

# Pupil premium strategy statement – St Aidan’s CE High School 2023-2024 to 2025-2026

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1310
Proportion (%) of pupil premium eligible pupils	FSM 4.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2024 to 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Sian Dover
Pupil premium lead	Ruth McQuire
Governor / Trustee lead	Jo Wickes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122 383
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£22 632
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£145015

# Part A: Pupil premium strategy plan

## Statement of intent

- *Our ultimate objective for our disadvantaged students is that they make the same excellent progress as our non-pupil premium cohort. We realise that this is a huge challenge and that nationally, schools with smaller pp cohorts and high achieving non disadvantaged students are the least effective in closing the gap, but we will continue to employ and evaluate evidence-based strategies, appropriate to our context, to break down identified barriers in our disadvantaged cohort, whilst maintaining or improving the progress of the whole cohort.*

*Our strategy is consistent with our whole school development plan, which prioritises the outcomes of boys, those with SEND and those who are PP funded. The overlap of these key groups is of particular importance and whole school policies such as the remodelled behaviour strategy (from Jan 2024) should address these key groups.*

- *Some of our previous strategies such as one to one tutoring and academic mentoring, SEMH mentoring and funding of extra-curricular provision will continue where it has been seen to be effective. New strategies will be tried, in line with the latest evidence base, namely:*
  - *Personalised learning which uses diagnostic assessment and designs specialist and individual support alongside mainstream provision (especially at transition to secondary)*
  - *Literacy support which focuses on fluency in reading*
  - *Curriculum planning which supports immediate action on misconceptions and carefully monitors threshold concepts*
  - *Increased focus on attendance and persistent absence*

*All staff at St Aidan's are actively involved in raising the attainment of disadvantaged students and it is a central part of our ethos 'Life in all its fullness' which applies to all students equally, regardless of socio-economic background. All staff are engaged in promoting an education that is 'ambitious for all' (YCST). Particular responsibilities lie with DHT (Curriculum) for the strategic plan, AHT for KS3 and KS4 progress to monitor academic progress of those in each key stage, AHT for P/LAC to manage progress of this cohort, HOY/SSO/Beacon/Counsellor to contribute to pastoral care elements of the strategy, and all teaching staff and form tutors to implement strategy at classroom level (curriculum and pastoral).*

## Challenges

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

Challenge number	Detail of challenge																																										
1	<p>The attainment of disadvantaged students in literacy (reading fluency) on entry to secondary school is lower than non-disadvantaged, hampering progress throughout KS3 and KS4</p> <p><i>NGRT tests show that 22% of students have below age expected reading in pp groups compared to 8% in non pp groups (years 7,8,9 only have results)</i></p> <p><i>KS2 data shows that 31% of students have below ARE in pp groups compared to 12% in non pp groups</i></p> <p><i>This gap widens over time so that the attainment gap at the end of year 11 is P8 of -0.44 for PP whereas P8 of 0.52 for all students. Poor literacy is thought to be a contributing factor (especially reading fluency)</i></p>																																										
2	<p>Attendance of disadvantaged students is lower than all students; this pattern varies between year groups. (2022-2023)</p> <table><tr><td></td><td>Attendance</td><td>UA%</td><td>PP</td><td>Non-PP</td><td>National</td></tr><tr><td>7</td><td>97%</td><td>0.83%</td><td>92%</td><td>98%</td><td>96.8%</td></tr><tr><td>8</td><td>97%</td><td>0.13%</td><td>94%</td><td>97%</td><td>93.9%</td></tr><tr><td>9</td><td>95%</td><td>0.6%</td><td>86%</td><td>96%</td><td>93.1%</td></tr><tr><td>10</td><td>96%</td><td>0.05%</td><td>98%</td><td>96%</td><td>92.8%</td></tr><tr><td>11</td><td>97%</td><td>0.78%</td><td>90%</td><td>97%</td><td>92.4%</td></tr><tr><td>Total</td><td>96%</td><td>0.48%</td><td>92%</td><td>97%</td><td>93.8%</td></tr></table>		Attendance	UA%	PP	Non-PP	National	7	97%	0.83%	92%	98%	96.8%	8	97%	0.13%	94%	97%	93.9%	9	95%	0.6%	86%	96%	93.1%	10	96%	0.05%	98%	96%	92.8%	11	97%	0.78%	90%	97%	92.4%	Total	96%	0.48%	92%	97%	93.8%
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3	<p>Study habits of some disadvantaged learners are less well developed, seen in less well-kept class notes, less active in revision, less access to resources and less motivation to learn.</p> <p><i>Lesson walks and observations show evidence of less neat class work and poorer organisation of files; anecdotal evidence from teaching staff is that some disadvantaged students revise less frequently and less effectively and evidence from teachers and pastoral staff is that some may not have the same access to resources such (digital, books, tutoring)</i></p>																																										
4	<p>Metacognition and self-regulation of learners who are disadvantaged can be less developed, reducing progress across curriculum areas; this includes the ability to organise resources and their own learning.</p> <p><i>This is reported by staff, observed in learning walks and seen in Progress Reviews in O of organisation and D of determination.</i></p> <p><i>Summer 2023, across all year groups, Determination scores averaged 52% for PP against 68% for all students. The difference was greatest in year 7 and 8. Organisation scores averaged 55% for PP against 69% for all students. This difference was greatest in year 11.</i></p>																																										
5	<p>SEMH needs are greater, especially in years 8 and 7</p> <p><i>PP pupils are over-represented in groups seen in the Beacon (SEMH provision), the counsellor and the Student Support Officers. 35% all students seen in the Beacon are pp funded; this percentage is highest in years 7 and 8</i></p>																																										

6	<p>Poor behaviour is more prevalent and 'good' behaviours are less frequent in disadvantaged cohorts</p> <p><i>Negative behaviour incidents are skewed towards those with PP funding; Bromcom shows, across all groups, that 36% of PP students have negative behaviour incidents compared to 17% of non-PP students.</i></p> <p><i>Positive behaviour incidents are fewer in disadvantaged groups; at present, there is no way of recording this, other than in student planners</i></p>
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## 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>Improved reading scores for PP across KS3</p> <p>Improve outcomes at KS4 for PP students (P8 and Basics) and ensure destinations are secure</p>	<p>Gap in PP reading scores compared to all students improves as students progress through school</p> <p>P8 of PP students improves from -0.42 to 0 and those achieving En/Ma at 4+ improves from 50% to 60%</p> <p>All PP students have post KS4 destinations secured</p>
Improved attendance of PP Students	Improve attendance from 92% to 94% (PP)
Self-regulation of PP students improves	<p>CODE Organisation and Determination scores improve so that gaps reduce between PP and non-PP students in every year group</p> <p>Lesson walks and observations evidence greater self regulation, specifically O and D</p>
SEMH needs addressed and outcomes improved for all students, including PP students	<p>Students' self report, student voice, parent voice, staff voice show these needs are met.</p> <p>Observation/report by pastoral staff in Beacon, SSO office, counsellor and HOY, CPOMs concerns</p> <p>Engagement with extra-curricular activities monitored and increasing</p>
Good behaviour is increasing among PP students and poor behaviour is decreasing	<p>MIS reports fewer negative behaviours and more positive behaviours for PP students over time (From Jan 2024)</p> <p>CODE C scores improve so that gaps reduce between PP and non-PP students in every year group</p>

## 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: £ [110 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all staff, using continuing professional development log linked to appraisal process.	Teachers' professional learning is most effective when the content and activities are targeted to be appropriate to the needs and existing capabilities of the learner (Creemers et al., 2013) '5 a day' principle – for PP with SEND	1
Adaptive teaching programme		1
Literacy training for all staff, led by literacy lead		1
CPD from literacy lead/ SEND specialist for specific learning difficulties and classroom strategies	EEF Literacy Guide – targeted interventions (Oral language -very high impact for very low cost, Reading comprehension – very high impact for very low cost)	1
Develop use of TEAMs by classroom teachers to work with absent and persistently absent	Remote learning; Rapid Evidence Assessment (EEF)	2
Curriculum planning to include routine diagnostic questioning of threshold concepts and increase interleaved retrieval activities to ensure knowledge of threshold concepts is secure and progression through schemes of learning is successful	Rob Coe et al 'What makes great teaching' (2014) and Rosenshine's Principles of learning.	3
CPD for staff on use of diagnostic questions,	EBE Great Teaching Toolkit Evidence Review (2020)	3

threshold concepts and sequencing		
Increased emphasis on consistent routines for teaching staff and associated training, eg presentation of work, so that students are 'learning ready'	EEF 'Improving behaviour in schools'	4
Use of Bromcom to increase monitoring of 'learning behaviours' so that patterns can be spotted and addressed		4
CPD on metacognition and modelling of routines/habits and plan-do-review cycle	EEF High impact/low cost Teaching and Learning Toolkit	4
Bespoke curriculum choices to meet need eg Foundation learning group, ASDAN, Learning support groups – for pp students with lower PA and/or SEND		1

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

Budgeted cost: £ [105 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identification of needs before/at transition and subsequent curriculum planning, adding specialist provision alongside mainstream lessons	Teaching assistant deployment and interventions - making best use of Teaching Assistants guidance report (EEF)	1
Increased monitoring of students with poorer literacy, with flexible interventions to address identified needs; possible use of commercial literacy interventions	EEF Literacy Guide – targeted interventions (Oral language -very high impact for very low cost, Reading comprehension – very high impact for very low cost)	1

Consideration of whole school literacy time in the timetable		1
One to one and small group English intervention for those with identified needs, identified at PRs; starting this earlier where possible	EEF Toolkit - High impact for moderate cost (one to one) and moderate impact for low cost (small group) Making a difference with effective tutoring (EEF)	1
One to one and small group Maths intervention for those with identified needs, identified at PRs; starting this earlier where possible		1

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

Budgeted cost: £ [22 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce persistent absence and absence of disadvantaged students by closer co-ordination between Attendance Officer, SSOs, Heads of Year, AHT/DHT eg home visits, attendance letters, weekly review of persistent absence and planning of re-integration for students who have long term absence.	Working together to improve school attendance (DFE) Rapid evidence review; attendance interventions (EEF)	2
Provide resources for revision, other classroom resources eg DT materials and ingredients		1
SEMH specialists in the Beacon to support all students (including disadvantaged) through weekly check-in meetings and crisis	Supporting Pupils' social emotional and behavioural needs ('EEF Guide to Pupil Premium, Menu of approaches)	2,5

support where appropriate.		
Part/fund extra-curricular activities such as residential trips, music lessons – to increase engagement, cultural capital, motivate/inspire and improve wellbeing	Extracurricular activities supported ('EEF Guide to Pupil Premium, Menu of approaches)	5, 6 and 1
Behaviour- introduction of a new consistent behaviour system, including planning and CPD for all staff	EEF 'Improving behaviour in schools'	6
Restorative practices developed and used routinely for those in detentions; to promote metacognition and self-regulation	Social and emotional learning (moderate impact for very low cost – EEF)	4,6
Increase awareness of eligibility for PP funding eg links on website for applying for FSM as part of 'community information'	Communicating with and supporting parents ('EEF Guide to Pupil Premium, Menu of approaches)	1
Use of Year group information evenings in Autumn term to target disadvantaged/vulnerable families with eg study skills		3,4
Pupil premium champions mentoring year 10/11 students; contact home, regular monitoring, building relationships		1,2,3,4,6

**Total budgeted cost: £ [237 000]**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Number in cohort = 12 (4% of the cohort)

Measure	Aim	Sept 2023 outcome	
P8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	SA P8 (all)	0.52
		SA P8 (pp)	-0.42
		PP P8 nationally	-0.03
		PP P8 locally	0.01
A8	Achieve national average for attainment for all pupils	SA A8 (all)	59.2
		SA A8 (PP)	32.8
		A8 nationally	46.2
		A8 locally	46.7
English and Maths 5+	Achieve average En and Ma 5+ for similar schools	SA En/Ma 5+ (all)	70%
		SA En/Ma 5+ (pp)	33%
		En/Ma 5+ nationally	45%
		En/Ma 5+ locally	46%
Attendance	Improve to national average	SA Attendance (all)	96%
		SA Attendance (PP)	92%
		Attendance nationally	92.5% (88.6% PP)
		Attendance locally (NYCC)	89%
<p>Detailed case studies of all pp funded pupils have been carried out. If 3 of the 12 students were removed from the data, the P8 score changes from -0.42 to 0.22. These case studies cannot be published due to their sensitive nature, but anonymised versions have been shared with appropriate representatives from YCST and the Governing Body. We were delighted that all pp students secured productive destinations and continued into education, employment or training.</p>			

## Further information (optional)

*The school is also in receipt of a charitable fund (Headley fund) which supports disadvantage based on criteria agreed with the foundation. This is monitored and evaluated separately on a half termly basis with the foundation.*