

Saint Aidan's Church of England High School 'Pupil Premium Strategy' statement

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	Saint Aidan's Church of England High School
Number of pupils in school	857 (December 2021)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	30 th December 2021
Date on which it will be reviewed	30 th September 2022
Statement authorised by	Andy Smith
Pupil premium lead	John Armfield
Governor / Trustee lead	Mrs Kath Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,270
Recovery premium funding allocation this academic year	£25,520
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	£4,960,612

Part A: Pupil premium strategy plan

Statement of intent

This strategy is designed to enhance the progress already made in “narrowing the gap” for socially disadvantaged pupils, and to ensure that all students achieve as well as they can, irrespective of their social background or other external factors.

Our aim is to raise the attainment of disadvantaged students of all abilities, enabling them to make progress. This includes the students for whom we receive pupil premium and recovery premium funding, but is not exclusive to them.

We will:

- Ensure that all students have high quality teaching. This will have the greatest impact on disadvantaged students as well as improving the attainment of all students.
- Address potential inequalities in our curricular and extra-curricular provision to ensure equity of access.
- Engage with families and the wider community.
- Assess progress regularly enough to ensure that gaps in attainment are identified and can be addressed.
- Use targeted interventions to address gaps in learning as needed.

Challenges

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

Challenge number	Detail of challenge
1	<p>The literacy level of disadvantaged students across all year groups is lower on average than for other students. – Reading as the number one focus</p> <p>Diagnostic teacher assessments after the pandemic have indicated that many students are not able to clearly express their knowledge and understanding during lessons and at the time of formal assessments. Observations have also identified that they struggle to understand written and verbal questioning. This can make it hard for them to access the curriculum properly.</p>
2	<p>Enabling students to their long-term memory to organise and then to retrieve knowledge is a whole school priority. This is a particular issue for disadvantaged students.</p> <p>After the pandemic, assessment data has indicated that students have gaps to varying degrees in their learning. Even without the pandemic, we know that recall and organisation of knowledge is a barrier to progress for many students, and more so for disadvantaged students.</p>

3	<p>The quality of teaching is even more important for disadvantaged students than for other students.</p> <p>Research suggests that this is the single biggest determiner of student progress. We know that teaching quality is generally high, but we need to continue to work on this area.</p>
4	<p>The attendance of disadvantaged students at Saint Aidan's is better than that of similar students nationally, but it is not as high on average as that of other students.</p> <p>Research has shown that regular attendance may be the greatest factor influencing an individual students' academic success. If you a student is not engaging in school they will not make the progress of which they are capable.</p>
5	<p>The school provided a clear and effective programme of online learning during the period of school closure, and ensured that suitable technology for accessing it was available to all. However, gaps in learning are evident and are larger for our disadvantaged students.</p> <p>We need to put specific interventions in place for students as appropriate.</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>Improve Whole School Literacy – Reading as the number one focus</p>	<p>Whole school training in literacy will have been delivered and appropriate actions taken by faculties.</p> <p>Reading tests taken by students will show that disadvantaged students are making at least similar progress to their peers.</p> <p>Improvements in reading will help to ensure that disadvantaged students' Progress 8 figure is at least 0 (i.e. matches that of all students nationally).</p>
<p>Help disadvantaged students learn to retrieve information as and when required.</p>	<p>All faculties will have knowledge organisers in place for their Key Stage 4 courses and be developing them for Key Stage 3.</p> <p>Faculty reviews will show that students are using knowledge organisers effectively.</p> <p>Improvements in ability to retrieve knowledge will help to ensure that disadvantaged students' Progress 8 figure is at least 0 (i.e. matches that of all students nationally).</p>
<p>Ensure disadvantaged students have equal opportunities to learn in the classroom</p>	<p>Effective curriculum planning allied with a comprehensive CPD programme will ensure that all teaching is at least good.</p> <p>This will be monitored through a programme of faculty reviews, as well as by individual subject leaders.</p> <p>Coaching will be available to staff who would benefit from it, especially for those who are less experienced, including Early Career Teachers.</p>
<p>Moving the PP overall attendance as close as</p>	<p>Attendance for the year overall is likely to be severely impacted by COVID, so attendance of all groups of students will be lower than in a</p>

<p>possible to the national secondary average attendance</p>	<p>typical year. We will analyse the gap in attendance between disadvantaged and other students, to assess the impact of our work to improve attendance and minimise avoidable absence.</p>
<p>Support the Catch up programme by focusing upon the disadvantaged learner group</p>	<p>Students (disadvantaged or not) who have fallen behind will have been identified by teachers. Suitable in class interventions will be in place. Students who need it most will have been provided with extra intervention through:</p> <ul style="list-style-type: none"> • NTP programmes if applicable • Other tutoring arrangements which allow concentrated work with small groups of students • Small group work with Year 7 and Year 8 students by our newly appointed primary school transition teacher – these are the students we believe to have been most seriously impacted.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our provision to support literacy in our curriculum and teaching.</p> <p>All staff will participate in CPD in this area, and time has been allocated to faculties to ensure that appropriate changes are made to the curriculum</p>	<p>Improving Literacy in all subject areas in line with recommendations in the EEF ;</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>The research team, based at the UCL Institute of Education, found that teenagers who read often, and those who had access to plenty of books, were more likely to develop a better vocabulary than their peers.</p> <p>Even taking into account other factors, like parents' qualifications and profession, and cognitive tests taken by the teenagers when they were aged 5, teenagers who read for pleasure still got 12 per cent more words right, while those from book-rich homes scored 9 per cent more.</p> <p>https://cls.ucl.ac.uk/reading-improves-teenagers-vocab-whatever-their-background-say-researchers/</p>	<p>1 and 3</p>
<p>CPD and dedicated time will be provided to allow subjects to develop knowledge organisers.</p> <p>These will be used with all KS4 students this year and developed to give complete coverage of KS3 next year.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2,3 and 5</p>
<p>We will support teachers in accessing high quality CPD.</p> <p>We will provide an SLT or external coach for teachers as necessary.</p> <p>We will support ECTs through their first two years of teaching.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>This is very time consuming and therefore expensive.</p>	<p>1,2,3 and 5</p>

<p>We will ensure that high quality teaching is targeted as appropriate.</p> <p>Our primary transition teacher will provide appropriate English teaching for students who are not “secondary-ready” in Year 7 and Year 8.</p>	<p>High quality teaching can only be developed over a period of time through a focussed CPD strategy and individual mentoring.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>We will continue our provision of tutoring to identified groups of children in both key stages, online and in person</i></p> <p>This will be done through:</p> <ul style="list-style-type: none"> • External tutors employed through teaching Personnel • Employment of an MFL tutor • Use of existing school staff 	<p>Tuition targeted at specific needs, aspirations, emotional and social needs and knowledge gaps can be an effective method to support disadvantaged students especially those falling behind both in a one to one and a small group situation. This is an expensive strategy for closing the gap</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1 and 5
<p>We have appointed a specialist primary school teacher to support disadvantaged students, particularly in English, Maths and Personal Development. This teacher will teach some classes and will also put in place targeted interventions for a small number of students.</p>	<p>One-to-one and small tutoring by qualified teachers is very effective for improving literacy and numeracy outcomes, is an expensive strategy. Tutoring by qualified primary teachers can produce positive outcomes if they are well trained and use structured phonics materials</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	1, 3 and 5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We have appointed a dedicated Attendance Officer to work with students and families.</p> <p>Our enlarged pastoral team help to keep students in school.</p> <p>A Mental Health Support Worker will be in school one day a week from January 2022, with expansion of this planned for September.</p>	<p>The guidance states that to be effective in raising attendance schools should:</p> <p>Have a clear vision for attendance levels – leadership and management</p> <p>Interventions should be varied</p> <p>Relationships and communication must remain open at all times</p> <p>System and data analysis should inform all of the above</p> <p>All of this takes an effective pastoral support team which is expensive.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>4 and 5</p>

Total budgeted cost: £220,000

Part B: Review of outcomes in the previous academic year 2020-21

Pupil premium strategy outcomes

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

In a normal year the PP spending would be reviewed in terms of its impact on a variety of measures including educational outcomes, particularly exam results for Year 11, attendance figures and exclusion data. This year we have had no nationally comparable educational outcomes. In addition, our school for a lengthy period of time has not been fully open to all students and year groups, so comparisons of attendance and exclusions are difficult to make, between one year and another.

Achievement

GCSE examinations were cancelled and school achievement data was not published, but our internal analysis showed that disadvantaged students achieved well relative to their peers, particularly in EBacc measures.

- 8% fewer of our disadvantaged students achieved 5+ in English and Maths, compared with all students.
- 8% more of our disadvantaged students achieved the strong EBacc (5+), compared with all students.

Tracking data for students who were in Year 10 last year also indicates that disadvantaged students are behind their peers, but that the gaps are smaller than national averages.

- 7% fewer of our disadvantaged students in last year's Year 10 are on track to achieve 5+ in English and Maths, compared with all students.
- 4% fewer of our disadvantaged students in last year's Year 10 are on track to achieve the strong EBacc (5+), compared with all students.

We used National Tutoring Programme provision successfully in 2020-21, with online tutoring in English, Maths and Science.

We ensured that disadvantaged students were prioritised as appropriate for careers advice and assistance with FE applications. This helped to motivate students.

The most important reason why the gaps are relatively small is almost certainly the high quality of online learning and pastoral support provided right from the start of the first period of school closure in March 2020. This helped all students to make progress, but had a particularly strong impact on those who may have had less support at home.

Attendance

Attendance rates were lower than normal for all students in 2020-21, even for the period when school was open, because of the COVID pandemic. Our attendance for disadvantaged students for the year was 92.8%. Although this is lower than our normal attendance rate for disadvantaged students, which was 94.5% in 2018-19, it is still higher than the national average for all students for the 2020-21 year, which was 91%.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	2020-21 – Only 4 students Money spent on ensuring during lockdown they all had access to IT software and support. One to one support offered as and when needed. Opportunity to use Learning Plus as an after school staff supported, learning opportunity.
What was the impact of that spending on service pupil premium eligible pupils?	Very hard to quantify with such a small number of students on the list and with the general disruption of the lockdowns.