

# Saint Aidan's Church of England High School 'Pupil Premium Strategy' statement 2022-23

This statement details a review of the 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.

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## School overview

Detail	Data
School name	<b>Saint Aidan's Church of England High School</b>
Number of pupils in school	850 September 2022
Proportion (%) of pupil premium eligible pupils	173 = 20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-25
Date this statement was published	1/11/22
Date on which it will be reviewed	30 <sup>th</sup> September 2023
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	£205,750.00
Recovery premium funding allocation this academic year	£49,128.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£254,878.00

# 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	<b>The literacy level of disadvantaged students across all year groups is lower on average than for other students. – Reading as the number one focus</b> 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.
2	<b>Enabling students to develop/improve their long-term memory so they can organise and retrieve knowledge as and when it is needed. For our students, having metacognitive skills means that they can recognise their own cognitive abilities, direct their own learning, evaluate their performance, understand what caused their successes or failures, and learn new strategies. It can also</b>

	<p><b>help them learn how to revise This is a whole school priority and a particular issue for disadvantaged students.</b></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><b>The quality of teaching is even more important for disadvantaged students than for other students.</b></p> <p>Research suggests that this is the single biggest determiner of student progress. We know that teaching quality is high, but we need to continue to work on this area.</p>
4	<p><b>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.</b></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><b>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 still evident and are larger for our disadvantaged students.</b></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
<b>Improve Whole School Literacy – Reading as the number one focus</b>	<p>Purchase of new 'Bedrock' literacy program. The English staff will start using this in years 7 and 8. Whole school training in literacy will have been delivered and appropriate actions taken by faculties. These are to be reviewed throughout 2022-23 and should be used to inform Schemes of work and Teaching and Learning. Reading tests taken by students will show that disadvantaged students are making at least similar progress to their peers. 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>
<b>Help disadvantaged students learn to retrieve</b>	<p>All faculties will have knowledge organisers in place for both Key Stages. They should be being used with some consistency in lessons to support learning and retrieval.</p>

<b>information as and when required.</b>	<p>Faculty reviews have demonstrated that students are using knowledge organisers effectively in most subjects. The aim will be to get consistency across all faculties and subjects.</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>
<b>Ensure disadvantaged students have equal opportunities to learn in the classroom</b>	<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>
<b>Moving the PP overall attendance as close as possible to the national secondary average attendance</b>	<p>Attendance of all groups of students was lower than in a typical year in 2021-22. 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>Early appointment of a new Attendance officer will be crucial in this as will the work of our pastoral team.</p> <p>First day calls, regular contact with parents and the gradual breaking down of the whole family 'being at home' culture will be targeted.</p>
<b>Support the Catch-up programme by focussing upon the disadvantaged learner group</b>	<p>Students (disadvantaged or not) who have fallen behind will have been identified by teachers.</p> <p>Suitable in class interventions will be in place.</p> <p>Students who need it most will have been provided with extra intervention through:</p> <ul style="list-style-type: none"> <li>• Teacher led Tutoring programmes if applicable</li> <li>• Other tutoring arrangements which allow concentrated work with small groups of students</li> <li>• Small group work with Year 7 and Year 8 students by our primary school transition teacher – these are the students we believe to have been most seriously impacted.</li> </ul>

## 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;  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></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 considering 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.  <a href="https://cls.ucl.ac.uk/reading-improves-teenagers-vocab-whatever-their-background-say-researchers/">https://cls.ucl.ac.uk/reading-improves-teenagers-vocab-whatever-their-background-say-researchers/</a></p>	1 and 3
<p>CPD and dedicated time will be provided to allow subjects to develop knowledge organisers.</p> <p>These will be used with all KS4 and KS3, students this year.</p>	<p>CPD will be focussed on how best staff can use knowledge organisers. Research shows they work best if the following strategies are used:</p> <p>Give the knowledge organiser to the children before the start of a topic to encourage discussion and prior research. Talk through the knowledge organiser at the beginning of the topic, asking students what information has sparked their interest, and if they have any questions. Use the knowledge organiser as a regular retrieval tool. Mix up practice</p>	2,3 and 5

<p>Staff will teach metacognitive strategies to enable our students to direct their own learning, evaluate their performance, understand what caused their successes or failures, and learn new strategies. It can also help them learn how to revise</p>	<p>using short, low stakes quizzes, games, partner discussion, and so on, rather than constant formal testing. Use the knowledge organiser to identify knowledge gaps throughout the topic. Display an enlarged copy of the knowledge organiser on a working wall, encouraging children to add information around it during the topic. Use knowledge organisers to strengthen teacher knowledge in a subject area. Make links between knowledge organisers to help children understand how their learning connects. Use the knowledge organiser as a handy spelling and vocabulary reminder. Use the knowledge organisers as guided reading texts.</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. It also helps them to overcome the daily challenges they face in their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p>We will support teachers in accessing high quality CPD. 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>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>The best available evidence indicates that great teaching is the most important lever schools must develop and use 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>High quality teaching can only be developed over a period through a focussed CPD strategy and individual mentoring.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1,2,3 and 5</p>

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

Budgeted cost: £100,000

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"> <li>• External tutors employed through teaching Personnel</li> <li>• Employment of an MFL tutor</li> <li>• Use of existing school staff</li> </ul>	<p>Teacher led 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1 and 5</p>
<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 highly 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>1, 3 and 5</p>

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

Budgeted cost: £50,000

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> <ul style="list-style-type: none"> <li>Have a clear vision for attendance levels – leadership and management</li> <li>Interventions should be varied</li> <li>Relationships and communication must always remain open</li> <li>System and data analysis should inform all the above</li> <li>All of this takes an effective pastoral support team which is expensive.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>4 and 5</p>

**Total budgeted cost: £250,000**



## Part B: Review of outcomes in the previous academic year 2021-22

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

Recent [Education Policy Institute research](#) has shown that there has been no progress since 2011 in closing the attainment gap between persistently disadvantaged children and their more affluent peers. Indeed, the pandemic has only made that gap worse.

#### Achievement/ Closing the Gap

##### GCSE results summary 2022 – 33 students 20% of cohort

Measure 2022	% English + Maths 5-9	EBacc 5+	Attainment 8	Progress 8
All students	55%	21%	52.9	-0.06
Boys	58%	21%	51.4	
Girls	52%	21%	54.4	
Pupil Premium	41.18%	8.82%	45.38	-0.31

We put a new Assessment, Reporting and Recording system in place to identify learning gaps at an early stage with support put in place to close the gaps in underachievement where necessary.

#### Teacher led Tutoring Programme

Underachieving students across KS3 and KS4 in Maths, English and Science were identified. Selected students accessed tutoring in one or more of these subjects through the Teacher Led Tutoring programme to help narrow the gap in underachievement.

We created a new primary school teacher post to help with a smooth Transition for our new students. This worked well. This member of staff also played a key role in providing the catch up in core subjects to small groups of learners. The students who were selected for this extra support in Year 7 were those identified through CAT tests and teacher assessment as not yet 'secondary ready' in Maths and English due to gaps in their primary school learning.

An extra teaching group in Year 8 was created to support our weakest students with literacy development, including an extra hour of English per week.

We retained our two extra learning groups in Year 9 to allow staff to focus more on specific learners as class sizes were on average 22.

There was a lot of targeted use of Accelerated Reader with weaker students in Year 7 and 8 to further support reading and literacy development.

## **Teaching and Learning**

We focussed on planning for high quality teaching across all subjects informed through their curriculum review documents.

Effective curriculum planning allied with a comprehensive CPD programme has aided us to ensure that most lessons are of at least a good standard.

Learning walks and formal observations with supportive one to one feedback and coaching have started again and become an essential part of the development and review process.

All staff have demonstrated high expectations for student's attitude to learning. The majority have been observed conveying this to all students through use of positive language and a reward driven culture that challenges them and prepares them to become confident, resilient, and independent learners.

Planning and delivery of lessons has reflected adaptive teaching through use of tracked data gleaned from regular in class formal testing regime.

The needs of the teaching staff as regards their staff development has been met through a carefully planned CPD programme.

The monitoring of all of this has been done via Walks/Faculty reflection time/Learning/Book inspections.

## **Attendance**

Attendance rates were lower than normal for all students in 2021-22, because of the lingering effects of the COVID pandemic. Our attendance for disadvantaged students for the year was lower than that of all other students in the school. Although this is lower than our normal attendance rate for disadvantaged students, which was as high as 94.5% in 2018-19, it is still higher than the national average for all students for the 2020-21 year, which was 91%.

	<b>2020-21</b>	<b>2021-22</b>
<b>Whole School</b>	<b>92.92</b>	<b>91.97</b>
<b>National</b>	<b>91%</b>	<b>91.5%</b> <i>(up to May 89.6%)</i>

<b>Boys</b>	<b>92.18</b>	<b>92.59</b>
<b>Girls</b>	<b>91.24</b>	<b>91.40</b>
<b>PP</b>	<b>89.57</b>	<b>89.34</b>
<b>CLA</b>	<b>81.42</b>	<b>97.40</b>
<b>EAL</b>		<b>88.42</b>

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.

Early appointment of a new Attendance officer will be crucial in this as will the work of our pastoral team. First day calls, regular contact with parents and the gradual breaking down of the whole family 'being at home' culture will be targeted.

### **Literacy**

We have reviewed our whole school focus on. This new marking for literacy policy has been effective in increasing the profile of students getting 'the basics' right. There has been a different focus each half term.

There has been a strong focus on subject disciplinary literacy development (linked to knowledge organisers) to support student acquisition of subject specific vocabulary. This has hopefully helped students to access exam questions with greater confidence and increase SPaG marks on exam papers.

There has been a relaunch of Accelerated Reader with teachers in the English Department to ensure consistent approach to use. It was identified during this relaunch that we needed to move towards an improved diagnostic programme.

The literacy coordinator has also investigated other learning resources which could be used to close the gaps in the literacy and chronological age gaps for some students.

### **Knowledge retrieval**

We have developed a consistent approach to the effective use of knowledge organisers across all subjects. Both students and staff have benefited in the learning and teaching through the departmental construction of knowledge organisers for each unit of work.

There has been a focus in CPD sessions, used to develop staff understanding of the importance of retrieval practice in a knowledge rich curriculum.

There has been a focus in CPD sessions on how best to use of retrieval practice with students to learn as they go along.

Frequent low-stakes testing has been used to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.

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## 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?	<p>2021-22 – Only 4 students</p> <p>Money spent on ensuring during lockdown they all had access to IT software and support.</p> <p>One to one support offered as and when needed.</p> <p>Opportunity to use Learning Plus as an after-school staff supported, learning opportunity.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Extremely hard to quantify with such a small number of students on the list and with the general disruption of the lockdowns.