

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 CE Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 21 – August 22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Fisher, Head Teacher
Pupil premium lead	Rachel Fisher, Head Teacher
Governor / Trustee lead	Alison Corkill/Rachel Henshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Pupil Premium £ 37660 Catch up funding £ 6860 Post LAC £ 14292	£ 58812
Recovery premium funding allocation this academic year	£ 2,436

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0 Catch up Funding: £6,860
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	£46956

Part A: Pupil premium strategy plan

Statement of intent

At St Aidan's, it is our intention that all pupils, irrespective of their background or the personal challenges that they face, make at least good progress from their on entry starting points, so that they are able to achieve well across all subject areas.

Our aim is for all of our children to be challenged and supported to 'let their light shine' throughout their learning journey at St. Aidan's, irrespective of whether they come from disadvantaged or non-disadvantaged backgrounds or whether they are vulnerable young people needing social care or pastoral support.

Ultimately, we want all of our children to leave St. Aidan's with the skills, knowledge and cultural capital needed to be successful, lifelong learners – children who have a love of learning and a love of life itself – children who, can and will, make a positive contribution to society.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Punctuality. The majority of our children attend regularly and are in school on time, there are a small number of disadvantaged children whose attendance figures fall below our minimum target of 95%.</p> <p>The Covid Pandemic has impacted significantly on these children and when at home this has been difficult to engage children in home learning.</p> <p>Additional isolations and outbreaks of Covid-19, children asymptomatic and having to isolate – 38% of children did not meet the minimum attendance target of 95%.</p>

2	Pupil Premium and SEND – 32% of children have SEN and 18% of Post LAC. These additional factors are also caused further barriers to learning.
3	Home Learning: % of our disadvantaged children struggled to regularly engage with home learning during both lockdown periods. Some disadvantaged children did take key worker school places. However, disengagement has had a negative impact on their learning and there are now gaps in attainment especially in reading, writing and maths.
4	Fall in phonics standards during the pandemic. Many of these children struggled to learn at home during lockdown periods and many have struggled to come back to school with structure and routines. Writing skills have declined and need addressing.
5	Maths – basic numeracy skills. As a result of not engaging from home, our disadvantaged children struggle to recall number facts.
6.	Standard of focus concentration, stamina, resilience and perserverance has declined since returning from lockdown.
7.	Parental Engagement hindered due to lasting covid measures and potential outbreaks. Slow return to face to face potentially. This has proved to reaching out to parents of disadvantaged pupils even harder.

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
<p><i>Attendance and punctuality</i></p> <p>To ensure that our disadvantage children's attendance is at least in line with the school's minimum target of 95%.</p> <p>To reduce the number of late marks so that our disadvantaged children are in school on time and are ready to learn.</p> <p>Purchase of Thrive Intervention Scheme</p> <p>Purchase of Hope Therapy Dog's sessions</p>	<p>The attendance rate for disadvantaged children is in line with non-disadvantaged children – or at least in line with the 95% school target.</p> <p>Late marks reduce by at least 75% for identified children.</p> <p>Budget ??</p>

<p>Pupil Premium with SEND</p> <p>Additional support, built into the daily timetable, for disadvantaged children with SEND will lead to + progress being made in R, W & M from entry starting parts</p>	<p>Internal assessments and tracking data (and external assessment and tracking data for Rec, Y1 -phonics, Y2 and Y6) will show that all children, regardless of whether they are disadvantaged or have SEND, will make at least expected progress from their individual starting points.</p> <p>Budget ??</p>
<p>Challenge Home Learning</p> <p>To ensure that all disadvantaged/ vulnerable children are able to continue to learn during any further periods of school closure, or during periods of isolating due to COVID 19, so that no further gaps in learning appear.</p>	<p>At least 90% of vulnerable/ disadvantaged children will attend school during any further periods of whole school closure.</p> <p>Attendance registers/task completion registers will show that all vulnerable/ disadvantaged children are engaging more fully with home learning tasks.</p> <p>Identified children will take school up on the offer of a loaned device in order to complete home learning tasks. (Loan agreements will be evidence)</p> <p>Budget ??</p>
<p>Phonics, Reading, Writing</p> <p>High quality, teacher led, catch up sessions for Phonics, Reading and Writing to be delivered to identified children throughout the year to enable gaps in learning to close and to ensure that the identified children – especially the lowest 20% - make as much progress as possible during the academic year.</p> <p>Purchase of Nessy and Spellzone subscriptions.</p> <p>Purchase new Phonic Stage reading books</p>	<p>Y1 and Y2 Phonic data will be at least in line with local and National data</p> <p>100% of PP chn in Y2 will pass the Phonic Screening check in Aut 2022</p> <p>Internal tracking data for reading and writing will show that all groups of children have made at least expected progress from their starting points.</p> <p>Y2 data will show that 100% of PP children will be judged to be working at least at expected standard in R & W</p> <p>Y6 SAT data for reading and writing will show that all groups of children have made at least expected progress from Y2.</p> <p>At least 66% of PP children to be working at expected standard in R & W by the end of Y6.</p> <p>Budget??</p>

<p>Maths – basic numeracy skills</p> <p>Continue with high quality first hand teaching, backed up with resources that enable this to happen. Backed up with NCETM Mastering Number, Arithmetic Mastery sessions, and MyMaths for home learning. Use of Insight tracking to track gaps in objective attainment that can then be intervened.</p> <p>Purchase of White Rose Maths Purchase of MyMaths Purchase of NCETM Mastering Number resources and time for teachers to access training. Purchase of Mastering The Curriculum resources Purchase of HeadStart Primary resources Purchase of TTRS subscription</p>	<p>Internal tracking data for maths will show that all groups of children have made at least expected progress from their starting points.</p> <p>Y2 data will show that 100% of PP children will be judged to be working at least at expected standard in M.</p> <p>100% of PP children in Y4 will score at least 22/25 in their Multiplication Check</p> <p>Y6 SAT data will show that all groups of children have made at least expected progress from Y2.</p> <p>At least 66% of PP children to be working at expected standard in M by the end of Y6.</p> <p>Budget??</p>
<p>Standard of focus concentration, stamina, resilience and perseverance has declined since returning from lockdown. We will endeavour to return this to pre-pandemic levels. We will make use of new small ICT Pods to stretch the school day to encourage older pupils (Year 4,5,6) to take part in self-initiated learning using a lot of the subscriptions mentioned in this report. These sessions will be offered to disadvantaged pupils firstly.</p> <p>Maintenance of ICT Pods Costing for staff to supervise (1 hr and 15mins per day)</p>	<p>Internal tracking data will show that End of Term Assessments scores improve as the year progresses and that the majority of children are completing the assessments within the allocated time.</p> <p>Teacher observations and books will show that the children are able to write for longer, sustained periods of time – producing high quality writing that is of appropriate length. Lesson observations will note that the children are able to work independently and remain focused, engaged and on task for age- appropriate lengths of time.</p> <p>Teacher observations and end of year reports will note that the majority of children are once again demonstrating the essential characteristics of learning and that the children are resilient, determined, independent learners who are motivated to learn and who persevere when the tasks challenge them.</p> <p>Budget??</p>
<p>Parental engagement</p> <p>Parental engagement has declined during and since lockdown, particularly with disadvantaged children. We aim, with the triangulation of school, pupil and parent, through the use of subscription websites at home, that this will then further encourage parents back into school.</p>	<p>?????</p> <p>Budget??</p>

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: £5842

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD hours and resources to purchase NCETM Mastering Number	EEF research shows that there is a large dip in mathematical attainment and attitudes towards maths as children move from primary to secondary school and that it is essential that Primary and Secondary schools should develop a shared understanding of curriculum, teaching and learning. educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2	2,5
Purchase of Mastering the Curriculum subscription		2,5
Purchase of Spellzone subscription	Consistent, high quality teaching of phonics has a strong evidence base that indicates a positive impact on the accuracy of word reading – particularly for the disadvantaged – and is an important component in the development of early reading. SSP approaches have a higher impact. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,5,6,7
Purchase of Nessy subscription		2,3,5,6,7

<p>Purchase of WRM Subscription</p>	<p>Research by EEF recommends: Using assessment to build on pupils' existing knowledge and understanding Using manipulative and representations to help pupils engage with mathematical ideas Teaching pupils the strategies to solve problems Enabling pupils to develop a rich network of mathematical knowledge Developing pupils' independence and motivation</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2</p> <p>EEF research shows that there is a large dip in mathematical attainment and attitudes towards maths as children move from primary to secondary school and that it is essential that Primary and Secondary schools should develop a shared understanding of curriculum, teaching and learning. educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2</p>	<p>2,3,4,5,6,7</p>
<p>Purchase HeadStart subscription (assessment)</p>	<p>Assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers</p>	<p>2,3,4,5,6,7</p>
<p>Purchase of Insight Tracking</p>		
<p>Purchase TTRS Subscription</p>	<p>EEF research shows that there is a large dip in mathematical attainment and attitudes towards maths as children move from primary to secondary school and that it is essential that Primary and Secondary schools should develop a shared understanding of curriculum, teaching and learning. educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2</p>	<p>2,3,4,5,6,7</p>
<p>Purchase of further phonic stage books</p>	<p>Consistent, high quality teaching of phonics has a strong evidence base that indicates a positive impact on the</p>	<p>2,3,5,6,7</p>

<p>Purchase of Twinkl Phonics programme</p>	<p>indicates a positive impact on the accuracy of word reading – particularly for the disadvantaged – and is an important component in the development of early reading. SSP approaches have a higher impact. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2,3,5,6,8</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 33940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employing high quality teaching assistants to assist in the delivery of phonics and other intervention programmes and ICT Pod supervision</p>	<p>Evidence consistently shows the positive impact that targeted support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>TAs add value to what teachers do. Use TAs to help the children develop their own independent learning skills. Research shows that using TAs to deliver high quality 1-1 and small group support using structured interventions has a positive impact on attainment (approx. 3-4 additional months progress)</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,4,5,6</p>

<p>The set up of ICT Pods for disadvantaged pupils to access online subscriptions.</p>	<p>A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018). Teachers should explicitly support pupils to develop independent learning skills. educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Key findings from EEF Remote Learning Rapid Evidence Assessment April 2020: Teaching quality is more important than how lessons are delivered Access to technology is key, particularly for disadvantaged pupils Peer interactions can provide motivation and improve learning outcomes Supporting pupils to work independently can improve learning outcomes Different approaches to remote learning suit different tasks and types of content e.g. games, quizzes</p>	<p>1,2,3,4,5,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the Thrive Approach Subscription	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	1,2
Purchase of Hope Therapy Dogs sessions		1,2

Total budgeted cost: £ 46956

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

