

St Aidan's Catholic Primary Academy 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
St Aidan's Catholic Primary Academy	
Number of pupils in school	293 (inc 28 Nursery)
Proportion (%) of pupil premium eligible pupils	15.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	V.Campling
Pupil premium lead	R.Williamson
Governor / Trustee lead	N.Holden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91460
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 27032
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	£118492

Part A: Pupil premium strategy plan

Statement of intent

At St Aidan's, we aim to nurture and develop the whole child to enable them to be well rounded individuals who can contribute to the wider society. The quality of teaching across the whole school is at least good with increasing areas of outstanding teaching for all pupils regardless of starting point or individual need. With the high level of deprivation in the surrounding areas along with the housing difficulties we strive to ensure that all PP pupils have access to the same opportunities as their peers.

Our PP children make consistent steady progress at St Aidan's therefore our aim is to provide wider opportunities so these pupils excel in all areas developing the whole child. We will ensure that every pupil is given opportunities to participate in wider enrichment strategies to improve not only their attendance, confidence and readiness to learn but also their well-being.

Challenges

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

Challenge number	Detail of challenge
1	High levels of deprivation/housing difficulties within the local community creating a high turnover of pupils on roll
2	Lack of opportunities for cultural capital
3	The progress in reading following the pandemic.
4	High % of PP parents have EAL so struggle to support home 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
Families feel supported by the school community and pastoral support that is offered.	PP pupils are equal to their peers, have self-esteem in themselves and a sense of belonging. Pupils are happy and able to thrive through the right provision and resources to meet their needs.
Additional needs of Pupil Premium children are clearly identified and addressed	As their SEND/EAL or additional need is being addressed, Pupil Premium pupils

	make expected progress or exceed their targets set for R, W and M.
By providing workshops and homework support clubs the parents are supported in supporting their child while developing their own literacy and numeracy skills. The use of Seesaw aids communication with home and school.	PP pupils are able to access home learning equal to their peers with the right support. Parents feel supported and can communicate easily with the school.
Extra-curricular opportunities	PP children have the opportunity to participate in clubs, music lessons and additional opportunities leading to improved confidence, attainment and better mental health.
Children are Immersed in wide and varied literature opportunities which supports accelerated progress and language development.	Accelerated progress across the school in reading because of the love for reading ethos creates active readers.
The school continues to develop the outdoor learning environment providing all pupils the opportunities to learn and develop in the outdoors. By pupils experiencing growing opportunities it promotes well-being and mental health along with sustainability.	Pupils have a good understanding of growing foods and making healthy choices. Pupils contribute to the wider environment and caring for the world around them.

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on the development of reading.	EEF – Effective professional development <i>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</i> <i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i>	3,4
CPD for support staff on the development of Literacy skills for SEND and early readers.		3,4
CPD for staff on RSHE, PSHE, mental health and emotional support following the pandemic		1,2

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching support for all teachers Reading scheme: Read write inc as whole school phonics and reading support Ensuring consistent inclusive provision for vulnerable pupils is	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. <i>The two factors with the strongest evidence of improving pupil attainment are:</i> <i>teachers' content knowledge, including their ability to understand how students think about</i>	1,2, 3, 4

high priority on school development plan and CPD plan. To strengthen a language enriched learning environment within maths. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.	<i>a subject and identify common misconceptions</i> <i>quality of instruction, which includes using strategies like effective questioning and the use of assessment</i> <i>Use a balanced and engaging approach to developing reading which integrates both decoding and comprehension skills.</i>	
TAs deliver same day interventions and weekly small group interventions to pupils identified as in need.	EEF: <i>High quality small group interventions</i>	2, 3, 4,
Specific targeted interventions for EAL pupils and PP pupils for reading, phonics and maths.	EEF: <i>High quality small group interventions</i>	2,3,4

Pupil Premium Free School Meals

Budget £47000

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupil's attendance is closely monitored, pupils below 96% are identified and protocols followed.	EEF toolkit– <i>Parental engagement</i> <i>A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</i>	1,2,4

Attendance officers who monitor attendance and communicate with parents.	Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	
- Cultural capital experiences promoted in the curriculum. - Reduction in cost of trips and residential trips for PP children - PP children are targeted to be involved with extra-curricular activities and support financially. - PP children and wider vulnerable groups are targeted through nurture provisions. - Support with uniforms, and peripatetic lessons - Additional funding to support families (winter grant) - Provide parent workshops to support parents in supporting their child	Learning is contextualised in concrete experiences and language rich environments. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which supports well-being and can be evidenced in pupil books and data. Learning is meaningful. <i>EEF – sports participation increases educational engagement and attainment. Music experiences offer wider opportunities which supports well-being.</i> Families are supported with heating, electricity and food to support their families. Regular communication and training with parents support their own language skills and confidence to support their child. <i>EEF – Provide practical strategies to support learning at home</i> <i>Tailor school communications to encourage positive dialogue about learning.</i>	1,2,3,4

Total budgeted cost: £60,000 (approximate cost due to turn over of pupils)

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.

Context: There were 46 children on the PP register. 4 of our PP children have SEN needs, with a further 17 on the EAL register. The focus last year was around two main priorities: Ensuring that challenge is a key element for all pupils and raising the attainment and progress in reading by redeveloping the school wide reading culture. Pupil Premium children were a focus for all staff on planning and through pupil progress tracking. PP children were a focus in interventions and targeted support where required and this included GD.	
Maintain the progress in R, W & M for all PP children.	19-20 – average point progress = 3.9 20-21 – average point progress = 7.3 (+ difference 3.4) PP chn progress increased
Further increase the % of pupils achieving greater depth and increase the opportunity for challenge in all subjects.	19-20 – 1.5% R 20-21 – 14% R 19-20 – 0 W 20-21 – 10% W 19-20 – 0 M 20-21 – 21% M

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
Seesaw	Learning platform (Supports home learning)
Language support	Language nut
White Rose Maths	White Rose (Trinity Mat)
Read write inc	Ruth Miskin