

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
School name	Saint Aidan's Catholic Primary M23 0BW
Number of pupils in school	243 (including Nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	GB
Pupil premium lead	Mrs Sarah Yates
Governor / Trustee lead	Fr Owen Gallagher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,095 Early years £2,579
Recovery premium funding allocation this academic year	£11,528
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	£131,202

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil premium (PP) Allocation will be used to raise the standards of disadvantaged pupils across the school by:

- Continuing to improve their reading and writing in all year groups
- Continuing to improve achievement in mathematics
- Continuing to improve attendance and punctuality
- Increasing participation in the wider curriculum

At Saint Aidan's our PP children have been adversely affected by the restrictions caused by the Covid-19 pandemic and this impact is still ongoing in spite of every best effort. Despite parents/carers best efforts and access provided by school the attainment gap did widen and is only now beginning to narrow in some areas.

This gap was evident across the school, **particularly in EYFS**. The children have also had limited opportunities to access wider range of learning and opportunities such as enrichment activities including music and sport.

Some children across the school have also struggled to re-engage in school life so many are being supported with their emotional health needs also.

A range of interventions will be used to target specific children disadvantaged pupils and monitored through our progress meetings. The impact of any intervention will be discussed in December 2023, April 2024 and July 2024. The baseline information is from July 2023.

We will also look at attendance data and punctuality and track and monitor progress to ensure that the full offer is being accessed.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of our pupils enter school with low rates of language and literacy. Many pupils do not read regularly at home and do not have the access to a wide range of books and other materials.
2	Many pupils enter school with poor understanding of number and parents often can lack the confidence to support in number, reasoning and problem solving

3	Some of our families face many social and economic challenges and at times for some families attendance and punctuality can be a problem
4	Many pupils need wider opportunities to raise self-esteem , develop social skills and to raise aspirations
5	The continuing effects of the pandemic has widened the gap for some of our pupils and thus has made some children find it difficult to re-engage in all areas of the curriculum.

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
Continuing to improve the achievement of disadvantaged pupils in reading and writing in all year groups	In KS1 the number of disadvantaged children passing the phonics check is at least in line with National Average In each year group at least a large majority of disadvantaged pupils reach the expected standards in reading and writing in July 2024 All pupils make good progress from their starting points
Continuing to improve the achievement of disadvantaged pupils in mathematics in all year groups	In each year group at least a large majority of disadvantaged pupils reach the expected standards in mathematics in July 2024 All pupils make good progress from their starting points
Continuing to improve attendance and punctuality of disadvantaged/vulnerable pupils in all year groups	Attendance rates for disadvantaged pupils improve and are broadly in line with national standards The punctuality rates improve.
Increasing the participation of pupils in a wider range of activities	All disadvantaged pupils attend trips The % participating in after school clubs is good and increasing Disadvantaged pupils with SEMH show good progress and access the right support

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: £98,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher in Y6</i>	To target support for pupils in small groups and dedicated catch up for English and Mathematics. Some 1 to 1 support as and when required.	1 and 2
<i>Additional TAs</i>	SEND/ SEMH support and some 1 to 1 interventions	1 and 2
<i>Additional group work and interventions and all assessments</i>	Ongoing assessments and quick catch up on a daily basis is proven to have good results. The children will have needs identified and then barriers to learning will begin to be lessened and quick catch up facilitated in a variety of ways.	1, 2, 4 and 5
<i>Additional EP support</i>	Targeted interventions across the school supporting early identification of difficulties. Language support and SEMH support. This will address any difficulties early on and lessen the chance of the gaps widening to their peers.	1, 2 , 4 and 5

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

Budgeted cost: £ 21,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one and small group support</i>	Catch up support in English and Mathematics. Proven high quality and targeted small group interventions are effective	1 and 2
<i>Access to reading books at school and at home</i>	The children need access to good quality texts in order to improve their vocabulary in both the spoken and written word – supported in class through Guided Reading sessions and small group intervention	1 and 3
<i>Speech and Language identification , training and support</i>	Early identification and targeted support. Training of teachers and TAs on specific interventions which are linked to EHC plans and IEPs	1 and 2
<i>Occupational Therapy</i>	<p>Early Identification is the key factor in breaking down the barriers to learning and looking at our sensory provision has been central to this.</p> <p>OT support is crucial for us to understand how our children learn and the children are referred through the SENCo if issues arise in class. Children can be seen on an individual basis or in targeted groups.</p> <p>This will impact on the access to class and the curriculum as a whole when effective interventions take place.</p>	1,2 and 5

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

Budgeted cost: £ 10,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer</i>	Support for families to engage and improve attendance and punctuality. Engagement with other agencies and support proven to be effective.	3
<i>After School Activities</i>	Encourage children to participate in all aspects of the curriculum and to widen their opportunities and aspirations. A sense of achievement and success in other areas of the curriculum brings confidence across all other areas of the curriculum.	5

Total budgeted cost: £ 130,138 (subject to change due to cost of living)

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. These results were not published results.

To improve the data of disadvantaged pupils in reading and mathematics

Using our data we have been able to track the progress of our disadvantaged pupils in English and Mathematics.

In KS2

<i>Disadvantaged Data</i>	<i>2022</i>	<i>2023</i>
<i>Reading</i>	<i>50%</i>	<i>54.5%</i>
<i>Writing</i>	<i>30%</i>	<i>36.4%</i>
<i>Mathematics</i>	<i>30%</i>	<i>45.5%</i>
<i>RWM</i>	<i>30%</i>	<i>36.4%</i>

Summary for KS2 From their starting points in September all children made progress however this was not in line with National Average. The children showed progress within their own targets and ***are beginning to narrow the gap to the expected standard.*** The children were supported and challenged to progress. Additional support through interventions/boosters and tutoring is ongoing. The challenge for the next year is to narrow the gap further and to ensure that the children are able to access the curriculum and make good progress. Book monitoring shows good coverage and that the children are being challenged and progress is being made.

In KS1

<i>Disadvantaged Data</i>	<i>2022</i>	<i>2023</i>
<i>Reading</i>	<i>50%</i>	<i>50%</i>
<i>Writing</i>	<i>43.8%</i>	<i>33.3%</i>
<i>Mathematics</i>	<i>50%</i>	<i>41.7%</i>

Summary for KS1

*From their starting points in September 2022 most disadvantaged pupils have made good progress in reading and mathematics. There is still work to be done to narrow the gap to national and more catch up and support will be required for **all** children. Additional support through interventions/ booster sessions and tutoring. White Rose is becoming embedded and this should show positive impact in the coming year. The children are working on a new writing sequence and comprehension and this is beginning to show a positive impact.*

To provide support for attendance and punctuality

Attendance Data 2022-23

Manchester LA 93.19% School 90.66%

% PA Manchester 22.41% School 26.04%

PP and disadvantaged data 86.14% and PA 43.24%

Attendance Panel meetings and support for parents is available and we are working with the families to support and encourage better school attendance. Holidays in term-time are impacting upon overall attendance.

Summary. Attendance will continue to be worked on and monitored. As we work through the Winter months in school it is very obvious that other illnesses are massively impacting upon attendance and this will, one again, have an impact on progress in all areas.

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
Tutoring	Teaching Personnel

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.