

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	217
Proportion (%) of pupil premium eligible pupils	7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	15/12/21
Date on which it will be reviewed	Feb 22
Statement authorised by	Diarmuid Skehan
Pupil premium lead	Diarmuid Skehan
Governor / Trustee lead	Jana Horrigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£2,900 (recovery premium) £2,430 (tutor-led funding)
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	£32,230

Part A: Pupil premium strategy plan

Statement of intent

We expect all children to make good progress throughout their educational journey with us. 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 Learning Values effectively enhance this. Over the next three years, we shall continue to narrow the attainment gap between disadvantaged children and their peers. We expect the progress of these children to match to progress of their peers. 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 students with a real thirst for knowledge.

Challenges

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

Challenge number	Detail of challenge
1	<i>Decreasing levels of literacy, numeracy and personal care on-entry (possibly partially as a result of the pandemic) has put strain on the level of available resources</i>
2	Wellbeing and mental-health
3	Increase in attendance concerns among pupil-premium pupils, linked to pandemic anxiety
4	Access to technology and capacity to support at home, despite technology being made available through school.
5	Poor social skills due to decrease in levels of interaction outside of school and over-dependence on gaming / phones / tablets as a passtime

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 teacher subject knowledge and understanding of the barriers that PPG children might face, especially as a result of the pandemic.	PPG children achieve in-line with their peers. Lesson observations show that quality of teaching and learning over time is of a high-quality
Disadvantaged children in the EYFS will develop their language skills, acquire and build on new vocabulary and interact more with their parents.	Children in EYFS will have an extended vocabulary and will have improved interaction with their families. A greater percentage of Pupil Premium children meet ELG for Listening, Attention and Understanding and Speaking.
Disadvantaged pupils have access to high quality extra-curricular provision and learning resources	Proportion of PPG pupils attending clubs matches non-PPG pupils. PPG pupils attend trips (inc.residential) in the same numbers as other pupils.
Pupils develop higher rates of social and emotional literacy	Staff trained in ELSA support are timetabled to meet regularly with pupils who would benefit from this support pathway. Pupil progress meetings are used (in part) to identify and plan for the support of these pupils)

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: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD provided to develop understanding of the impact of social and emotional literacy and metacognition and self-regulation	Social and Emotional Learning can add up to 4 months progress. Metacognition and self-regulation can add up to 7 months' progress. (EEF)	2, 5
Improving the teaching of English through the whole-school development of The Power of Reading(CPD) Led by English Leader & CLPE facilitators	Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 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)	1

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

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1support (Precision teaching/Pre-teaching/daily practise)	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF)	1, 4
1:1 small group support in Y3, Y6 and (School-led Tutoring)	As above	1, 4

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

Budgeted cost: £10,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO services (Team EWS)	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. (The Key for School Leaders)	3
Financial support for extra-curricular clubs, trips, residential trips and uniform.	There are a number of systematic reviews and meta-analyses which have found small benefits for arts participation.	2, 5

Total budgeted cost: £ 32,230

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 2020 to 2021 academic year.

St. Aidan's has a rigorous set of internally and externally moderated data from 2020-2021, despite the lack of SATs tests during the last academic year. The school uses No More Marking's comparative judgement tool to support the process of accurately moderating writing. In addition, the school has been using NFER tests which are benchmarked against prior cohorts in-school, as well as a large sample size nationally.

From our 2020-2021 end of year assessment data, the following are the key headlines.

- *As a single cohort, the 17 PPG pupils at St Aidan's made the following progress & attainment. It has not been possible to break down the cohort into individual year groups as no year group has a number of PPG pupils that constitutes being statistically viable and therefore would risk identifying individual pupils.*

	At & Above ARE		Above ARE	
	PPG	All Pupils	PPG	All Pupils
Reading	75%	75%	22%	35%
Writing	68%	72%	18%	28%
Maths	78%	78%	28%	28%

- PPG pupils achieved as well as their peers in most core subject areas. Writing is an area where PPG pupils have not achieved as well as other pupils. During the periods of enforced school closures last year we found that writing was the area where it was more difficult to teach effectively remotely.
- Catch up and tutor led funding for the 2022-2023 academic year is already being used to target those PPG pupils who have fallen behind their peers last year.
- PPG attendance has been broadly similar to that of 'all pupils' during 2021-2022. PPG pupil attendance was 97.2% for the year v 97.5% for all pupils. 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 2021 – 2022 academic year.
- Three PPG pupils have attended sessions with either our school counsellor 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 PPG pupils have attended all class trips and enrichment activities (apart from periods of illness related absence). This includes residential trips.
- PPG pupils collectively attend an average of 1.4 enrichment clubs per child per week. This is broadly in line with the average for all pupils (1.6)

