



St Aldhelm's Church School Pupil premium strategy statement 2025-26

Belief Aspiration Advocacy

“Learning Together, for life in all its fullness”-John 10:10

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage 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 had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

| Detail | Data |
|--|--------------------------------------|
| Total number of pupils in school | 166 (+ 8 nursery) |
| Proportion of disadvantaged pupils | 15% |
| Proportion of disadvantaged pupils who have SEND | 18% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025-2027 |
| Publish date | November 2025 |
| Review date | December 2025, April 2025, July 2025 |
| Statement authorised by | Chris Chorley |
| Pupil Premium lead | Chris Chorley |
| Governor lead | Haylee Wilkins |

Funding Overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £ 26,948 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £26,948 |

Part A: Pupil Premium Strategy Plan

1. Statement of Intent – Over 3 Years

Belief Aspiration Advocacy

Our intent is to ensure teaching and learning opportunities meet the range of needs of all pupils at St Aldhelm's with a drive to raise attainment for all pupils and close the gap between disadvantaged and non-disadvantaged.

We want every child at St Aldhelm's to become confident learners who can succeed across our 3 core values. Within our provision we recognise that: - not all pupils who receive FSM are socially disadvantaged and may be meeting or exceeding age-related expectations - not all pupils who are disadvantaged qualify for FSM - not all pupils receiving FSM will be in receipt of PPG at one time.

We allocate Pupil Premium Funding to support all pupils or groups of pupils that we have identified as disadvantaged

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

| Challenge | Detail of challenge |
|-----------|--|
| 1 | Teaching and learning: Some PP children do not make accelerated progress in specific targeted areas.. |
| 2 | Curriculum: Some pp children need support consolidating, remembering and deepening their understanding of areas of the curriculum. |
| 3 | Parent engagement/mobility: 30% of our PP children have moved to St Aldhelm's from another school in the past 18 months due to perceived behaviour/bullying incidences and low attendance |
| 4 | Enrichment: PP pupils may have limited access to enrichment opportunities. |
| 5 | SEMH: PP pupils may face challenges with emotional regulation and mental well being. |

3. Intended Outcomes

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

| Intended outcome | Success criteria |
|---|---|
| Teaching and learning: Ensure all PP children received targeted support in order to support them in making accelerated progress in a specific area of need. | Ensure pp children receive targeted support to make accelerated progress in a specific area of need. |
| Curriculum: Ensure all pp children are able to access additional support with remembering, embedding and deepening their understanding of curriculum learning. | Ensure pp children can fully access all areas of the curriculum, remembering, embedding and deepening their understandings. |
| Parent engagement: 30% of pp pupils have moved to St Aldhelm's from another school in the last 12 months due to perceived bullying/behaviour/attendance issues | Build relationships with parents of PP children focussing on hearing and empowering parents and pupil voice. |
| Enrichment: PP pupils may have limited access to enrichment opportunities. | Continue to support children in accessing enrichment and personal development opportunities. |
| SEMH: PP pupils may face challenges with emotional regulation and mental well being. | Thrive approach deeply embedded in order to continue to build a environment which supports the emotional regulation and well being of children. |

- **Planned Activity in the academic year 2025-2026**

This details how you intend to spend the pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £ 12,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted small-group intervention for PP pupils in phonics, early reading, writing, and maths, delivered by trained staff using structured programmes aligned with classroom teaching. | <p>EEF Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4 months progress) – “Small group tuition is effective when targeted at specific needs and delivered by trained staff.”</p> <p>Phonics (+5 months) – “Systematic phonics approaches have a high impact on early reading.”</p> <p>Feedback (+6 months) – “High-quality feedback during interventions accelerates progress.”</p> <p>Mastery Learning (+5 months) – “Structured, sequenced approaches improve retention and depth.”</p> <p>EEF Guidance Reports:</p> | 1, 2 |

| | | |
|---|---|-------------|
| | <p>Improving Literacy in KS1 & KS2 – recommends targeted fluency and comprehension support.</p> <p>Use data intelligently and routinely to inform planning ensuring PP pupils are consistently challenged and supported. (Supporting the attainment of disadvantaged pupils: Briefing for school leaders” (DfE & NFER, 2015)</p> <p>Monitor via lesson drop-ins and PPM meetings – Promote a culture of high expectations and inclusive practice across all classrooms. (Implementing Inclusive Education DFE 2018)</p> | |
| <p>Embed structured retrieval practice and metacognitive strategies across all subjects to help PP pupils consolidate, remember, and deepen understanding of key knowledge and skills.</p> <p>Weekly spaced quizzes and cumulative reviews</p> <p>Develop knowledge organisers and dual-coded visuals for PP pupils</p> <p>Explicit teaching of metacognitive strategies: Plan → Monitor → Review</p> <p>Scaffolded tasks with gradual release (I do → We do → You do)</p> <p>Pre-teaching and post-teaching for PP pupils in foundation subjects to strengthen schema</p> <p>Teachers integrate retrieval routines into lesson starters and plenaries</p> <p>Subject leaders ensure cumulative curriculum sequencing and low-stakes assessment</p> | <p>EEF Teaching and Learning Toolkit:</p> <p><i>Metacognition and Self-Regulation</i> (+7 months) – “Teaching pupils to plan, monitor, and evaluate their learning improves retention and transfer.”</p> <p><i>Feedback</i> (+6 months) – “Timely feedback during retrieval tasks accelerates progress.”</p> <p>EEF Guidance Reports:</p> <p><i>Improving Literacy in KS2</i> – recommends structured approaches to vocabulary and comprehension across subjects.</p> <p><i>Cognitive Science Approaches in the Classroom</i> – retrieval practice and spaced learning significantly improve long-term memory.</p> <p>Rosenshine’s Principles of Instruction: Frequent review and cumulative practice are essential for embedding knowledge.</p> | <p>1, 2</p> |

| | | |
|---|--|-----------|
| PP pupils receive targeted support during retrieval and review sessions (e.g., vocabulary glossaries, sentence stems) | | |
| Support staff to complete NPQEL, NPQSEND, NPQT&L, and Level 3 Early Years | Support the recruitment and retention of teachers by e.g. providing cover for them to undertake professional development such as NPQ's (EEF – Review of evidence on teacher quality, recruitment and retention (2023)) | 1,2,3,4,5 |
| Use high-quality texts, artefacts, and media to expose pupils to diverse cultures, ideas, and experiences | Purchase these using PP funding (Centre for Literacy in Primary Education (CLPE) – Choosing and Using High-Quality Texts (2024)) | 1,2 |
| Utilise ThrivingLives support and CPD for Service Pupils | SCiP Alliance | 1,4,5 |

Targeted Academic Support

Budgeted Cost: £8,838

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <p>Provide staff CPD on effective parental engagement strategies and inclusive communication.</p> <p>Implement a structured “PP Parent Partnership Pathway” that includes termly parent voice meetings, pupil-led learning conversations, and co-designed support plans.</p> <p>Pupil-Led Learning Conversations: PP pupils share progress and goals with parents and teacher using simple visuals (traffic-light targets, work samples).</p> | <p>EEF Parental Engagement Guidance Report:</p> <p>“Working with parents to support learning can have a positive impact, particularly when approaches are linked to learning and are practical and accessible.”</p> <p>Recommends structured communication and co-designed strategies rather than generic advice.</p> <p>EEF Toolkit:</p> <p><i>Parental Engagement</i> (+4 months) – “Targeted approaches that support parents to help their children learn are more effective than general engagement.”</p> <p>(EEF Teaching and Learning Toolkit 2025)</p> | 3, 5 |

| | | |
|--|--|--|
| <p>One-Page Pupil Passports: Co-created with parents and pupils, outlining strengths, barriers, and agreed strategies.</p> <p>Feedback Loops: Parent surveys and suggestion boxes; follow-up calls for those unable to attend.</p> | | |
| <p>SEMH interventions, ELSA, Educational psychologist, Mental health support play therapist and counsellor</p> <p>SENCo advice, support and coaching</p> | <p>EEF Social and emotional learning + 4 months EEF Behaviour interventions +4 months</p> <p>Therapeutic approach to behaviour embedded across the school</p> <p>Research indicates that interventions like ELSA help children develop emotional literacy, which is crucial for their overall well-being. A study by Squires et al. (2018) found that emotional literacy interventions significantly improved children's ability to understand and express their emotions.</p> <p>Research indicates that challenging behaviour often stems from unmet emotional needs. A study by Murray et al. (2019) suggests that viewing behaviour as a form of communication can help educators understand and address the root causes of misbehaviour, leading to more effective interventions.</p> | |

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

Budgeted Cost: £5,510

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Monitor the attendance of pupil premium children and provide support and interventions where required.</p> <p>Continue to implement the new Trust Attendance Strategy</p> | <p>EEF research involvement +4 months</p> <p>Breakfast club +2 months</p> | <p>3,4,5</p> |
| <p>Subsidise for visits and trips (review residential access)</p> <p>Provide engaging opportunities through visits and visitors, use of school minibus to reduce barriers/costs to parents and increase cultural capital</p> | <p>Research indicates that school trips play a crucial role in providing experiential learning opportunities that can enhance academic engagement and personal development. Subsidising trips ensures that financial barriers do not prevent vulnerable children from participating, thereby promoting equity (Department for Education, 2019).</p> | <p>2,4</p> |

| | | |
|--|---|---------|
| Provide CPD for staff on how to use enrichment to enhance engagement and curriculum relevance. | (EEF – The Guide to the Pupil Premium (2024)) | 2,3,4,5 |
|--|---|---------|

Total budgeted cost: £26,948

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that your pupil premium activity had on pupils in the 2024 to 2025 academic year.

1b. Vulnerable Groups Summary (2025) St Aldhelms Church School

| | | EYFSP GLD | YR1 32+ | KS1 (Expected +) | | | MTC 20+ | KS2 (Expected +) | | |
|-------------------------------|--------------------|-----------------|-----------------|------------------|-----------------|------------------|------------------|------------------|-----------------|-----------------|
| | | Eng: 68% | Eng: 80% | Reading | Writing | Maths | 2024 Eng: 67% | Reading | Writing | Maths |
| England average (All pupils): | | | | - | - | - | | Eng: 75% | Eng: 72% | Eng: 74% |
| All Pupils | All | 73% (15) | 88% (24) | 74% (31) | 65% (31) | 84% (31) | 90% (20) | 77% (22) | 82% (22) | 73% (22) |
| Gender | Female | 71% (7) | 89% (18) | 80% (15) | 80% (15) | 87% (15) | 92% (13) | 69% (13) | 92% (13) | 77% (13) |
| | Male | 75% (8) | 83% (6) | 69% (16) | 50% (16) | 81% (16) | 86% (7) | 89% (9) | 67% (9) | 67% (9) |
| Disadv. | Other | 73% (15) | 88% (24) | 72% (29) | 62% (29) | 83% (29) | 89% (19) | 76% (21) | 81% (21) | 71% (21) |
| Term Born | Autumn | 67% (3) | 100% (7) | | | | 100% (11) | 67% (12) | 92% (12) | 75% (12) |
| | Spring | 50% (6) | 100% (8) | | | | 80% (5) | 75% (4) | 50% (4) | 50% (4) |
| | Summer | 100% (6) | 67% (9) | | | | 75% (4) | 100% (6) | 83% (6) | 83% (6) |
| Language | English | 79% (14) | 87% (23) | 70% (27) | 63% (27) | 81% (27) | 88% (17) | 75% (20) | 80% (20) | 70% (20) |
| | Not English | | | 100% (4) | 75% (4) | 100% (4) | 100% (3) | | | |
| SEN | No SEN | 73% (15) | 95% (21) | 88% (26) | 77% (26) | 100% (26) | 100% (15) | 89% (19) | 89% (19) | 84% (19) |
| | SEN Support | | 33% (3) | 0% (3) | 0% (3) | 0% (3) | 60% (5) | | | |
| Ethnic Group | White | 73% (15) | 86% (21) | 74% (31) | 65% (31) | 84% (31) | 88% (17) | 76% (21) | 81% (21) | 71% (21) |

This analysis shows the percentage of pupils achieving the expected standard for each pupil group at St Aldhelms Church School. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is based on the group difference to the England average for all pupils (see the key to the right).

| | | | | | | | |
|--|----------------|--|----------------|--|----------------|--|----------------|
| | >3* above Eng. | | >1* above Eng. | | >1* below Eng. | | >3* below Eng. |
|--|----------------|--|----------------|--|----------------|--|----------------|

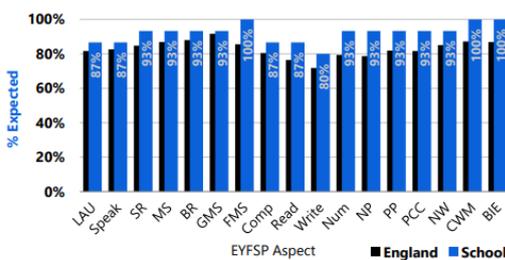
*Number of pupils (see page 4 for explanation)

1c. Early Years Foundation Stage Profile (2025) St Aldhelms Church School

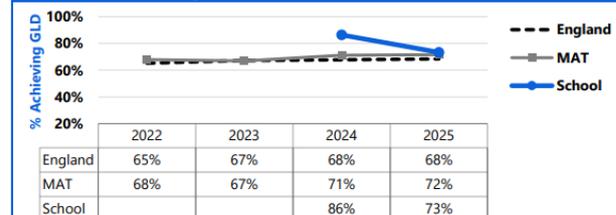
i) % Achieving Expected Level in Each Aspect of Learning

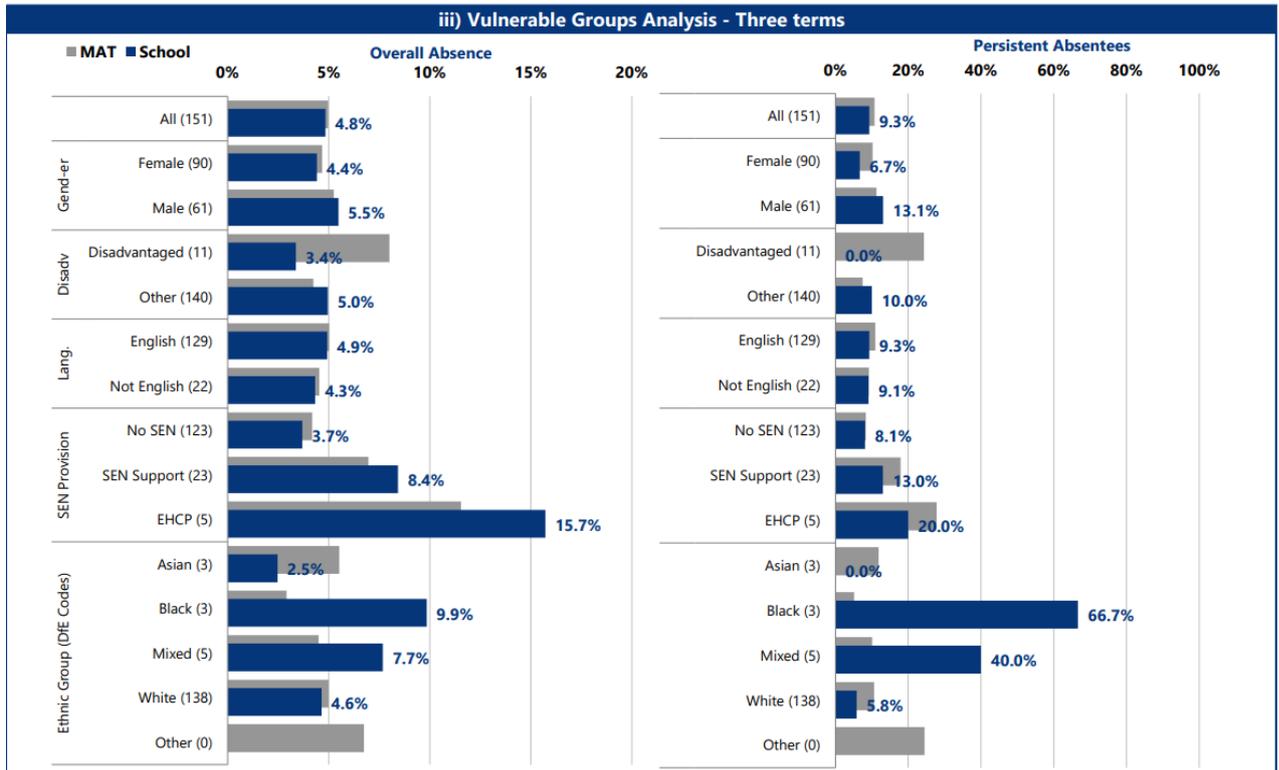
| Aspect | Code | Expected | | | | | | | | | |
|---------------------------|----------------------------------|--|-------|------|------------------|-------------|------------|---------|------|-----|-----|
| | | School | | | | MAT | | England | | | |
| | | 2022 | 2023 | 2024 | 2025 (15 Pupils) | 2024 | 2025 | 2024 | 2025 | | |
| Good Level of Development | CL | Listening, attention and understanding | LAU | - | - | 95% | 87% | 86% | 87% | 82% | 82% |
| | PSED | Speaking | Speak | - | - | 100% | 87% | 87% | 88% | 82% | 83% |
| | | Self-regulation | SR | - | - | 100% | 93% | 88% | 90% | 85% | 85% |
| | PD | Managing self | MS | - | - | 100% | 93% | 90% | 91% | 87% | 87% |
| | | Building relationships | BR | - | - | 100% | 93% | 91% | 93% | 88% | 88% |
| Gross motor skills | | GMS | - | - | 100% | 93% | 95% | 95% | 92% | 92% | |
| Lit | Fine motor skills | FMS | - | - | 95% | 100% | 88% | 89% | 86% | 86% | |
| | Comprehension | Comp | - | - | 100% | 87% | 85% | 85% | 80% | 80% | |
| | Word reading | Read | - | - | 91% | 87% | 79% | 80% | 76% | 77% | |
| Math | Writing | Write | - | - | 86% | 80% | 74% | 75% | 71% | 72% | |
| | Numbers | Num | - | - | 91% | 93% | 83% | 85% | 79% | 79% | |
| | Numerical patterns | NP | - | - | 91% | 93% | 83% | 84% | 78% | 79% | |
| UTW | Past and present | PP | - | - | 95% | 93% | 87% | 88% | 82% | 82% | |
| | People, culture and communities | PCC | - | - | 95% | 93% | 87% | 88% | 81% | 82% | |
| | The natural world | NW | - | - | 100% | 93% | 91% | 91% | 85% | 85% | |
| EAD | Creating with materials | CWM | - | - | 100% | 100% | 91% | 92% | 87% | 87% | |
| | Being imaginative and expressive | BIE | - | - | 95% | 100% | 90% | 93% | 87% | 87% | |

The arrows compare your school to the MAT and England averages for the current year. See the Introduction for more details.



ii) % Achieving Good Level of Development (Time Series)





Commentary

Our pupil premium strategy has had a very positive impact on outcomes for disadvantaged pupils, driven by a clear focus on attendance, teaching quality, and leadership values. A standout achievement is **0% persistent absence among disadvantaged pupils**, and lower absence among disadvantaged compared with all other ensuring consistent engagement with learning and maximizing opportunities for progress. This strong attendance culture reflects our commitment to inclusion and equity.

Academic outcomes for disadvantaged pupils are **above national averages** in key measures, including **GLD, phonics, MTC, and KS2 combined RWM**. These successes are the result of **enhanced teaching strategies**, rigorous **monitoring**, and **value-based leadership** that prioritizes high expectations and targeted support. By embedding evidence-informed practice and fostering collaboration, we have closed gaps and ensured that disadvantaged learners thrive.

This strategy demonstrates that when attendance, pedagogy, and leadership align, barriers to achievement can be dismantled. Our approach is not only improving attainment but also building confidence and resilience in learners. Moving forward, we will continue to refine interventions, sustain high-quality teaching, and maintain our relentless focus on equity, ensuring every pupil has the opportunity to succeed.



- **Review of expenditure 2024/25**

| 1. Teaching | | |
|---|---|-------------|
| Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate | Lessons learned | Cost |
| <p>Curriculum development Regular curriculum teaching and learning review; sharing best practice; constructive and supportive feedback following learning walks and lesson visits</p> <p>Subject Leader focus for monitoring, evaluation and progress driving relating to all, but especially to target identified groups and cohorts; Subject Lead to provide CPD to develop all teaching staff</p> <p>Core Subject Leaders to track impact of interventions and progress of individuals within identified groups; data to be reported to SL</p> <p>SENC O and ELSA support - Bespoke Specialist time and provision for individual/EBS A pupils to receive support from qualified ELSA and overseen by SENCO</p> | <p>Our curriculum review has ensured that all subjects are fully mapped and progressive across the school, providing a coherent and ambitious learning journey for every pupil. A robust and intensive system of subject leadership has empowered staff and built capacity for strong monitoring and evaluation. This includes a clear focus on pupil premium pupils in all evidence gathering, ensuring equity is embedded throughout. As a result, the school is confident that we offer a broad, engaging, and inclusive curriculum for all learners.</p> <p>In addition, ELSA interventions have significantly improved engagement and attendance for some disadvantaged pupils, demonstrating the positive impact of targeted emotional support. While funding constraints mean we cannot continue employing an ELSA, the strategies developed have been adapted and sustained through broader teaching approaches and interventions, ensuring continuity of support. This reflects our commitment to maintaining high-quality provision and addressing barriers to learning for disadvantaged pupils.</p> | £6,100 |
| 2. Targeted Academic Support | | |
| Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate | Lessons learned | Cost |

| | | |
|--|--|--------------------|
| <p>Class provision maps, ADPRs, pupil progress meetings all ensure a focus is kept on vulnerable pupils and reviews track effectiveness of impact</p> <p>Reactive teaching model is used effectively by teachers and TAs, regularly supporting a variety of children following accurate ongoing assessments and allowing an emphasis on 'keep-up' not 'catch-up'</p> | <p>Our systems for tracking and supporting vulnerable pupils remain a key strength. Class provision maps, ADPRs, and pupil progress meetings ensure that disadvantaged pupils are consistently prioritized in planning and monitoring. These tools provide a structured framework for evaluating the effectiveness of interventions, enabling timely adjustments and reinforcing accountability across all phases.</p> <p>The reactive teaching model has been implemented highly effectively by teachers and TAs. Through accurate, ongoing assessment, staff respond swiftly to emerging needs, delivering targeted support that prevents gaps from widening. This proactive approach emphasizes 'keep-up' rather than 'catch-up', ensuring pupils remain on track and engaged in learning. By embedding flexibility and responsiveness into classroom practice, we have created an environment where disadvantaged pupils receive the right support at the right time.</p> <p>Impact Evidence</p> <ul style="list-style-type: none"> • Increased attainment for disadvantaged pupils across core subjects. • Reduced need for long-term interventions due to early, responsive support. • Positive feedback from staff on the effectiveness of provision maps and ADPRs. | <p>£14587</p> |
| | <p>Next Steps</p> <ul style="list-style-type: none"> • Continue refining provision maps to include more granular impact measures. • Expand CPD on reactive teaching strategies to maintain consistency. • Strengthen links between pupil progress meetings and curriculum planning for targeted cohorts. | |
| <p>3. Wider Strategies</p> | | |
| <p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p> | <p>Lessons learned</p> | <p>Cost</p> |

| | | |
|---|---|-------------|
| <p>School Without Walls Project - Exploratory learning opportunities/exposure to high quality art environments and HQ arts teaching - - CPD opportunities to bring pedagogy back into school and share strategies for other teachers to use</p> | <p>The School Without Walls initiative provided pupils with rich, exploratory learning experiences beyond the classroom. By offering exposure to high-quality art environments and expert arts teaching, the project broadened all students' cultural horizons and nurtures creativity.</p> <p>A key strength of the program is its emphasis on professional development for teachers. Through targeted CPD opportunities, staff gained innovative pedagogical strategies that they were able to bring back into school, ensuring the benefits of the project extend across the wider teaching community. This collaborative approach enhanced classroom practice and continues to promote a vibrant, arts-rich curriculum for all learners. Introduction of drawing club and curious quests was an expansion on journalling in Y1.</p> | <p>£620</p> |
|---|---|-------------|

Part C: 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 |
|-----------|----------|
| | |
| | |

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