

PUPIL PREMIUM



What is Pupil Premium?

Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The Department for Education continues to place an increasing emphasis on closing the achievement gap between students receiving the Pupil Premium and other students, with increasingly large amounts of additional funding.

Additional information on the Pupil Premium can be found on the following website:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

How much additional funding does St Aidan's Catholic Academy receive?

For the financial year 2019-20 St Aidan's Catholic Academy has been allocated Pupil Premium funding of £140,250. The generated total for previous years is set out below:

2018-19	2017-18	2016-17	2015-16	2014-15
£151,470	£167,365	£170,010	£156,438	£163,330

The percentage of students that qualify for the funding is currently 20.8%. This funding was distributed across the school in the following ways in order to close any gaps in learning outcomes:

- 66% was allocated to actions focussed on learning in the curriculum
- 22% was allocated on social, emotional and behavioural support
- 12% was allocated to actions focussed on enrichment.

What impact has Pupil Premium Funding had?

2018-2019 School data

GCSE	All School Pupils 2019	Disadvantaged 2019	All Pupils Nationally 2019
Grade 4+ in Maths	78%	55%	59.6%
Grade 4+ in an English	84%	70%	61.8%
Grade 4+ in Maths and English	74%	55%	64%
Grade 5+ in Maths	68%	40%	39.7%
Grade 5+ in an English	70%	55%	44.4%
Grade 5+ in Maths and an English	60%	30%	42%
Progress	0.01	-0.4	0

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- St Aidan's Catholic Academy's DA pupils were the third highest DA performers in the LA based on the GCSE English and Maths 9-4 and the 9-5 measure.
- In English Literature, 55% of DA students achieved at least Grade 5. This exceeded the National Average for Boys (non-DA).
- In Maths, 39% of DA students achieved at least Grade 5. This was in line with the National Average for all students.
- The Progress 8 score of disadvantaged pupils in 2019 was -0.4. This is in line with the national average for disadvantaged students which was -0.40 in 2018 (FFT Education Data Lab).

The current year 2019-20

At St Aidan's we pride ourselves on being a values run school with a clear vision. Our culture and our ethos are centred around ensuring that our most vulnerable student live life to the full. At the heart of our school you will find everything driven by the core values of trust, hardwork and fairness. With a relentless daily focus on simple systems and practices; and a culture where everyone knows what their expectations are, the outcomes for our students who receive the Pupil Premium allocation are now better than any other school in the City. How has this been done? Through creating an ethos where all students are encouraged to climb their own personal mountain, where strict routines are in place, and where there is zero tolerance for behaviours that distract us from our primary mission: to celebrate life to the full.

Across St Aidan's Catholic Academy, some disadvantaged students face many complex barriers, other students have specific needs and still others, have few barriers at all. Some of the main difficulties faced by disadvantaged student that pertain to the Academy are identified below, although it must also be said that this is not an exhaustive list and that the difficulties encountered are not unique to those who are disadvantaged.

The main barriers faced by eligible students in 2019-2020 are:

1. Some struggle to attend regularly and of these some are persistently absent.
2. Some students need extensive pastoral support for a variety of reasons.
3. Some students struggle with the increased complexity of organization with a secondary environment and increased demands for independent work.
4. Some students struggle to manage their behaviour.
5. Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.
6. Some students have low levels of literacy and numeracy which impedes their learning and their confidence
7. Some students with high prior attainment need additional help to enable them to fully achieve their potential.
8. Some students need targeted support to understand and use extended forms of spoken English.
9. Some students have little aspiration for the future and so do not understand why they need to do well in their exams and so limit their own potential.
10. Some students lack access to the internet and the use of computers to support their studies.
11. Some students lack space to study with adult support.
12. Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
13. School uniform can cause significant challenges for some families as can transport.
14. Some students do not have access to a healthy diet which impacts on their general well-being.
15. All students need the highest quality of teaching in every classroom.

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How is St Aidan's Catholic Academy using the funding during the academic year 2019-20?



The current funding is forecast at £140,250 which is augmented by school funds directed towards pupils eligible for pupil premium funding as per the Funding Allocation on page 4. However we spend beyond this on our Pupil Premium students. In light of the progress our Pupil Premium students have made since 2015, we intend to continue with all of the strategies that are in place to narrow the gap between pupil premium students and their peers following on from our growth. The strategies in place are substantive plans designed to impact over the long term on outcomes for students.

Of the 2019-20 funding allocation, £79,300 is allocated to learning in the curriculum, including: high quality first wave teaching harnessing the power of feedback (essential for disadvantaged students). We understand that concentrating on the very best first wave teaching which is tailored to individuals is far more effective than relying on interventions. Drawing on research from the Sutton Trust, we understand that effective feedback ensures that students make rapid progress. We therefore invest much of our CPD around ensuring that feedback is of the highest standard. We call this our Floodlighting programme. We also recognise that some students require extra layers of support. Where this is applicable, we offer extra Maths and English lessons with specialised support staff within the curriculum; bespoke Literacy and Numeracy delivered to small groups or 1:1; fine tracking and monitoring (Appendix 1 provides an example of tracking sheets) and intervention where under-performance is an issue; dedicated Pupil Premium Champions in each EBAC subject; additional parents meeting to support progress; access to 1:1 support from Numeracy LSA; a range of qualifications geared at ensuring that students leave school competitive in the workplace; additional staffing time (period 6).

The Sutton Trust suggests that behaviour interventions play a strong part in ensuring Pupil Premium students achieve in line with their peers. With this in mind, £125,200 is allocated to minimising barriers to achievement through a strong culture. We have developed consistency across our school and curriculum to ensure that students are very clear on what our expectations are: clear narratives are used by all staff to ensure that every stakeholder is aware of what is expected, and we have very clear rules about homework, classwork and what is expected in school. In addition to this, there is social, emotional and behavioural strategies, including funding to employ Heads of House for all Year Groups and a new Attendance Officer for all years. The funding is used to ensure smooth transitions between key stages, day to day pastoral care, meetings with parents, maintain effective links with primary feeders and for additional Pupil Premium Academic Review Days to discuss academic progress and strategies for success. Some of the funding is used to support an informal club for our more vulnerable learners every break and lunchtime in the library.

£6,000 is allocated to enrichment beyond the curriculum. Our priority is to raise aspirations in an area which has much social-deprivation. With this in mind, our culture is all underpinned by the metaphor of climbing mountains. Students begin their aspirational climb on the first day of transition to Year 7 with a visit to their summit: Newcastle University for a taster day. Throughout the rest of their school career they have other opportunities to view the summits: Oxford, Durham, Cambridge. Enriching opportunities are compulsory now from Year 7 onwards. Students participate in CLIMB (connected to the Mayor's Award) and all students climb their first 'Wainwright' hill in the Lake District in Year 7. Year on year the enriching activities become more challenging to create resilient young men. The enrichment also includes: enrichment and extracurricular opportunities in PE and the Arts, access to educational visits, and motivational workshops from Future First.

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Provision 2019-20	Approximate Cost	Support for Learners
Maths/English tuition	£14,700	One-to-one support for students who are struggling.
Subsidised music lessons	£1,000	Ensures students are not prevented from accessing instrumental tuition because of cost.
Teaching assistants	£37,300	Deployed in many different ways to support students who may need one-to-one support to achieve their potential.
Heads of Houses and Pastoral support	£105,800	Offering a direct link to students with pastoral and education support.
Attendance Officer	£12,000	Supporting students to allow them to improve their attendance.
Literacy support	£22,200	One-to-one support for students who are struggling.
Literacy reading package	£3,900	Accelerated Reader Package and Lexia Software
Numeracy package	£1,200	Heggarty Maths
School Counselling	£7,400	Invaluable support provided to those students in need via Washington Mind
School visits, uniform and equipment	£5,000	Financial support to students to fulfil curriculum needs by attending courses and visits. We also buy uniform and equipment to support disadvantaged students.
Careers guidance	£9,500	One-to-one guidance from Career Leader
TOTAL	£220,000	

St Aidan's Catholic Academy has a Pupil Premium Funding Plan which is updated regularly detailing how the above funding will be used and evaluated. The school will consider the guidance offered by the Sutton Trust when planning and implementing strategies to raise achievement of target groups. This is discussed with Governors at every Finance and General Purposes Committee meeting. We also have a link governor responsible for monitoring the use of the Pupil Premium Funding.

In updating our plan, we review the effectiveness of strategies employed previously.

A detailed review of the strategies employed in 2018-19 can be found in the accompanying document 'Pupil Premium Strategy 2018-19 + Review'.

This document was last reviewed September 2019.

The next Review Date for this current document is September 2020.

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Appendix 1



Statements of Success / Impact – YEAR 7 To use £140,250 to ensure:		2018/19 Data Collection			
			DC1	DC2	DC3
A	The percentage disadvantaged low-prior attainers making expected (or better) progress in English, at least, matches or is improving towards that for other low-prior attainers in the school .	Dis			
		Oth			
B	The percentage disadvantaged mid-prior attainers making expected (or better) progress in English, at least, matches or is improving towards that for other mid-prior attainers in the school .	Dis			
		Oth			
C	The percentage disadvantaged high-prior attainers making expected (or better) progress in English, at least, matches or is improving towards that for other high-prior attainers in the school .	Dis			
		Oth			
D	The percentage disadvantaged low-prior attainers making expected (or better) progress in Maths, at least, matches or is improving towards that for other low-prior attainers in the school .	Dis			
		Oth			
E	The percentage disadvantaged mid-prior attainers making expected (or better) progress in Maths, at least, matches or is improving towards that for other mid-prior attainers in the school .	Dis			
		Oth			
F	The percentage disadvantaged high-prior attainers making expected (or better) progress in Maths, at least, matches or is improving towards that for other high-prior attainers in the school .	Dis			
		Oth			
G	The attendance of disadvantaged scholars, at least, matches that for other scholars nationally.	Dis			
		Oth			
H	The average number of negative comments for disadvantaged students is no higher than 1 per student per week.	Dis			
		Oth			
I	All disadvantaged students participate in, at least, 1 extended schools session each and every week.	Dis			
		Oth			