

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Primary School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	15%
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 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Kate Stevens Headteacher
Pupil premium lead	Amanda Munn Assistant Headteacher
Governor / Trustee lead	Bryony Howe, Inclusion and Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,050
Recovery premium funding allocation this academic year	£0
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	£41,050

Part A: Pupil premium strategy plan

Statement of intent

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. Our key objective in using the Pupil Premium Grant (PPG) is to narrow the gap in attainment between pupils entitled to PPG and other pupil groups.

However, we are also mindful of research from the NGA which has identified four other drivers of educational disadvantage, namely, SEND, vulnerability (which includes looked after children and young carers), certain ethnic groups, including travellers, and children struggling with their mental health. Children in these four groups are also statistically at a significant educational disadvantage. In line with this research and the NGA's recommendation, we have therefore decided to broaden our view on who may be vulnerable to educational disadvantage.

At St Aidan's, we work hard to raise levels of attainment and reduce barriers to learning and progress by using targeted interventions. Research by the EEF (Apr 2022) has shown that highly effective teaching has significantly greater impact on disadvantaged students than on average students. We will continue to ensure that all children across the school receive consistently good or outstanding teaching.

The work of the Education Endowment Fund, National Governors' Association and Sutton Trust are crucial in deciding on effective support. 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 and other vulnerable groups, 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 our pupil premium children are and all such children benefit from the funding, not just those who are underperforming. As a school, we use the ELKLAN training and Word Aware approach to develop language. For emotional support, we have a counsellor. Our behaviour policy is based on the Anchor approach which recognises that behaviour is often a means of communication. For children whose emotional literacy and social skills need development, two staff have been trained in the delivery of ELSA.

We challenge poor attendance through buying in services from our EWO.

Poverty-proofing our curriculum offer is also key at St Aidan's: we provide meals, educational visits, uniform and access to ICT for all children who have difficulty accessing this.

Research by the Sutton Trust has determined that effective feedback is the most cost effective intervention in raising pupil attainment. Therefore, all children will continue to receive feedback daily from their teacher (verbal and through marking). They will also benefit from termly opportunities to meet individually with their class teacher to receive feedback so that children know where they are with their learning 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 as well as other groups, particularly our PEG group (Priority Ethnic Groups)
2	Perceived deficit 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
6	Attendance falling below our target level of 96%

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 under the widened definition with no charge for one after school club each 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 the development of emotional literacy and social skills	Children are more able to engage with learning and are happier at school. Termly review of the impact of ELSA provision at pupil progress meetings
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Diminish the difference between the attendance of FSM children and non-FSM children and other groups identified as at risk.	Attendance data shows higher attendance in-line with our target of 96%
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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: £4,000

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 class based staff to attend ongoing 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: £23,911

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 at least two 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: £13,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transition meetings for parents of children transitioning into reception	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Every FSM child is offered a free place at one after-school club.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2
Free educational visits offered to children entitled to FSM and other groups identified as at risk.	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
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Total budgeted cost: £41,050

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 2023 to 2024 academic year.

The interventions that we put in place for our pupil premium children had a positive impact on progress. Pupil progress meetings showed that 69% of pupil premium children made at least good progress in reading; 75% in writing; and 63% in maths. This is now being built upon with maths and reading being a particular area of focus.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted over the past years, 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
Together Transforming Behaviour	Tracey Campbell
Emotion Coaching	Emotion Coaching UK

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 Horizons Grant. This will help us to provide support to children who are pupil premium and part of our priority ethnic groups. It will target children's wellbeing and feelings of belonging
- Offering a wide range of high-quality education visits to support learning and aspiration. These will be offered at no charge (or in some cases a reduced charge) to children entitled to FSM and other groups identified as at risk, with the cost covered by a funding bid to a local charity
- Offering free breakfast club places to children entitled to FSM and other groups identified as at risk to ensure good attendance
- Offering free music lessons to children entitled to FSM and other groups identified as at risk and providing them with musical instruments to practise with at home
- Further training from the Haringey Anchor team to support staff with further training around how we can support children develop resilience and emotional regulation.