

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

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	1316 (Yrs 7-11). 2040 incl. 6 <sup>th</sup> form
Proportion (%) of pupil premium eligible pupils	9%
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, 2024-2025, 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	Sept 2024
Statement authorised by	Sian Dover
Pupil premium lead	Kate Douglas
Governor / Trustee lead	Karen Baker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,630.88
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
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>	£143,630.88

# 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 and is cost 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*
- *Training in adaptive teaching*
- *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 Assistant Headteacher (Curriculum) for the strategic plan, to monitor academic progress of those in each key stage, Assistant Headteacher for CLA (children looked after) to manage progress of this cohort, Head Of Year/Assistant Head Of Year /The 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 29% of students have below age expected reading in pp groups compared to 10% in non pp groups (years 7,8,9 only have results) KS2 data shows that 31% of students are 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 0.32 for PP whereas P8 of 0.8 for all students (2023/2024). 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. (2023-2024)</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>UA%</th> <th>PP</th> <th>Non-PP</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>94%</td> <td>1.16%</td> <td>85%</td> <td>95%</td> <td>96.8%</td> </tr> <tr> <td>8</td> <td>95%</td> <td>0.50%</td> <td>90%</td> <td>95%</td> <td>93.9%</td> </tr> <tr> <td>9</td> <td>92%</td> <td>0.67%</td> <td>85%</td> <td>93%</td> <td>93.1%</td> </tr> <tr> <td>10</td> <td>94%</td> <td>0.38%</td> <td>96%</td> <td>93%</td> <td>92.8%</td> </tr> <tr> <td>11</td> <td>93%</td> <td>1.55%</td> <td>87%</td> <td>93%</td> <td>92.4%</td> </tr> <tr> <td>Total</td> <td>94%</td> <td>0.84%</td> <td>88%</td> <td>94%</td> <td>93.8%</td> </tr> </tbody> </table>		Attendance	UA%	PP	Non-PP	National	7	94%	1.16%	85%	95%	96.8%	8	95%	0.50%	90%	95%	93.9%	9	92%	0.67%	85%	93%	93.1%	10	94%	0.38%	96%	93%	92.8%	11	93%	1.55%	87%	93%	92.4%	Total	94%	0.84%	88%	94%	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 2024, across all year groups, Determination scores averaged 56% for PP against 65% for all students. The difference was greatest in year 7 and 8. Organisation scores averaged 57% for PP against 68% for all students. This difference was greatest in year 11.</i></p>																																										

5	<p>SEMH needs are greater, especially in years 7 and 8.</p> <p><i>PP pupils are over-represented in groups seen in the Beacon (SEMH provision), the counsellor and the Student Support Officers. 44% all students seen in the Beacon are pp funded; this percentage is highest in years 8,9 and 11</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>

## 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. Fluency of reading improves. P8 of PP students improves from -0.42 to in line with the national average of -0.3 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, 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: £ 120,611.70

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 for staff 2024-2025	All staff to be trained on 'Adaptive Teaching Programme'.  <a href="https://pathfinder-tsh.co.uk">Bespoke Adaptive Teaching Programme – Pathfinder Teaching School Hub (pathfinder-tsh.co.uk)</a>	1
Literacy training for all staff, led by literacy lead. Literacy initiative.	<a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>	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 platforms 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
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 Arbor 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
Personalised timetables to meet need eg ASDAN – for pp students with lower PA and/or SEND.		1

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

Budgeted cost: £ 115,129.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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) <a href="#">Making Best Use of Teaching Assistants   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	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	EEF Literacy Guide – targeted interventions (Oral language -very high impact for very low cost, Reading comprehension – very high impact for very low cost)	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	<a href="#">EEF Blog: Reading aloud with your class – what does the...   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>  <a href="#">Improving Literacy in Secondary Schools   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1

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

Budgeted cost: £24,122.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Reduce persistent absence and absence of disadvantaged students by closer co-ordination between Attendance Officer, AHOYs, 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)  <a href="#">Attendance interventions rapid evidence assessment   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a> <a href="#">Working with Parents to Support Children's Learning   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	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 support where appropriate.	Supporting Pupils' social emotional and behavioural needs ('EEF Guide to Pupil Premium, Menu of approaches)	2,5
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. New roles for Assistant Heads of year for each year group.	EEF 'Improving behaviour in schools'	6
New roles for Assistant Heads of year for each year group.	EEF 'Improving behaviour in schools'	6
Restorative practices developed and used routinely for those in detentions; to promoted 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: £ 259,863.44**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2023

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

<i>English and Maths 5+</i>	<i>Achieve average En and Ma 5+ for similar schools</i>	<i>SA En/Ma 5+ (all) 70%</i> <i>SA En/Ma 5+ (pp) 33%</i> <i>En/Ma 5+ nationally 45%</i> <i>En/Ma 5+ locally 46%</i>
<i>Attendance</i>	<i>Improve to national average</i>	<i>SA Attendance (all) 96%</i> <i>SA Attendance (PP) 92%</i> <i>Attendance nationally 92.5% (88.6% PP)</i> <i>Attendance locally (NYCC) 89%</i>
<p><i>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.</i></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.*

## Outcomes for disadvantaged pupils 2024

Number in cohort = 25 (10% of the cohort)

<i>Measure</i>	<i>Aim</i>	<i>Sept 2024 outcome *</i>	
<i>P8</i>	<i>Achieve top quartile for progress made by disadvantaged pupils amongst similar schools</i>	<i>SA P8 (all)</i>	<i>0.74</i>
		<i>SA P8 (pp)</i>	<i>0.32</i>
		<i>PP P8 nationally</i>	<i>-0.03</i>
		<i>PP P8 locally</i>	<i>0.01</i>
<i>A8</i>	<i>Achieve national average for attainment for all pupils</i>	<i>SA A8 (all)</i>	<i>57.76</i>
		<i>SA A8 (PP)</i>	<i>43.95</i>
		<i>A8 nationally</i>	<i>46.2</i>
		<i>A8 locally</i>	<i>46.7</i>
<i>English and Maths 5+</i>	<i>Achieve average En and Ma 5+ for similar schools</i>	<i>SA En/Ma 5+ (all)</i>	<i>73%</i>
		<i>SA En/Ma 5+ (pp)</i>	<i>32%</i>
		<i>En/Ma 5+ nationally</i>	<i>45%</i>
		<i>En/Ma 5+ locally</i>	<i>46%</i>
<i>Attendance</i>	<i>Improve to national average</i>	<i>SA Attendance (all)</i>	<i>94%</i>
		<i>SA Attendance (PP)</i>	<i>88%</i>
		<i>Attendance nationally</i>	<i>92.5% (88.6% PP)</i>
		<i>Attendance locally (NYCC)</i>	<i>89%</i>
<p><i>Detailed case studies of all pp funded pupils have been carried out.. 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.</i></p> <p><i>*figures will be updated with DFE data in February</i></p>			