

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	205 (census Oct 22)
Proportion (%) of pupil premium eligible pupils	14.63%
Academic year/years that our current pupil premium strategy plan covers	August 22-23
Date this statement was published	November 2022
Date on which it will be reviewed	May 2023 October 23
Statement authorised by	Rachel Fisher, Head Teacher
Pupil premium lead	Rachel Fisher, Head Teacher
Governor / Trustee lead	Alison Corkill

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40350 (30 x £1345)
Pupil Premium	
LAC	£1322 (1 x£ 1322)
Post LAC	£ 16870 ( 7x £ 2410)
Service	£640 ( 1x £640)
Recovery premium funding allocation this academic year	£ 2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b>	<b>£61 647</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan -Statement of intent

The intention of all stakeholders at St Aidan's is that all pupils make good progress and are supported to meet their full potential and ability, both academically and personally, irrespective of their background or circumstances away from school life. This pupil premium strategy is designed to ensure this intention is met as fully as possible, enabling disadvantaged pupils achieve that goal and make progress from any starting point.

At St Aidan's, we have a good understanding of the challenges faced by vulnerable pupils and their families. This statement is intended to support the needs of these children and families, including those with a social worker, those who act as young carers, families eligible for Free School Meals, Looked After and post Looked After children and children with parents in the armed forces.

Our strategy and approach to teaching and learning at St Aidan's, places high-quality first teaching as a priority for all children in our care. We tailor our teaching and policies to the needs of the children and focus on those who require the most support and are disadvantaged in some way. A focus on high quality teaching is shown to have the greatest impact on closing the disadvantage attainment gap and as the same time will benefit their non-disadvantaged peers.

In order to recognise and address the needs of the children at which this strategy is aimed, we have highlighted the challenges and needs that are evident in our school community and used robust assessment strategies to ensure our approaches are designed to meet the need of our children and not generic assumptions.

### **Key Principles**

- Ensuring disadvantaged pupils are receiving high quality first teaching, to develop progress and attainment to match their ability and that of their peers.
- Providing purposeful and measured interventions and approaches to build on and improve curricular content at their level and need.
- Breeding a whole school ethos of responsibility and high expectations towards our disadvantaged children, through all of our stakeholders.
- Offering opportunities for children to develop fully as their own person, building resilience, independence, empathy and knowledge and understanding of the wider world around them, to ensure they leave us with fully rounded life skills and prepared for the next stage of their education.

## Challenges

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

Challenge number	Detail of challenge
1	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%.
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, dis-engagement 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 perseverance 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</p>	<p>July 2023 attendance highlights School have worked to improve attendance of disadvantaged pupils .</p> <p>Punctuality improvements over time and children are ready to learn.</p>

<p>disadvantaged children are in school on time and are ready to learn.</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 &amp; M from entry starting parts</p>	<p>Pupils are happy in coming to school and make the expected progress from their starting points .</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>School actively promotes and rewards reading at home.</p> <p>Pupils have access to TT Rockstars and My Maths</p> <p>Pupils have access to Spellzone</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>Introduction of Monster Phonics new scheme . Full training for all staff .</p> <p>£5292 Dec 22</p> <p>£2103 March 23</p> <p>Pupils receive additional phonics intervention and achieve pass mark for phonics screening and meet the standard of reading in each year,</p>
<p>Maths – basic numeracy skills</p> <p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates in maths</p>	<p><b><u>Quality First Teaching</u></b></p> <p>Children access a fully rounded Maths curriculum with a variety of mastery questions, including opportunities to develop and practise their Mathematical thinking, variation, fluency and structure.</p> <p>A consistent and progressive approach to Maths that exposes all children to challenging concepts and a greater depth of vocabulary.</p>

	<p>CPD for staff and the Maths lead, from consultant Sarah Martin</p> <p>Purchase of resources to ensure children across all key stages continue to access manipulatives and representations at their level, in order to engage the children fully in mathematical ideas.</p> <p><b>Interventions</b></p> <p>The purchase of manipulatives and representations to ensure children are able to cement concepts that are missing from their learning, after missing these learning concepts during lockdown.</p> <p>Access to White Rose to Premium resources, including the videos for interventions and covering objectives the children have a learning gap in.</p> <p><b>Wider Strategies</b></p> <p>TT Rockstars access for both in school and home. TT Rockstars competitions to boost access to the resource. My Maths to access at home</p>
<p>Characteristics of learning</p>	<p><b>Quality First Teaching</b></p> <p>Continued CPD for staff to deliver the HEARTSMART/.KIDSAFE Programmes . Coaching and Mentoring programme to build staff understanding and confidence in delivering the PATHS programme. A consistent, evidence-based approach to the Social and Emotional Curriculum. Acquire the resources necessary to teach the PATHS programme, including schemes of work, posters and puppets.</p> <p><b>Interventions</b> Children with limited understanding of the emotional languages and social skills will be identified and use small group work with teaching assistant time to focus their time and practise their skills, in sessions which match the whole school, high quality teaching content.</p> <p><b>Wider Strategies</b> Align the school behaviour policy and anti-bullying policies with the KIDSAFE / HEARTSMART programme. Actively engage with parents to reinforce the skills taught in the home environment. Establish schoolwide routines, Children will be more confident in discussing their emotions and barriers to learning, allowing them access to the curriculum sooner when they are facing difficulties.</p>
<p>For all children in EYFS to access a play based curriculum, in order to</p>	<p><b>Quality First Teaching</b></p> <p>Classroom environment reviewed and developed for play based learning and an enriching early years</p>

<p>cement learning experiences and social constructs, across a range of curriculum areas.</p>	<p>curriculum, with a range of activities and a mixture of child and adult initiated learning. CPD refreshers for staff on Development Matters and the statutory changes to the EYFS curriculum, through ST Helens EYFS Hub Updated resources, pertinent to the curriculum changes and developments, ensuring all children are able to access quality first learning experiences at school, and play based activities to cement learning.</p> <p>Improvements in the layout of the EYFS area, allowing children to access the provision and learning opportunities at their level and ability, building on their knowledge and understanding of the world around them and objectives.</p> <p>Interventions Using the baseline in the Autumn term, alongside teacher baselining, to gain a better understanding of where the children are starting from in our EYFS setting. Continue the review of the play based approach and assessments, judging which resources are needed to form the most beneficial support for children who need targeted activities.</p> <p><b>Wider Strategies</b></p> <p>Improvement in the resources and layout of the base, leading to constructive learning and building children's independence, resilience and social skills from their first point of entry into school. Instil ground rules in group work and classroom discussion that children can move into their own play practices. Modelling of staff of social and emotional behaviours through playbased activities and child-initiated learning</p>
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## 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: Introduction of Monster Phonics new scheme . Full training for all staff .  
 £5292 Dec 22  
 £2103 March 23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduction of Monster Phonics for whole school</i>		4
<i>Targeted TA for catch up £14 000</i>		3
<i>SBM time to review attendance and work with parents who now qualify for PP ½ day a week £250 x 38 £9 500</i>		2

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduction of Monster Phonics for whole school</i>		4
<i>My Maths £392</i> <i>Master the curriculum £</i>	Home learning and targeted Maths support	3
<i>Spellzone £223</i>	Home learning and targeted Spelling support	3
<i>Secondment of SEND/ Pastoral support of PP children – Work with attendance</i> <i>£20,298</i>		2 1



<i>INSIGHT TRACKER</i> <i>£984</i>		3
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: *EWO* - £1317

*Hope's therapy dogs* - £4680

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Employ services of EWO</i> £1317	Link evidence	1
<i>Hope's Therapy Dogs – well-being</i> £4680		
<i>Thrive</i> £2000		

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.*