



Pupil Premium strategy statement: St Aidan's Church of England High School 2021/22

Pupil Premium is funding allocated by the Government to provide additional support for children from low-income families, children in care, adopted from care or looked after by the local authority, or those who have parents in military service. This is done because, nationally, there is evidence that students who fall into these categories achieve less well when compared to other students.

In this academic year (2021-2022) the Recovery and School-Led tutoring funding has also been received, Building on the pupil premium, this funding is designed to mitigate for the effects of disruption due to the Covid-19 Pandemic, to deliver evidence-based approaches for supporting disadvantaged pupils.

The additional support is intended by the Government to enable schools to close this achievement gap. Funding is allocated based on the number of children within each category, together with the level at which payments are set by the Government on an annual basis.

At St Aidan's we take our responsibilities for ensuring the progress of all children very seriously. It is our intention to allocate Pupil Premium funding to help ensure that all groups of students make outstanding and comparable progress. We combine our ambitions for students' outstanding academic attainment with an emphasis upon their personal growth as individuals. Our school mission is: *'Living and learning according to our Church foundation and the example of St Aidan, we strive to be a centre of educational excellence where each and everyone knows the gift of life in all its fullness'.*

School overview

| Metric | Data |
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| School name | St Aidan's Church of England High School |
| Pupils in school | 1,856 |
| Proportion of disadvantaged pupils | 8% |
| Pupil premium allocation this academic year (21/22) | £123,365 |
| Recovery Premium Funding | £13,195 |
| School-Led Tutoring grant | £11,138 |
| Academic year or years covered by statement | 2020/21 – 2021/22 |
| Publish date | October 2021 |
| Review date | October 2022 |
| Statement authorised by | Ruth McQuire |
| Pupil premium lead | Kate Douglas |
| Governor lead | |

Funding Overview

| Detail (21/22) | Amount |
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| Pupil premium funding allocation this academic year | £123,365 |
| Recovery and School-led tutoring funding allocation this academic year | £24,333 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |



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| 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 | £147,698 |
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Part A: Pupil premium strategy plan

Challenges

What are the likely challenges to achievement for our disadvantaged students?

As a group, students receiving Pupil Premium funding exhibit as many differences as similarities. However, there are several likely key barriers to learning that are identifiable in our setting:

- a) Where disadvantage has led to poor attainment in the past, PP students may have poor literacy and/or numeracy, impacting on their learning across the curriculum.
- b) Learning behaviours (measured by our school CODE) may be poor, especially organisation and determination, where a student's disadvantage includes a chaotic home life. Poor behaviour (community) may be a barrier to learning for some PP students.
- c) COVID-19 impacting on their progress and wellbeing.
- d) Social disadvantage may involve a lack of income, therefore less ability to purchase resources, obtain private tuition, engage in extra-curricular activity such as sport, music and residential visits, and may mean social exclusion from some friendship groups. There is now greater emphasis on improving the 'Cultural Capital' for these students.
- e) More serious social issues such as attachment disorders are relatively rare in our cohorts, but these students have complex needs and sometimes struggle to access or benefit from positive and supportive relationships at home. Therefore, independent learning outside class will be a challenge e.g. homework and revision.
- f) Students are more likely to have poor attendance.
- g) Sometimes, PP students have specific learning needs, identified by our Learning Support department. This may be in addition to other concerns or issues.

As such, our school focuses on not solely supporting our disadvantaged students on their academic progress and attainment but to widen also their life experiences and goals.

| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
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| 1 | Literacy rates of low PA group, affecting learning across the curriculum, especially English GCSE |
| 2 | Low numeracy rates of low PA group, affecting learning across the curriculum, especially Maths GCSE |
| 3 | Learning behaviours and study technique |
| 4 | Aspirational attitudes for Post 16 Options/ Cultural Capital |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| 5 | Poor attendance; lower than national average and compared to non PP pupils in school |
| 6 | Specific learning support issues |
| 7 | Specific pastoral/ welfare issues e.g. Attachment Disorder |
| 8 | COVID 19 |



Intended outcomes

| Aim | Target | Target date |
|---------------------------------|--|-------------|
| Progress 8 | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools | Sept 22 |
| Attainment 8 | Achieve national average for attainment for all pupils | Sept 22 |
| % Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools | Sept 22 |
| Other | Improve attendance to national average | Sept 22 |
| Ebacc entry | Better national average EBacc Entry for all pupils | |

Teaching Priorities

| Priority | Approach/ Outcome | Evidence supporting this approach | Challenge addressed |
|---|--|---|--------------------------|
| Priority 1: COVID recovery | <ul style="list-style-type: none"> HOS to look at SOW and see where possible recovery of content could be made in teaching content. Guidance by HOS to teaching staff to address any areas that need to be covered. Continued lessons/work online for COVID illness using Teams | Rob Coe et al 'What makes great teaching' and Rosenshine's 'Principles of Learning' emphasising the role of teacher expertise and guiding students carefully through new and complex learning | c) 1,2,8 |
| Priority 2: Quality first teaching and learning for all PP students | <ul style="list-style-type: none"> To ensure highest expectation for all PP students, particularly those disadvantaged are given access to the highest academic standards and teaching in all subject areas. Use Progress Reviews specifically for disadvantaged students to prevent and close future gaps in progress and attainment. To use prior attainment (Progress 8/ 4 matrix) to address gaps in achievement in each subject. To use YSA CPD training sessions for staff development and improve teaching. | As above | a) b) and d) b) 1,2,8 |



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| Priority 3: Improve study techniques in subject areas KS3 and KS4 | <ul style="list-style-type: none"> • New Assistant Headteachers KS3 and KS4 co-ordinators to look at key stage performance and assess new strategies for improvement. • Use of online learning platforms at KS3 and KS4 to support home learning and consolidation. • To look at and improve behaviour pathways. | EEF toolkit, promoting use of rapid and individualised feedback (on line platforms) to engender progress | a) b) d) 3,5 |
| Priority 4: Literacy for Learning | <ul style="list-style-type: none"> • Literacy co-ordinator to look at new strategy across the whole school. | EEF Literacy Guidance Document; focus on Disciplinary Literacy and CPD with James Durran | a) 1 |
| Priority 5: Alternative Curriculum | <ul style="list-style-type: none"> • ASDAN course created in school for pupils with LPA and a tailored package for Level 2 study for those not able to access academic GCSE's. • Outside agencies used for students who have significant issues with main stream school. (Wave 3) • Foundation Learning Group for those at pre KS3 levels • Learning Support Year 7 small group tuition. | EEF small group/tutoring (toolkit) | e) f) g) 6,7 |

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| Projected Spending | £107,346 |
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Targeted Academic Support

| Priority | Approach/ Outcome | Evidence supporting this approach | Challenge addressed |
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| Priority 1: COVID recovery | <ul style="list-style-type: none"> • Maths/ English small group intervention for curriculum recovery. • Progress Reviews used to inform HOS where COVID gaps may exist. • Homework clubs for KS3 and KS4 to consolidate learning. • Get organised club for Year 7 to support transition. • Year 7 settling in meeting. | EEF toolkit small group and one to one intervention. | a) 1,2 |
| Priority 2: | <ul style="list-style-type: none"> • Identification of students entitled to Pupil Premium by all class | Spending the Pupil Premium successfully to | a) b) 1,6 |



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| Intervention academic | <p>teachers with appropriate strategies put in place to maximise progress. (Wave 1)</p> <ul style="list-style-type: none"> • Progress Champions will be used to support the academic mentoring of individual students and identify issues. (Wave 2) • LS and FLG structures used to support those with EHCP's and low PA. • Targeted resources for individual pupils. • External agency support for target intervention e.g. Educational Psychologist. | maximise achievement (Ofsted doc) | |
| Priority 3: Intervention pastoral | <ul style="list-style-type: none"> • ILC used for small but significant cohort who are 'hard to reach' that can impact significantly on results. • Use of behavioural data to develop and plan personalised learning (Bromcom) • Use of the 'Hot-Spots' which helps provide rapid interventions and guarantees the minimum disruption to learning because of behavioural issues. • Learning Mentors used to support both in and out of the classroom. Delivering 'attachment' friendly support and guidance to students and staff. • Provision of on-site counselling service Wellspring. | Spending the Pupil Premium successfully to maximise achievement (Ofsted doc) | e) f) 7 |
| Priority 4: Attendance | <ul style="list-style-type: none"> • Attendance Officer to track vulnerable groups and improve attendance. • Attendance officer used to engage with parents and track and monitor attendance. Reports generated for monitoring by HOY and SLT. Specific targeting of vulnerable groups. | Spending the Pupil Premium successfully to maximise achievement (Ofsted doc) | f) 5 |

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| Projected Spending | £102,329 |
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Wider Strategies

| Priority | Approach/ Outcome | Evidence supporting this approach | Challenge addressed |
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| Priority 1: Cultural Capital | <ul style="list-style-type: none"> Support with funding to access out of school activities such as educational visits and sporting fixtures. Monitoring of club and activities by tutors to encourage uptake. Focus days which provide opportunities for wider in-depth learning in target areas such as 'Be real day'. Financial support towards instrument lessons. Contributions towards uniform costs for those that qualify. Using outside agencies to support refugee status children and parents, e.g. translation services. To gain 'School of Sanctuary' status. | (Carter, 2019; Cornwall, 2015; Fredericks et al, 2019; Riley, 2019; TichnerWagner and Allen, 2016; Walls et al, 2019; Wilkinson-Lee et al, 2011). | d) 4 |
| Priority 2: Careers Support | <ul style="list-style-type: none"> Wider use of Careers to engage with KS3 to improve aspirations. Use of Careers at KS4 for support in option choices KS4 and KS5. Careers days/assemblies targeted at KS3 and KS4 groups. Form Tutor program for each year group. | Gatsby Benchmarks for excellence in CIAG, especially for disadvantaged | d) 4 |
| Priority 3: Parental support | <ul style="list-style-type: none"> Build and maintain relationships with the families of Pupil Premium students. This includes contacting new Year 7 parents and arranging meetings to discuss settling in. PP parents invited to KS3 and KS4 information evenings. PP parents invite to alternative curriculum meeting. | Anderman 2002; Greenberger et al. 1998; Shochet et al. 2011; Zimmer-Gembeck et al. 2006). In line with other research (Hattie 2009), | c) e) f) 5,7 |

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| Projected Spending | £22,203 |
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Monitoring and Implementation

| Area | Challenge | Mitigating Action |
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| Teaching | <ul style="list-style-type: none"> • Time for staff to adapt schemes of work. • Time for staff to attend training. • Curriculum challenges for LPA Level 2 courses. | <ul style="list-style-type: none"> • Staff given time in training days in the summer to prepare for Sept 2021 • Monday YSA training, cover for staff where needing to travel. • Further consolidation of ASDAN course and Level 2 provision in school. |
| Targeted | <ul style="list-style-type: none"> • Calendared Progress reviews to coincide with whole school data capture. • Time for Attendance Officer to produce reports and monitor vulnerable groups. • Continuing to support the welfare of students in school. | <ul style="list-style-type: none"> • Support of New KS3 and KS4 Assistant Heads in the tracking and monitoring process. • Support for attendance officer and new post created to look at data and attendance. • New Wellspring councillor in place. Also, a new Learning Mentor in the ILC to support further their support of vulnerable students. |
| Wider | <ul style="list-style-type: none"> • Resumption of school wide educational trips and activities. • Building support networks with schools that have experience with refugee children. | <ul style="list-style-type: none"> • Planning of educational trips still difficult due to COVID. Some UK based activities have been planned. • Sport activities to start again. • Seek out school that have experience and look at best practice. • Apply for school of sanctuary status. |



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes and review

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Disadvantaged pupil performance overview for last academic year 20/21

| Performance data | PP 2021 | Non-PP 2021 |
|---------------------------------------|-------------------|-------------|
| Progress 8 | 0.13 | 0.86 |
| Ebacc | 33% (27.5 2019) | 62% |
| Attainment 8 | 48.17 (36.7 2019) | 63.27 |
| Percentage of 5+ in English and Maths | 67% | 81% |

| Outcome 2020 | Action | Review |
|----------------|--|---|
| Covid recovery | <ul style="list-style-type: none"> • Implementation of adapted Key stage 3 Curriculum to ensure pupils consolidate crucial Key Stage 2 assessment objectives. • Implementation of Adapted KS4 Curriculum to ensure pupils consolidate KS3 knowledge/skills, taking account of learning gaps • Access to on line applications for pupils – to include software and laptops where necessary • In school mentoring programme by Learning Mentors to overcome social and emotional barriers to learning. • Revision materials and learning resources for those in most need, identified via pastoral system and HOS • Enhanced careers advice and guidance for vulnerable students, to catch up on missed open days; help with applications and virtual visits to colleges • One to one virtual intervention in Maths/English | <ul style="list-style-type: none"> • Continuation of this for 2021/22 • Continuation of adaptation of SOW in light of Gov't advice and changes for 2022 • Laptops administered and used for online learning. • Learning Mentors used to target PP students and to support with online learning. Face to face meetings held for those who were struggling to engage with learning or who's wellbeing was a significant concern. • Revision material distributed. • Vulnerable students targeted first and parents invited for a meeting. All are tracked and follow up appointments given • One to one virtual intervention in Maths/English – continued during |



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| | | lockdowns, as well as for clinically vulnerable and shielding children or those with clinically vulnerable parents |
| Improved PP achievement in English and Maths. (inc COVID recovery) | <ul style="list-style-type: none"> Expansion of our intervention teams (Maths/English) to help support progress; expand from KS4 to KS3; small group and one to one tutoring in Ma/En | <ul style="list-style-type: none"> Due to COVID, small group intervention now in Year 10. Continuation into Year 11. Smaller group provision in lower year groups. Adaptions of Scheme of Work for COVID. |
| Improved attendance for PP students across Year 7-11 | <ul style="list-style-type: none"> PP attendance? vs non-PP? | <ul style="list-style-type: none"> Attendance officer now given greater remit for monitoring key groups. COVID support structures used to improve attendance including ILC and Wellspring councillor. New KS3 and KS4 assistant heads for improving performance and attendance. |
| Improved study technique and learning behaviours. | <ul style="list-style-type: none"> Progress Review scores show improvement for behaviour and attainment. Target wave 1 pupils in the classroom. CODE score improvement for those with low code. Use the ILC as a base for revision and tutoring. Bespoke curriculum structure Progress Champions | <ul style="list-style-type: none"> Progress reviews used to monitor and target behaviour scores. Maths and English intervention at all Key Stages. Wave 1 strategies still in place. Further training on attachment disorder planned. ILC now used for SEMH and targeting of vulnerable groups. ILC co-ordinated Lockdown 1-1 with vulnerable groups. Learning mentors also access lessons to support. New ASDAN course for PP students. Outside agency use including STRIVE and Country Classrooms. Progress Champions used for Progress Review underachievement. Good contact with Year 11 last year and use of targeted intervention in lockdown. Individual one to one meetings. |
| Aspirational attitudes/ Cultural Capital | <ul style="list-style-type: none"> The use of careers and cultural opportunities to support and raise aspirations. | <ul style="list-style-type: none"> Due to COVID, limited trips and visits went ahead. There were also very limited clubs. |



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| | | <ul style="list-style-type: none">• Careers continued with Teams interviews of the vulnerable cohort for PP.• Online/Teams activities set up for extra curricular activities. Including music and sport.• Online peripatetic music lessons continued. |
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