Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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	Ss. Aidan and Oswald RC Primary School
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-24 Part 3 2023-24 with evaluation.
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr. Mike Madden (Chair of Governors)
Pupil premium lead	Mrs Catherine Brogan (Headteacher)
Governor / Trustee lead	Mr. Mike Madden (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,540
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£135,540

Part A: Pupil premium strategy plan

Statement of intent

Taking into account Best Practice advice from the DfE and EEF, Ss. Aidan and Oswald's now publishes a three-year Pupil Premium strategy statement from September 2020 onwards. The impact will be reviewed annually and any concerns addressed. The barriers to learning set out below reflect some deep-seated socio-economic issues which do not lend themselves to 'quick fixes.' Therefore, Ss. Aidan and Oswald's uses a large part of its pupil premium money to focus on these barriers consistently over a number of years as a longer term investment in the academic future of our children.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

EEF research

Teaching Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Within this overall approach, there will be a degree of variation in how pupil premium money is spent on an annual basis in response to specific performance data and the particular concerns this may highlight. Furthermore, the senior leadership of the school does look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged. Expenditure that does not improve outcomes is redirected as and when necessary to make the best possible use of public monies.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate **poor attainment on entry to the EYFS.**
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have **greater difficulties with phonics** than their peers. This negatively impacts their development as readers. This is evident from Reception through to KS2.
3	Assessments, observations, and discussions with pupils indicate underdeveloped **oral language skills and vocabulary gaps** among many disadvantaged pupils in Nursery and Reception.
4	Attendance data has seen an increase in **in year mobility** with disadvantaged pupils having attended a range of schools; sometimes from countries outside the UK.
5	Internal assessments indicate that the **greater depth maths and reading** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	Internal data indicates groups of disadvantaged children across the school are not at age related expectations due to a **loss of learning** during lockdown.
7	Our observations and discussions with pupils and families have identified **social and emotional issues for many pupils**, including a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and there is an increase in safe-guarding and family support needs.

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.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th></tr>
<tr><td>1. The majority of children are at ARE at the end of the EYFS.</td><td>Assessment and observations indicate significantly that the majority of the EYFS are at ARE at the end of the EYFS. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning walks, discussions with pupils and teaching staff and ongoing formative assessment.
Year 3: 2023-24
<table>
<tr><th>Term 1 ‘22</th><th>July ’23</th><th>July ‘24</th></tr>
<tr><td>40%</td><td>57%</td><td>62%</td></tr>
</table>
</td></tr>
<tr><td>2. The majority of children are at ARE in their phonic ability.</td><td>Assessments and observations indicate significantly improved phonic ability among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning walks, discussions with pupils and teaching staff and ongoing formative assessment.
Year 3: 2023-24
<table>
<tr><th>Year Group</th><th>Autumn ‘22</th><th>July ‘23</th><th>July ‘24</th></tr>
<tr><td>1</td><td>61%</td><td>68%</td><td>70%</td></tr>
<tr><td>2</td><td>76%</td><td>94%</td><td>92%</td></tr>
</table>
</td></tr>
<tr><td>3. All the children in the EYFS make progress in their speech and language development.</td><td>Assessments and observations indicate significantly improved oral language among disadvantaged pupils in the EYFS. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning walks and ongoing formative assessment including WellComm.
Year 3: 2023-24
<table>
<tr><th>Year Group</th><th>Autumn ‘22</th><th>July ‘23</th><th>July ‘24</th></tr>
<tr><td>Nursery</td><td>50%</td><td>70%</td><td>50%</td></tr>
<tr><td>Reception</td><td>40%</td><td>75%</td><td>78%</td></tr>
</table>
</td></tr>
</table>

<table>
<tr>
<td>4. All the disadvantaged children that join the school have attendance higher than 90%.

15 arrivals since September; 5 disadvantaged children.

40% of the disadvantaged children have attendance higher than 90%. Home visits, phone calls have been made and penalty notices have been issued to those less than this.</td>
<td>Attendance of disadvantaged children new to the school is tracked and interventions are put into place if it falls below 90%

Year 3: 2023-24

<table>
<tr><th></th><th>Autumn ‘22</th><th>July ‘23</th><th>July ‘24</th></tr>
<tr><td>All pupils</td><td>94.3%</td><td>93.8%</td><td>94.2%</td></tr>
<tr><td>D. pupils</td><td>91.3%</td><td>91.4%</td><td>92.1%</td></tr>
</table>
</td>
</tr>
<tr>
<td>5. The disadvantaged children who are expected GD in maths and reading achieve this.

Year 6 (20 children)</td>
<td>KS2 maths and reading outcomes in 2024/25 show that more than 18% of disadvantaged pupils met the Greater Depth standard.

Year 3: 2023-24

<table>
<tr><th>Greater Depth</th><th>Autumn ‘22</th><th>July ‘23</th><th>July ‘24</th></tr>
<tr><td>Reading</td><td>5%</td><td>5%</td><td>31%</td></tr>
<tr><td>Maths</td><td>5%</td><td>0%</td><td>44%</td></tr>
</table>
</td>
</tr>
<tr>
<td>6. The identified group of disadvantaged will achieve age-related expectations.</td>
<td>KS2 maths, reading and writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.

Year 3: 2023-24
16 pupils

<table>
<tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr>
<tr><td>Term 1 ‘22</td><td>40%</td><td>40%</td><td>40%</td></tr>
<tr><td>July ‘23</td><td>62%</td><td>71%</td><td>57%</td></tr>
<tr><td>July ‘24</td><td>69%</td><td>75%</td><td>81%</td></tr>
</table>
</td>
</tr>
<tr>
<td>7. Identified children and families throughout the school, particularly our disadvantaged pupils are supported academically and pastorally.</td>
<td>Sustained high levels of wellbeing from 2024/25 demonstrated by:

• qualitative data from student voice, student and parent surveys and teacher observations

• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Year 3: 2023-24

Evidence of academic progress is shown in tables: 1, 2 and 6.</td>
</tr>
</table>

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

Budgeted cost: £70,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: a new writing scheme (The Write Stuff) is to be introduced and developed to provide some consistency with the writing journey, across the school. Staff are encouraged to continue to develop themselves professionally.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.	1,2,3,5,6
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the	1,2,3,5,6

learning: RWI will continue to be used across EYFS and KS1 as we have experienced success with this programme. It is well established in school. The RWI home book scheme was purchased to support home learning.	best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources: • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.	

Targeted academic support

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy; we use a number of interventions including WellComm and Inference. We invest in programmes such as LbQ, TT Rockstars and Literacy Shed.	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilstnot inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	1,2,3,5,6
Activity and resources to meet the specific needs of disadvantaged pupils with SEND: children are grouped at times, work is differentiated and alternative means of recording are used at times.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND	1,2,3,6
Teaching assistant deployment and interventions:	Strategic deployment of TAs is important to ensure priority pupils are supported. This will	1, 2, 3, 5,6

interventions such as inference and WellComm are delivered by the teaching assistants. They also support individuals / groups of children to access learning at their level.	include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions.	
One to one and small group tuition: an academic mentor works with very small groups or one to one, delivering interventions.	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources: • The EEF Toolkit has a strand on one to one tuition and small group tuition.	1, 2, 3, 5,6

Wider strategies

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs: we provide counselling (Connect Counselling), in-house counselling and Place 2 Be.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evi-	7

	dence-informed decisions about behaviour strategies. The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	
Supporting attendance: we employ a Family and Pupil Support Officer to monitor attendance and intervene when necessary.	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance	4
Extracurricular activities, including sports, outdoor activities, arts, culture and trips: the Year 5 children experience 2 days at Castleshaw; the Year 6 children are given the opportunity to go on a 3 day residential. We have extra-curricular activities, visitors and other trips organised throughout the school year for all year groups.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.	7
Communicating with and supporting parents: we have excellent communication channels in school as we use Dojo – we post whole school messages and individual class messages and the parents are able to contact us through Dojo. The website and newsletter also provide a lot of information about activities in school.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.	7

Total budgeted cost: £135,540

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2024 academic year.

Challenge 1: Assessments, observations, and discussions with pupils indicate poor attainment on entry to the EYFS.

Success Criteria: Majority of children are age related in the GLD at the end of Reception

Starting point: 2021-22

Dec '21	July '22	July '23	July '24
24%	73%	57%	62%

Comment The children in Reception made significant progress throughout the year. This wasa very strong cohort of children. (**Oct '22**)

October 2023: This shows a decline, however as stated previously, the previous group of pupils were a strong cohort and there have been improvements since December 2021. Earlier on in the document, the data shows progress across the year.

September 2024: This shows an improving picture from the previous year, however it is not as strong as 2022 because we have a significant number of children with EAL (18 / 45 children) and a high level of mobility.

From the children's starting points, there is progress however this will continue to be a priority and it is included in the subject leader's action plan.

Challenge 2: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.
This negatively impacts their development as readers. This is evident from Reception through to KS2.

Success Criteria: Significantly improved phonics skills in year 1 and year 2 and majority are at age related by the end of year 2.

Starting point 2021-22

Year Group	Dec '21	July 2022	July 2023	July 2024
1	71%	76%	69%	70%
2	84%	96%	94%	92%

Comment Sept 2022: The children in Year 1 made progress in phonics and the children in Year 2 madesignificant progress – Fast Track Tutoring was an intervention that was used for the Year 2 children.

October 2023: As shown with the data earlier in the document, there was progress from the end

of term 1 to the end of the school year. We had a lot of mobility in Year 1. It shows significant progress in the Year 2 cohort from the Autumn term. One of the children who didn't achieve the phonics was new to the school 2 weeks before the test.

September 2024: There is an improvement in the phonics data in Year 1 from last year, however there is a high level of need in this cohort with 3 EHCPs. A significant number of the children accessed 1:1 tutoring for phonics.

Progress is evident however it will continue to be a priority and it is included in the School Development Plan.

Challenge 3: Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils in Nursery and Reception.

Success Criteria: Significantly improved oral language among all pupils including disadvantaged pupils in the EYFS. This is evident when triangulated with a range of sources of evidence.

Starting point 2021-22

Year Group	Dec '21	July '22	July '23	July '24
Nursery	**55%**	**70%**	**70%**	**50%**
Reception	**60%**	**84%**	**75%**	**67%**

Comment September 2022: Significant progress was made with the children's oral language skills and vocabulary gaps. The children are identified early using the WellComm screening tool and interventions are started immediately.

October 2023: As shown earlier in the document, there was significant progress from the Autumn term to the end of the Summer term.

September 2024: At the end of the Autumn term, 49% were at ARE for speaking so progress is evident as 67% were at ARE at the end of Reception. We had an influx of children with EAL into our nursery and reception classes – children from India and Nigeria.

From the children's starting points, there is progress however this will continue to be a priority and it is included in the subject leader's action plan.

Challenge 4: Attendance data has seen an increase in in year mobility with disadvantaged pupils having attended a range of schools; sometimes from countries outside the UK.

Success Criteria: Attendance consistently above 90%

Comment September 2022: Attendance was above 90% and above national. The difficulties this year were due to Covid and also families taking holidays in term time as they had missed out during thepandemic. These families are being monitored and earlier intervention is in place.

October 2023: It is above 90% and the disadvantaged figure is slightly higher than the previous year. We have a significant number of families who come from abroad and return to their homeland for extended holidays during term-time.

September 2024: It is an improving picture as we have worked closely with identified families, however, a significant number of families had holidays during term time and our attendance procedures were followed, eg. penalty notices etc.

There is some improvement in attendance but it will continue to be a priority and it is part of the Headteacher's target for improvement.

Challenge 5: Internal assessments indicate that the greater depth maths and read- ing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

Success Criteria: **Those pupils expected to achieve GD in reading and maths do so.**
Starting point 2021-22

Greater depth	**Dec '21**	**July '22 (NC tests)**	**July '22 (Teacher Assessment)**	July '24
Reading	0%	6% (1)	17% (3)	31%
Maths	6% (1)	17% (3)	17% (3)	44%

Comment September 2022: The children identified to achieve GD in maths did so, however, 2 children didn'tperform in the reading SATs test on the day.

October 2023: As shown in the data, the number of children that were expected to achieve greater depth in reading (5%) achieved it.

September 2024: As shown in the data, a significant number of the disadvantaged children achieved the GD standard in reading and maths.

Success over the last 3 years, however this will continue to be monitored.

Challenge 6: Internal data indicates groups of disadvantaged children across the school are not at age related expectations due to a loss of learning during lockdown

Success Criteria: KS2 maths, reading and writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.

Starting Point 2021-22

18 pupils	**Reading**	**Writing**	**Maths**
Dec '21	50% (8)	44% (7)	44% (7)
July '22	56% (10)	67% (12)	72% (13)
July '23	62%	71%	57%
July '24	69%	75%	81%

Comment September 2022 : The children made good progress in all 3 areas: reading, writing and maths and more than 50% of the disadvantaged pupils achieved ARE.

October 2023: From the starting points, Autumn 2022 – 40% of the children were at ARE. In July 2023, 62% of the children had achieved ARE in reading, 71% in writing and 57% in maths so there was progress in all 3 areas from the starting points.

September 2024: As shown in the data, a significant number of disadvantaged children achieved ARE in reading, writing and maths. In maths, the number of disadvantaged children achieving ARE was greater than the non-disadvantaged children (75%).

The success criteria was achieved but our support of children with SEMH we will continue into next year.

Challenge 7: Our observations and discussions with pupils and families have identified **social and emotional issues for many pupils**, including a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. **Success Criteria:** Identified children and families throughout the school, particularly our disadvantaged pupils are supported academically and pastorally. **Starting point 2021-22** *Evidence of academic progress is shown in tables: 1, 2 and 6.* **Comment September 2022:** The data in tables 1, 2 and 6 shows that the pupils are making good progress. **October 2023:** The data in tables 1,2 and 6 shows that the pupils are making progress. **September 2024:** The data in tables 1,2 and 6 shows that the pupils are making progress. *This was a success but we will continue to monitor.*

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
Counselling	Connect Counselling
RAINBOWS	In-house (Rainbows Charity)
Taking time to Talk / Parental Conversations	In-house (AFA)
TT Rockstars	Maths Circle Ltd
Spelling Shed	Education Shed Ltd
LbQ	Learning by Questions
English Consultant	Learn Northwest

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?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

During the summer holidays, our disadvantaged children were invited to participate in the HAF Club (Holiday activities and food club). The children experienced a variety of activities including cooking food and learning about nutrition. This offer will continue in the Christmas holidays also.