



St Alban’s Catholic Voluntary Academy

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2023 - 2026

Pupil Premium Lead	Michelle Hodgkinson	Governor Lead	Stuart Olivier	Trust Lead	Patricia Chapman
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CURRENT PUPIL INFORMATION 2023

Total number of pupils in school:	339	Total pupil premium allocation:	£63,640 per year £190,920 for 3 year plan.	Date of most recent PP Review:	5 th October 2022
Number of pupils eligible for pupil premium:	50	Pupil Premium carried forward from 2022/23:	£0	Publish Date:	December 2023
Proportion of disadvantaged pupils %:	15%	National Tutoring Programme (50% contribution)	£0	Statement authorised by:	

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	22	44%
Girls	28	56%
SEN support	6	12%
EHC plan	3	6%
EAL	5	10%

Statement of Intent

At St Alban's Catholic Voluntary Academy, we are committed to our mission that all pupils, irrespective of disadvantage, socio-economic conditions or challenges faced, fulfil their potential and grow as unique, independent and confident individuals in society. We are committed to meeting the pastoral, social and academic needs of each of our children in a loving and spiritual environment. Our expectations are high for all pupils and we are driven to ensure that our disadvantaged learners progress and attainment will be developed and improved alongside their peers.

Quality first teaching and curriculum design are at the heart of our approach as it is widely understood that this is one of the greatest drivers of pupil attainment, particularly for those from a disadvantaged background. Our cohesive, three-year strategy places a strong emphasis on developing teacher and teaching assistant expertise in the classroom, in order to meet the needs of all pupils. Robust analysis of our school data, alongside scrutiny of latest research-informed and evidence-based good practice, means the emphasis within our strategy has been placed on the development of pupil's vocabulary and language acquisition throughout all key stages. Continual CPD within this area will develop expertise in delivery across our staff, enabling all learners to excel in their learning. To further support our disadvantaged learner's academic development, carefully chosen, targeted small group and one-to-one interventions have been outlined.

At St Albans, we also place great value on the development of the child as a whole: our approach extends beyond academic achievements to include an important focus on the social, emotional and mental health of our children. Our three-year strategy aims to further invest in providing a supportive and inclusive curriculum and school environment that will equip our pupils with the necessary skills needed to thrive in an ever-changing world.

To ensure that the actions outlined in our strategy yield the best possible outcomes for our children, robust monitoring and review of our strategy aims will take place on a regular basis.

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills, SEMH)

A	<p><u>Communication and language acquisition</u></p> <p>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. In the Ofsted English Curriculum Research Review (July 2022) it states that, “developing spoken language is especially important for those from disadvantaged backgrounds, who are most likely to be word-poor.” Reception baseline assessments frequently highlight that our children from disadvantaged backgrounds are entering school with delayed communication and language skills. As they progress through school, these delayed communication and language skills impact pupil’s abilities to reason, problem solve and communicate in maths; to acquire reading comprehension fluency and to articulate themselves in writing tasks, along with providing barriers to social interaction and personal expression.</p>
B	<p><u>Exposure to rich and ambitious vocabulary</u></p> <p>This is further supported by ‘Why closing the word gap matters: Oxford language report’ where evidence between poor vocabulary acquisition and disadvantaged backgrounds is clear (see appendix A). Internal data in EYFS, KS1 SATS and phonics screening checks confirms that there is a significant progress gap between our disadvantaged children in Early years and KS1 and their non-disadvantaged peers in reading and phonics (see appendix B). This further extends to KS2 where, in year 3, the gap continues to stay wide.</p>
C	<p><u>Writing</u></p> <p>Fluency in writing underpins the primary curriculum. At KS1, both attainment and progress for our disadvantaged has fallen significantly below school non-disadvantaged and national non-disadvantaged (see appendix B). Internal data in KS2 shows a gap for all year groups between attainment for disadvantaged and non-disadvantaged learners. Although the progress gap decreases throughout this phase, regular intervention and enhanced support are needed to achieve this.</p>

External Barriers (such as poor attendance)

D	<p><u>Social, emotional, and mental health challenges</u></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. As well as this, there is some evidence to suggest that disadvantaged pupils are less likely to</p>
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	use metacognitive and self-regulatory strategies to support their own learning and overcoming challenges (IIS, closing the disadvantage gap: evidence from EEF toolkit). Internal observations, pupil/staff conversations and data show this as a barrier to further attainment for our disadvantaged cohort across all phases.	
E	<p><u>Opportunities for socio-cultural capital</u></p> <p>Socio-cultural capital refers to our background knowledge and how this influences our perceptions and understanding of the world around us. Commitment to developing knowledge, skills, values and experiences for our pupils is essential in addressing the barriers to our children's development of character and in seeking out their passions and aspirations in the world.</p>	
Desired Outcomes/Aim for each barrier		
	Outcome/Aim	Success Criteria
A	For children to be articulate in their communication skills when in conversation with both peers and adults. To be proficient at communicating in maths, reading and writing in order to achieve their academic potential.	<p>Success for our disadvantaged cohort to be measured against progress in the Communication and Language Curriculum.</p> <p>Academic progress will be seen in reading, writing and maths across the key stage.</p>
B	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects.	<p>For the progress gap between our disadvantaged and non-disadvantaged cohorts to have progressively closed in both reading and phonics in KS1 so that our disadvantaged learners' progress is in line with non-disadvantaged.</p> <p>For both attainment and progress for our disadvantaged learners in reading to remain in line or exceeding, both in school and nationally at KS2.</p> <p>For writing results to be impacted by vocabulary knowledge and use in KS2 so that the gap closes between disadvantaged and non-disadvantaged cohorts in end of key stage tests.</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 the progress gap between our disadvantaged and non-disadvantaged cohorts to close in writing so that our disadvantaged children achieve in line with both school and national non-disadvantaged cohorts.</p>	<p>For Rainbow Grammar to have impacted children's writing so that technical accuracy of sentence structure is a strength of our disadvantaged cohort's writing. For staff understanding and subject knowledge of writing to be of a consistently high level across school, resulting in high quality teaching and feedback having a direct impact on the progress of our disadvantaged cohort's writing across all phases. Internal assessments in years 1, 2, 3, 4 and 5 will demonstrate maintained or accelerated progress for our disadvantaged cohort.</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>Internal data (Priority pupil team minutes, PP phase reviews, Edukey tracking of 5 step plans) will show that emotional health concerns have been identified at the earliest opportunity and strategies/interventions have been put in place to support. Focussed learning walks will show that emotional health and wellbeing is part of classroom culture across school.</p>
E	<p>For our co-curriculum to reflect a broad and diverse range of opportunities, and barriers to participation be removed or reduced, so that our children from disadvantaged backgrounds can both explore new interests and develop existing ones to achieve their full potential.</p>	<p>Both internal and external curriculum reviews will demonstrate clear and explicit teaching of character behaviour mapped out progressively across subjects and phases within school. Pupil voice from within both our disadvantaged and non-disadvantaged cohorts will demonstrate that barriers to participation have been broken down and there is no significant difference between the uptake of co-curricular opportunities between disadvantaged and non-disadvantaged cohorts.</p>

3 YEAR PUPIL PREMIUM STRATEGY

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

Budget across three years: £190,920

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
1.To improve communication skills across all phases, including foundation stage and early years.	A	Inclusion in 'Speak out: Oracy project'	Year 1 – artist working in school Year 2 – dissemination to rest of the school	Key staff cover x 3 £2000	
		CPD on oral language intervention in Foundation stage and Ks1 for teachers and TAs – Neli?	Year 1 to be researched. Year 2 to implement.	Subject lead / phase lead time £250	
		Development of Voice21 school membership	Year 2	£2650 per year	

		Development of own communication curriculum. Progression to be mapped across school.	Year 2 research and trial alongside Voice 21 and Oracy project; year 3 refine and establish whole school. CPD and coaching opportunities to be established for new staff.	Subject lead time £500 Budget for attending CPD £500	
2. To develop broad and ambitious vocabulary use.	B	Staff CPD Sounds write training and resourcing	Spiral training delivered yearly. Y1 – Lower KS2 training, delivery and support Y2 – Upper KS2 training, delivery and support Y3 – Refresher training for KS1 Review yearly	Sounds Write training cost £1100 per staff member X 10 staff members £11,000	For the progress gap between our disadvantaged and non-disadvantaged cohorts to have progressively closed in both reading and phonics in KS1 so that our disadvantaged learners' progress is in line with non-disadvantaged. For both attainment and progress for our disadvantaged learners in reading to remain in line or exceeding, both in school and nationally at KS2.

		Staff CPD Training on vocabulary strategies- CPD to be researched and training delivered across school at phase and whole school level for English teaching (including Reading for Meaning)	Year 1 curriculum development work Y2 implementation Review Summer 2025	English lead release time cost £1000 Budget for training £500	For writing results to be impacted by vocabulary knowledge and use in KS2 so that the gap closes between disadvantaged and non-disadvantaged cohorts in end of key stage tests.
		Staff CPD Training on vocabulary strategies in the foundation subjects delivered across school at phase and whole school level	Year 2 curriculum development work Y3 implementation Review Summer 2026	Curriculum lead release time cost £1000	
3. Development of writing	C	Rainbow Grammar training	Year 1 and 2 Reviewed end Y1	Jason Wade training fees INSET = £ Further budget for CPD = £	For Rainbow Grammar to have impacted children's writing so that technical accuracy of sentence structure is a strength of our disadvantaged cohort's writing. For pupil premium children to be progressing at
		Rainbow Grammar coaching and training support from Jason Wade	Year 1 and 2 Reviewed end of Y2		

		Development of writing moderation – staff CPD	Y1 and 2 Reviewed end of Y1	CPD for lead teacher £1000	least in line with our non-pp cohort. For staff understanding and subject knowledge of writing to be of a consistently high level across school, resulting in high quality teaching and feedback having a direct impact on the progress of our disadvantaged cohort's writing across all phases. Internal assessments in years 1, 2, 3, 4 and 5 will demonstrate maintained or accelerated progress for our disadvantaged cohort.
		Mentoring and coaching programme for Rainbow Grammar / Use of the WRITER sequence	Ongoing Y1 and 2 Review end of Y1	Staff release time for coaching £2000	
4. SEMH Mental health and wellbeing	D	Development of Zones of regulation and our SEL curriculum across school	Y1 ongoing Review Summer 2024	SMHL training cost £1000	Internal data (Priority pupil team minutes, PP phase reviews, Edukey tracking of 5 step plans) will show that emotional health concerns have been identified at the
		Ongoing training for school senior mental health lead – mental health school's award			

		Implementation and embedding of 5 step mental health plan across school	Y1 implementation Review Summer 2024	Release time to implement cost £500	earliest opportunity and strategies/interventions have been put in place to support. Focused learning walks will show that emotional health and wellbeing is part of classroom culture across school.
5. Development of co-curriculum	E	Music teaching provision across school	Three years Review yearly	Cost of provision £	Both internal and external curriculum reviews will demonstrate clear and explicit teaching of character behaviour mapped out progressively across subjects and phases within school. Pupil voice from within both our disadvantaged and non-disadvantaged cohorts will demonstrate that barriers to participation have been broken down and there is no significant difference between the uptake of co-curricular opportunities between disadvantaged and non-disadvantaged cohorts.
		Creation and resourcing of character behaviour/cultural capital curriculum across school	Research Y1 Deliver Y2 Embed Y3	Curriculum lead time £500 Budget for development £	
		Continued development of chaplaincy provision	Ongoing across 3 years		

TARGETED ACADEMIC SUPPORT (interventions)

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Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
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<p>1 To develop broad and ambitious vocabulary use</p>	<p>B</p>	<p>Targeted intervention in reading to support KS1 and KS2 children in making additional progress</p> <p>KS1 – Sounds write intervention</p> <p>(Targeted intervention for those failing to pass phonic screening check)</p> <p>KS2 – Herts for learning reading intervention</p>	<p>End of Year 1 training completed and resources bought for HFL intervention</p>	<p><u>Delivery time</u></p> <p><u>KS1 SoundsWrite</u></p> <p>TA x 2 ½ hours per week @ £17 per hour x 4 TA</p> <p>= £42.50 per week</p> <p>= £1150 per year x 4 = £4600 per year</p> <p>£13,800 for three years</p> <p>KS2 HFL reading project</p> <p>2 x TA for 1 hour per week</p> <p>£1224 per year</p> <p>= £3672 for three years</p> <p>Herts for learning training £160</p> <p>Leadership and staff attendance</p>	<p>Intervention progress for our disadvantaged learners will be evident in SoundsWrite phonics check data and will be tracked through Edukey.</p> <p>Progress in Herts for learning interventions will be tracked through intervention assessment. Internal assessment tracking will demonstrate progress for those children having taken part in reading intervention. This will be monitored through Insight tracking and Edukey.</p>
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				time for TA training on RG	
2. Development of writing	C	Targeted intervention in writing to support KS1 and KS2 children in making additional progress	Y1 Summer term to be in place	Staff release time £1200 per half term £7200 per year £21,600 for three years	Monitoring and pupil voice will demonstrate progress in confidence for those children taking part in writing interventions across school. Internal data tracking will show progress in writing for those children involved in a writing intervention.
3. Mental health and wellbeing	D	Staff CPD and delivery of ELSA intervention	Ongoing across three years	ELSA training £2100 Delivery time £	Internal data (Priority pupil team minutes, PP phase reviews, Edukey tracking of 5 step plans) will show that emotional health concerns have been identified at the earliest opportunity and
		Zones of regulation intervention			

		Bridge the Gap support for vulnerable pupils		Bridge the Gap external provider cost £	<p>strategies/interventions have been put in place to support.</p> <p>Internal review through priority pupil meetings will demonstrate that emotional health and wellbeing concerns are being supported through intervention at the earliest opportunity.</p>
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WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
1 To develop broad and ambitious vocabulary use	B	Accelerated Reader Programme	Three years	AR cost per year £1841	Both progress and attainment in reading at KS2 will be in line with school and national non-disadvantaged performance. Accelerated Reader data will show that our disadvantaged cohort engage thoroughly with reading for pleasure and monitoring will demonstrate a clear progression in our reading curriculum across school.
		Development of library space	Year 2 investment Review Summer 2025	Three years = £5523	
		Development of reading book offer across Early years / KS1 / KS2	Yearly investment	Cost of additional library staff hours £1530 per year £4590	
				Budget for library furniture	

		Development of reading spine	Year 2 – vocabulary / reading focus for CPD in school	/ area improvement £	KS1 phonics data will show a closing of the gap between our disadvantaged and non-disadvantaged cohorts in reading.
			Review Summer 2025	Budget for book buying per year £	
2	E	Educational visits into school to support cultural/ character curriculum (authors / cultural and religious experiences / arts practitioners)	Ongoing across 3 years	Budget per year £	Both internal and external curriculum reviews will demonstrate clear and explicit teaching of character behaviour mapped out progressively across subjects and phases within school.
3	E	In school club provision / offers developed to reflect wide variety of interests and support oracy and vocabulary building	Established Y1 Reviewed yearly Ongoing development Y2/3		Pupil voice from within both our disadvantaged and non-disadvantaged cohorts will demonstrate that barriers to participation have been broken down and there is no significant difference between the uptake of co-curricular opportunities between disadvantaged and non-disadvantaged cohorts.

PUPIL PREMIUM ACTION PLAN: 2023/24

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	To improve communication skills across all phases, including foundation stage and early years (Barrier A)	Speak Out Oracy project	Children who come from disadvantaged backgrounds and who are English language learners (ELL) are at high risk of limited oral language skills which impacts on later educational achievement and socio-emotional functioning (University of Bristol research report 2023) On average, oral language intervention approaches have a high impact on pupil outcomes of around 6 months additional progress (EEF 2021)	Lead by MH Full SLT engagement – on the three-year school improvement plan Engagement of outside provider – Derby Theatre and SRS collaborative project - monitoring and support with both professional development and running of project	Michelle Hodgkinson Supported by Rebecca Tomlinson and Katie Bond	Summer 2024 Evaluated jointly by MH / Ian Pringle and Derby Theatre Oracy Project Team
2 - B	To develop broad and ambitious vocabulary use (Barrier B)	Sounds Write training and resourcing – LKS2 focus.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF toolkit 2024)	Designated phonics lead with the English team Regular, spiralled, intense training and support, beginning	Natalie Peake	Reviewed termly as an English team and next steps put in place for

				<p>with trained expert teachers and Tas in KS1, followed LKS2 and finally UKS2</p> <p>Regular monitoring from phonics lead fed back to SLT</p>		training and support
		<p>Refresher CPD in vocabulary strategies in English teaching</p>	<p>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.</p> <p>Language and literacy have a central role in school success (Clark, 2019, p. 6) and difficulties with the language can present a significant barrier to academic achievement.</p>	<p>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.</p>	<p>MH and LL to lead CPD and monitoring within English.</p>	Reviewed Summer 2024
		<p>Foundation subjects' curriculum design to highlight key vocabulary to be taught in each topic</p>	<p>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.</p> <p>Language and literacy have a central role in school success (Clark, 2019, p. 6) and</p>	<p>Support for middle leaders and ongoing curriculum design CPD from SLT across the Summer term in order to begin the foundations of building a vocabulary</p>	<p>SLT to lead Middle leaders to work on</p>	Reviewed summ2024

			<p>difficulties with the language can present a significant barrier to academic achievement.</p> <p>The complexities of language children are exposed to in KS3 is significantly higher than KS2. To bridge this transition gap there is a need for a coherent approach to vocabulary embedded through curriculum, pedagogy and transition activities at KS2. (Derby Research school, Bridging the gap at KS2-3 transition, 2024)</p>	<p>spine throughout school.</p>		
3	<p>Development of writing (Barrier C)</p>	<p>Rainbow Grammar implementation</p> <p>Whole staff regular CPD and coaching programme for key phase.</p>	<p>Internal assessment of writing and of our writing curriculum across the school shows a gap in children’s understanding of sentence structures and Grammar for writing support. Rainbow Grammar is based upon Rosenshine’s principles of instruction.</p>	<p>Strategies will be employed by teachers and demonstrated in learning walks, book looks and classroom environments.</p> <p>Regular and robust training from an outside provider for both teachers and TAs will be in place and pupil voice will also demonstrate understanding when monitored.</p> <p>Commitment to further training in a</p>	<p>MH and LL to lead</p>	<p>Reviewed Summer 2024</p>

				three-year implementation plan.		
		Development of internal writing moderation – staff CPD		Regular training and support for new to phase teaching staff will be drip-fed across the year and external expert CPD will be given to ECTs. Moderation will be supported by English leads and phase leads to ensure consistency of expectation and judgement in writing. Next steps for writers will be identified to support their learning journey.	ERD, MH and LL to lead	
4	SEMH support (Barrier D)	Development of Zones of regulation and our SEL curriculum across school Ongoing training for school senior mental health lead – mental health school’s award	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	Senior mental health lead identified and receiving ongoing training Specialist teacher to deliver ten:ten programme across school to ensure	Jayne James to lead MH team Kate Johnson to	Reviewed Summer 2024

		Implementation and embedding of 5 step mental health plan across school.	attainment. Improvements are greater when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	consistency and value placed on this aspect of the curriculum SMHL part of the priority pupil team Mental health lead team established and meeting regularly to develop and review progress as a school towards our goal.	coordinate and lead SEMH curriculum	
5	Opportunities for socio-cultural capital (Barrier E)	Development of cultural capital curriculum across school Music teaching provision across school from music partnership	The Cultural Learning Alliance's 2017 research project used large sample sizes of 12,000 to find the following key research findings: Participation in structured arts activities can increase cognitive abilities by 17% Learning through arts and culture can improve attainment in Maths & English Learning through arts and culture develops skills and behaviour that lead children to do better in school. Students from low-income families who take part in arts activities at school are three times more likely to get a degree.	Monitored by music lead regularly to ensure high standards of delivery.	Louise Franik Tim Brogan	

TOTAL estimated budgeted cost: £28,720

Of which from NTP funding:

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
2	To develop broad and ambitious vocabulary use	<p>Targeted intervention in reading to support KS1 and KS2 children in making additional progress:</p> <p>KS1 – Sounds write intervention.</p> <p>KS2 – Herts for learning reading intervention</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF toolkit 2024)</p> <p>HFL Reading Fluency Project has been proven to support the reading development of low achieving pupils. On average, in 8 weeks, pupils taking part in the project made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months as measured by the YARC assessment tool.</p>	<p>Monitoring of this will be carried out by PP lead through termly PP progress team meetings and drop-in sessions.</p> <p>Edukey used consistently across school to track progress in interventions. MH to monitor through termly checks and PP progress meetings.</p>	<p>MH to lead</p> <p>AL to lead SEND</p>	MH/AL to review termly
2	To develop competent and confident writers across school	Targeted writing intervention	The simple view of writing (EEF guidance report 2021) states that Ronald Kellogg, an American literacy expert, argues writing can be as cognitively demanding as chess. It is demanding because children need to	High quality CPD ion leading writing interventions linked to Rainbow Grammar will be delivered by the	MH to lead	MH / AL / ERD to review ternly

	(Barrier 3)		coordinate several different processes. The EEF also states that In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching,	English and PP lead, in order to ensure knowledge and skills to deliver high quality intervention are present. Sessions will be monitored and reviewed by English lead Edukey will be used to track progress of learners within the intervention.		
4	For children's mental health and wellbeing to feel supported in order to allow them emotional freedom to learn. (Barrier D)	Staff CPD and delivery of ELSA intervention Zones of regulation intervention	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	High quality specialist training for ELSA delivery Assistant head to coordinate and monitor in depth	ERD/AL to coordinate and monitor	Reviewed in summer term. ERD

		Bridge the Gap support for vulnerable pupils	SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	Priority pupil meetings will identify children needing support		
					TOTAL estimated budgeted cost:	£17,782
					Of which from NTP funding:	

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	To develop broad and ambitious vocabulary use (Barrier B)	<p>Accelerated Reader Programme</p> <p>Development of library space</p> <p>Development of reading book offer across Early years / KS1 / KS2</p> <p>Development of reading spine</p> <p>Employment of librarian to coordinate library space</p>	<p>Educational research suggests a strong relationship between 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 intervention.</p> <p>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</p>	<p>MH to coordinate and monitor deployment of staff and junior librarians</p> <p>Regular review of space and drip pf investment to ensure that updating to library stock is a continual porocess</p>	MH	<p>Summer 2024</p> <p>MH/TB/LL</p>

			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.			
2	For our co-curriculum to reflect a broad and diverse range of opportunities, so that children can achieve their full potential.	<p>Educational visits into school to support cultural/ character curriculum (authors / cultural and religious experiences / arts practitioners)</p> <p>In school club provision / offers developed to reflect wide variety of interests and support oracy and vocabulary building</p> <p>(links to barrier E)</p>	<p>Research shows that offering arts and cultural opportunities are perceived to have wider life-enhancing benefits. The EEF reports that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Knowledge is not neutral, as Ogbu (1990, Ogbu1992) elucidates; students whose cultural capital, funds of learning and social intelligence lay outside that endorsed by the education system become inherently disadvantaged.</p> <p>Lau (2016) explains that social intelligence is a crucial influence on how young adults learn in modern times. If we can support our students to build this, then we will help them to access our curriculum and thrive.</p>	Clubs / visits and visitors will be planned into the school year so that we are building the capacity for our children to experience culture, beliefs, experiences, and the world outside of St Alban's four walls.	<p>SLT to coordinate.</p> <p>Work to begin summer 2024</p>	TB/ERD to review
TOTAL estimated budgeted cost:						£4370
Of which from NTP funding:						

REVIEW OF 3 YEAR STRATEGY [2022/23]

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	
How do you know staff understand the strategy and apply correctly?	