# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | St. Aidan’s Catholic Primary |
| Number of pupils in school  | 231 |
| Proportion (%) of pupil premium eligible pupils | 14.72% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 23/24,24/25,25/26. |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | David Sutcliffe (Executive Headteacher) |
| Pupil premium lead | David Sutcliffe |
| Governor / Trustee lead | Ann Howe (Chair of Governors) |

Funding overview

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| Detail | Amount |
| Pupil premium funding allocation this academic year | £44,276 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic yearIf your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £44,276 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| As a school, St. Aidan’s strives to be a nurturing community where all pupils who attend deserve the right to achieve all they are capable of from their own unique talents and abilities. We firmly believe that all pupils should be supported to attain highly across all subject areas, make good progress at least in line with their peers and reach their potential socially and emotionally, regardless of their background or personal circumstances.We recognise that disadvantaged pupils – within whom we include those who have a social worker, or who are open to Early Help Assessments – are vulnerable in relation to their peers, and may require more support to help them fulfil their potential. Our strategy in regards to our spending of our PP funding aims to bridge the gap between our disadvantaged pupils and their peers, and break down any barriers towards their learning which stops them succeeding. We aim to maintain levels of high-quality teaching across the school through the use of quality CPD for our support and teaching staff. We also recognise that it is important to maintain current staffing levels in regard to support staff. This element of our strategy is key to ensuring that all pupils - whether from disadvantaged backgrounds or not – make continued and sustained progress, and thrive academically in their classroom environment. When writing our strategy, we have taken into account the impact of the COVID-19 pandemic and how our school has been affected by this. Thought has been given to providing catch-up in education to all children, regardless of their background, through the use of targeted support provided in school or via the National Tutoring Program.Our approach to the spending of the Pupil Premium Funding will be targeted, robust and designed to have a real impact on the areas which provide our disadvantaged pupils with barriers to progress and attainment. The priorities will be driven and identified by internal and external assessment; planning will be succinct and adept in providing the small steps needed for pupils to make progress. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1Outcomes | Pupils entering the EYFS stage with language and listening skills below developmental age and stage. |
| 2Pastoral | Pupils’ emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress and their readiness to learn. |
| 3Outcomes | To accelerate progress and attainment in literacy and numeracy of all pupil premium children. |
| 4Outcomes | To provide experiences and language opportunities to enhance the progress in foundation subjects and subject specific vocabulary. |
| 5Attendance | Attendance of PP children generally has been in-line with their peers. School continues to monitor this group closely to ensure the Gap does not widen. |
| 6Cultural Capital | To provide children with experiences which widens their knowledge of the world around them and prepares them for their next stage in learning. |

## 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.

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| Intended outcome | Success criteria |
| To raise the percentages of pupils reaching GLD at the end of reception. | The GLD will be in-line or above national average and pupils will be Year 1 ready. |
| To ensure wellbeing needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning. | Children’s wellbeing needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. |
| To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. | Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. |
| To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees. | To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding.Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees. |
| Pupils attainment in wider curriculum is in line with non disadvantaged pupils and cultural capital is developed and sustained. | Internal teacher assessment shows that disadvantaged pupils attain broadly in line with their peers and have access to all activities which widen their experience with the world around them. |

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: £ 26,700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Monster Phonics Training for members of staff new to school delivering the scheme, rolling program of updates for teaching assistants to support the delivery of the program and intervention to ensure catch up. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 3 and 4. |
| Release time for senior leaders within school. Cover to be provided via supply/internally to ensure that subject leaders and SENDCo have sufficient time to monitor, evaluate and assess their respective responsibilities and ensure that children are receiving quality first teaching and good provision. | Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.  | 1,2,3,4,5 and 6. |
| Release time for new subject leads to work alongside specialist teachers utilising the BBCET partnership of schools. | High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> | 1,2,3,4 and 6. |

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

Budgeted cost: £ 10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |
| Funding of Teaching assistants to ensure in class support and targeted interventions. | EEF research guidance: https://educationendowmentfoundation.or g.uk/education-evidence/guidance reports/teaching-assistants ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes. | 1,2,3,4 and 6 |
| Implementation of MARK (PUMA,PIRA and GAPS) assessments and interventions across key stages | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |
| Introduction of concise curriculum plans, focusing on pupils knowledge of their learning journey and assessment of key vocabulary. | Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ​‘bread and butter’ of effective teaching: | 4 |
| In-house CPD for curriculum leads and teachers on the development of our curriculum to enhance the skills, knowledge and vocabulary of all pupils. | Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.  | 1, 2, 3 and 4 |

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

Budgeted cost: £ 7,576

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Full implementation of the PSHE and RSE curriculum including appropriate staff training and resources. Enrichment activities planned around this. |  Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.  | 2 and 6 |
| Specialist sports provision to enhance PE curriulcum. | Many pupils do not have access toactivities which promote culturalcapital. | 2 and 6 |
| Subsidised visits and visitorsTo allow children to experience things they would not usually have the access to. To enrich the curriculum and support personal development. | Many pupils do not have access toactivities which promote culturalcapital. | 2 and 6 |
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Total budgeted cost: £ 44,276

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.

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|  The data below highlights the progress and attainment for those children who are pupil premium. The percentage of those children reaching the expected standard or above in reading, writing and maths reinforces the actions school takes in supporting the pupil premium children.

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| 28 pupilsKS1 & 2 | Working towards | At expected and above | Greater Depth |
| Reading | 3 (11%) | 25 (89%) | 6 (21%) |
| Writing | 8 (29%) | 20 (71%) | 5 (18%) |
| Maths | 3 (11%) | 25 (89%) | 4 (14%) |

 The cost of our assessment and tracking tool enables us to accurately assess and bridge gaps in pupil knowledge to ensure all children are making good progress.The average attendance for our pupil premium cohort is sitting at 93.33% which is extremely positive and allows us to ensure these children are not behind in their learning because of this. Although overall attendance in 2023/24 has recovered from the impact of Covid. At above 95% it remains higher than the national average. The FSM pupils remained lower than their peers 93.75% (32 pupils). Our very small number of persistent absentees were mainly our FSM pupils. Attendance for our Pupil Premium cohort continues to be a focus of our current plan. |

## Externally provided programmes

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| Programme | Provider |
| Clennell Education Solutions | Clennell Education Solutions |
| Monster Phonics | Monster Phonics |
| Language Link | Speech and Language Link UK |
| Early Talk Boost | Speech and Language Link UK |
| MARK assessments and interventions | Rising Stars (Hodder Education) |
| FFT (Fischer Family Trust) | FFT |