St Aidan's Catholic Primary School

Pupil Premium Strategy Statement 2026-2029

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Aidan's Catholic Primary School Rackhouse Road, Northern Moor, Manchester M23 0BW
Number of pupils in school	2026-2027 179 pupils
Proportion (%) of pupil premium eligible pupils	38% (68 pupils)
Academic year/years that our current pupil premium strategy plan covers	2026-2027 2027-2028 2028-2029
Date this statement was published	November 2026 (reviewed annually)
Date on which it will be reviewed	November 2027
Statement authorised by	Sarah Yates, Headteacher
Pupil premium lead	Sarah Yates, Headteacher
Governor / Trustee lead	Mrs Mary Corbett, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,609
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	£123,609

Part A: Pupil Premium Strategy Plan

Statement of intent

At **St Aidan's Catholic Primary School**, our intention is that all pupils, regardless of their background, circumstance or the barriers they face, achieve highly across the curriculum and develop into confident, successful individuals who make a positive contribution to society. This includes ensuring that disadvantaged pupils, including those who are high attaining and those with additional needs, are supported and challenged to achieve their full potential.

We recognise that disadvantaged pupils can face a range of academic, social, emotional and attendance-related barriers that impact upon their achievement and wellbeing. At St Aidan's, these barriers are reflected in lower attainment in Reading and Mathematics at Key Stage 2, lower combined Reading, Writing and Mathematics outcomes, and higher levels of absence and persistent absence compared to national figures. We also recognise that a significant number of disadvantaged pupils experience additional challenges associated with SEND and social, emotional and mental health needs.

Our strategy is built upon the principle that high-quality teaching is the most effective way to improve outcomes for disadvantaged pupils. We are committed to ensuring that every classroom provides ambitious, inclusive and adaptive teaching which enables all pupils to access and succeed within our broad and ambitious curriculum. Through ongoing professional development, evidence-informed practice and rigorous monitoring of teaching and learning, we will continue to strengthen classroom provision across the school.

Alongside high-quality teaching, we provide carefully targeted academic support to address identified gaps in learning and accelerate progress. This includes evidence-informed interventions, timely support programmes, pre-teaching, precision teaching, one-to-one and small group tuition, and targeted support through our phonics and reading provision. These interventions are closely matched to pupils' needs and are regularly reviewed to ensure maximum impact.

We recognise that pupils must be present in school to benefit fully from high-quality teaching and intervention. Therefore, improving attendance and reducing persistent absence will remain a key priority. Through strong relationships with families, early identification of concerns, personalised support and partnership working with external agencies, we aim to remove barriers to attendance and ensure that all pupils can access the full life of the school.

We also understand the importance of addressing wider barriers to success. Our strategy therefore includes significant investment in pastoral support, emotional wellbeing and enrichment opportunities. We are committed to ensuring that disadvantaged pupils can fully participate in educational visits, sporting activities, residential experiences, music, the arts, leadership opportunities and extracurricular activities. These experiences broaden horizons, build cultural capital and raise aspirations for future success.

Whilst recognising the challenges faced by disadvantaged pupils, we will build on our existing strengths, particularly within Early Years and phonics, where outcomes are above national

averages. We are determined to ensure that these strong foundations are sustained and translated into improved outcomes throughout Key Stage 1 and Key Stage 2.

All staff at St Aidan's are committed to raising achievement for disadvantaged pupils through high expectations, strong relationships and a culture of inclusion. Through robust tracking, careful evaluation of provision and regular review of outcomes, we will ensure that Pupil Premium funding is used effectively and strategically to secure the greatest possible impact.

Governors play a vital role in holding leaders to account for the use and impact of Pupil Premium funding. Through regular scrutiny of attendance, attainment and progress data, governors evaluate the effectiveness of funded strategies, challenge school leaders where necessary and ensure that decisions regarding expenditure are evidence-informed and focused on improving outcomes for disadvantaged pupils.

Through this strategic approach, we aim to improve attendance, close attainment gaps, raise aspirations and ensure that every disadvantaged pupil at St Aidan's Catholic Primary School is equipped with the knowledge, skills, confidence and opportunities needed to flourish both in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	**Reading Attainment** • Assessment information indicates that disadvantaged pupils attain below national averages in reading by the end of Key Stage 2. In 2025-2026, 53% of disadvantaged pupils achieved the expected standard in reading compared with 63% nationally. Only 6% achieved the higher standard compared with 19% nationally. Improving reading fluency, vocabulary, comprehension and reading stamina remains a key priority.
2	**Maths Attainment** • Disadvantaged pupils attain less well than national averages in mathematics. In 2025-2026, 47% achieved the expected standard compared with 62% nationally and no disadvantaged pupils achieved the higher standard. Mathematics fluency, multiplication knowledge, reasoning and problem solving have been identified as key areas for improvement.
3	**Attendance and Persistent Absence** • Attendance is a significant barrier to achievement. Attendance for disadvantaged pupils is currently 90.7%, compared with 94.7% nationally. Persistent absence stands at 29.1%, significantly affecting pupils' access to learning, intervention programmes and wider

	opportunities. Twenty-two disadvantaged pupils missed 19 or more days of school during the last academic year.
4	**Additional Learning Needs** • A significant proportion of disadvantaged pupils also have SEND (24 pupils) and require carefully planned adaptations to access the curriculum successfully. Variability in the implementation of adaptive teaching can impact on progress, particularly for pupils with multiple vulnerabilities.
5	**Access to Enrichment and Cultural Capital** • Some disadvantaged pupils have fewer opportunities to participate in experiences beyond the classroom. This can limit confidence, aspirations, personal development and cultural capital. Ensuring full participation in enrichment opportunities remains a priority.

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
All disadvantaged pupils successfully access an ambitious age-related curriculum through consistently effective adaptive teaching. **Linked to Challenges 1, 2 and 4** Learning barriers are identified and addressed proactively, enabling disadvantaged pupils, including those with SEND, to fully participate in lessons, make strong progress from their starting points and achieve outcomes that reflect their potential.	• By July 2027, 100% of teachers demonstrate effective adaptive teaching strategies during lesson observations, learning walks and book scrutiny. • Monitoring evidence shows that at least 90% of lessons provide effective scaffolding, targeted support and appropriate challenge for disadvantaged pupils. • 100% of teachers use assessment information to identify barriers to learning and plan effective adaptations. • At least 85% of disadvantaged pupils make expected progress from their starting points, with an increasing proportion making accelerated progress. • The attainment gap between disadvantaged and non-disadvantaged pupils narrows across Reading, Writing and Mathematics. • Book scrutiny demonstrates that disadvantaged pupils access age-related learning and complete work that evidences progress through the curriculum. • Staff evaluations demonstrate increased confidence in adapting learning to meet the needs of disadvantaged learners. • Pupil voice demonstrates that at least 90% of disadvantaged pupils feel supported and successful in lessons.

Reading outcomes improve for disadvantaged pupils through high-quality teaching, targeted intervention and early identification of gaps in learning. **Linked to Challenges 1 and 4**	• Disadvantaged Key Stage 2 Reading expected standard increases from 53% to at least 63%, bringing outcomes broadly in line with national averages. • Disadvantaged Reading higher standard increases from 6% to at least 12%. • Disadvantaged Average Reading scaled score increases from 98.4 to at least 101. • Identified disadvantaged pupils receive daily targeted reading support through Fresh Start, reading tutoring and comprehension interventions. • Vocabulary, fluency and comprehension improve across the curriculum as evidenced through assessment and work scrutiny. • Pupils receiving intervention make accelerated progress from their starting points. • Internal attainment tracking demonstrates year-on-year improvement in Reading outcomes across all year groups.
Mathematics outcomes improve for disadvantaged pupils through mastery teaching, targeted interventions and improved fluency. **Linked to Challenges 2 and 4**	• Disadvantaged Key Stage 2 Mathematics expected standard increases from **47% to at least 60%**. • Disadvantaged Mathematics higher standard increases from **0% to at least 10%**. • Disadvantaged Average Mathematics scaled score increases from **95.8 to at least 100**. • Combined Reading, Writing and Mathematics outcomes increase from 47% to at least 56% by July 2029. 2026-27: 50% 2027-28: 53% 2028-29: 56% • Multiplication Tables Check outcomes improve significantly, with at least 20% of disadvantaged pupils achieving full marks. • Gaps in foundational mathematical knowledge are identified and addressed rapidly through targeted intervention. • Monitoring evidence demonstrates strong implementation of Teaching for Mastery approaches in all classes. • Increased proportions of disadvantaged pupils achieve age-related expectations and greater depth in mathematics.
Attendance among disadvantaged pupils improves through a robust whole-school approach that removes barriers, strengthens family engagement and reduces persistent absence. **Linked to Challenge 3**	• Attendance for disadvantaged pupils improves from 90.7% to at least 94%. 2026-27: 92.5% 2027-28: 93.3% 2028-29: 94% • Persistent absence reduces from 29.1% to below 20%. • The attendance gap between disadvantaged pupils and non-disadvantaged pupils narrows significantly. • The number of disadvantaged pupils missing 19 or more school days reduces from 22 pupils. • The number of disadvantaged pupils meeting the DfE penalty notice threshold reduces from 29 pupils. • All disadvantaged pupils below 90% attendance receive personalised support plans and targeted intervention.

	• Attendance is reviewed weekly by leaders and reported regularly to governors. • Improved attendance leads to improved attainment, engagement and participation in wider school life.
Disadvantaged pupils benefit from a rich programme of enrichment opportunities that develops cultural capital, confidence, aspiration and engagement with school. **Linked to Challenges 3 and 5**	• 100% of disadvantaged pupils access at least one enrichment opportunity annually. • At least 90% of disadvantaged pupils participate in extracurricular clubs. • At least 90% of disadvantaged pupils with SEND participate in enrichment opportunities. • 100% of disadvantaged pupils access educational visits, curriculum enrichment experiences and wider cultural opportunities. • Participation in pupil leadership opportunities increases, including School Council, Faith Leaders, Reading Ambassadors, Fratelli Tutti Group, Eco Team and Play Leaders. • Participation builds upon the strong baseline of 79 disadvantaged pupil club participations recorded during 2025-2026. • Pupil voice demonstrates increased confidence, aspiration, resilience and sense of belonging. • Attendance and engagement improve for pupils participating regularly in enrichment activities. • Governors receive termly reports demonstrating the impact of enrichment on attendance, personal development and engagement.
Disadvantaged pupils with SEND and additional vulnerabilities receive effective support which enables them to engage fully in learning, attend regularly and achieve their potential. **Linked to Challenge 4**	• All disadvantaged pupils with SEND have clearly identified barriers to learning and provision mapped through APDR cycles. • One-page profiles are consistently used and reviewed across all classes. • Monitoring demonstrates that agreed adaptations are consistently implemented in lessons. • At least 85% of disadvantaged pupils with SEND make expected progress from their individual starting points. • Pupil voice demonstrates that disadvantaged pupils with SEND feel supported, included and successful in school. • Attendance of disadvantaged pupils with SEND improves year-on-year. • Referrals to external agencies result in timely support and provision for vulnerable pupils and families. • Leaders can demonstrate the impact of SEND support through assessment, attendance, wellbeing and engagement data.

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: **£48,490**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly instructional coaching programme for all teachers, including ECTs, focused on adaptive teaching, explicit instruction and effective scaffolding.	EEF Effective Professional Development guidance highlights that sustained coaching and deliberate practice improve teacher effectiveness and have the greatest impact on disadvantaged pupils.	1, 2, 4
Weekly Teaching for Mastery coaching and lesson study cycles to improve mathematics fluency, reasoning and problem-solving.	EEF evidence suggests mastery approaches can secure up to five additional months' progress. This directly addresses lower mathematics outcomes for disadvantaged pupils.	2, 4
Weekly CPD and planning support focused on adaptive teaching, SEND strategies and reducing barriers to learning.	EEF SEND guidance identifies high-quality teaching as the most effective approach for pupils with SEND and other vulnerabilities.	1, 2 and 4
Continued implementation of the Reading Framework with a focus on fluency, vocabulary and comprehension.	Reading attainment remains below national averages (53% EXS). Evidence demonstrates that developing fluency and comprehension improves attainment across the curriculum.	1
Implementation of the Writing Framework (Appendix E) through staff training, coaching and moderation activities.	Consistent approaches to writing improve teaching quality and support accelerated progress for disadvantaged pupils.	1 and 4
Half-termly moderation of disadvantaged pupils'	Collaborative professional development improves teacher expertise and consistency of assessment.	1, 2 and 4

work with a specific focus on expectations, adaptations and challenge.		
Training on effective deployment of teaching assistants to support disadvantaged pupils within lessons.	EEF guidance highlights the importance of structured and evidence-informed deployment of support staff.	1, 2 and 4

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

Budgeted cost: **£15,712**

Activity	**Evidence that supports this approach**	
Allocate a named tutor for each pupil requiring 1:1 phonics	One-to-one tuition is among the most effective approaches for accelerating pupil progress, particularly when it is targeted to identified needs and delivered in addition to normal classroom teaching. It can provide around five months' additional progress. The EEF's guidance on literacy emphasises the importance of frequent, targeted support for pupils who are struggling with reading.	1, 4
Deliver Fresh Start intervention daily for KS2 pupils working below age-related expectations in reading.	Targeted phonics intervention is highly effective in improving reading accuracy, fluency and confidence.	1, 4
Daily comprehension intervention for disadvantaged pupils in UKS2.	Reading comprehension approaches have an average impact of six months' additional progress.	1
Teach additional daily Fresh Start phonics lessons to KS2 children who are working below age-related expectations.	Frequent targeted reading support improves fluency and comprehension outcomes.	1
Daily reading tutoring programme for targeted pupils.	Frequent targeted reading support improves fluency and comprehension outcomes.	1, 2, 4
Small-group teaching to address gaps in foundational	Small-group tuition provides approximately four months' additional progress.	1,2,4

knowledge identified through assessment.		
Deliver targeted mathematics intervention groups focusing on fluency, arithmetic and reasoning.	Targeted support is most effective when aligned directly with classroom learning.	2
Implement Mastering Number and Ready to Progress interventions for identified pupils.	Securing foundational mathematical understanding improves long-term outcomes.	2
Targeted writing intervention groups using the Writing Framework and bespoke assessment information.	Explicit teaching of sentence structure, vocabulary and composition improves writing outcomes.	1,4
Half-termly pupil progress meetings focused specifically on disadvantaged pupils.	Regular analysis enables barriers to be identified and addressed quickly.	1,2,4

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

Budgeted cost: **£59,494**

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Deliver a comprehensive enrichment programme including clubs, educational visits, visitors, residentials, competitions and leadership opportunities.	School evidence shows strong participation by disadvantaged pupils and positive links between club participation, engagement and attendance.	3, 5
Ensure financial barriers do not prevent participation in educational visits,	Equal access to enrichment contributes to cultural capital, aspiration and belonging.	5

residentials or extracurricular activities.		
Provide targeted invitations and monitoring for disadvantaged pupils not currently accessing enrichment opportunities.	Participation data demonstrates improved engagement where pupils are actively encouraged to participate.	3, 5
Three-weekly attendance panels for identified disadvantaged pupils.	Early intervention and rigorous attendance monitoring improve attendance outcomes.	3
Weekly attendance reviews by SLT.	Regular review enables prompt intervention and evaluation of impact.	3
Implementation of attendance support plans for pupils below 90% attendance.	Personalised support is effective in addressing barriers to attendance.	3
Deliver an attendance curriculum through assemblies and class discussion.	Explicit teaching strengthens pupil understanding of the relationship between attendance and achievement.	3
Continue Attendance Wheel rewards and recognition programme.	Celebration and recognition improve engagement and belonging.	3
Invest in pastoral support, trusted adults and emotional wellbeing provision.	SEMH support reduces barriers to engagement and learning.	3, 4
PCP reviews, pupil voice and SEND monitoring to identify attendance and learning barriers.	Understanding individual barriers improves support planning and intervention.	3, 4
Family support meetings and partnership working with external agencies.	Strong family engagement is associated with improved attendance and outcomes.	3, 4
Monitor enrichment participation termly and report impact to governors.	School evidence shows enrichment has a positive effect on attendance, engagement and personal development.	3, 5

Total budgeted cost: **£123,696**

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 2025-2026 academic year.

Pupil Premium Strategy Outcomes

This section details the impact that our pupil premium strategy had on disadvantaged pupils during the 2025-2026 academic year. The strategy focused on improving reading, mathematics, attendance, inclusion and access to wider opportunities, whilst continuing to strengthen teaching and support for disadvantaged pupils across the school. Evidence from attainment, attendance and participation data demonstrates that the strategy has had a positive impact in several areas, although further work is required to address remaining gaps in attainment and attendance.

Attendance

Disadvantaged Attendance: 90.7%
National Disadvantaged Attendance: 94.7%

Attendance remains one of the most significant barriers to achievement for disadvantaged pupils at St Aidan's Catholic Primary School. Whilst many disadvantaged pupils attended regularly and engaged positively with school life, overall attendance remains below national averages.

Persistent absence remained high at 29.1%, reducing pupils' access to high-quality teaching, targeted interventions, enrichment opportunities and wider school experiences. Analysis of attendance data identified a relatively small number of pupils with complex needs and exceptionally low attendance who significantly affected overall attendance outcomes.

Throughout the year the school implemented a range of attendance strategies including attendance reviews, family support meetings, pastoral support, attendance panels and engagement with external agencies. These approaches secured improvements for some pupils; however, attendance continues to have a significant impact on the progress and achievement of disadvantaged learners.

Attendance remains a key priority within the updated pupil premium strategy. The school has strengthened attendance systems and accountability measures and will continue to work closely with families and external agencies to reduce persistent absence and improve outcomes for disadvantaged pupils.

Attainment

Key Stage 2 Disadvantaged Outcomes 2025-2026

Measure	School	National
Reading Expected Standard	**53%**	**63%**
Reading Higher Standard	**6%**	**19%**
Reading Average Scaled Score	**98.4**	**103**

Writing Expected Standard	**65%**	**60%**
Writing Greater Depth	**6%**	**7%**
Mathematics Expected Standard	**47%**	**62%**
Mathematics Higher Standard	**0%**	**15%**
Mathematics Average Scaled Score	**95.8**	**102**
Combined Reading, Writing and Mathematics	**47%**	**49%**
Combined Higher Standard	**0%**	**4%**

Key Stage 2 Evaluation

The school's pupil premium strategy had a positive impact on improving outcomes for disadvantaged pupils, particularly when compared with previous years. Combined Reading, Writing and Mathematics outcomes increased from 20% in 2024-2025 to 47% in 2025-2026, demonstrating significant improvement and evidence that school improvement strategies are beginning to have a positive effect.

Writing was a particular strength in 2025-2026. 65% of disadvantaged pupils achieved the expected standard in writing, exceeding the national figure of 60%. This reflects the positive impact of curriculum development, improved teaching, targeted support and increased staff focus on writing outcomes.

Reading outcomes improved but remained below national averages. Whilst over half of disadvantaged pupils achieved the expected standard, outcomes at greater depth remained low. Reading fluency, vocabulary development and comprehension continue to be identified as priorities moving forward.

Mathematics remains the school's greatest area for development. Although many pupils made progress from their starting points, attainment remained below national figures at both expected and higher standards. Outcomes indicate the need for a greater focus on mathematical fluency, multiplication knowledge, arithmetic and reasoning.

Overall, attainment data demonstrates that the strategy has strengthened learning experiences and improved outcomes for disadvantaged pupils, but further work is required to ensure that attainment continues to improve and gaps reduce further.

Early Years Foundation Stage

The school's investment in early language, communication and personal development has had a positive impact on outcomes for disadvantaged pupils.

In 2025-2026, 63% of disadvantaged children achieved a Good Level of Development, exceeding the national figure of approximately 55%.

This demonstrates that disadvantaged pupils are entering Key Stage 1 with stronger foundations in communication, language, personal development and early literacy. The outcome reflects the impact of high-quality provision, targeted support and effective early identification of need.

These strong Early Years outcomes provide a firm foundation from which future attainment can be built.

Phonics and Early Reading

The continued implementation of Read Write Inc. and targeted phonics support has had a positive impact on disadvantaged pupils.

In 2025-2026, 73% of disadvantaged pupils met the expected standard in the Year 1 Phonics Screening Check, exceeding the national figure of 68%.

This reflects the school's continued commitment to early reading, high-quality staff training, regular assessment and targeted intervention. Strong phonics outcomes indicate that disadvantaged pupils are developing secure decoding skills which support future reading achievement.

Whilst outcomes in phonics remain a strength, leaders recognise the importance of ensuring these strong foundations translate into improved reading attainment by the end of Key Stage 2.

Multiplication Tables Check

Mathematical fluency remains a key area for improvement.

In 2025-2026, 0% of disadvantaged pupils achieved full marks in the Multiplication Tables Check, compared with approximately 33% nationally.

This outcome highlights weaknesses in multiplication fluency and automatic recall of number facts, which can impact later achievement in mathematics. Improving number fluency and strengthening pupils' confidence in mathematics therefore remains a significant priority within the updated strategy.

Inclusion, SEND and Wellbeing

The school continued to invest significantly in supporting disadvantaged pupils with additional needs. A substantial proportion of disadvantaged pupils also have identified SEND, creating additional barriers to learning, attendance and achievement.

Throughout the year, school leaders focused on strengthening adaptive teaching, targeted intervention and early identification of need. Pupils benefited from access to:

- Speech and language support
- Educational psychology advice
- Occupational therapy support
- SEMH interventions
- Pastoral support
- Small-group and individual interventions
- Targeted SEND provision

Monitoring evidence demonstrated improved participation, engagement and access to learning for many disadvantaged pupils. Leaders also worked closely with families and external agencies to ensure pupils received support appropriate to their individual needs.

Enrichment and Cultural Capital

The school's investment in enrichment opportunities had a significant positive impact on disadvantaged pupils' participation, engagement and wider development.

Review of participation data showed:

- 79 pupil premium club participations
- 46 SEND pupil participations
- 72 EAL pupil participations
- Participation by the school's Looked After Child
- High engagement across a broad range of sports, arts, cultural and curriculum clubs

The school removed financial barriers wherever possible, enabling disadvantaged pupils to access trips, visits, clubs and wider experiences. Leadership opportunities such as School Council, Fratelli Tutti Group, Reading Ambassadors, Faith Leaders, Play Leaders and Eco Team enabled disadvantaged pupils to develop confidence, leadership skills and aspirations.

Analysis of participation and attendance data suggests a positive correlation between engagement in enrichment activities and improved attendance, confidence and participation in school life.

Overall Evaluation

Overall, the school's pupil premium strategy has had a positive impact in improving outcomes, inclusion and opportunities for disadvantaged pupils.

Key strengths include:

- Good Level of Development outcomes above national averages (63% compared with approximately 55% nationally).
- Phonics outcomes above national averages (73% compared with 68% nationally).
- Writing outcomes above national averages (65% compared with 60% nationally).
- Science outcomes in line with national averages (71%).
- Significant improvement in combined Reading, Writing and Mathematics outcomes from 20% to 47%.
- Strong participation in enrichment activities, with 79 pupil premium club participations.
- Effective support for disadvantaged pupils with SEND and additional vulnerabilities.
- Strong investment in professional development, curriculum development and targeted intervention.

Areas identified for further improvement include:

- Reading attainment and higher-standard outcomes.
- Mathematics attainment and mathematical fluency.
- Multiplication Tables Check outcomes.
- Attendance and persistent absence.

- Increasing the number of disadvantaged pupils achieving higher standards.
- Further reducing attainment gaps between disadvantaged and non-disadvantaged pupils.

The review demonstrates that St Aidan's has established strong foundations through improved teaching, targeted intervention, high-quality early reading provision, pastoral support and enrichment. The refined 2026-2027 strategy builds upon these strengths and places a greater emphasis on attendance, mathematical fluency, reading comprehension, adaptive teaching and SEND provision to ensure that disadvantaged pupils continue to make strong progress and achieve their full potential.

Leaders have used the evaluation of previous spending, attainment information, attendance data, participation data and pupil voice to inform the priorities identified within this strategy. The approaches selected have been chosen because they are evidence-informed and address the specific barriers faced by disadvantaged pupils at St Aidan's Catholic Primary School.

Externally provided programmes

Programme	Provider
Read write Inc.	Oxford University Press
Educational Psychology Service	Catalyst Psychology Service
Speech and Language Therapist	Jessica Miles NHS