

Pupil premium strategy statement – St. Aidan’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211 (inc N) 192 (exc N)
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kathryn Fitzsimmons
Pupil premium lead	Simon Magill
Governor lead	Margaret Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,420
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£20,449
Total budget for this academic year	£153,869

Part A: Pupil premium strategy plan

Statement of intent

At St Aidan's we want our disadvantaged children to leave at the same academic level to our non-disadvantaged children. To do this we will target their reading, writing and mathematics' skills to allow them to continue with their next stage of education.

To make this possible, we understand that attendance is key, as children who are not in school regularly cannot learn at a similar rate to their peers.

Our main target for the future of our disadvantaged children extends well beyond their time at St. Aidan's. We want all children to have high aspirations in life. We want them to know that they have the potential to enter the world of work or to engage in further study. We will do this by showing them what potential careers are available beyond those that they may already know.

Research, mainly conducted by EEF, will be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

At St. Aidan's, we are mindful that a child on PPG may not be disadvantaged, and a disadvantaged child may not be experiencing poverty. We strive to know our children well, to make connections through our relationships and meet their needs. We will always prioritise disadvantage in everything we do and organise our whole school structures and budget to optimise educational equity.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children who do not have a cognitive SEND reaching age-related expectations: To improve the reading, writing and maths outcomes for disadvantaged children.
2	Barriers to learning: Improve the engagement of disadvantaged families with school.
3	Communication and interaction: Most disadvantaged pupils in EYFS and KS1 have lower typical starting points and age appropriate vocabulary understanding/ use.
4	Socio-economic gap: Disadvantaged children to have higher aspirations for life after St. Aidan's
5	Attendance and punctuality: Regular punctual attendance is a challenge for some of our disadvantaged pupils.

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
For disadvantaged pupils who do not have a cognitive SEND to reach age-related expectations in reading, writing and maths at least on par with non-disadvantaged pupils. Inc Y6 end of year results, Y1&2 phonics screening checks (PSC) and Y4 multiplication check (MTC).	Disadvantaged children to have the same, or better level of attainment as non-disadvantaged in Y6, PSC and MTC.
For all disadvantaged pupils to attend school regularly and on time, PA below 10% and in line with all pupils.	<p>Disadvantaged children will have an equally good attendance record as non-disadvantaged children with fewer persistently absent disadvantaged children.</p> <ul style="list-style-type: none"> - Attendance and punctuality of target children will improve to be in-line with non-disadvantaged. - Persistent absence will be below 10%
Disadvantaged children (without Specific SEND) to leave St Aidan's with an equally good level of speech and vocabulary as non-disadvantaged children.	<p>EYFS baseline assessments and WELLCOMM used to identify speech and language difficulties; as well as other key areas for development and to identify target children. Interventions provide support for speech and language through the WELLCOMM Intervention. CT/TA interventions to be carried out to target children's early reading and mathematics skills. Children who are accessing WELLCOMM to improve their assessment score to age related.</p>
To reduce the effect if the local socio-economic climate by children knowing about a variety of university courses, careers and vocations that could be available to them when they are of the correct age.	<p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with some representing the school or attaining a leadership role.</p> <ul style="list-style-type: none"> - Increase of disadvantaged pupils representing the school at sport. - Increase in disadvantaged children taking part in performances (musical or drama). - Y6 disadvantaged to take part in a residential trip. - Teachers to talent spot and mentor pupils in class for leadership roles in school including (but not limited to) playground friends, sport leaders, reading ambassadors and school councillors. <p>Exit interviews/ questionnaires to show that children understand the different potential avenues that they can take post 16.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading recovery teacher- to improve the teaching of Reading and Phonics within the school	<ul style="list-style-type: none">- EEF T&L toolkit, teacher subject knowledge- The Rose Report- Reading from key topical professionals such as Christopher Such- DFE Reading Framework	1
Reading Plus subscription- To improve the attainment of reading as well as the pace and fluency of older readers.	<ul style="list-style-type: none">- DFE Reading Framework- Reading plus case studies	1
Maths Fluency- Joining the maths hub to support with maths fluency CPD and resources. Develop subject knowledge through targeted CPD of maths fluency	<ul style="list-style-type: none">- Teachers to engage with the most up to date thinking from Maths Hub, utilising the in-house expertise of Maths hub lead.- EEF T&L toolkit, teacher subject knowledge- EEF T&L toolkit, mastery teaching	1

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

Budgeted cost: £ 38,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adults for phonic and reading support/ interventions	<ul style="list-style-type: none">- Research from EEF – Making best use of TAs- MITA programme and associated research- Closing the gap, Andrews, Robinson and Hutchinson- Teaching Assistant interventions -EEF	1
Additional adults for Speech and Language interventions	<ul style="list-style-type: none">- Well-Comm – research and outcome data- EEF blog: Five evidence- based strategies to support high-quality teaching for pupils with S&L	3

	<ul style="list-style-type: none"> - Closing the gap, Andrews, Robinson and Hutchinson 	
Specialist teacher from SEN school to increase attainment of disadvantaged pupils and to provide CPD and advice to class teachers	<ul style="list-style-type: none"> - High-quality teaching EEF - Specialist Educational Needs in Mainstream schools- EEF - EEF blog- assess, adjust ,adapt- what does adaptive teaching mean to you? 	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor to lead attendance strategy and analyse attendance and contact low attenders and support families to raise attendance/ punctuality.</p> <p>Learning mentor to work alongside class teachers on social, emotional and behavioural needs of the pupils.</p>	<ul style="list-style-type: none"> - University of Northampton- Investigation into the role and impact of learning mentors in primary school. - University of Cumbria- Learning mentor support: an investigation into its perceived effect on the motivation of pupil premium students - Attendance and well-being officer. LM has actively started to lower persistent absentees. 	5
Parent and child workshops	<ul style="list-style-type: none"> - Birth to 5 matters - EEF – parental engagement - Gov.uk – Review of best practice in parental engagement 	2
High aspirations through introducing new rewards, house captains, head boy and girl, kindness cup, star of the week and other rewards for positive behaviour.	<ul style="list-style-type: none"> - SEL- EEF - Improving SEL EEF - SEL learning strategies EEF - New EEF case studies SEL 	4
Mental health coach/ boxing coach	<ul style="list-style-type: none"> - SEL EEF - Improving SEL EEF - SEL learning strategies EEF - New EEF case studies SEL 	4/5
Increase aspirations through Merseyside Police outreach sessions	<ul style="list-style-type: none"> - Youth endowment fund – police in schools - London School of economics and Politics- Police-led lessons on drugs and the law in schools increases student engagement and trust 	4

Royal Navy STEM sessions	- Gov.uk – benefits of STEM education	4
Residential trips funded for Y6	<ul style="list-style-type: none"> - SEL EEF - Improving SEL EEF - SEL learning strategies EEF - New EEF case studies SEL 	4

Total budgeted cost: £ 153,869

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For reference:

Year Group	Disadvantaged Pupils (disadvantaged/overall)
R	10/22
1	13/30
2	9/29
3	19/29
4	19/28
5	11/23
6	17/28

We have analysed the performance of disadvantaged pupils during the academic year 2022/2023, using Key Stage 1 and 2 performance data, phonics results, multiplication check results and the school's own attainment data.

Percentage of disadvantaged meeting age-related expectations

	Reading	Writing	Maths
R	50%	50%	60%
1	23%	23%	46%
2	67%	56%	56%
3	79%	53%	74%
4	63%	63%	68%
5	45%	36%	45%
6	47%	59%	47%

Combined attainment in RWM

Year Group	Percentage RWM Combined
1	15%
2	56%
3	47%
4	63%
5	27%
6	12%

Percentage of disadvantaged who met phonics screening check- 38%

Percentage of EYFS disadvantaged who achieved GLD- 50%

Data from tests and assessments show that the attainment of disadvantaged pupils in 22/23 was below our expectations.

Externally provided programmes

Programme	Provider
WELLCOMM	GL Assessment