

Pupil premium strategy statement St Aidan's CE Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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

School name	St Aidan's CE Primary School
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	Termly review in line with SIP – full review Sept 2025
Statement authorised by	Chair of Governors
Pupil premium lead	Leanne Finch (HT)
Governor lead	Jo Snape

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94620
Additional Covid related funding allocation this academic year	£1945
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	£96565

Part A: Pupil premium strategy plan

Statement of intent

At St Aidan's CE Primary School, we recognise that our disadvantaged pupils may have a range of needs and barriers to their learning. Through our personalised approach, we aim to remove those barriers to ensure equity of access to all learning, access to a relevant and enriching curriculum and wider curriculum so that they achieve their potential, believe in themselves developing their confidence and creativity.

Our pupil premium strategy aims to meet these objectives by ensuring pupils receive a quality first teach by a well-trained and thoughtful teacher, targeted academic support that is grounded in evidence and tailored to individual need as well as identifying and implementing wider strategies that will ensure fairness and a balanced playing field in the opportunities they can learn from and grow from.

Our key principles of our strategy plan are:

Every child has access to a highly trained, well informed teacher to receive quality first teaching

Every child has access to an engaging, balanced and well-structured curriculum that meets their needs, allowing them to retain knowledge and develop skills so they learn more and remember more

Every child can achieve their academic potential from their starting points through targeted support if needed

Every child can grow as an individual through the provision of targeted opportunities and life experiences

Every child has the opportunity to develop skills and interests to find out what makes them extra-ordinary on their life's learning journey

As a Cooperative School, our strategy is underpinned by our Cooperative Values which are:

Self-help Self-responsibility Equality Democracy Ethical Values

Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school in EYFS inhibit the progress of a large number of pupil premium eligible children in all areas of the curriculum. This is often compounded by the lack of parental engagement in their child's education, eg. lack support with home learning tasks, little experience of reading story books or nursery rhymes.
2	The number of children with more complex special educational needs has increased across school. Referrals for SEMH and SEND have increased. 1:1 and small group interventions are taking place and the SENCO has a larger caseload.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and writing skills than their peers. This is true across both key stages in school.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with basic mathematics skills than their peers. This is true across both key stages in school.
5	Children have very little cultural capital resulting in lower confidence and self-esteem outside of their familiar surroundings.

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 oral language skills and vocabulary amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when considered with other sources of evidence, including engagement in lessons, pupil interviews and ongoing formative assessments eg Talk Boost
A higher proportion of disadvantaged pupils are working at year group expectations in reading.	A higher proportion of disadvantaged pupils are working at year group expectations in reading than last year – bringing our % closer to the national average. Evidence in books across the curriculum reflects better vocabulary choices.

	<p>Disadvantaged pupils make at least expected progress from their starting points.</p> <p>Pupil voice interviews reflect enjoyment in reading</p>
<p>A higher proportion of disadvantaged pupils are working at year group expectations in writing.</p>	<p>A higher proportion of disadvantaged pupils are working at year group expectations in writing than last year – bringing our % closer to the national average.</p> <p>Disadvantaged pupils make at least expected progress in writing from their starting points.</p> <p>Cross curricular writing opportunities are evident in books.</p> <p>Evidence in books across the curriculum reflects better vocabulary choices.</p>
<p>A higher proportion of disadvantaged pupils are working at age related expectations in maths.</p>	<p>More disadvantaged pupils make at least expected progress in maths from their starting points.</p> <p>A higher proportion of disadvantaged pupils are working at year group expectations in maths than last year – bringing our % closer to the national average.</p> <p>Quick recall of times tables and use of mental maths strategies are improved.</p> <p>Higher proportion of disadvantaged pupils achieve expected standard in timetables check in Y4.</p>
<p>The gap between disadvantaged children with additional special educational needs and their peers will decrease.</p>	<p>There will be less children on the SEN register by 2025/26.</p> <p>There will be a lower number of EHCP applications during the year.</p> <p>Staff expertise will provide children with effective additional provision to ensure success.</p> <p>Qualitative data from pupil voice, teacher observations, formative assessment will evidence the reduction in numbers on the ESN register.</p>
<p>To provide opportunities to have positive experiences outside of the academic curriculum.</p>	<p>Pupil voice reflects a love of the outdoors</p> <p>Increase in numbers of disadvantaged children attending after school clubs</p> <p>Pupil voice reflects a love of the extra experiences provided for them</p> <p>Pupil voice evidences improved confidence an attitudes to learning</p>

Analysis by our pastoral team shows an increase in confidence and happiness at school

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

Budgeted cost: £9320

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND release time to monitor targeted support and review the needs of PPG SEND children	EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children: <i>Communication and language approaches + 7 months</i>	1,2,3,4,5 TLR for SEN £2620
Continuous development of teaching approaches through high quality CPD via membership of the WRIST Cluster and Axia Learning Alliance	EEF Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school. Quality CPD is given through our cluster groups, bought in by us and LEA to support staff professionally. This keeps us abreast of new initiatives and improve the quality of teaching, learning and support.	1,2,3,4,5 AXIA - £1500 WRIST - £1200
To raise attainment through providing enriching experiences across the curriculum through: <ul style="list-style-type: none"> • Specialist teachers/coaches to develop pupils' skills in dance and physical activity • Ensure pupil receive high quality provision • Subsiding of trips including residential for PP 	EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children: <i>Physical activity + 1month</i> Raise in self esteem celebrating non-academic achievement and success increases positive attitude towards other aspects of learning.	2,3 and 4 Specialist teacher input - £3000 Resources for adaptive learning - £1000

Targeted academic support

Budgeted cost: £39,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> • Extra group work with teachers or TA • Targeted learning plans for specific interventions • Further develop and run Early Years interventions • Speech and language interventions to run in EYFS and KS1 • Reading intervention groups to be run for any pupils who are falling behind • Extra small group support will be provided to all Rec, Year 1 and 2 pupils in phonics 	<p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children:</p> <p><i>Teaching assistant interventions +4 months</i></p> <p><i>Reading comprehension strategies +6 months</i></p> <p><i>Early numeracy approaches + 7 months</i></p> <p><i>Early literacy approaches + 4 months</i></p>	<p>2,3 and 4</p> <p>IDL - £2000</p> <p>SALT/Talk Boost - £3000</p> <p>ELSA - £1000</p> <p>Maths intervention strategy - £1250</p> <p>Reading intervention - £750</p> <p>Online platforms - £600</p> <p>TA2 – £25,183</p> <p>TA3 - 7 hours per week x 38 wks - £5370</p>

Wider strategies

Budgeted cost: £48,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p>	<p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children:</p> <p><i>Social and Emotional learning +4 months</i></p> <p><i>Behaviour interventions +3 months</i></p>	<p>1,2,3,4,5</p>

<ul style="list-style-type: none"> • Breakfast club provision • Pastoral support around behaviour and social/emotional support from FSW and REACH Behaviour Support • Sports Provision • One to one work with specialist teachers, SSAs and FSW • Social and Emotional intervention groups • Lunchtime support to be provided by learning mentor for vulnerable pupils who need support. • Free breakfast for Year 6 during SATs 	<p><i>Sports Participation +2 months</i></p> <p>The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life.</p> <p>Employment of a full time pupil and family support worker in school benefits individual children and their families both in and out of school.</p>	<p>FSW - £32,654</p> <p>Specialist teacher training - £3000</p> <p>SATs booster teacher for 4 weeks- £2500</p> <p>SATs breakfast club - £100</p> <p>Additional welfare staff to support behaviour group - £3200</p>
<p>Build on our PP children’s social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> • PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding. • Ensure all PP pupils are able to engage and take part in residential and trips. 	<p>South Ribble Borough Council sports partnership – competitions and events</p> <p>Cheerleading Coaching</p> <p>Class trips linked to curriculum coverage</p> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children:</p> <p><i>Sports Participation +2 months</i></p>	<p>6</p> <p>Additional sports clubs (PPG paid places in addition to sports funding allocation) £500</p> <p>Extra-curricular clubs - £2000</p> <p>Breakfast club - £750</p> <p>Trip subsidies - £1250</p> <p>Uniform/equipment subsidies - £2500</p>

Total budgeted cost: £ 96,927

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.

Desired Outcome	Success Criteria	Evaluation
A higher proportion of disadvantaged pupils are working at year group expectations in reading.	<p>A higher proportion of disadvantaged pupils are working at year group expectations in reading</p> <p>Evidence in books across the curriculum reflects better vocabulary choices.</p> <p>Disadvantaged pupils make at least expected progress.</p> <p>Pupil voice interviews reflect enjoyment in reading</p>	<p>In KS1 56.3% achieved the expected standard in reading with 6.3% achieving the higher standard. Out of 9 children with PPG 17% achieved the expected standard.</p> <p>In KS2 55 % achieved the expected standard in reading, with 15% achieving the higher standard. Out of 7 children with PPG 57% achieved the expected standard.</p>
A higher proportion of disadvantaged pupils are working at year group expectations in writing.	<p>A higher proportion of disadvantaged pupils are working at year group expectations in writing.</p> <p>Disadvantaged pupils make at least expected progress in writing.</p> <p>Cross curricular writing opportunities are evident in books.</p> <p>Evidence in books across the curriculum reflects better vocabulary choices.</p>	<p>In KS1 31.3% achieved the expected standard in writing. Out of 9 children with PPG 0% achieved the expected standard.</p> <p>In KS2 60% achieved the expected standard in writing. Out of 7 children with PPG 43% achieved the expected standard.</p>
A higher proportion of disadvantaged pupils are working at age related expectations in maths.	<p>Disadvantaged pupils make at least expected progress in maths.</p> <p>A higher proportion of disadvantaged pupils are working at year group expectations in maths.</p> <p>Quick recall of times tables and use of mental maths strategies are improved.</p>	<p>In KS1 37.5% achieved the expected standard in maths. Out of 9 children with PPG 0% achieved the expected standard.</p> <p>In KS2 50 % achieved the expected standard in maths, with 15% achieving the higher standard. Out of 7 children with PPG 43% achieved the expected standard.</p> <p>12% of Y4 children achieved 25/25 on the MTC, 53% achieved 20+</p>

	Higher proportion of disadvantaged pupils achieve expected standard in timetables check in Y4.	Out of 14 children with PPG, 14% achieved 25/25
Through our curriculum and wider curriculum offer, disadvantaged pupils improve their knowledge and skills and grow in confidence.	Pupil voice interviews evidence improved confidence and attitudes to learning. Curriculum intent and implementation considers the cultural capital of disadvantaged learners and offers increased opportunities and experiences. Higher proportion of disadvantaged pupils achieve expected standard in non-core curriculum areas.	Pupil attitude questionnaire shows children are more confident in naming a trusted adult and would be happy to speak to them if needed. It highlighted that children are fairly confident in their learning and will seek help from teachers if needed. Data analysis of non-core subjects shows that on the whole disadvantaged pupils are achieving in line with their non PPG peers in most non core subjects.
PP parents will engage more positively with the school and will be better at supporting their children at home with their learning	% increase from previous year in parents engaging and interacting with school website/tapestry/seesaw .	There is an increase in % of parents accessing the school website than in previous years. 53% using the school spider app in Sept 24 compared to 47% in 2023.

Externally provided programmes

Programme	Provider
Bug Club Phonics	Pearson
English IDL	IDL
Maths IDL	IDL
MyMaths	Mymaths
Talk Boost	speechandlanguage.org
ELSA	EdPsychology Solutions
TTRS/Numbots	Maths circle

Further information

In addition to the Pupil Premium Strategy we are continuing to work closely with outside agencies to provide a whole family approach. This support and interaction with the whole family allows us to create strong relationships between home and school to fully support our families and each individual child.

We are also working closely with LCC teaching and learning consultants and subject specific advisors to ensure quality first teaching is apparent in all classrooms and that all staff are equipped with a variety of strategies to deepen children's understanding and clarify misconceptions as they are learning.