

St Aidan's Catholic Primary School, Coulsdon

Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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

Detail	Data
School name	St Aidan's
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	Updated December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Gabriella Logue
Pupil premium lead	Gabriella Logue & Elizabeth Wright
Governor / Trustee lead	Jana Horrigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,600
Recovery premium funding allocation this academic year	£2,550 (recovery premium)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,150

Part A: Pupil premium strategy plan

Statement of intent

At St Aidan's Catholic Primary School, we want all of our children to reach their full potential and to make good progress throughout their educational journey with us. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The strategy we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We aim to provide a curriculum and wider opportunities so that all in the school community excel.

Our staff work hard to support children as individuals, by identifying their learning needs and putting in place the relevant support and targeted interventions to ensure these needs are met. We want every child to leave St Aidan's with the skills needed to successfully navigate their way through life. Our disadvantaged children will experience learning opportunities that encourage them to be creative, to explore, to question and to challenge themselves; solve problems and construct their own knowledge. They will develop their ability to work through challenges by developing strategies to enhance their perseverance and self-belief. Our children will be able to recognise and regulate their own emotions and behaviours. Our disadvantaged pupils will be successful, well-rounded pupils with a real thirst for knowledge.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. It indicates how St Aidan's Catholic Primary School will support disadvantaged and vulnerable learners in closing the attainment gap. The importance of quality first teaching is key and subject leaders work closely with class teachers to ensure that subject content is planned effectively, and that essential knowledge, skills and understanding are taught through well planned lessons. Targeted support can also include support from teaching assistants in class and targeted withdrawal from class to boost specific skills.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches

we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- To identify and address gaps in learning, through data analysis and a knowledge of individual circumstances causing a barrier to learning
- To ensure disadvantaged pupils are challenged in the work that they are set
- To act early to intervene at the point need is identified
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To ensure that children are learning in a safe, happy and supportive environment which supports their wellbeing and mental health

Challenges

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

Challenge number	Detail of challenge <i>Education Endowment Foundation (EEF): Research has found that the attainment gap between disadvantaged pupils and their peers has grown as a result of national lockdown</i>
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils sometimes require more support to embed their phonics than their peers. This potentially could impact negatively on their development as readers. Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Internal assessments indicate that maths and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our assessments and observations with pupils indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures, to a greater extent than for other pupils. These findings are supported by national studies
4	Our assessments and observations have identified that there is a higher incidence of social and emotional issues for disadvantaged pupils compared to their non-disadvantaged peers. This extends to the wider family and their ongoing need for extensive support. Teacher referrals to the SENDCo for support have markedly increased since the start of the pandemic. A significant number of disadvantaged children currently benefit from additional support with social and emotional needs, through several of our strategies.
5	Punctuality and attendance remain a barrier to learning for some of our disadvantaged children who typically have lower rates of attendance than their peers and which requires ongoing attention.

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
Improved reading and phonics attainment among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Phonics outcomes in 2025/2026 will show that our phonics programme and interventions ensure that we continue to maintain an excellent rate of progress with disadvantaged children when compared to their peers.</p> <p>KS2 reading outcomes in 2025/26 will show that our interventions ensure that we continue to maintain an excellent rate of progress with disadvantaged children when compared to their non-disadvantaged peers.</p>
Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2	<p>Assessments and observations indicate significantly improved maths calculation skills and problem solving among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>KS1 & KS2 maths outcomes in 2025/26 show that we see an improved rate of progress with disadvantaged children when compared to their non-disadvantaged peers.</p>
Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.	<p>Assessments and observations indicate significantly improved writing and among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>KS1 and KS2 writing outcomes in 2025/26 show that we see an improved rate of progress with disadvantaged children when compared to their non-disadvantaged peers.</p>
Improved teacher subject knowledge and understanding of the barriers that disadvantaged pupils might face, especially as an ongoing result of the pandemic	<p>Through ongoing professional discussions and evidence of sustained high-quality teaching & learning, show that outcomes for disadvantaged pupils continue to improve when compared to their non-disadvantaged</p>

	peers as a result of recognising and understanding the barriers in relation to individual children and their personalised needs
To achieve and sustain improved social, emotional and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil discussion, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • ELSA support shows that the social and emotional needs of disadvantaged children have improved over time (expanded across the school to meet demand) • Observations, discussions, and assessments indicate significantly improved confidence and wellbeing among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice and ongoing formative assessment as a result of various supportive SEMH interventions including confidence and communication coaching, ELSA, nurture groups, Lego therapy and peer mentoring
To achieve, encourage and sustain participation in high quality extra-curricular activities and opportunities among disadvantaged pupils.	<p>A significant increase in the proportion of disadvantaged children attending trips (including residential), participating, and competing in a range of sports and other after school and lunch time clubs as their non-disadvantaged peers.</p> <p>This includes providing the necessary equipment, requirements or uniform if required.</p>
To ensure that all pupils are taught to keep themselves safe online and have access to emotional support where necessary, particularly among our disadvantaged pupils	<p>Through the development of a broad and balanced curriculum with high-quality teaching and learning activities and computing lessons including online safety, disadvantaged children and their non-disadvantaged peers are equipped with the knowledge, skills and understanding to recognise how to keep safe online and know who they can talk to should the need arise.</p>

<p>To achieve and sustain improved attendance and punctuality for our disadvantaged pupils</p>	<p>Pupils increase their attendance to accepted averages, via increased engagement and support of parents by school, to overcome barriers to attending school regularly.</p> <p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> a significant rise in attendance level for this group of children when compared to the 2020-2021.
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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: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding Little Wandle phonics programme across EYFS & KS1 to ensure high-quality early reading.</p> <p>Continued reading support and intervention in KS2 where pupils still need support with decoding.</p> <p>Purchase resources.</p> <p>Funding ongoing teacher training and release time.</p> <p>Training for staff to deliver the phonics programme and subsequent interventions</p>	<p>There is strong evidence to show that the Little Wandle phonics programme has a high impact on reading including PSC</p> <p>The DfE Reading Framework highlights and emphasis to ensure that all children gain the ability to decode with fluency before they leave KS1.</p> <p>The guidance was updated in September 2023 to support schools with pupils who still struggle with decoding in KS2. The emphasis is upon ensuring that phonics is continued for those pupils who have a reading age of less than 8, whatever their age.</p> <p>Phonics Leader will attend all Little Wandle training sessions led by Paxton Academy, Wandle Learning Trust</p>	<p>1, 2, 3</p>
<p>Enhancement of our teaching of reading and curriculum planning in line with the DfE and EEF</p>	<p>The DfE Reading Framework guidance was updated in September 2023 and outlines the importance of using high</p>	<p>1</p>

<p>Subject leadership release time observe and monitor the teaching of reading including reading for pleasure across the school</p>	<p>quality rich texts and promoting a love of reading for pleasure.</p> <p>The approach to reading is consistent across the school with children exposed to various genres and rich quality of texts which are engaging and age-appropriate</p> <p>In KS2, there is an emphasis on fluency as bridging the gap between decoding and comprehension with time given to children to develop their fluency and teachers developing and teaching fluency. Teachers focus on modelling fluency, expression and intonation.</p> <p>Subject Leader will develop reading across the school by drawing on evidence-based approaches and ensuring staff are trained in ways which support pupils who need to focus on their fluency.</p> <p>Interventions put in place to directly address fluency needs</p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>We will use NFER tests for maths three times a year to provide us with diagnostic analysis of gaps in learning. This will also provide comparative data for us to measure progress on a national basis.</p>	2, 3, 4
<p>Continued professional development and training provided to develop understanding of the impact of social and emotional literacy and metacognition and self-regulation</p>	<p>There is a strong evidence base that suggests ELSA interventions, have a high impact on children's wellbeing, emotional literacy and self-esteem. Social and Emotional Learning can add up to 4 months progress. Metacognition and self-regulation can add up to 7 months' progress. (EEF)</p>	3, 4

	<p>Ongoing supervision sessions provided for ELSA trained staff member will support leader and encourage development to enable our children to feel happy reach their full potential academically</p>	
<p>Enhancement of our teaching of writing and curriculum planning in line with the DfE and EEF with a focus on modelled writing led by the English Leader.</p> <p>Subject leadership release time observe and monitor the teaching of writing across the school</p>	<p>Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>The approach to writing is consistent across the school with children exposed to various genres and rich quality of texts which are engaging and age-appropriate.</p> <p>Staff across the school will attend Umbrella Trust training, cluster group development and shared moderation to continue to improve writing across the school.</p> <p>English Leader will focus on ensuring the curriculum uses high quality rich texts and promoting a love of writing for pleasure.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (Education Endowment Foundation - EEF)</p>	2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Subject leadership release time to embed key elements of guidance in school and to access resources and CPD (including Mastery training)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Maths Leader to take part in training to support the development of maths and implementing maths mastery skills across the school.</p>	2, 3

	<p>Internal training for staff to support reasoning in maths. Umbrella Trust cluster group support and moderation.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (Education Endowment Foundation - EEF)</p>	
<p>Improve the quality of social and emotional learning.</p> <p>Various approaches towards social, emotional, and mental wellbeing will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Purchase resources.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Nurture groups will take place each week to support children with building and developing positive relationships with their peers.</p>	3, 4, 5

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional one to one and small group focused teaching sessions	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF)</p> <p>Pupils who will benefit from boosting in specific areas identified by class teachers via ongoing assessment data. Progress tracked by review of termly data and evidence of skills and knowledge attained shown in pupils' subject books.</p>	1, 2, 3, 4
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact	1

disadvantaged pupils who require further phonics support.	<p>on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>In EYFS, year 1 and 2 and in any subsequent area of need, children have a daily phonics session.</p>	
Additional one to one and small group support in KS2 and additional speech & language provision for some Reception pupils. (SALT trained TA)	<p>ELKLAN is a proven speech and language training programme for Teaching Assistants.</p> <p>Trained TA will support speech and language development in conjunction with the school's attached speech therapist; TA will also attend termly network meetings run by speech therapists</p>	1, 2, 3, 4

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

Budgeted cost: £6,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted individual intervention to improve social and emotional resilience, to equal the experiences of their non disadvantaged peers.	<p>Emotional Literacy Support Assistant (ELSA) works with children who need support.</p> <p>In the summer term, transition groups assist year six pupils.</p>	4, 5
Targeted individual and group work intervention to improve children's self-awareness, self-esteem, and confidence to equal the experiences of their non disadvantaged peers.	<p>Weekly confidence and communication coaching will develop targeted children's self-esteem and social skills, impacting positively on their academic achievement and ability to emotionally regulate.</p> <p>Specialist coach works with 4 children on a one-to-one basis or in a group of 6</p>	4, 5
Targeted financial support to ensure equality of access to extra-curricular clubs, trips, out of house activities such as Young Voices, and residential trips	<p>There are a number of systematic reviews and meta-analyses which have found small benefits for arts participation.</p> <ul style="list-style-type: none"> We offer a fixed sum of money per term per child for after school clubs. 	3, 5

	<ul style="list-style-type: none"> We pay for day trips and make a good contribution towards residential trips. Part or whole payments for school trips and events access to daily free milk We offer milk to all disadvantaged children. We support children with peripatetic music lessons. 	
Contingency fund for acute issues.	Support with purchase of uniform and food provision when needed.	5
Educational Welfare Services Officer to support leaders in monitoring attendance and punctuality across the school	The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2. A 95% attendance rate is equivalent to missing 2 weeks of school. (<i>The Key for School Leaders</i>)	5

Total budgeted cost: £ 27,150

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 **2022 to 2023** academic year.*

St. Aidan's has a rigorous set of internally and externally moderated data from 2022-2023. We also use NFER tests which are benchmarked against prior cohorts in-school, as well as a large sample size nationally.

From our 2022-2023 end of year assessment data, the following are the key headlines:

Early Years Foundation Stage Profile

Percentage Achieving a Good Level of Development (GLD) and Average Total Points Score %
GLD

YEAR	National	St Aidan's
2023	65%	74%

'In EYFS, pupils attaining a good level of development (74.2%) was an increase of 5.4% on the previous year.'

Phonics:

	Disadvantaged Pupils	All Pupils
St Aidan's Catholic Primary	100%	91%
National	67%	79%

Phonics results remain high with 91% of pupils achieving a pass in the PSC in year 1 (11.7% above national benchmarks) and 96.7% at the end of KS1 (an increase of 10.5% on the previous year and 8.1% above national benchmarks).

KS1 Data

(at age related expectations or above):

	Reading		Writing		Maths	
	Expected Standard	Above	Expected Standard	Above	Expected Standard	Above
St Aidan's	87%	26%	81%	26%	84%	29%
National	68%	19%	60%	8%	70%	16%

At KS1, results were above national benchmarks (including at GDS) in reading, maths and writing.

KS2 Data

(at age related expectations and above):

	Reading		Writing		Maths		Combined	
	National	St Aidan's						
Age related expectations	73%	91%	71%	75%	73%	78%	59%	69%
Above ARE	29%	47%	13%	13%	24%	22%	8%	6%

***2023 – KS2 writing externally moderated**

Pupils attained at a higher level than national counterparts in reading, writing and maths and also at a combined RWM level.

KS2 Data

(Disadvantaged and non-disadvantaged pupils):

	At & Above Age-Related Expectations		Above Age Related Expectations	
	Disadvantaged	All Pupils	Disadvantaged	All Pupils
Reading	50%	91%	50%	47%
Writing	50%	75%	50%	13%
Maths	50%	78%	50%	22%

- Disadvantaged pupils have performed very well in phonics and reading across the school.
- Disadvantaged pupils achieved as well as their peers in *most* core subject areas.
- Writing and maths are areas where disadvantaged pupils have not achieved as well as non-disadvantaged pupils, particularly in KS1.
- Disadvantaged pupil attendance has been broadly similar to that of 'all pupils' during 2022-2023.
- One PPG pupil was classed as persistently absent and the EWO has worked with the family of this pupil to improve their attendance.
- There have been no exclusions (fixed-term or permanent) of PPG pupils during the 2022 – 2023 academic year.

Wider Strategies:

- Pupil Premium children are priorities for ELSA, the School Counsellor and other support programmes in school
- Five of our disadvantaged pupils have attended sessions with either our school counsellor, nurture leader or ELSA trained member of staff during the year and reports from those staff involved have reported improved confidence and attitudes to learning as a result of these interventions.
- All pupil premium children have access to funded places in all externally provided clubs, on all school trips and paid events. In 2022-2023, all pupil premium children attended all class trips and enrichment activities which includes residential trips.

Pupil premium strategy outcomes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NFER Assessment tools	NFER
Little Wandle Phonics Programme	Little Wandle
ELSA	ELSA Network

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A