

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 VC School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22/2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anne Etchells, Headteacher
Pupil premium lead	Anne Etchells, Headteacher
Governor / Trustee lead	Bryony Howe, Inclusion and Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,470
Recovery premium funding allocation this academic year	£3,190
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	£44,660
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Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Grant (PPG) is to narrow the gap in attainment between pupils entitled PPG and other pupil groups. As a school we have a track record of ensuring that all pupils make at least good progress, but historically levels of attainment have been lower for FSM pupils- this is also a national trend.

We are working hard to raise levels of attainment and reduce barriers to learning and progress by using targeted interventions. We will continue to ensure that all children across the school consistently receive consistently good or outstanding teaching. Research by the Sutton Trust (2011) has shown that highly effective teaching has significantly greater impact on disadvantaged students than on average students.

The work of the Education Endowment Fund and the Sutton Trust are key. We also analyse our data thoroughly and as a small school have the advantage of knowing each pupil well. Although there are some common barriers for FSM pupils, the barriers to achievement are often complex. Therefore, we are flexible in considering the best manner in which to support pupils and there is no 'one size fits all' approach.

We ensure that all staff are aware of who pupil premium children are. All such children benefit from the funding, not just those who are underperforming.

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Effective feedback has been determined by the Sutton Trust as being the most cost effective intervention in raising pupil attainment. Thus all children will continue to benefit from termly opportunities to meet individually with their class teacher to receive feedback so that children know where they are and what they need to improve.

We have a Pupil Premium Governor who monitors the spending and impact of this funding.

Challenges

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

Challenge number	Detail of challenge
1	National attainment gap between eligible pupils and those not eligible for PPG
2	Lack of cultural and social experiences which may lead to a poverty of ambition

3	Identified attachment difficulties for some pupils entitled to pupil premium plus
4	Issues around managing emotions and developing emotional literacy
5	Ensuring parents are able to effectively engage with school and support their children.

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
Diminish the difference where attainment gaps are identified	Pupil progress outcomes show that disadvantaged children have made progress towards meeting expected standards by 2024/25 compared with their starting points
Enriching opportunities for eligible pupils with no charge for after school clubs for children entitled to FSM	High quality offer of additional provision e.g. street dance club, choir etc. Uptake to be monitored termly to ensure children's strengths are being targeted by provision
ELSA appointed for identified children to support emotional wellbeing and emotional regulation	Children are more able to engage with learning and happier at school. Termly review of the impact of ELSA provision at pupil progress meetings

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly opportunity for class teacher to meet with individual pupils to ensure there is an opportunity for 1:1 feedback	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1
Opportunity for all new class based staff to attend initial training with the Haringey Anchor project team. All class based staff to attend additional training on developing resilience and emotional regulation.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

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

Budgeted cost: £30,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 interventions in literacy and maths- Mathematics Mastery interventions, Inference training, SNIPS, Read, Write Inc.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Places in the Saturday supplementary school provision Nia Academy for three eligible children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1

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

Budgeted cost: £12,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
PEN Mouse Club for children transitioning into reception	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Free after school clubs offered to children entitled to FSM	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2
Free educational visits offered to children entitled to FSM	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Contribution towards ELSA provision	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.elsanetwork.org/elsa-network/other-research/	3,4

Total budgeted cost: £44,660

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.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Children entitled to pupil premium were offered in school hub provision, which was taken up by the vast majority of pupils.

Our assessments and observations indicated that pupil, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Live Your Dreams transition programme for Year 6	Tracey Campbell
The Mouse Project	Parental Engagement Network
1:1 behaviour coaching for a vulnerable child	Tracey Campbell

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality education visits to support learning and aspiration. These will be offered at no charge to children entitled to FSM with the cost covered by a funding bid to a local charity
- Offering free breakfast club places to children entitled to FSM to ensure good attendance
- Further training from the Haringey Anchor team to support staff with further training around how we can support children develop resilience and emotional regulation.