

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	St Aidan's Catholic Academy
Number of pupils in school	864
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Anne-Marie Whitten Headteacher
Pupil premium lead	Amelia Sanderson, Senior Assistant Headteacher
Governor / Trustee lead	Fr Christopher Hancock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142, 800
Recovery premium funding allocation this academic year	-
School Led Tutoring Grant	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
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	142,800

Part A: Pupil premium strategy plan

Statement of intent

"With resources and a strong determination to improve the life chances of all disadvantaged young people, schools have shown that progress can be made"

Sir John Dunford

St Aidan's is a Catholic learning community in which all pupils, irrespective of their background or the challenges they face, are provided with the opportunity to flourish as a whole and complete person in a way that is rooted firmly in the values of the Gospel.

Our aim, in partnership with respective parents and carers, is to support pupils in their formation: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad, balanced and aspirational curriculum, a rigorous, vibrant curriculum which responds to needs, and at its heart recognises justice, liberty, peace and human freedom, whilst fostering intellectual curiosity and academic achievement.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this 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 are young carers. The activities and routines outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

We truly believe that every individual is capable of excellence and we encourage each individual to work hard, fulfilling their potential to pursue their next steps in life, whether it be their choice of University or a high-quality career.

Based on educational research we are certain that maximising learning through great teaching is the most important tool we have in ensuring the excellent progress of all pupils, including those from disadvantaged backgrounds. It is our intention that the outcome of our high quality, first wave teaching is that the attainment of non-disadvantaged pupils will be sustained whilst closing the disadvantaged attainment gap.

Our approach in responding to individual needs is centred around knowledge of individual pupils, a broad, inclusive curriculum, assessment and responsive teaching and strategies to address gaps. Within the academy accurate assessment strategies enable an informed and systematic judgement to be made about a pupil's knowledge, understanding, skills and attitude. Using this accurate assessment of pupil progress, we are able to implement the actions below swiftly and efficiently to ensure disadvantaged pupils are appropriately supported and challenged. In order to provide high quality, individually targeted support we engage with external providers recommended by the DfE such as the NTP, Sounds Write and Reading Plus.

We strive as an academy to support all pupils to make excellent progress through robust and systematic approaches to numeracy, literacy, recovery curriculum and extracurricular activities. We believe enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education and as a result of these experiences they attain higher.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of literacy which impedes confidence and access to deep understanding across the curriculum.</p> <p>Scaled Scores, internal assessment and observation indicates that some disadvantaged pupils have lower levels of reading comprehension than peers, predominantly in Y7 where some disadvantaged pupils have demonstrated a below average scaled score (compared to national indicator) in following areas:</p> <ul style="list-style-type: none"> • KS2 Spelling, punctuation and grammar - SAS < 100. • KS2 Reading - SAS < 100 and reading age below SAS 89 (NGRT)
2	<p>Attendance is an issue for some disadvantaged pupils.</p> <p>Our attendance data over the last 3 years indicates that:</p> <ul style="list-style-type: none"> • Attendance among disadvantaged pupils has been between 5.6 - 6.4% lower than for non-disadvantaged pupils. • 34.0% - 44% of disadvantaged pupils have been 'persistently absent' compared to 18% - 22.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	<p>Many of our PP pupils are socially, culturally, economically and knowledge deprived. Lack of aspiration and poor engagement of pupils and parents in school life particularly affects outcomes for disadvantaged pupils and attendance of disadvantaged pupils.</p> <p>The Sunderland population experiences a higher level of social and economic disadvantage than the England average and there is a strong link between high levels of socioeconomic disadvantage and poor health. The English Indices of Deprivation based around seven domains: income, employment, health, education, crime, barriers to housing and living environment show that 38% of the population live in areas that are among the 20% most disadvantaged across England.</p> <p>Parent and pupil voice have historically indicated a high level of challenge and a lack of aspiration, 60% of parents, on entry, indicating that they do not want their child to go to university or move out of Sunderland – aspiration and parental engagement on entry is low.</p>
4	<p>Some pupils face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.</p>
6	<p>The Maths progress of some disadvantaged pupils is lower than that of their within-school peers. 28% of disadvantaged pupils had a SATs scaled score of below 100 in 2023/24 and QLA analysis shows that many pupils particularly struggle with 4 key concepts:</p> <ul style="list-style-type: none"> • Fractions of amounts • Percentages • Multiplying decimals • Converting between fractions and decimals • Problem Solving Application • Fluency in Multiplication
7	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths.</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 the progress 8/Attainment 8 score of disadvantaged pupils across the curriculum, ensuring pupils make or exceed expected levels of from starting points; particular focus on Languages, Maths and Humanities within EBacc element.</p>	<p>By the end of our current plan in 2024/25, 90% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). The 2022/3 figure was 51.85%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 48.00 • an EBacc average point score of 4.8 <p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils are progressing towards this ambitious target:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 44.05* • an EBacc average point score of 4.1* • P8 was (-0.06)* <p>* unvalidated</p>
<p>Improved reading comprehension for all, particularly disadvantaged pupils; focus on developing fluent reading, freeing pupil focus (cognitive resource) on word recognition and therefore improving comprehension of the text.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, the Reading Canon, Scholarly reading, extended writing and book scrutiny.</p> <p>Rasinski reading fluency implemented with ALL pupils to aid comprehension and reading pace – expect to see +6 months reading gains per year.</p> <p>Reading Plus implemented with identified pupils with a reading age below NGRT SAS 89.</p>
<p>Improve teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds, particularly disadvantaged pupils. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or blending' the sound-spelling patterns.</p>	<p>Systematic phonics training with staff via Sounds Write competed and embedded across the Academy.</p> <p>Improved understanding of phonics, fast pace reading, word cards, dictated sounds and word sentences and how to develop this with pupils.</p> <p>Assessment sheets in reading books indicate pupil level understanding.</p> <p>All DA pupils have fluent phonic use.</p> <p>Disadvantaged pupils participate fully in the Reading Canon – reading surveys.</p>
<p>Improve language enrichment for disadvantaged pupils, increasing vocabulary and improving oracy and written skills/language.</p>	<p>Training has been undertaken by all staff to understand communication and language in greater depth, signposting up-to-date research, knowing how to identify different types of communication delay, and learning about dialogic teaching (encouraging pupils to learn by questioning and discussion) across the curriculum.</p> <p>Pupils can access all areas of the curriculum.</p>

<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by pupil voice, homework completion rates across all classes and subjects.</p>
<p>Improve mastery of learning and acquisition of knowledge to ensure all learners know and remember more; particularly disadvantaged pupils in Languages, Maths and Humanities within EBacc element.</p>	<p>Professional training in place and embedded for all staff.</p> <p>Learners demonstrate secure knowledge and understanding on unit tests, typically 80%, before moving on to new material.</p> <p>All Pupils who do not achieve secure knowledge and understanding are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework/gap task – Quality Assurance records.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 12.5% and the figure among disadvantaged pupils being no more than 10% lower than their peers. <p>2023/24 attendance of disadvantaged pupils was: 88.9% compared to 94.0% of non-disadvantaged students.</p>
<p>Develop and sustain improved resilience and aspiration among disadvantaged pupils, improving pupil social and emotional wellbeing.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, (Y7 PP W4 81.8% W9 919%) CLIMB, Duke of Edinburgh, university and STEM visits, volunteering and impact projects in the local community particularly among disadvantaged pupils. • Continued high involvement of Y7 and Y8 pupils in enrichment. (92% Y7 PP pupils currently and 62.1% Y8 PP pupils). • Significant decrease in referral to Anna Freud, Washington Mind and Pastoral. • Increased participation in 'One Voice' pupil council with focus on wellbeing, environment, antibullying and stewardship.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost:
Behaviour Policy: A robust and consistent approach to behavioural expectations within the academy which allows all pupils to thrive in positive learning environments reinforced by Morning Meeting. Reflecting on the consequences of their actions when things go wrong.	EEF - 3+ Months. A consistent behaviour policy supports classroom management, reducing the number of permanent or fixed term exclusions which disadvantaged pupils are more likely to receive.	2,3,4, and 5.	N/A
Teacher training is focussed on ensuring quality first way teaching through the Great Teaching Toolkit. Teachers reflect on the key elements of excellent teaching and the science behind learning. Systematic phonics training with staff via Sounds Write. Strong uptake by staff in NPQ programme. Socialisation and Practice secures consistency across Academy. Continuous cycle of professional improvement is in place based on knowledge building – teachers revisit key components over the three cycles.	EEF Attainment Gap Report 2018 – <i>"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. It is crucial; therefore, that schools focus all their resources on proven ways of improving teaching."</i>	1,2,4,5 and 6.	£4000 (Great Teaching Toolkit) £609 (sounds write training)
Consistent, high quality active retrieval homework supports pupil's knowledge and understanding. Homework clubs with support staff and subject specialists allowing pupils time and space to complete this work in a conducive environment. Daily Morning Meeting dedicated to active retrieval of threshold knowledge. Effective technology and resources are utilised to enhance the ambitious curriculum.	EEF 5+ months over a year. High quality homework and the opportunity to complete this work within school supports disadvantaged pupils who may have difficulty accessing quiet work spaces and/or technology	1,2, and 6.	£2670 (100% Books)
Modelling develops strategies for planning, monitoring and evaluating pupil's own learning. These focus pupils on the self-regulated learning of cognition. Pupils are able to consider the mental process involved in knowing, understanding, and learning. Visualisers in every classroom – Socialisation and Practice around effective visualiser use.	EEF - Metacognition 7+ months progress over a year when developing cognitive processes as part of the school's curriculum and in subject specific lessons	6 and 7.	£0

Highly targeted, curriculum specific feedback enables pupils to refocus their actions to achieve their goal. Feedback enables pupils to understand and self-regulate their own improvements and progress.	EEF - Feedback 5+ months Clear and actionable feedback allows pupils to understand their specific strengths and areas for improvement.	2,6 and 7.	£0
All lessons within the academy focus on active retrieval . These activities take account of the prior knowledge that pupils bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.	(Karpicke & Aue, 2015, p.318) <i>'to be able to retrieve, use, and apply knowledge in the long term, it is highly effective to practice retrieving, using, and applying knowledge during learning'</i>	1,2,6 and 7.	£0
Extending the school day. Focussed on Year 11 and allowing teachers to review core content and allow DA pupils to develop a deeper understanding of the taught curriculum.	EEF - 2+ months. Disadvantaged pupils may benefit from additional school time when engagement and attendance are secured.	2 and 6.	0
Literacy/Numeracy assistant deployed into lessons to support acquisition of knowledge for disadvantaged pupils. This work is planned in collaboration with the classroom English specialist focusses on phonics & functional literacy– focus on Y7 and 8 in order to close gaps identified from KS2 SATS/NGRT.	EEF 3-4 months progress over a year when used in one to one or small group settings. Explicit connections need to be made between learning from everyday classroom teaching to structured interventions.	1,2,4,5 and 6.	£36,051 (Additional Literacy Support)

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost:
Pupils are taught strategies in small groups to improve their reading comprehension . Rigorous screening programme in place to ensure support at point of need. Focussing on decoding words, understanding language structures or developing vocabulary. Use of Reading Plus intelligent adaptive software to support. Resources directed at transcription with daily support in place.	EEF 7+ months over the course of a year. Helping disadvantaged pupils in particular as they are less likely to own a book or read at home meaning they may not have previously acquired the necessary skills for reading or understanding challenging texts. Oxford Language Report and national case study 2021.	1,2 and 6.	£5211 (Reading plus) £5080 (Accelerated Reader) 25,979 (Reading support staff) £9936(NGRT)
Pupils are given the opportunity to read out loud in front of peers every day to develop their Oracy skills . With small group interventions for pupils who need	EEF 5+ Months over the course of a year. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear	1,2 and 6.	Additional Literacy Support £36,051

<p>support in this area from Literacy Assistant and Sixth Form pupils.</p> <p>Oracy taught explicitly, children are given enough time for talk and to express themselves. Staff are also conscious of the need to model language and conversation, so children learn to recognise language structure as well as vocabulary – quality assurance data. Regular CPD is implemented to support staff.</p> <p>Vocabulary slides, including etymology, are used in each lesson, not just to display new words, but to actively integrate the teaching of vocabulary into lessons.</p>	<p>to be most successful. Some pupils from lower socio-economic backgrounds are behind their advantaged counter parts.</p> <p>Oxford Language Report and national case study 2021.</p>		
<p>Phonics interventions, Full screening programme. Supporting pupils in small groups to develop their literacy skills through the development of pupils' knowledge and understanding of the relationship.</p> <p>Sounds Write implemented with small groups. Subject specialists available across the Academy – Geography, English and Science.</p>	<p>EEF 5+ Months over a year when taught explicitly and systematically to support children in making connection between sounds and written word. Some disadvantaged pupils may not have developed phonological awareness at the same rate as others.</p> <p>Oxford Language Report and national case study 2021.</p>	1	£609 (Sounds right)
<p>Up to 4 x 30-minute numeracy intervention sessions each week to develop core numeracy skills. Working in small groups with a subject specialist.</p> <p>Maths specialist recruited to support small group work. (School Led Tutoring Fund)</p>	<p>Evidence on mathematics from the Teaching and Learning Toolkit alongside the findings from recent EEF projects suggest that interventions should include; explicit and systematic instruction, clear support for whole class instruction and must motivate pupils.</p>	6	£2000 (Sparx Maths)
<p>Individualised instruction allowing pupils to focus on their specific learning gaps and progress at an individual level. Identified Y9 and 10 pupils will access 15-hour blocks for English, Maths and Science with a regular impact review.</p> <p>National Tutoring Program.</p>	<p>EEF 4+ months of additional progress. Disadvantaged pupils are more likely to have a poor attendance rate and therefore will have knowledge gaps. Individualised instruction can allow pupils to consolidate learning and practise new skills.</p>	1,6 and 7.	
<p>Small group support focussed on reducing literacy and numeracy gaps identified from KS2. This is explicitly linked with normal teaching and planned with the classroom teacher.</p>	<p>EEF - 4+ months over a year when organised into short, regular sessions over a set period of time.</p>	1,6 and 7.	£36,051 (Additional Literacy Support)
<p>Attendance officer supports individual attendance gaps, liaising with families and tracking progress.</p>	<p>“An evidence informed approach to improving attendance” by Durrington Research School outlines the importance of robust attendance data tracking and monitoring systems in</p>	3,4 and 5.	£13,000 (attendance/family liaison officer)

Increased capacity through appointment of pupil support officer – attendance focus. Trust attendance officer appointed to support team.	schools, to address attendance issues.		
New Heads of House for all Year Groups, Careers Officer and SLT lead for Character Development. The funding is used to ensure smooth transitions between key stages, day to day pastoral care, meetings and communications with parents, maintain effective links with primary feeders and for additional Pupil Premium Academic Review Days to discuss academic progress and strategies for success.	'Targeted interventions to character development/behaviour for learning have positive overall effects'. EEF		£36,648 (Careers advisor)

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost:
Reading Canon – 15 books journey. Pupils read age appropriate texts in form groups, read aloud, developing reading comprehension, inferring meaning from context linked to 9 protected characteristics, summarising key points and developing questioning skills.	EEF 7+ months progress over the course of a year - Successful reading comprehension allows pupils to develop their reading capabilities in an environment which allows effective but not overwhelming challenge. Oxford Language Report and national case study 2021.	1,5 and 7.	£4000(Reading canon)
Developing oral language skills through spoken language and verbal interaction in the classroom. This occurs through targeted reading aloud and book discussion linked to 9 protected characteristics - 30-minute slots four times per week. Pupils with low reading ages (<SAS 89), via NGRT, also access support with trained staff via Reading Plus – 4x per week for 30 minutes.	EEF - 5+ Months progress over a year. Pupils from lower socioeconomic backgrounds are more likely to be behind in language and speech skills which affect future learning. Oracy interventions allow pupils to catch up with peers. Oxford Language Report and national case study 2021.	1,5 and 7.	£4500 (Reading plus)
Embedding an academy wide approach to enhanced numeracy development – ALL staff as leaders of numeracy. Numeracy forms part of every Morning Meeting and weekly DEAR – Drop everything and reason sessions for every pupil. All staff trained in delivery (S&P).	Evidence on mathematics from the Teaching and Learning Toolkit alongside the findings from recent EEF projects suggest the importance of modelling positive attitudes towards numeracy whole school and the importance of developing pupil's ability to reflect on and articulate reasoning strategies.	6	£31,737 (Numeracy support)

<p>Regular opportunities for parental engagement allow leaders to involve parents in the learning process. These sessions cover; revision strategies, purpose of homework, reading, literacy and numeracy strategies.</p> <p>Reading Canon books for parents purchased alongside online virtual library to support parent reading club.</p>	<p>EEF - 2+ Months. Disadvantaged pupils are less likely to participate in formal and informal educational activities in holidays. Parental engagement sessions can support parents to assist their children's learning and self-regulation at home.</p>	<p>1,4, 6 and 5</p>	<p>£0</p>
<p>Development of pupil metacognition through timetabled revision days which provide pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for their independent revision. Suitable revision guide/material purchased for all disadvantaged pupils.</p>	<p>EEF - Metacognition strategies offer an additional seven months' progress over the course of a year when explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies encourages pupils to practise and use these skills more frequently in the future.</p>	<p>7</p>	<p>£5734 (Revision guides)</p>
<p>Academy wide approach to developing a culture of intrinsic motivation through metacognition with a particular focus on self-regulating motivation.</p> <p>Developing an academy wide approach to culture through a focus on the core values of 'hard work, trust, fairness'.</p>	<p>EEF - Impact for disadvantaged pupils are potentially +7 months when pupils have developed this motivation and it becomes independent and habitual.</p>	<p>4,5 and 7.</p>	<p>£18,018 (External excursions)</p>
<p>Develop and sustain improved resilience and aspiration among disadvantaged pupils, improving pupil social and emotional wellbeing. Establishing links with external agencies to support those pupils for whom resilience is a challenge.</p>	<p>EEF - Impact for disadvantaged pupils are potentially +7 months when pupils have developed this motivation and it becomes independent and habitual.</p>	<p>4,5 and 7.</p>	
<p>Aspirational extra curricula opportunities in all aspects of school life including the following: Science clubs, STEAM focus, local industry opportunities (Nissan), Art, Sport and Fitness, cooking, theatre visits, music (subsidised externally), language visits, educational excursion to lakes and mountains and spiritual retreats. A wide range of after school activities are available from chess to lego club.</p> <p>Scholars Programme implemented at Y9 to encourage disadvantaged pupils to access Russell Group Universities.</p>	<p>Children from the wealthiest backgrounds are 3 times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport, a new report by the Social Mobility Commission reveals (Friday 19 July). "Our report shows that a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field"</p>	<p>4, 5 and 6.</p>	<p>£2,633 (Enrichment)</p>
<p>Enrichment activities which develop metacognition, a sense of belonging and leadership skills through opportunities such as Mountain Visits, CLIMB, Duke of Edinburgh and John Paul II Award.</p>	<p>EEF – Life Skills and Enrichment: "<i>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from</i></p>	<p>4 and 5.</p>	<p>£1680 (Duke of Edinburgh)</p>

	<p><i>disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</i></p> <p><i>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment"</i></p>		
<p>A careers curriculum which offers breadth and depth to pupils throughout their time in the academy through university visits, work experience, information, advice and guidance.</p> <p>Employ Careers advisor for Sixth Form.</p>	<p>EEF – Careers Education states: <i>"Careers education can be crucial in developing the knowledge, confidence and skills young people need to make wellinformed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work."</i></p>	3, 4 and 5.	£26,333 (Enrichment)

Total budgeted cost: £ 204986

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 2023 to 2024 academic year.

The academic year 2023-24 marked the end of the second year of a three-year cycle of the pupil premium plan.

57% of DA pupils attained a pass in both English and Maths. The percentage of PP pupils attaining the EBacc in 2024 was 33% compared with 50% of non-DA. 60% of DA pupils attained a **Standard Pass** in English with 47% attaining the **Strong Pass**. 63% of DA pupils attained the **Standard Pass** in Maths with 37% attaining the Strong Pass. P8 overall was -0.06 which compares favourably with national disadvantaged*. An A8 score of 44.05 also is above national disadvantaged outcomes figures (34.9)*. All Year 11 DA students prepared for exams with relevant materials - no barriers. The attainment and progress of PP students is a major whole school priority in the academic year 2023-24 with a Senior Leader assigned to the role.

The implementation of NGRT tests has provided further evidence of the impact of interventions. The test shows the good progress DA pupils are making with 89% of Year 7 DA pupils reading above the national average. Mean SAS had increased from 103.5 to 108. A similar trajectory is demonstrated throughout other year groups. 9 DA pupils were found to have literacy gaps on arrival at secondary school— support was implemented and five pupils no longer have this need. Over the year, 8 disadvantaged pupils from Year 7 were identified for numeracy intervention. They received intervention that targeted their knowledge gaps and then were assessed to ensure the sessions had impact. All pupils showed progress - out of the 8 pupils, 3 were placed on the watchlist over the year as their individual progress improved significantly and in class; Formative and Summative Assessments did not highlight new significant knowledge gaps. At 'year end' only 2 out of the 8 DA pupils who were identified for intervention were highlighted as having some knowledge gaps remaining. Support continues for these pupils in academic year 2024/25

Qualitative data from student voice indicates that the interventions offered and strong culture at St Aidan's supports self-esteem, communication, teamwork, engagement, motivation, creativity, confidence, reflection, resilience, attitudes to school and leadership.

Whole school Quality Assurance and recent Ofsted (Section 8) visits confirm that DA pupils are experiencing quality first teaching in ALL classes. Section 8 praised the systems in place to support the most vulnerable. Every lesson is underpinned by responsive teaching, retrieval practice, effective questioning, opportunities for oracy and a range of assessments. The recent addition of the St Aidan's Standard has ensured that production levels and transcription are priority.

Attendance of DA pupils at St Aidan's has been closely monitored and shows an improving trend, 2.5% above national DA and 2.6% above North East DA**. Over the course of the year DA pupils experienced a wide range of enriching activities ranging from visits to the Lake District

to visits to Oxford and Cambridge University. DA students accessed music and sport throughout the year with no barriers.

* [Key stage 4 performance, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

** FFT Aspire

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
Adaptive Literacy Intervention	Reading Plus & Sounds Write
Adaptive Numeracy Intervention	Sparx Maths
Sixth Form Careers and Guidance	Educational Development Trust
Attendance Officer/Support	Attendance 100
Mental Health First Aid	MHFA England
Mental Health and Youth Support	Washington Mind
Duke of Edinburgh Award	St Aidan's Catholic Academy
Music Tuition	Sunderland Music Hub/Peripatetics

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