

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	221
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22/22-23/24-24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Michael Moran
Pupil premium lead	Michael Moran
Governor / Trustee lead	Ann Howe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56, 744
Recovery premium funding allocation this academic year	£ 7, 399
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 64, 143

Part A: Pupil premium strategy plan

Statement of intent

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. 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 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 stop them succeeding.

Our strategy must also reflect the needs of our community. Ashington is a town in need of regeneration whose location provides many challenges in regards to the personal development of our pupils, particularly those who are disadvantaged. The spending of our PP funding must also consider the enrichment we provide in regards to the personal development for all of our pupils – particularly those who are disadvantaged – to ensure that the personal development of our children is considered and all pupils understand the opportunities that exist for them and impact they can make on the world around them.

Access to high quality first teaching for all pupils is at the heart of our strategy. 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.

Key Principles

- *Ensure that CPD improves the quality of teaching so all children have access to a high-quality offer.*
- *Ensure that the curriculum is well sequenced, flexible, ambitious and challenging for all pupils.*
- *Ensure we have high attendance across the school.*
- *Ensure our pupils have access to an excellent range of life experiences and educational visits that improve aspirations, outcomes and the wider curriculum experience.*
- *Ensure that disadvantaged pupils receive targeted and comprehensive intervention to close the gap between themselves and their peers.*

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering the EYFS stage with language and listening skills below developmental age and stage.
2	Increased social, emotional and mental health problems due to the COVID pandemic and restrictions.
3	Lack of progress and attainment in literacy and numeracy due to missed learning caused by COVID pandemic.
4	Negative impact on progress in foundation subjects and lack of subject specific vocabulary due to disruption and lack of exposure to the wider world.
5	Attendance of PP children generally has been below their peers and below NAs.

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
Implementation of SoundsWrite phonics scheme shows an increase in attainment in regards to pupils passing the Phonics Screening test in Y1.	Increase in the Y1 phonics pass rate with pupils achieving above national expectations by the third year of implementation.
Majority of pupils are confident and fluent readers by the end of KS2.	In house tracking data indicates that pupils are successfully moving through graded book bands linked to SoundsWrite phonics scheme and are confidently reading ARE books by the end of KS2.
Reduce attainment gap between disadvantaged and non-disadvantaged pupils including those children achieving GDS, in reading, writing and maths by the end of KS2.	Pupil data at the end of KS2 shows and upward trend of PP achieving EXS and GDS by the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations.

	<ul style="list-style-type: none"> • A reduction in the need for referrals to outside agencies to support pupils with emotional, behavioural and mental health needs. <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
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.
All pupils, including those who are disadvantaged, have access to high quality first teaching which has a positive outcome on attainment and progress.	Quality of teaching improves. Less experienced member of staff access receive appropriate CPD, coaching and mentoring to improve their practice which has a positive impact on progress and attainment.

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: £ 30, 643

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Training – SoundsWrite Ltd 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. <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1 and 3.

<p>Permanently appointed SENDCo completes NASENCo qualification. Release time for SENDCo to monitor evaluate and support provision across school and ensure all additional needs – including those who are disadvantaged – are well catered for.</p>	<p>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.</p>	<p>1,2,3,4,5.</p>
<p>Two members of staff completing National Professional Qualification in Leading Teaching. Release time for completion of course and also for monitoring, evaluation and improving quality of teaching across the school.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>3 and 4.</p>
<p>Nursery teacher undertaking National Professional Qualification in Early Years Leadership.</p>	<p>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.</p> <p>Internal evidence shows that the majority of our children in reception join from our Nursery (23/30 in 2022). High quality, targeted teaching supports children at the earliest opportunity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>3 and 4.</p>

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

Budgeted cost: £ 21, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>3</p>
<p>Further embedding concise curriculum plans, focusing on pupils knowledge of their learning journey and assessment of key vocabulary.</p>	<p>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:</p>	<p>4</p>
<p>In-house CPD for curriculum leads and teachers on the development of our curriculum to enhance the skills, knowledge and vocabulary of all pupils.</p>	<p>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.</p>	<p>2, 3 and 4</p>
<p>Investment in Rising Stars Assessment materials and Shine intervention to allow a more targeted approach to analysis of needs and deployment of</p>	<p>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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p>	<p>3</p>

intervention across school.	And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	
-----------------------------	--	--

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

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits and visitors. To 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 to activities which promote cultural capital. Activities chosen specifically targeted the 'life skills' identified by parents/carers they would like to see children gain while at St. Aidan's.	4 and 2
Continued development 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.	4 and 2
Newcastle Foundation – PE activities to be delivered by specialist staff.	Many pupils do not have access to activities which promote cultural capital.	4 and 2
Embedding of 'Aspire to Inspire' personal development curriculum. Defined in consultation with parents – Gave evidence of the skills they would like children to assimilate.	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.	4 and 2

Total budgeted cost: £ 64, 143

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A full year back in school, post pandemic, has gradually regained some of the ground the lost due to the COVID 19 pandemic however, significant gaps still remain and some year groups have been more greatly affected than others.

Published data for KS2 shows that our disadvantaged children did not perform as well as their peers in reading, writing and maths. There was greater gap in maths than reading and writing, a common theme across the school.

KS1 data shows that Year 2 are a strong year group academically. PP children outperform their peers in all areas except writing.

There are no children eligible for PP in Year 1 or Reception.

Within school, the impact of the COVID 19 pandemic in regards to attainment and progress can be seen most significantly in KS2 except in year 3, where PP children significantly outperform their peers in all subject areas.

The attainment gap between PP children and their peers is greater in Year 4 and Year 6. In Year 4 PP children achieving the expected standard is lower in all subject areas, more significantly in writing.

In year 5 PP children outperform their peers with 100% of children working at the Expected Standard or Greater Depth.

Targeted academic support has been utilised where appropriate for a number of PP children across the school in the majority of years groups where the gap between PP and non-PP is most evident. School based tutoring has also been accessed by a number of children eligible for PP.

Aside from academic measures, a significant number of PP have received additional pastoral support to linked to social, emotional and behavioural issues caused by the pandemic. This nurturing approach has had a positive impact both outside and inside of the classroom.

It is pleasing that a full range of extra-curricular activities, trips and visits has been planned and carried out since the pandemic. A significant number of these visits were subsidised for children who are eligible for PP funding. This has had a significant impact on children's understanding of the world around them.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NUFC Foundation PE/Sport	Newcastle United Foundation
Little Rescuers First Aid	Tumbles and Grumbles

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.