

# Pupil premium strategy statement – St. Alban's CE Primary 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 outcomes for disadvantaged pupils last academic year.

## School overview (2024-25/2025-26)

Detail	Data
Number of pupils in school	117, 82
Proportion (%) of pupil premium eligible pupils	63%, 52.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025-2026 to 2027-2028
Date this statement was published	17.11.25
Date on which it will be reviewed	19.01.26 16.03.26 11.05.26 13.07.26
Statement authorised by	Rebecca Hughes Executive Headteacher
Pupil premium lead	Jayne Andrews Head of School
Governor / Trustee lead	Allan Jenkins Chair of Governors with responsibilities for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109, 520.00 £68, 175
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£68, 175</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last two years indicates that attendance at 20-50% among disadvantaged pupils has been between 6.1% lower than for non-disadvantaged pupils.</p> <p>2.0% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers as evidence through our Reception and talk boost baseline assessments.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 3 years,</p> <p>100% of our disadvantaged pupils arrive below age-related expectations. This gap narrows significantly by the end of KS2 at expected level. A school priority is to increase the percentage of pupils reaching the GDS in reading.</p>
3	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry.</p> <p>100% of our disadvantaged pupils arrive below age-related expectations. This gap narrows significantly by the end of KS2 at expected level. A school priority is to increase the percentage of pupils reaching the GDS in writing.</p>
4	<p>Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry.</p> <p>100% of our disadvantaged pupils arrive below age-related expectations. This gap narrows significantly by the end of KS2 at expected level. A school priority is to increase the percentage of pupils reaching the GDS in Maths.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to parental mental health and</p>

	<p>domestic relationships. These challenges particularly affect disadvantaged pupils, including their attainment as it impacts their attendance and resilience.</p> <p>Teacher referrals for support remain relatively high. 21 pupils (17 of whom are disadvantaged) currently require additional support with social and emotional needs, with 3 (3 of whom are disadvantaged) receiving small group interventions and 1:1 interventions from our Place 2 Be counsellor.</p>
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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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being in line with national and Camden and the attendance of disadvantaged pupils to be in line with their non-disadvantaged peers.</li> </ul> <p>The percentage of all pupils who are persistently absent being in line with national and Camden, with the figure among disadvantaged pupils being in line with their non-disadvantaged peers.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment as well as pre and post talk boost assessments.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that disadvantaged pupils meeting the expected and greater depth standard is in line with or greater than their non-disadvantaged peers.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2027/28 show that disadvantaged pupils meeting the expected and greater depth standard is in line with or greater than their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that disadvantaged pupils meeting the expected and greater depth standard is in line with or greater than their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
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## 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: **£36, 815**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1, 2, 3,
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time to attend the oracy hub.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme resources (RWI) to continue</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a>	3

access Maths Hub resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	4

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

Budgeted cost: £18, 407

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.  Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2
One to one and small group talk boost interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination	1

relatively weak spoken language skills.	of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12, 953

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  This will involve training and release time for staff to develop and implement new procedures and work with the School Inclusion Support Officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £68, 175**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

**Disadvantaged pupils KS2 (PLEASE NOTE: this data is taken from Camden analysis, which compares disadvantaged pupils to the same cohort nationally. This differs from DfE analysis, where disadvantaged pupils are compared to those NON- disadvantaged nationally. The "gap" is the difference between disadvantaged pupils and other pupils)**

*Disadvantaged pupils in this cohort – 9*

*School % disadvantaged pupils: 58%*

*Camden % disadvantaged pupils: 51%*

<u>Reading</u>	Expected and above	Greater Depth	Camden EXS	Camden GDS	National EXS	National GDS
Disadvantaged	78% (78%)	22% (11%)	76% (77%)	27% (25%)	64% (63%)	22% (17%)
Non-disadvantaged	83% (90%)	50% (30%)	89% (87%)	56% (46%)	81% (80%)	39% (34%)

*( ) indicate previous year's figures*

Disadvantaged gap		
Expected or above		
	2023	2024
School	-19%	-12%
Camden	-13%	-10%
London	-14%	-13%
National	-18%	-18%

Disadvantaged gap		
Greater depth		
	2023	2024
School	-34%	-19%
Camden	-19%	-21%
London	-18%	-15%
National	-17%	-15%

The gap between disadvantaged pupils and their non disadvantaged peers has narrowed consistently at expected level over 3 years. The gap at greater depth has narrowed from the 2023 outcomes and is in line with Camden.

***KS2 reading – disadvantaged pupils achieve slightly below national non-disadvantaged at EXP and above national disadvantaged***

**KS2 reading – disadvantaged pupils achieve below national non-disadvantaged at GDS in line with national disadvantaged.**

<u>Writing</u>	Expected and above	Greater Depth	Camden EXS	Camden GDS	National EXS	National GDS
<b>Disadvantaged</b>	78% (67%)	11% (11%)	71% (73%)	12% (10%)	59% (59%)	7% (6%)
<b>Non-disadvantaged</b>	100% (100%)	17% (40%)	85% (84%)	30% (29%)	79% (78%)	16% (16%)

Disadvantaged gap		
Expected or above		
2023	2024	2025
School	-1%	-33%
Camden	-14%	-12%
London	-15%	-14%
National	-19%	-20%

  

Disadvantaged gap		
Greater depth		
2023	2024	2025
School	-36%	-29%
Camden	-13%	-20%
London	-11%	-11%
National	-9%	-10%

The gap between disadvantaged pupils and their non disadvantaged peers has narrowed on the previous year at expected and narrowed considerably over 3 years at greater depth.

**KS2 writing – disadvantaged pupils achieve in line with national non-disadvantaged at EXP**

**KS2 writing – disadvantaged pupils achieve slightly below national non-disadvantaged at GDS**

<u>Maths</u>	Expected and above	Greater Depth	Camden EXS	Camden GDS	National EXS	National GDS
<b>Disadvantaged</b>	67% (67%)	22% (11%)	74% (76%)	25% (22%)	61% (59%)	15% (13%)
<b>Non-disadvantaged</b>	100% (100%)	33% (50%)	88% (87%)	50% (44%)	81% (80%)	32% (29%)

Disadvantaged gap		
Expected or above		
2023	2024	2025
School	1%	-33%
Camden	-11%	-12%
London	-16%	-15%
National	-20%	-20%

  

Disadvantaged gap		
Greater depth		
2023	2024	2025
School	-1%	-39%
Camden	-15%	-22%
London	-19%	-19%
National	-16%	-16%

**KS2 maths – disadvantaged pupils achieve below national non-disadvantaged at EXP but above national disadvantaged**

**KS2 maths – disadvantaged pupils achieve below national non-disadvantaged at GDS above national disadvantaged**

RWM combined	Expected and above	Greater Depth	Camden EXS	Camden GDS	National EXS	National GDS
<b>Disadvantaged</b>	56% (63%)	11% (13%)	64% (65%)	4% (6%)	48% (45%)	6% (3%)
<b>Non-disadvantaged</b>	83% (82%)	17% (18%)	82% (79%)	25% (20%)	70% (67%)	11% (10%)

	Disadvantaged gap		
	Expected or above		
	2023	2024	2025
School	-19%	-12%	-6%
Camden	-13%	-10%	-13%
London	-14%	-13%	-13%
National	-18%	-18%	-17%

	Disadvantaged gap		
	Greater depth		
	2023	2024	2025
School	-1%	-9%	-6%
Camden	-11%	-15%	-18%
London	-9%	-9%	-10%
National	-7%	-7%	-7%

**KS2 combined – disadvantaged pupils achieve above national disadvantaged at EXP but below national non-disadvantaged.**

**KS2 combined – disadvantaged pupils achieve above national disadvantaged and in line with national non-disadvantaged at GDS**

- **Attainment in Reading at expected level** for disadvantaged pupils at the end of KS2 is in line with C and above N.
- **Attainment in Reading at GD** for disadvantaged pupils at the end of KS2 is slightly below C and above N.
- **Attainment in Writing at expected level** for disadvantaged pupils at the end of KS2 is above C and above N.
- **Attainment in Writing at GD** for disadvantaged pupils at the end of KS2 is in line with C and above N.
- **Attainment in Maths at expected level** for disadvantaged pupils at the end of KS2 is below C, but above N.
- **Attainment in Maths at GD** for disadvantaged pupils at the end of KS2 is broadly in line with C, but above N.
- **Combined at expected level** disadvantaged pupils at the end of KS2 is below C, but slightly above N.

**Combined at GD** disadvantaged pupils at the end of KS2 is above both C and N.

**Disadvantaged pupils KS1 (PLEASE NOTE: this data is taken from Camden analysis, which compares disadvantaged pupils to the same cohort nationally. This differs from DfE analysis, where disadvantaged pupils are compared to those NON- disadvantaged nationally. The “gap” is the difference between disadvantaged pupils and other pupils)**

***Disadvantaged pupils in this cohort – 2***

***School % disadvantaged pupils: 58%***

***Camden % disadvantaged pupils: 51%***

Reading	Expected and above	Greater Depth	Camden EXS	Camden GDS	National EXS 2023	National GDS 2023
<b>Disadvantaged</b>	100% (73%)	50% (27%)	65% (69%)	15% (15%)	54%	9%
<b>Non-disadvantaged</b>	70% (80%)	30% (20%)	81% (82%)	31% (33%)	73%	22%

**Disadvantage gap: Reading**

	Expected or above		
	2023	2024	2025
School	2%	-7%	30%
Camden	-15%	-14%	-16%
National	-19%		

	Greater depth		
	2023	2024	2025
School	-51%	7%	20%
Camden	-16%	-18%	-16%
National	-13%		

Our disadvantaged pupils at the end of KS1 achieve significantly higher than disadvantaged pupils Camden and National.

***KS1 reading – disadvantaged pupils achieve significantly above national non-disadvantaged at EXP (2023)***

***KS1 reading – disadvantaged pupils achieve significantly above national non-disadvantaged at GDS (2023)***

Writing	Expected and above	Greater Depth	Camden EXS	Camden GDS	National EXS 2023	National GDS 2023
Disadvantaged	50% (73%)	0% (18%)	59% (59%)	7% (6%)	44%	9%
Non-disadvantaged	70% (100%)	20% (20%)	75% (75%)	19% (17%)	65%	18%

**Disadvantage gap: Writing**

	Expected or above		
	2023	2024	2025
School	-7%	-27%	-20%
Camden	-17%	-16%	-16%
National	-21%		

	Greater depth		
	2023	2024	2025
School	-31%	-2%	-20%
Camden	-12%	-11%	-12%
National	-7%		

**KS1 writing – disadvantaged pupils achieve below national non-disadvantaged at EXP**

**KS1 writing – disadvantaged pupils achieve below national non-disadvantaged at GDS**

Maths	Expected and above	Greater Depth	Camden EXS	Camden GDS	National EXS 2023	National GDS 2023
Disadvantaged	100% (82%)	50% (27%)	68% (67%)	13% (15%)	56%	9%
Non-disadvantaged	70% (100%)	30% (20%)	83% (84%)	32% (28%)	75%	60%

**Disadvantage gap: Mathematics**

	Expected or above		
	2023	2024	2025
School	11%	-18%	30%
Camden	-19%	-17%	-15%
National	-19%		

	Greater depth		
	2023	2024	2025
School	-51%	7%	20%
Camden	-16%	-13%	-19%
National	-11%		

**KS1 maths – disadvantaged pupils achieve significantly above national non-disadvantaged at EXP**

**KS1 maths – disadvantaged pupils achieve below national non-disadvantaged at GDS**

## Disadvantaged pupils EYFS

*Number of disadvantaged pupils in this cohort is 2*

GLD		Camden	National
Disadvantaged	50%	59%	51%
Non-disadvantaged	43%	73%	75%

'Gap' between disadvantaged + other	2023	2024	2025
Sch	-20%	-33%	7%
Camden	-14%	-14%	-15%
National (FSM gap)	-20%	-21%	-21%

Literacy	Expected and above ELG	Camden	National
Disadvantaged	50%	71%	61%
Non-disadvantaged	43%	81%	80%

Maths (number)	Expected and above ELG	Camden	National
Disadvantaged	50%	76%	65%
Non-disadvantaged	43%	83%	83%

***EYFS GLD – disadvantaged pupils achieve below national non-disadvantaged but in line with national disadvantaged***

***EYFS Literacy - disadvantaged pupils achieve below national non-disadvantaged***

***EYFS Maths - disadvantaged pupils achieve below national non-disadvantaged***

The data demonstrates that St Alban's CE Primary school is effective in its use of the pupil premium funding.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that our disadvantaged pupil's attendance was better than their non-disadvantaged peers at 5% or less and 10-20% but above for 20-50% and 50% plus. Together with our

School Inclusion Support Officer, we have a plan in place to support parents to improve their children's attendance at the higher levels, including texting half termly on the number of days missed as referenced by the EEF trial updating parents on the number of days missed.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that pre teaching of learning through tutoring, high quality teaching and learning through a support and mentoring programme has been effective in supporting the attainment and wider issues impacting our disadvantaged pupils. The evaluation shows that strengthening the communication and collaboration between parents, school and the Camden SISO needs to continue to improve our attendance data above 20% absence.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

#### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Reading Volunteers	Chapter One

# Further information (optional)

## Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- The PSHE lead working closely with the Camden Mental Health and Well Being team and attending relevant training and accessing resources.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate, including our year 5 Outward Bound Residential and year 6 Sayers Croft residential.

## Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.