



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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Debbie Greenwood, Head teacher
Pupil premium lead	Fiona Moss, Year 5 teacher and SLT
Governor / Trustee lead	Peter Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200 790
Recovery premium funding allocation this academic year	£20 300
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	£221 090

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 whilst non-pupil premium children also benefit from the strategies and funding in place. 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.
- 60% of children are eligible for pupil premium funding in comparison to 20.8% 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: £ 25, 034.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed and adapt the phonics approach (Little Wandle) to meet the needs of St Aidan's children.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly from children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Guidance Report Phonics - EEF	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. Guidance Report Literacy - EEF	1, 2, 3 & 5
Maths fluency: Mastering Number is used in KS1(number bonds) and Number Sense is used in KS2 (times tables)	Children make accelerated progress. Children are at least in-line with all other children nationally. Guidance Report Maths - EEF	1, 2, 3 & 5
Across KS2 children will be read to for 15 minutes every day by the class teacher, following in their own copy of the book and	Children make accelerated progress. Children are at least in-line with all other pupils nationally, Increased reading at home. Guidance Report Literacy KS1 and 2 - EEF	1, 2, 3, 6 & 7

will follow the 'Ashley Booth' guided reading.		
Continue to embed new writing approach Jane Consadine 'The Write Stuff'.	Writing can be thought of as a process made up of seven components: planning, drafting, sharing, evaluating, revising, editing and publishing. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Guidance report writing - EEF	2, 3 and 5

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

Budgeted cost: £ 90 665.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Small Group Tuition Guidance EEF	1, 2, 3 & 5
Small group writing intervention (Clicker)	Children make accelerated progress. Children are at least in-line with all others pupils nationally. Gaps are filled. Small Group Tuition Guidance EEF	1, 2, 3 & 5
Booster groups	Children make accelerated progress. Children are at least in-line with all others pupils nationally. Gaps are filled. Small Group Tuition Guidance EEF	1, 2, 3 & 5
Learning by Questions is used across KS2 for planned interventions and whole class teaching.	Teachers are able to use technology to increase the benefits of practice to improve fluency or retention of information. Teaching and Learning Toolkit EEF Metacognition EEF	1, 2, 3 & 5

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

Budgeted cost: £105.389.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free/Subsidised Breakfast club. School to provide uniform. School to provide resources for learning.</p>	<p>Research suggests that for children in disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment. All children have the necessary equipment.</p> <p>EEF Research and Guidance – Breakfast Clubs Life Skills and Enrichment Guidance Report EEF</p>	<p>1, 4, 5, & 7</p>
<p>ALWAYS badges rewards.</p>	<p>Behaviour, including learning behaviour, is good. Children make good progress in learning.</p>	<p>1, 4, 5, & 7</p>
<p>Place2Be</p>	<p>Improved SEMH of all children. Instances of poor behaviour reduced. Exclusions decrease.</p>	<p>All areas of challenge</p>
<p>Dedicated Pastoral/Attendance officer</p>	<p>Purchase EWO support. Children are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Parents/Carers regularly support children with homework.</p> <p>Working with parents to support children's learning - EEF</p>	<p>All areas of challenge</p>

Speech Bubble (Speech and Language)	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils.	1, 2, 3 & 5
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. Working with parents to support children's learning - EEF	All areas of challenge

Total budgeted cost: £221 090

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 2022-2023 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
Handwriting	Letter Join
Spellings	Spelling Shed
Phonics/ Reading	Little Wandle
English	Write Stuff – Jane Consadine

Appendices:

Key stage 2 data:

	Pupil Premium pupils		All other pupils in school	
	No. of eligible pupils	% achieving:	No. of eligible pupils	% achieving:
Reading Exp+	19	63.2%	8	62.5%
Writing TA EXS	19	26.3%	8	37.5%
GPS Exp+	19	47.4%	8	62.5%
Maths Exp+	19	31.6%	8	50.0%
Science TA EXS	19	52.6%	7	85.7%
RWM Exp+	19	21.1%	8	37.5%

Key Stage 1 data:

	School			
	# of eligible pupils in cohort:	20	9	
% achieving:				
Reading >= EXS		60.0	33.3	26.7
Writing >= EXS		55.0	33.3	21.7
Maths >= EXS		65.0	33.3	31.7
Science >= EXS		55.0	33.3	21.7
RWM >= EXS		55.0	33.3	21.7
RWMS >= EXS		55.0	33.3	21.7

Phonics Screening:

	School			
	number of eligible pupils in cohort:	22	8	
% Working at the required standard (Wa)				
		Pupil Premium pupils	All other pupils in school	PP / All Others Gap %
		54.5%	50.0%	4.5%

EYFS:

	School	
	16	9
<i>number of eligible pupils in cohort:</i>		
% achieving expected or exceeding for all goals in:	Pupil Premium pupils	All other pupils in school
Good Level of Development <i>(all Prime and Specific areas of learning)</i>	43.8%	55.6%
Communication & Language	50.0%	55.6%
Physical Development	56.3%	55.6%
Personal, Social and Emotional Development	56.3%	55.6%
Literacy	43.8%	55.6%
Mathematics	43.8%	55.6%
Understanding the world	50.0%	55.6%
Expressive arts & design	43.8%	55.6%