

Pupil premium strategy statement

School overview

Metric	Data
School name	St Aidan's Catholic Primary School
Pupils in school	168 (Y1 – Y6) as at 01.09.21
Proportion of disadvantaged pupils	46.4%
Pupil premium allocation this academic year	2021-22 Full Allocation £123,740 + £310 Service Child + £13,340 Recovery Premium = £137,390
Academic year or years covered by statement	2021 2022
Publish date	21 st September 2021
Review date	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Michael Boland
Governor lead	Katie Sharp

Disadvantaged pupil progress scores for last academic year (Last data 2019)

Measure	Score
Reading	+0.4
Writing	+0.2
Maths	0.0

Disadvantaged pupil performance overview for last academic year (last SATs Test 2019)

Measure	Score
Meeting expected standard at KS2	65%
Achieving high standard at KS2	5%

Strategy aims for disadvantaged pupils

Current data analysis (Summer 2021) shows the impact of COVID has been marked especially for disadvantaged. Biggest impact on current Y4,5 and 6 –

Y4 – 75% on track maths; Y5 68% on track reading 67% on track maths; Y6 47% on track maths

Measure	Activity
Priority 1	Introduce Maths Catch Up materials (School Improvement Liverpool) to all staff to ensure all disadvantaged children are receiving extra support from TAs in class and that this is impacting on progress. Continue to use Ready to Progress materials in maths.
Priority 2	Ensure appropriate support is in place from Nursery through to Y6 to address key learning objectives for all disadvantaged pupils.
Barriers to learning these priorities address	Impact of lockdown periods which has impaired attainment and progress especially of older children.
Projected spending - Pupil Premium <u>£124,050</u>	<p><u>September 2021 – August 2022</u></p> <p>Teaching Assistant Support £25,000</p> <p>Teaching Assistant Support Additional Sept 2021 – March 2022 Year 1 x 2 posts, Year 3 x 1 post £17,944</p> <p>Maths Materials £1,000</p> <p>Specialist Support Teacher Knowsley £13,000</p> <p>Nursery Nurse £11,500</p> <p>Support Nursery TA £1,900</p> <p>Learning Mentor (2 days) £16,000</p> <p>Reading Recovery Teacher AMs £28,090</p> <p>Other expenditure £9,616 (for Residential, Breakfast Club, After School Club, Trips, Curriculum experiences for PP children)</p> <p><u>Total £124,050</u></p>
Projected spending – Recovery Premium <u>£13,340</u>	<p>Teaching Assistant Support – Year 1 – 15 hrs AM, Year 1 - 10 hrs PM and Year 3 - 25 hrs. Contracts extended April 2022– August 2022 using Recovery Premium</p> <p><u>£13,257</u> Estimated expenditure September 2021 – August 2022</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Maintain above average progress scores in Reading at KS2	May 22
Progress in Writing	Maintain above average progress scores in Writing at KS2	May 22
Progress in Mathematics	Maintain above average progress scores in Mathematics at KS2	May 22
Phonics	Maintain above average attainment in Phonics at Y1	June 22
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use of Catch-up materials for maths implemented by TA support and teachers in class across the school.
Priority 2	Appointment and training of Reading Recovery teacher to lead reading and phonics across the school.
Barriers to learning these priorities address	Impact of lockdown periods which has impaired attainment and progress especially of older children.
Projected spending	RRT (Morning) £28,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure all disadvantaged children have access to high quality resources for homework and remote learning if necessary.
Priority 2	Continue to enhance cultural capital for disadvantaged children with Learning Mentor.
Barriers to learning these priorities address	Low aspiration or engagement.
Projected spending	Learning Mentor £5,000

	Laptops – DfE provision as part of remote learning offer
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Demands on curriculum time.	Led by Deputy Head to ensure efficient use of time and resources helps to close gaps in maths.
Targeted support	Reading Recovery Teacher new to post.	Engage in training and support of retired teacher to embed rapidly.
Wider strategies	Time/ resources for Learning Mentor/ Head to plan cultural experiences for most disadvantaged.	Effective use of Pupil Premium to provide quality experiences.

Review: last year's aims and outcomes

Aim	Outcome
Additional TA time to support interventions in class Target Group - Pupils working below ARE.	Interventions show gains in progress for most pupils supported although attainment is not where we would like it to be, progress is improving and the gaps are being narrowed following the impact of COVID. Where expected progress has not been made teachers have reported on the barriers eg attendance, emotional, behavioural difficulties.
Reading Recovery Teacher Target Group – Lower Ability Pupils Y1,2	All Pupils made some progress from lower starting points following extended absence from school due to COVID. Online learning was effective, but children returned with gaps in learning. All improved Reading Ages, accuracy and confidence with 70% (Y1) and 79% (Y2) on track to reach expected levels in reading at the end of the year. All reading ages increased, book bands moved upwards, writing improved.
Pastoral Support – Learning Mentor Target Group – All abilities with barriers to learning	The Learning Mentor supported children throughout lockdown through the Help at Home e mail and notice from teachers when children were not engaging in remote learning. The Mentor distributed

	<p>laptops with dongles to ensure engagement and also distributed food parcels when they were available.</p> <p>Behaviour is now a strength of the school, and the Mentor is supporting disadvantaged pupils in trips outside of school to pursue interests eg World of Glass. This supports the cultural capital component of a successful curriculum.</p> <p>Impact of work is in improved behaviour and ability to access learning, reduction in anger outbursts, reduced number of incident logs. Improved sense of worth and happiness and ability to manage emotions</p>
<p>Additional Nursery Nurse to support EYFS</p> <p>Target Group – Disadvantaged Pupils or those with baseline of 22-36months</p>	<p>Disruption to new starters and parents who chose not to send children to Nursery during COVID has made any meaningful use of data very difficult. Further lockdowns during the year have further compounded this.</p> <p>Reports to parents at the end of the year demonstrate that for those children in Nursery who attended and were supported in school made good progress and were ready for the next step in starting school for those that were of that age.</p>