	Progress will be seen in informal assessment within class and in formal internal and external testing.
	Short-burst 1:1 reactive intervention and pre-teaching – Specific TA time dedicated to this.	Established 2020 Ongoing throughout 2021	3 x TA x 1 hr per week x 38 weeks £1,800	
	KS2 precision teaching training for TAs and interventions across KS2 to be informed by internal assessment.	Begun Autumn 20 LKS2 Developed Spring 2021 <i>Reviewed Summer 21</i>	Subject leader time x 1 half day = £105 per year TA training = 4 staff (1 per phase) x 1 morning per year = £50 £450	

	In school club provision reviewed and added to to focus on oracy, reading and vocabulary building- e.g. book club, debating club etc	*In the current climate, clubs are not taking place across school. Start date and costings to be reviewed Spring 2021	<i>*Costings to be established once Covid restrictions are lifted.</i>	
B) To time, plan and carry out targeted interventions in mathematics, in particular for our girls and lower prior-attainers, to improve attainment and access to the maths curriculum.	Short-burst 1:1 reactive intervention and pre-teaching for children focussing on mastery approach and use of concrete resources	Established Autumn 2020 as part of the recovery curriculum Ongoing <i>Allocation of support staff reviewed on a half termly basis</i>	Costings included in previous section.	Progress will be seen in informal assessment within class and in formal internal and external testing.
	Small group intervention based on internal assessment of topics.	Established Autumn 2020 as part of the recovery curriculum Ongoing <i>Allocation of support staff reviewed on a half termly basis</i>	3 x TA x 1 hr per week x 38 weeks £5,470	

	Use of Century online intervention programme in 1:1, small group sessions in school and as homework intervention	<p>Trialled Autumn 2020</p> <p>Established Spring/Summer 2021</p> <p><i>Reviewed Summer 2021</i></p>	Cost of Century included in catch up funding	
D) To further develop support for SEMH provision within school to support our disadvantaged learners.	Further development of 'nurture hub' to support behaviour and mental health and withdrawal sessions with learning mentor to support emotional regulation and self-esteem across school tailored to individual cohorts.	Explored Spring/Summer 2021 with a view to embedding 2021-22	<p>Learning mentor leadership time (for preparation) x 2 days per year = £500</p> <p>learning mentor delivery time x 3 hours per week = £50</p> <p>£1,650</p>	<p>Internal data (CPOMS data/ PP trackers) will show that emotional health concerns have been identified at the earliest opportunity and strategies/interventions have been put in place to support.</p> <p>Boxall profiles (or similar) will demonstrate progress in these areas over time for our disadvantaged children.</p>
	Weekly targeted intervention sessions in each phase to be established to support emotional regulation and self-esteem. These will be tailored specifically to different cohorts.	<p>Established Spring 2021</p> <p>Reviewed Summer 2021</p>	<p>SENCO time 2 hrs per week = £70 x 38 weeks = £2260</p> <p>TA time x 2 hours per week = £32 x 38 weeks = £1216</p> <p>£10,428</p>	

	Zones of regulation group for KS1 with Senco developed further.	Developed during 2021-22	See costings above	
	Chaplaincy provision to be developed further.	Developed during 2021-22 and established	No costings as yet established	

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
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1) To engage parents in their children's development at a pre-school age in order to improve communication and oracy.	Peep learning together programme delivered to parents of children 2 and under to support communication, language and early literacy, along with self-esteem and emotional regulation support.	*Groups will begin when COVID restrictions on adults in school lift. <i>Reviewed at end of Autumn term 2020</i>	1 x TA for 1 afternoon per week = £32 £3,600	School will have a good relationship with parents of children from disadvantaged backgrounds at a young age and parents will feel equipped with skills to support their child as they move into the foundation stage.
	Pre-nursery group sessions delivered (see above peep group sessions).	As above	1 x TA for 1 afternoon per week = £32 £3,600	
2) To provide further in-school support and provision for extra-curricular activities to support the mental health and wellbeing of our	Access to extra-curricular clubs for PP children reviewed and gaps in children attending found. Clubs matched to children's specific emotional needs.	*Clubs will begin when COVID restrictions lift. <i>To be reviewed end of Autumn 2020</i>	<i>*Funding to be established when Covid restrictions lift</i>	Internal data (CPOMS data/ PP trackers) will show that emotional health concerns have been identified at the earliest opportunity and strategies/interventions

disadvantaged cohort.	Secret garden area developed to support forest school principles and access to this prioritised for PP cohort.	To begin 2020-21 Established 2021-22 <i>Progress to be reviewed end Summer 2021</i>	<i>*Budget to be established Spring 2021</i>	have been put in place to support. Hard and soft data will show that use of these facilities/access to extra-curricular areas of school is having a positive impact on the SEMH of our disadvantaged children.
	Extra-curricular opportunities to build friendships, relationships and experiences identified and put into long term planning.	To be researched and key staff identified Spring/Summer 2020, once COVID restrictions have been lifted.	<i>*Funding to be established when Covid restrictions lift</i>	
3) To develop relationships and provide support for parents in order for them to feel equipped to support their children's home	Support for home learning established in relation to technology availability, specific learning packs (KS1 in particular)	To begin in Autumn 2020 as part of the Recovery Curriculum provision (lever 1 and 2) <i>Reviewed end of Spring 2021</i>	£800 per year £2400	Parental questionnaires will show that parents feel supported and involved in their children's learning. Reading records/learning logs/home learning will

learning.	Training on the new Century learning platform	To begin Autumn 2020 <i>Reviewed Spring 2021</i>	Deputy Head leadership time x 1 day £200	show engagement from children.
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PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead/ review date	Approximate cost
1) Linked to outcome A	Improved communication skills for children entering and leaving foundation stage	Training of all Foundation Stage staff to NVQ level 1 in communication and language and St Alban's becoming a communication friendly setting for Talk Derby.	Talk Derby identifies Derby City as 316th in the Social Mobility Commissions Index out of 324 local authority areas and therefore Derby is part of the national Opportunity area programme to support disadvantaged pupils in speech and language acquisition. Our internal baseline assessment data for FS1 and 2 reflects this need for early language intervention.	All staff will be trained and school will be a communication friendly setting. Effectiveness of programmes delivered will be evaluated by FS lead and new targets set. Lead and monitored by SLT – KR.	Kelly Royle Summer 2021	£3600
		Foundation stage to take part in the Nuffield Early Language Intervention	Research shows that oral language skills, the foundations of which are developed by age four, are strongly	Spaced training delivered to all staff (x 3 training points) and timetable of		

		(EEF Government funded project)	associated with children’s literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise.	implementation set out Autumn 2020 Progress of each child monitored through PP trackers and internal monitoring forms (school language screen data analysis) Termly PP meetings with PP lead to discuss progress of the programme and next steps.		
B) Linked to outcome B	To improve teacher and TA knowledge, understanding, delivery and assessment of vocabulary and language skills within the English Curriculum in order to improve attainment in reading and writing.	CPD on reading for meaning and vocabulary teaching strategies drip fed into staff meetings across 2020/21	Regular exposure to high quality, ambitious vocabulary is an impacting factor in progress in reading comprehension and writing for the disadvantaged cohort in our school. Progress in writing in KS2 for our disadvantaged group shows a three year, downward trend and, again, it is the knowledge, understanding and use of ambitious language choices that is seen as a significant factor in our disadvantaged children, in particular the lower prior-attainers, making expected or greater than expected progress across the key	Learning walks and book scrutinies will demonstrate a high focus on vocabulary acquisition across the curriculum. Strategies that have been delivered to staff will clearly be in use in classrooms.	LL and ERD (English coordinators) to lead CPD and monitoring.	£850

			stage and achieving their potential.			
		Staff CPD Training on dialogic teaching and dual coding to be delivered in order to improve teacher and TA knowledge and teaching for reading for meaning.	See above rationale.	Strategies will be employed by teachers and demonstrated in learning walks and classroom environments.	ERD and MBI to deliver staff training on this to both teachers and TAs.	
3) Linked to outcome C	To fill the gaps of knowledge created by school closures and improve teacher and TA knowledge, understanding, delivery and assessment of recall skills.	Staff CPD on use of ready to progress materials, knowledge organisers and snappy maths sessions to facilitate recall of core knowledge.	The NCETM have highlighted the importance of core concepts in the National Curriculum that will develop connections between mathematical topics and improve recall, particularly to support disadvantaged learners.	Pupil premium trackers will demonstrate use of the ready to progress materials and concrete resources in improving mathematical understanding. Classroom observations and learning walks will show an understanding and use of these materials to facilitate learning.	F Muldoon	£1000
D) Linked to outcome D	To develop teacher and TA knowledge, understanding and delivery of a SEMH	Zones of regulation training will be refreshed for staff to enable teaching of emotional literacy across the school.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. The EEF have reported that, on average, SEL interventions	Focused learning walks will show that emotional health and wellbeing is part of classroom culture across school. Boxall profiles (or similar)	Ashley Letham (SENCO) Jayne James (MH coordinator)	£260

	curriculum.		have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements are greater when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	will demonstrate progress in these areas over time for our disadvantaged children.		
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TOTAL estimated budgeted cost? £5,710

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
B English	To time, plan and carry out targeted interventions in reading and vocabulary development/	1:1 priority reading	School level analysis of Pupil Progress and interventions show that these sessions are amongst our most impactful for closing gaps in reading. Research indicates that classroom practices that encourage	Class recording systems will show priority reading being completed on a regular basis. Teaching assistants will have a detailed knowledge of the reading	ERD and LL to lead and monitor	£15,700

	<p>maths recall to improve attainment and access to the curriculum.</p>	<p>KS1 small group targeted reading intervention for those failing to pass phonics screening checks</p>	<p>repeated oral reading with feedback and guidance leads to meaningful improvements in reading expertise for students—for good readers as well as those who are experiencing difficulties.</p>	<p>progress of the PR group and their progress and next steps.</p> <p>Monitoring of this will be carried out by PP lead through termly team meetings and drop in sessions.</p> <p>MH to coordinate PP extra-curricular club participation (once guidance allows) to support PP children developing their oracy and vocabulary building.</p>	<p>PP lead to assess during learning walks and termly meetings.</p>	
		<p>KS2 precision teaching training for TAs and interventions across KS2 to be informed by internal assessment.</p>				
		<p>In school club provision reviewed and added to, focussing on oracy, reading and vocabulary building- e.g. book club, debating club etc</p>				
		<p>Short burst 1:1 reactive intervention and pre teaching sessions to take place as needed. Specific TA time will be dedicated to this on timetables.</p>				
<p>C Maths</p>	<p>To time, plan and carry out targeted interventions in mathematics, in particular for our girls and lower</p>	<p>Short-burst 1:1 reactive intervention and pre-teaching for children focussing on mastery approach and use of concrete resources</p>	<p>See above</p>	<p>See above</p>	<p>Phase leads to coordinate for phase</p> <p>FM to monitor</p>	<p>£1800</p>

	prior-attainers, to improve attainment and access to the maths curriculum.	Small group intervention based on internal assessment of topics.			and evaluate	
		Use of Century online intervention programme in 1:1, small group sessions in school and as homework intervention				
D SEMH	To further develop support for SEMH provision within school to support our disadvantaged learners.	Weekly targeted intervention sessions in each phase to be established to support emotional regulation and self-esteem. These will be tailored specifically to different cohorts.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. The EEF have reported that, on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements are greater when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	Boxall profiles (or similar) will show progress in the areas highlighted as issues for the focussed children. Monitoring of groups by AL will show that they are happening on a regular basis and planning is in place for the intervention. PP trackers for the focus children will show an impact on children's social/emotional/mental health needs	Ashley Letham to coordinate along with Patsy Wilson and Jayne James. <i>To deliver sessions:</i> <i>AL – Ks1</i> <i>JJ – LKS2</i> <i>PW – UKS2</i> <i>x1 afternoon per week.</i>	£3480
		Further development of 'Nurture Hub' to support behavioural and mental	See above rationale. Our internal tracking of SEMH data from CPOMS has highlighted a need for targeted	See above.	PW to develop the nurture hub with	£200

		health across cohorts.	interventions for our disadvantaged learners to support their emotional wellbeing.		support from KJ, JJ and AL.	
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TOTAL estimated budgeted cost?						£21,180
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WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Cost
A/E	To engage parents in their children's development at pre-school age in order to improve communication and oracy.	<p>Peep learning together programme delivered to parents of children 2 and under to support communication, language and early literacy, along with self-esteem and emotional regulation support.</p> <p>Pre-nursery group sessions delivered (see above peep group sessions).</p>	Studies in the UK show that the quality of the HLE before children attend school not only predicts school readiness outcomes, including language and communication and social-emotional skills, but also has a continuing effect on educational performance in primary and secondary school -up to age 18 years. (Taken from EEF toolkit – supporting parental engagement). Our own internal data highlights the need for early parental engagement to support children from disadvantaged backgrounds.	<i>*Groups to be established once Covid restrictions are lifted – review regularly for start date.</i>	Kelly Royle	£2400
B		Purchase of Accelerated Reader to support	Educational research suggests a strong relationship between	All children will have been star-tested and will have a	Emma Ruston-Donald and	No cost year 1

		engagement and progress in reading and vocabulary	vocabulary and comprehension, where a broad vocabulary (knowing lots of words) and a deep vocabulary (knowing those words well) correlates with better understanding. In an EEF study, pupils eligible for free school meals made on average 5 months' additional progress in reading comprehension and vocabulary acquisition.	ZPD assigned to them. Parent workshops will have been run to explain the new system and gain parental engagement. Whole school reward systems will have been established and English coordinators will monitor the use within the classroom.	Lynne Leatherland to lead MH to support Reviewed Summer 2021	
		Development of library and stock of books from within the zones replenished and updated to include up to date prize winners, current authors and current books.	Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all (<i>Children's and Young People's Reading in 2015, National Literacy Trust</i>). Development of library resources will aim to engage disadvantaged children to read for pleasure. Children who read for pleasure also have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing.	Pupil voice will show a positive attitude to new books. English coordinators will monitor use of library and class engagement with AR.		£1500
C		To use the Century Online Learning platform (specifically diagnostics) to	As part of the Trust's catch up programme, Century has been identified as a tool to identify gaps	Engagement with Century for our disadvantaged learners will be clear when	MBI to deliver initial training	

		support AFL and tailor homework linked to areas of need.	in knowledge and skills while addressing misconceptions, creating constantly adapting personalised pathways for every learner. Regular use of this at home can support closing of the gaps brought about by Covid closures, particularly for our disadvantaged children.	looking at the Century dashboard. Teachers will be able to speak knowledgeably about the gaps that their disadvantaged learners have through the use of the diagnostic materials. Pupil voice will show that century is being used well to support learning and that it is having a positive effect on the disadvantaged cohort's confidence and engagement.	MH to monitor use for disadvantaged learners across KS2.	
D	To provide further in-school support and provision for extra-curricular activities to support the mental health and wellbeing of our disadvantaged cohort	Secret garden area developed to support forest school principles and access to this prioritised for PP cohort.	Research from The New Economics Foundation (NEF) found that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. This has been particularly shown to have an effect on learners who are struggling in the classroom.	Pupil voice will demonstrate an increase in the areas highlighted from before the sessions began. Development of the secret garden area will provide a safe and secure space for children who are experiencing SEMH difficulties.	Katie Covell to lead with support from working party PW, JJ and AL to have input and coordinate groups to use the space.	
TOTAL estimated budgeted cost?						£3,900

TOTAL estimated budget cost for the year: £30,800

REVIEW OF 3 YEAR STRATEGY [date]

*At least annually

TEACHING PRIORITIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?

TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?

WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
