

Pupil Premium Strategy Statement

2025 - 2028

St Aidan's Church of England Primary School



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School Name	St. Aidan's CE Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	101 children 47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Joe Merritt – Chair of Academy Councillors
Pupil premium lead	Mrs Cheryl Lain – Head Teacher
Governor / Trustee lead	Mr Joe Merritt – Chair of Academy Councillors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 136, 384.00
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	£ 136, 384.00

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The pupil premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium at St. Aidan's CE Primary School is 47% which is higher than the national average 24.7% for primary schools. The pupil premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

At St. Aidan's CE Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We ensure that through our curriculum we strive to fulfil our vision statement for our children;

'I have come in order that you may have life:life in all its fullness' John 10:10

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Enable pupils to have opportunities to experience the benefits of physical activity and being physically active.
- Access a wide range of opportunities to develop their skills, knowledge and understanding.

Our School Context:

- IDACI – 88% of pupils are within decile 1 – 3.
- FSM – 47% of pupils are eligible for a means tested Free School Meal compared to 24.7% nationally (latest available data)

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Recruit and employ appropriately qualified specialist teachers and tutors.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the identified needs.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil progress discussions specific intervention and support for individual pupils which will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Attainment for pupil premium children across the school is varied, with some pupils showing gaps in their learning. Many pupil premium pupils require targeted support to close these gaps and secure good progress.
2	A proportion of pupil premium pupils have reading skills below the expected level.
3	Attendance rates continue to be just below or just meeting national for disadvantaged pupils. Persistent absence rates need to be continually monitored and targeted approach and intervention is essential to maintain a current trend of improvement.
4	The social and emotional development of a significant number of children is resulting in a potential for under achievement for some PP pupils. Many disadvantaged children are affected by wider outside factors, which can hinder their emotional and social development.

5	Financial restrictions among pupils eligible for pupil premium often limits their access to enriching learning opportunities outside the classroom, creating a deficit in wider experiences that support academic and personal development.
6	A significant number of pupil premium children in EYFS show notable delays in overall development, including physical, emotional, behavioural regulation, and communication and language skills. These early delays can continue to affect their learning and progress throughout later years in school

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil Premium children make accelerated progress in basic skills and foundation knowledge, enabling them to access the wider curriculum.	<p>Identified PP pupils make at least expected progress, with many making accelerated progress as shown through assessments such as test base, fluency assessments, phonics assessments and MTC checks.</p> <p>Gaps between PP and non-PP pupils' shows a reducing trend – insight data, teacher assessments, summative assessments.</p> <p>Targeted interventions show measurable impact, with pupils meeting targets that are established through pupil progress meetings.</p>
Pupil Premium children will make at least good progress in the area of Phonics and Reading and a growing number of Pupil Premium children will attain the expected pass rate for PSC in Year 1.	<p>Identified PP pupils make at least expected progress, with many making accelerated progress as shown through assessments such as test base, fluency assessments, phonics assessments.</p> <p>There will be targeted use of intervention programmes such as Rapid Catch Up and Daily Keep Up to ensure that gaps are addressed and not widening.</p> <p>PSC check results will show a year on year improvement for Pupil Premium children.</p>
Pupil Premium children who miss out on attaining the expected standard to pass PSC will rapidly catch up and attain this standard by the end of Year 2.	<p>There will be an increase in children who attain the expected standard by the end of Year – supported by targeted intervention of Daily Keep Up.</p> <p>Targeted teaching based on accurate assessments will support rapid progress and achievement.</p>
Identified gaps in learning will be consolidated so that pupils will make rapid	Effective use of assessment to inform both QFT and Adaptive Teaching will ensure that

<p>progress enabling them to achieve the expected standard by the end of Year 6, meaning that standards will be at least in line with National Expectations.</p>	<p>there will be rapid progress for Pupil premium children. The amount of Pupil Premium children attaining the expected standard will show an upward trend.</p>
<p>Pupil Premium children in EYFS will make accelerated progress in physical development, emotional and behavioural regulation, and communication and language skills. Early gaps will be reduced through high-quality early intervention, enabling children to access the curriculum more confidently and achieve secure foundations for future learning.</p>	<p>Baseline and ongoing assessments show accelerated progress from starting points The percentage of Pupil Premium pupils achieving age-related expectations at the end of EYFS increases year-on-year. Observations and learning journals demonstrate improved attention, listening, turn-taking, and self-regulation skills. PP children show increased confidence in expressing themselves, using a broader vocabulary and improved sentence structure. Targeted interventions (e.g., speech and language support, nurture provision, fine/gross motor handwriting programmes) demonstrate measurable impact against individual targets. Physical development is strong, evidenced through enhanced fine and gross motor skills, leading to better readiness for writing and active learning.</p>
<p>Pupil Premium children will have access to a wide variety of curriculum opportunities and additional support as required, utilising the support of outside agencies and offers.</p>	<p>Pupil Premium will receive support as needed to ensure that social and emotional challenges are not barriers to attainment.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year 2025 - 2026** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost - £99,500

Activity	Evidence that supports this approach	Challenge Addressed
Little Wandle on-going CPD	<p>Pupils make accelerated progress.</p> <p>Pupils are at least in-line with all other pupils nationally – PSC, End of Key Stage 2 results, GLD Word Reading.</p> <p>Positive improvements in the consistency of reading and phonics teaching practice across the school.</p> <p><i>Once pupils can decode using phonics, they are able to focus on their wider reading skills and develop a love of reading.</i></p> <p><i>Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.</i></p> <p><i>Phonics is a highly effective method of teaching word reading. Almost all children who receive high-quality phonics teaching will learn the skills they need to tackle new words.</i></p> <p><i>They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.</i></p> <p><i>Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.</i></p> <p style="text-align: right;"><i>DFE Blog October 2023</i></p>	1, 2, 6
White Rose Maths – Fluency Bee and TA Hub.	<p>Identified gaps in learning are addressed and consolidated.</p> <p>Targeted Intervention supported by teachers' formative assessment leads to good progress.</p> <p>Attainment gaps show a decreasing trend.</p>	1, 2, 6
Employment of TAs to support in class and small group intervention.	<p>Pupils make accelerated progress.</p> <p>Pupils are at least in-line with all other pupils nationally – PSC, End of Key Stage 2 results, GLD Word Reading.</p> <p>There will be targeted use of intervention programmes such as Rapid Catch Up and Daily Keep Up to ensure that gaps are addressed and not widening.</p> <p><i>"Targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year."</i></p> <p><i>EEF Review of Tutoring</i></p> <p><i>'Teaching Assistant-led interventions when used for structured, small group or 1:1 support show an average of +4 months' progress when well-deployed (training, linked to curriculum, supplementing teacher time).'</i></p> <p><i>EEF Research</i></p>	1, 2, 4,
Additional Part Time TAs in EYFS	<p>The percentage of Pupil Premium pupils achieving age-related expectations at the end of EYFS increases year-on-year.</p>	6

	<p>PP children show increased confidence in expressing themselves, using a broader vocabulary and improved sentence structure.</p> <p>Targeted interventions (e.g., speech and language support, nurture provision, fine/gross motor handwriting programmes) demonstrate measurable impact against individual targets.</p> <p><i>Improving the quality of early education matters: it's positive for every child, and especially important for socio-economically disadvantaged children.</i></p> <p><i>In fact, research evidence tells us that high-quality early education is one of the best ways to ensure that children can thrive and succeed in school and beyond, regardless of their background.</i></p> <p style="text-align: right;"><i>EEF September 2025</i></p>	
Continued Employment of HLTA	<p>Pupils make accelerated progress.</p> <p>Pupils are supported through targeted intervention.</p>	1, 2
Music Tuition	<p>Pupils have access to a wide range of activities within and beyond the curriculum, experience to enhance their cultural capital</p>	5

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

Budgeted Cost - £16, 384

Activity	Evidence that supports this approach	Challenge Addressed
Little Wandle On going CPD and purchase of resources – Rapid Catch Up programme and Fluency Resources	<p>Pupils make accelerated progress.</p> <p>Pupils are at least in-line with all other pupils nationally – PSC, End of Key Stage 2 results, GLD Word Reading.</p> <p>There will be targeted use of intervention programmes such as Rapid Catch Up and Daily Keep Up to ensure that gaps are addressed and not widening.</p> <p><i>"A vital element ... is the early and successful teaching of phonics, complemented throughout the school years by teaching that promotes fluency and ... pupils need access to decodable books closely matched to their developing phonics knowledge – they need daily practice with these."</i></p> <p style="text-align: right;"><i>The Reading Framework (2023)</i></p>	1, 2, 6
Times Tables Rockstars Access	<p>As an enhancement to our Mathematics Curriculum (White Rose) and the progression of skills for building X Tables knowledge we use this resource. In order to:</p> <ul style="list-style-type: none"> • Increase level of enjoyment and motivation. • Offer a range of open-ended tasks with multiple outcomes for success. • Each level of ability is catered for. • Sustain levels of enjoyment and confidence in maths improve amongst pupils. 	1

	<p>Research indicates that interactive math apps significantly enhance children's resilience, self-confidence, and mathematical skills by providing a safe, gamified environment for practice and mastery" Practice with a computerised game can support children's fact recall," and notably, children can achieve these learning benefits regardless of whether they are pressured to answer quickly or not.</p> <p style="text-align: right;"><i>University of Nottingham (2025)</i></p>	
Targeted PSED interventions	<p>Children will receive additional support for social and emotional development through targeted interventions delivered by TAs and teachers including;</p> <ul style="list-style-type: none"> *Thrive Approach – THRIVE trained staff member. *Think Good, Feel Good – EP led intervention. *Rainbows – TAs trained to deliver this approach. *ELSA – TA trained. 	4

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

Budgeted Cost – £20, 500

Activity	Evidence that supports this approach	Challenge Addressed
Subsidised Breakfast club	<p>All pupils have a settled start to the school day. No pupil starts the day hungry.</p> <p><i>'A positive start to the school day is crucial for primary school children to foster emotional wellbeing, secure attachment, and readiness to learn. It helps transition children from home to school, reducing anxiety and promoting better focus, attendance, and social-emotional development.'</i></p> <p style="text-align: right;"><i>The Conversation 2017</i></p>	3, 4, 5
Wider curriculum opportunities	<p>Pupils have access to a wide range of activities within and beyond the curriculum, experience to enhance their cultural capital.</p>	4, 5
Motivational Certificates and Rewards	<p>Learning Behaviour and Attitudes are outstanding. Improving attendance is increased. % of children achieving 95% (or above) attendance is increased.</p> <p><i>Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.</i></p> <p style="text-align: right;"><i>Working Together to Improve School Attendance 2024</i></p>	3,
Residential and Outdoor Learning Opportunities	<p>Pupils have access to a wide range of activities within and beyond the curriculum, experience to enhance their cultural capital</p>	4, 5

Total budgeted cost: £ 136, 384

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Achieve outcomes in-line with, or above national average by the end of Key Stage 2.

Our commitment to achieving positive outcomes throughout school and by the end of Key Stage 2 is rooted in the principle of continuous intervention and quality first teaching, led by teachers who are able to adapt their practice to address misconceptions and knowledge/skills gaps. By identifying and addressing barriers to learning in real-time, we ensure that 'gaps' are bridged long before they become entrenched. Through a seamless blend of high-quality first teaching and targeted support, we empower every pupil to reach their full potential, ensuring that positive outcomes are not just a snapshot in Year 6, but the result of a sustained journey of academic growth.

End of Key Stage 2 Outcomes for Pupil Premium Children

Year	Reading	Writing	Mathematics	Combined
2023 - 2024	60%	70%	90%	60%
2024 - 2025	93%	80%	80%	73%

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	62%	-	80%	-	-	Not applicable
2025	14	93%	63%	Above (sig+)	81%	12	Positive gap	High - FSM
2024	-	-	62%	-	80%	-	-	-
2023	-	-	60%	-	78%	-	-	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	59%	-	78%	-	-	Not applicable
2025	14	79%	59%	Above (non-sig)	78%	0	No gap	High - FSM
2024	-	-	58%	-	78%	-	-	-
2023	-	-	58%	-	77%	-	-	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	60%	-	80%	-	-	Not applicable
2025	14	79%	61%	Above (non-sig)	81%	-2	Not available	High - FSM
2024	-	-	59%	-	79%	-	-	-
2023	-	-	59%	-	79%	-	-	-

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	59%	-	78%	-	-	Not applicable
2025	14	71%	60%	Close to average (non-sig)	79%	-7	Not available	High - FSM
2024	-	-	59%	-	78%	-	-	-
2023	-	-	59%	-	78%	-	-	-

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	46%	-	68%	-	-	Not applicable
2025	14	71%	47%	Above (non-sig)	69%	2	Positive gap	High - FSM
2024	-	-	46%	-	67%	-	-	-
2023	-	-	44%	-	66%	-	-	-

In 2024 – 2025

Reading 27% attaining greater depth in the standard.

Writing 7% attaining greater depth in the standard.

Mathematics 0% of pupils attained the expected standard.

SPAG 13% attaining greater depth in the standard.

We also received recognition from the Government for our excellent outcomes for our disadvantaged pupils at the end of Key Stage 2.

Year 4 for Pupil Premium Children

MTC 65% of pupils attained 25/25 compared to national 37%

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	-	-	20.6	-	-	Not applicable
2025	32	23.3	21.0	Above (sig+)	No sig change	High - FSM
2024	31	22.2	20.6	Above (sig+)	Not available	-
2023	-	-	20.2	-	-	-

An improving trend of children achieving GLD by the end of EYFS

To build and subsequently sustain an upward trend of children achieving a Good Level of Development (GLD), we are focusing on the strategic integration of targeted teaching and high-quality continuous provision. Teachers and TAs are building their use of real-time formative assessment, to design precision-led interventions that address specific gaps in Literacy and Mathematics, ensuring that support reaches those at risk of falling behind. This is balanced by a robust continuous provision environment, where the classroom is expertly "scaffolded" to encourage independent mastery of the Prime Areas. With a learning environment intentionally mapped to the Early Learning Goals, children are empowered to rehearse key skills through play, transforming every interaction into an opportunity for progress.

This dual approach creates a responsive pedagogical loop: targeted teaching provides the tools for success, while continuous provision offers the consistent, self-directed practice necessary to cement the outcomes required for a strong GLD finish.

EYFS for Pupil Premium Children

<u>Year</u>	<u>GLD</u>	<u>Comprehension</u> <u>Word Reading</u>	<u>Writing</u>	<u>Number</u>	<u>Numerical</u> <u>Patterns</u>
2023 - 2024	64%	73%	64%	82%	73%
2024 - 2025	43%	86%	57%	71%	64%

Achieve at least 90% of pupils in Y1 pass the PSC

The implementation of Little Wandle Letters and Sounds Revised is continuing to act as a catalyst for supporting rising attainment in the Phonics Screening Check (PSC), providing a robust, highly structured framework for early reading. Adopting this consistent, pacy approach to daily whole-class teaching, we are seeing a growing increase in the percentage of Year 1 pupils meeting the expected standard. This success is underpinned by the programme's rigorous assessment-led instruction, which ensures that no child is left behind.

A significant driver of this upward trend is the strategic use of Keep-up and Catch-up sessions. These targeted interventions provide immediate, same-day support for children who struggle with specific GPCs (Grapheme-Phoneme Correspondences) or blending, preventing gaps from widening into permanent barriers. Furthermore:

- Year 1 Achievement: The scripted, repetitive nature of the lessons builds pupil confidence, leading to higher fluency levels and more pupils passing the PSC on their first attempt.
- Year 2 Progress: For those who do not meet the threshold in Year 1, the Rapid Catch-up pathway provides a streamlined, age-appropriate intervention that successfully closes the literacy gap, resulting in a growing number of pupils passing the re-check at the end of Key Stage 1.

Year 1 for Pupil Premium Children

<u>Year</u>	<u>% of PP children</u>
2023 - 2024	75%
2024 - 2025	81%

Year 2 for Pupil Premium Children

<u>Year</u>	<u>% of PP children</u>
2023 - 2024	100%
2024 - 2025	90%

Ensure attendance of disadvantaged pupils is at least in line with National Expectations

Establishing clear, robust procedures for attendance monitoring is a cornerstone of educational equity and safeguarding. For children in disadvantaged groups, who often face complex external barriers to learning, consistent tracking acts as an early warning system that allows schools to intervene before a pattern of absence becomes chronic. By maintaining transparent, data-driven protocols, schools can move beyond mere record-keeping to identifying specific trends—such as transport issues, health inequalities, or financial strain—that disproportionately affect vulnerable learners.

Ensuring these students meet at least the national average for attendance is critical because the correlation between presence in the classroom and academic attainment is steepest for those from low-income backgrounds. When procedures are applied rigorously and fairly, they foster a culture of high expectations and provide a safety net that ensures no child "slips through the cracks."

Ultimately, precise monitoring ensures that resources and support are directed where they are needed most, narrowing the attainment gap and ensuring that a child's socio-economic circumstances do not dictate their right to a full education.

Year	National Attendance	Attendance %	PA	Attendance PP	PA
2023 - 2024	94.5%	95%	10.3%	93.6%	15.3%
2024 - 2025	94.8%	95.8%	7.2%	94.9%	12.3%

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	182	95.8%	94.8%	Above	Not available	High - FSM

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	85	95.4%	92.4%	Above	Not available	High - FSM

SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	32	92.8%	92.4%	Close to average	Not available	High - FSM

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	182	9.9%	13.3%	Below (non-sig)	Not available	High - FSM

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	85	12.9%	24.5%	Below (sig-)	Not available	High - FSM

SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	32	18.8%	22.3%	Close to average (non-sig)	Not available	High - FSM

Externally provided programmes

Programme	Provider
TT Rockstars	play.ttrockstars.com
Oxford Owl Reading	Oxford Reading