



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary School – A Church of England Academy
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Debbie Greenwood, Headteacher
Pupil premium lead	Fiona Moss, Year 3 teacher and SLT
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184 205
Recovery premium funding allocation this academic year	£19 285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£203 490

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At St. Aidan's we target the use of the Pupil Premium funding to ensure that our disadvantaged children receive the highest quality of education to enable them to become active and responsible citizens of the future. We focus on inspiring children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential academically, socially and spiritually regardless of their background. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are:

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gaps between disadvantaged children and their non-disadvantaged counterparts both within school and nationally
- Ensure all children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop their confidence in their ability to communicate effectively in a wide range of contexts
- Enable children to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- The school is located in an area of high social deprivation.
- 67% of children are eligible for Pupil Premium funding in comparison to 23% nationally.

Achieving our objectives:

In order to achieve our objectives and overcome identified challenges to learning we will:

- Provide all teachers with high quality CPD to ensure that the children access quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities including sport, music and clubs
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

This is not exhaustive and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the pupil progress meetings specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement
7	Pupils Arrive at school unprepared for 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.

Intended outcome	Success criteria
Reading, writing and maths	Achieve outcomes in-line with, or above, national average by the end of KS2

Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

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: £ 46 680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revise Little Wandle training for phonics and reading for new staff	Children make accelerated progress. Children are at least in-line with all others pupils nationally. Children have the confidence to articulate the written word and their performances have improved.	2,3 & 5
Voice 21 CPD	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Children speak to a wide range of audiences with confidence.	1, 2, 3 & 5
Mastering Number CPD	Children make accelerated progress. Children are at least in-line with all others children nationally.	1, 2, 3 & 5
Reading	Children make accelerated progress. Children are at least in-line with all others pupils nationally, Increased reading at home.	1, 2, 3, 6 & 7
Writing CPD – Jane Consadine ‘The Write Stuff’	Children make accelerated progress. Children are at least in-line with all others pupils nationally,	2, 3 and 5

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

Budgeted cost: £ 85 360

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group interventions (maths, English, phonics, reading)	Children make accelerated progress. Children are at least in-line with all others pupils nationally. Gaps are filled.	1, 2, 3 & 5
Small group writing intervention	Children make accelerated progress. Children are at least in-line with all others pupils nationally. Gaps are filled.	1, 2, 3 & 5
Booster groups	Children make accelerated progress. Children are at least in-line with all others pupils nationally. Gaps are filled.	1, 2, 3 & 5
Small group teacher led tutoring	Children make accelerated progress. Children are at least in-line with all others children nationally. Gaps are filled.	1, 2, 3 & 5

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

Budgeted cost: £71 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free/Subsidised Breakfast club. School to provide uniform. School to provide resources for learning.	All children have a settled start to the school day. No child starts the day hungry. All children have the necessary equipment.	1, 4, 5, & 7
ALWAYS badges rewards.	Behaviour, including learning behaviour, is good. Children make good progress in learning.	1, 4, 5, & 7
Place2Be	Improved SEMH of all children. Instances of poor behaviour reduced. Exclusions decrease.	All areas of challenge
Dedicated Pastoral/Attendance officer	Purchase EWO support. Children are safe and are confident in themselves and can manage their emotions effectively.	All areas of challenge

	Strengthened partnership with parents/carers. Parents/Carers regularly support children with homework.	
Wider curriculum opportunities	Children have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1, 4, 5, & 7
Parent workshops, stay and play, story time etc	Strengthened partnership with parents/carers. Parents/Carers regularly support children with homework.	All areas of challenge

Total budgeted cost: £203 490

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 2021 to 2022 academic year.

The appendices following this page detail the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Further information:

Pupil Premium children will be discussed first at regular pupil progress meetings, highlighting the need to ensure that our most vulnerable children are being catered for.

Externally provided programmes

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
TT Rockstars	play.ttrockstars.com
Handwriting	Letter Join
Spellings	Spelling Shed
Phonics/ Reading	Little Wandle
English	Write Stuff – Jane Consadine
Reading (KS2)	On Track Reading Comprehension

Foundation Stage - Pupil Premium Gap Analysis

St Aidan's CE
2005

of eligible pupils in cohort:

% achieving expected or exceeding for all goals in:

Good Level of Development
(all Prime and Specific areas of learning)

Communication & Language

Physical Development

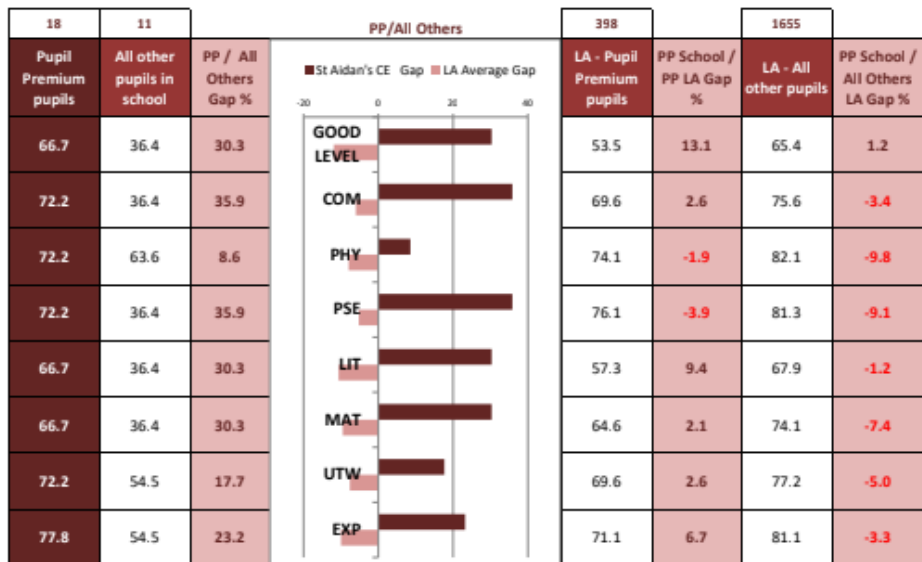
Personal, Social and Emotional Development

Literacy

Mathematics

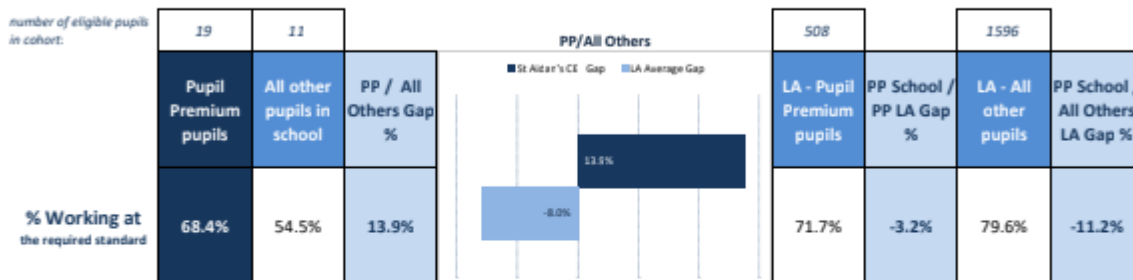
Understanding the world

Expressive arts & design



Phonics - Pupil Premium Gap Analysis

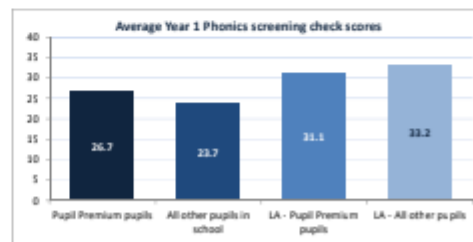
St Aidan's CE
2005



Compares the percentage of Year 1 pupils in school eligible (deprivation, AFC or LAC) for the Pupil Premium working at the required standard with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

Average Scores:

Pupil Premium pupils	26.7
All other pupils in school	23.7
LA - Pupil Premium pupils	31.1
LA - All other pupils	33.2

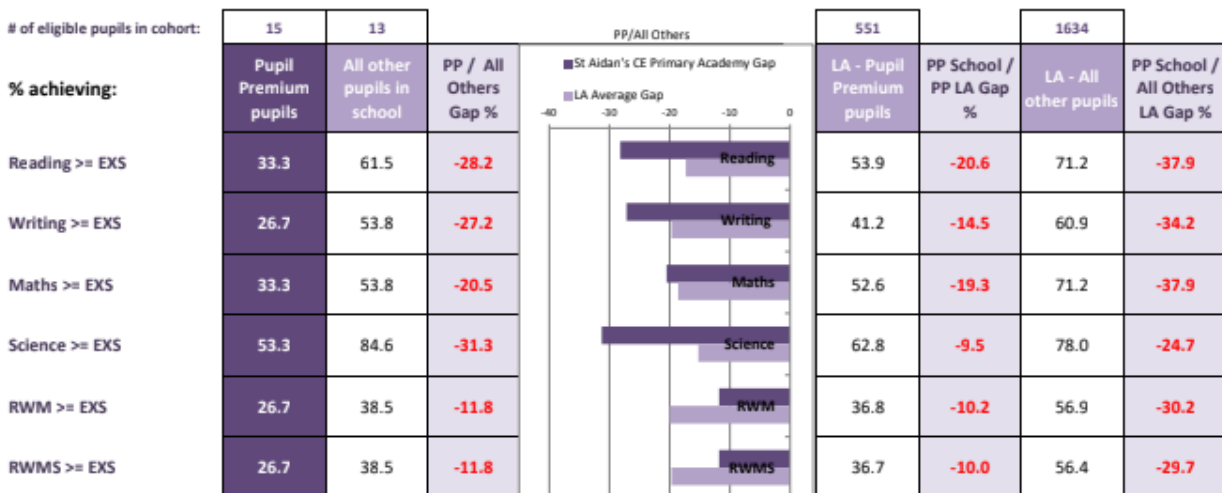


Compares the average scores on the phonics screening check of Year 1 pupils in school eligible (deprivation, AFC or LAC) for the Pupil Premium with the average score of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

Key Stage 1 - Pupil Premium Gap Analysis

St Aidan's CE Primary Academy

2005



Compares the percentage of pupils in school eligible for the Pupil Premium (deprivation, AFC or LAC) achieving at least the expected standard for each subject area with all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

Key Stage 2 - Pupil Premium Gap Analysis

St Aidan's CE Primary
2005

% achieving:	Pupil Premium pupils		All other pupils in school		PP / All Others Gap %		LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %
	#	%	#	%						
Reading Exp+	23	39.1	7	14.3	24.8	Reading	63.9	-24.7	78.8	-39.6
Writing TA EXS	23	17.4	7	14.3	3.1	Writing	55.2	-37.8	72.7	-55.3
GPS Exp+	23	43.5	7	42.9	0.6	GPS	63.8	-20.3	79.1	-35.6
Maths Exp+	23	30.4	7	57.1	-26.7	Maths	56.4	-26.0	79.9	-49.4
Science TA EXS	23	78.3	7	85.7	-7.5	Science	66.4	11.9	83.0	-4.8
RWM Exp+	23	13.0	7	14.3	-1.2	RWM	44.0	-30.9	65.6	-52.5

Compares the percentage of pupils in school eligible for the Pupil Premium (FSM6, LAC and AFC) achieving at least the expected standard for each subject area with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

= number of eligible pupils in the cohort for each subject