

## 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 RC Primary
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	11.55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22,22/23,23/24.
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Michael Moran (Acting Headteacher)
Pupil premium lead	Michael Moran (Acting Headteacher)
Governor / Trustee lead	Ann Howe (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49, 570
Recovery premium funding allocation this academic year	£7, 399
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	£56, 969

## Part A: Pupil premium strategy plan

### Statement of intent

As a school, St. Aidan's strives to be a nurturing community where all pupils who attend deserve the right to achieve all they are capable of from their own unique talents and abilities. We firmly believe that all pupils should be supported to attain highly across all subject areas, make good progress at least in line with their peers and reach their potential socially and emotionally, regardless of their background or personal circumstances.

We recognise that disadvantaged pupils – within whom we include those who have a social worker, or who are open to Early Help Assessments – are vulnerable in relation to their peers, and may require more support to help them fulfil their potential. Our strategy in regards to our spending of our PP funding aims to bridge the gap between our disadvantaged pupils and their peers, and break down any barriers towards their learning which stops them succeeding.

We aim to maintain levels of high-quality teaching across the school through the use of quality CPD for our support and teaching staff. We also recognise that it is important to maintain current staffing levels in regard to support staff. This element of our strategy is key to ensuring that all pupils - whether from disadvantaged backgrounds or not – make continued and sustained progress, and thrive academically in their classroom environment.

When writing our strategy, we have taken into account the impact of the COVID-19 pandemic and how our school has been affected by this. Thought has been given to providing catch-up in education to all children, regardless of their background, through the use of targeted support provided in school or via the National Tutoring Program.

Our approach to the spending of the Pupil Premium Funding will be targeted, robust and designed to have a real impact on the areas which provide our disadvantaged pupils with barriers to progress and attainment. The priorities will be driven and identified by internal and external assessment; planning will be succinct and adept in providing the small steps needed for pupils to make progress.

### Challenges

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

Challenge number	Detail of challenge
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1	Pupils entering the EYFS stage with language and listening skills below developmental age and stage.
2	Increased social, emotional and mental health problems due to the COVID pandemic and restrictions.
3	Lack of progress and attainment in literacy and numeracy due to missed learning caused by COVID pandemic.
4	Negative impact on progress in foundation subjects and lack of subject specific vocabulary due to disruption and lack of exposure to the wider world.
5	Attendance of PP children generally has been below their peers and below NAs.

### 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
Implementation of SoundsWrite phonics scheme shows an increase in attainment in regards to pupils passing the Phonics Screening test in Y1.	Increase in the Y1 phonics pass rate with pupils achieving above national expectations by the third year of implementation.
Majority of pupils are confident and fluent readers by the end of KS2.	In house tracking data indicates that pupils are successfully moving through graded book bands linked to SoundsWrite phonics scheme and are confidently reading ARE books by the end of KS2.
Reduce attainment gap between disadvantaged and non disadvantaged pupils including those children achieving GDS, in reading, writing and maths by the end of KS2.	Pupil data at the end of KS2 shows and upward trend of PP achieving EXS and GDS by the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• A reduction in the need for referrals to outside agencies to support pupils with emotional, behavioural and mental health needs.</li> </ul>

	<ul style="list-style-type: none"> <li>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
Pupils attainment in wider curriculum is in line with non disadvantaged pupils and cultural capital is developed and sustained.	Internal teacher assessment shows that disadvantaged pupils attain broadly in line with their peers.

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: £ 25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Training – SoundsWrite Ltd Training for members of staff new to school delivering the scheme, rolling program of updates for teaching assistants to support the delivery of the program and intervention to ensure catch up.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 and 3.
Release time for senior leaders within school. Cover to be provided via supply/internally to ensure that subject leaders and SENCDco have sufficient time to monitor, evaluate and assess their respective responsibilities and ensure that children are receiving quality first teaching and good provision.	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.	1,2,3,4,5.

<p>Release time for new subject leads to work alongside specialist teachers utilising the BBCET partnership of schools.</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>4.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15, 735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rapid Readers in KS2</p> <p>Investment in resources and training to provide a dedicated catch-up program for children not on track to reach ARE by end of KS2</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>

<p>Focused EYFS/KS1 interventions delivered by a qualified teacher 3 x mornings/week. Focus on delay in early speech and language and early writing.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u>  And in small groups:  <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>1 and 3</p>
<p>Implementation of Number stacks interventions across key stages</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u>  And in small groups:  <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>3</p>
<p>Introduction of concise curriculum plans, focusing on pupils knowledge of their learning journey and assessment of key vocabulary.</p>	<p>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching:</p>	<p>4</p>
<p>In-house CPD for curriculum leads and teachers on the development of our curriculum to enhance the skills, knowledge and vocabulary of all pupils.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</p>	<p>2, 3 and 4</p>

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

Budgeted cost: £ 15, 734

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>First Aid training for UKS2 – children trained as Little Rescuers.</p> <p>Children engage in life saving skills, building resilience and thinking skills.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>4 and 2</p>
<p>Full implementation of the PSHE and RSE curriculum including appropriate staff training and resources.</p> <p>Enrichment activities planned around this.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>4 and 2</p>
<p>Newcastle Foundation – PE activities to be delivered by specialist staff.</p>	<p>Many pupils do not have access to activities which promote cultural capital.</p>	<p>4 and 2</p>
<p>Subsidised visits and visitors</p> <p>To allow children to experience things they would not usually have the access to. To enrich the curriculum and support personal development.</p>	<p>Many pupils do not have access to activities which promote cultural capital.</p>	<p>4 and 2</p>

Total budgeted cost: £ 56, 969

## 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.

Internal assessments carried out over the previous academic year demonstrate that disadvantaged pupils suffered more significantly in comparison to their peers due to the original COVID lockdown and the many disruptions to learning caused by enforced school closures related to the pandemic.

Many disadvantaged pupils attended school as vulnerable children during the closures and any who could not were provided with access to internet enabled devices/paper copies of home learning where appropriate. Despite this, engagement with home learning was not as strong for disadvantaged pupils when compared to their peers.

Upon returning to school, mitigation for these significant gaps in learning was through the use of clearly defined intervention programs which targeted the most vulnerable pupils and those whose gaps in learning was significant. Targeted intervention had begun to show significant improvements in addressing these gaps, however, the impact was again disrupted due to significant school closure periods enforced by COVID outbreaks.

Mental and emotional wellbeing was also prioritised alongside academic intervention and the roll out of the new PHSE/RSE curriculum a year ahead of statutory guidance had a significant impact, based on pupil voice assessment, on addressing the many emotional and social needs encountered due to the pandemic.

Further work on both areas will again focus on addressing these needs but also on addressing the needs we have encountered in the EYFS/LKS2 stages where there have been significant delays in development due to significant missed schooling.

### Externally provided programmes

Programme	Provider
NUFC Foundation PE/Sport	Newcastle United Foundation
Little Rescuers First Aid	Tumbles and Grumbles