



St Aldhelm's Church Primary School Pupil Premium Grant Report 2019-20

Learning together for life in all its fullness – John 10:10



Total number of pupils on roll at January 2019 Census	201
Number of Pupil Premium Grant (PPG) or Service grant eligible pupils funded (17-18 Ever Six)	23 children from January Census, including 2 Service premium children
Amount per pupil	23 x £1320 + 2 x £300
Total Pupil Premium Grant allocated in budget 01/04/2019 – 31/03/2020 Expenditure plan runs to 31/08/2020	£30,960 is 2019-20 PP grant funding allocated Additional expenditure met by central budget

Aims and Principles

Our aim is to ensure that teaching and learning opportunities meet the range of different needs of all pupils at our school, with a drive to raise the attainment of all and to narrow the gap between disadvantaged and non-disadvantaged children. This is within the context of our church school community and our distinctively Christian ethos, where we have a commitment to providing a broad education of the whole child. We want each child to know and understand their uniqueness, to value and develop their own personality, and to become confident, self-assured, aspirational learners. In making targeted use of our Pupil Premium funding, we endeavour to support this ethos. We ensure that appropriate provision is made for pupils who belong to vulnerable groups: this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed

In making provision for socially disadvantaged pupils, we recognise that

- not all pupils who receive Free School Meals will be socially disadvantaged and may well be Gifted and Talented or higher attaining pupils
- not all pupils who are socially disadvantaged are registered or qualify for Free School meals
- not all children receiving Free School Meals will be in receipt of Pupil Premium Grant interventions at one time

We allocate Pupil Premium Funding to support any and all pupils or groups of pupils that we as a school have identified as being socially disadvantaged.

The Pupil Premium funding for 2019-2020 has been allocated based on needs analysis, which identified priority groups, individuals and class cohorts, as well as strands of need that run across several groups. Expenditure is also planned drawing on EEF evaluations of strategies that have impact and our own in-school evaluations of measures /interventions that were used successfully in 2018-19. This includes drawing on pupil voice and feedback from staff/pupils on how well initiatives had made a difference, in addition to data scrutiny.

The planned PPG expenditure for 2019-2020 academic year is organised around three central priorities:

Priority 1 – Improving the quality of teaching and learning for all

Priority 2 – Providing enriching life experiences, inspiring and motivating learners

Priority 3 – Supporting emotional and social development, including vulnerable learners

PRIORITY 1: Improving the quality of teaching and learning for all

FOCUS: Improving attainment and progress of all, including PPG children and other identified groups

Desired Outcomes	Intervention and Chosen Strategy	Cost	Implementation and Impact in 2019-20	Intentions for 2020-21
Clear, up to date record of all identified groups to ensure accurate and thorough tracking for raised attainment and progress	<ul style="list-style-type: none"> Completion of Behaviour and Vulnerability Toolkit for all children in school; identified group list for SEN, PP (including Services), EAL, CLA and CPLA, Safeguarding, Behaviour 	Time cost only (staff meeting)	Behaviour and Vulnerability toolkit completed, providing accurate information and score. Information enabled the right support to be put in place for children in identified groups	Use the Behaviour and Vulnerability toolkit, particularly in light of Covid impact on families and well-being of children
Teaching staff use most effective strategies to improve attainment and progress of all children, including identified groups and focus groups	<ul style="list-style-type: none"> Core Subject Leader release time (English, Maths and Science) for monitoring, evaluation and progress driving relating to all, but especially to target identified groups and cohorts - ½ day per term (1 ½ days/term x 6 = 9 supply days) Core Subject Leaders to track impact of interventions and progress of individuals within identified groups; data to be fed to SLT 	Full cost £1485; £193 £0 funded by PP Grant (13%)	Subject leaders received time during inset days and staff meetings as this was less disruptive to class teaching. Release time given to Subject Lead preparation for Ofsted and SEP interviews. Tracking of interventions carried out by SENCo/PP Lead	Release Subject Leads from teaching for children observation only. Evaluation and progress monitoring to take place during staff meeting/INSET and communicated following Pupil Progress Meetings
All children make progress from their starting point as teaching staff have high expectations for all children and provide the support necessary to achieve this	<ul style="list-style-type: none"> SENCO has secure grasp of impact of strategies and interventions being used, and clear understanding of the progress made/attainment of identified children with SEN and EAL Cost of Teacher/HLTA cover for SENCO release 1 day per week x 38 	Full cost £6,004; £781 funded by PP Grant (13%)	SENCo fulfilled all monitoring responsibilities. SEN Provision Maps extended to be also used for Pupil Premium children	Provision Maps included as part of transition information, to be built on into next year group

<p>Children receive appropriate and timely support when difficulties/barriers are identified in their learning and this is consistent in all classes throughout the school</p>	<ul style="list-style-type: none"> Teaching staff give clear direction on the interventions required for specific children and monitor these to measure and maximise progress SLT create and review timetabling for HLTAs and LSAs following Pupil Progress Meetings and any changes in children's needs as they arise 	<p>Time cost only (Teaching staff PPA & SLT)</p>	<p>This has been very effective where clear and specific; build consistency across the school Timetables amended termly as appropriate</p>	<p>Training through staff meeting to ensure interventions are measured to maximise progress; timetabling continues to reflect needs of children</p>
<p>All classes have sufficient adult support for regular in-class support for vulnerable learners</p> <p>All children benefit from prompt feedback and intervention from class teachers/LSAs, to address emerging needs promptly, maximising learning</p>	<ul style="list-style-type: none"> Higher Level Teaching Assistants and Learning Support Assistants support teaching staff in flexible teaching, dynamic learning groups and tailored feedback opportunities HLTAs and LSAs provide quality focused small group teaching provision in EYFS, KS1 and KS2 Focus on resilience in learning to develop children's confidence and self-esteem 	<p>Full cost £79,485; £10,333 funded by PP Grant (13%)</p>	<p>HLTAs and LSAs continue to support and enrich learning opportunities</p>	<p>Allocate HLTAs and LSAs to classes; teachers to plan and direct according to needs of children; teachers to monitor; SENCo to support and performance manage</p>
<p>Provision is relevant and adjusted to meet emerging needs, so that progress of identified groups/individuals is maximised</p>	<ul style="list-style-type: none"> Supply teachers to release all teachers to analyse tracking data, to maximise pupil progress and attainment Pupil Progress meetings with SLT, SENCO and core subject leaders x 3 per year 	<p>6 days at £165 per day = £990 Main budget cost</p>	<p>Pupil Progress meetings provide valuable and up to date information on children's progress and attainment</p>	<p>Pupil Progress meetings planned each term; Data recorded; Information shared with Subject Leads</p>
<p>Ensure assessment is rigorous and dynamic, allowing easy identification of children who are vulnerable (progress/attainment)</p>	<ul style="list-style-type: none"> New contract and subscription to Educater Assessment Tracking System Set up and training for all teaching staff in September Cascade training for all HLTAs and LSAs during Autumn term 2019 	<p>£1,500 Main budget cost</p>	<p>Training and system installed. Data accurate for Autumn Term although some initial teething problems as no historic data. Assessment and data affected by school closure in March due to Covid-19</p>	<p>Carry out baselining in Autumn Term 1; enter and analyse data at end of Autumn Term 2, Spring Term 2 and Summer Term 2.</p>

PRIORITY 2: Providing enriching life experiences, inspiring and motivating learners

Focus: Engaging, motivating and rewarding good learning behaviours

Desired Outcomes	Intervention and Chosen Strategy	Cost	Implementation and Impact in 2019-20	Intentions for 2020-21
Increased engagement of all children in their learning, specifically disadvantaged and vulnerable children, with whole school reward system	<ul style="list-style-type: none"> Behaviour rewards badges (green, yellow, red); Stickers whole class, multiple sets; House rewards/ House events Further training with all staff to ensure rewards are given according to individual children's starting points 	£300 £50 Main budget cost	Moved to online platform, ClassDojo, for rewarding behaviour. Headteacher stickers £50. In house training ensures children are given points based on individual starting points.	Continue to use ClassDojo and Tapestry to highlight excellent behaviour. Recognition stamps bought for promoting reading £60
Increase reading enjoyment, fluency and regularity of and reading habits across whole school, including UKS2	<ul style="list-style-type: none"> Focus PP children for regular reading with adult volunteers Focus other vulnerable children (identified groups) for 1:1 reading with teacher/HLTA/LSA Reading dog provision Reading Club led by Year 6 children 	No cost Time cost (teaching staff/ HLTA/LSA)	Reading Dog proved very effective for identified readers. PP children prioritised for initial term. Sadly abrupt stop due to school closure. Identified children for focused reading in all classes (lowest 20%)	Transition reading needs to new class teacher Baseline on return to school Continue with reading dog as soon as possible
Focus: Enriching life experiences				
Children, including disadvantaged children and high attainers focus groups, are exposed to enriching language opportunities, authors and literature	<p>Organise and pay for literature enrichment opportunities:</p> <ul style="list-style-type: none"> Plays in the Playground Project – opportunities for theatre performances and workshops, author visits and collaborative drama opportunities with CLP Resources 4 Learning subscription to access HA reading materials, support guided reading and subject specific books to raise exposure to breadth of literature Y6 to take part in Wells Festival of Literature 2019; 	£400 (from PTA) Main budget cost £3548 £3572 Coach cost (from PTA)	Theatre visits were very much enjoyed by all children involved; motivated and inspired drama and language for all children Wide variety of books provide enrichment, building on school resources Positive experience which enthused and developed reading passion in children	Take up any opportunities to further promote reading, language and literature

Reviewed August 2020

<p>Disadvantaged children have access to after-school PE and extra-curricular activities (that usually incur a fee) and to residential visits/trips</p>	<ul style="list-style-type: none"> • Prioritise allocation and funding of places at after-school PE and extra-curricular activities for children on PP identified group register (10 KS2 children x 24 sessions/year @ £2) • Subsidise Y5 residential to Kilve (1 Y5) • Subsidise Y6 residential to Budden's (1/3 of £170 for 4 x Y6) • Subsidise class visits/workshops/trips (1/3 contribution of trip cost £15 x eligible children x 2/year) • Fund music tuition for disadvantaged children who might not otherwise experience such an opportunity (1 child £12.50 £15 each session x 33/year) 	<p>£480 £100 funded by PP Grant</p> <p>£166 funded by PP Grant</p> <p>£227 funded by PP Grant</p> <p>£110 funded by PP Grant</p> <p>£55</p> <p>£413 £375 funded by PP Grant</p>	<p>Opportunity provided for PP but not a high take up this year</p> <p>PP Y5 child did not take part in residential; Due to Covid-19 no residential</p> <p>Due to Covid-19 no summer term trips; only Autumn/Spring visits</p> <p>Guitar lessons; made progress and performed in the Spring Concert</p>	<p>Proactive measures to encourage PP children to make use of the opportunities available; further engagement with parents of PP children</p>
---	---	---	---	---

PRIORITY 3: Supporting emotional and social development, including vulnerable learners

Focus: Building self-esteem, co-operative skills and healthy relationships

Desired Outcomes	Intervention and Chosen Strategy	Cost	Implementation and Impact in 2019-20	Intentions for 2020-21
<p>Increase staff knowledge and capacity to support children with SEMH concerns; Mental health and well-being of vulnerable children is supported via targeted work</p>	<ul style="list-style-type: none"> • ELSA release time to attend network supervision group - 6 afternoons per year (£255) • All staff to receive Autism Training in September 2019 	<p>£255 £85 funded by PP Grant</p>	<p>ELSA carried out role in Autumn Term but unfortunately left at the end of December; Autism training carried out by all teaching/support teaching staff and was well received</p>	<p>Consider training member of staff for ELSA or buy into a service or continue with nurture work, that has already worked this year</p>
<p>Vulnerable children establish secure friendship groups and strategies for emotional management; Mental health and well-being of vulnerable children is supported via targeted work</p>	<ul style="list-style-type: none"> • HLTA/LSA to run Social Skills and Behaviour groups directed by SENCo • ELSA work with identified children in 1:1 or small groups - 4 afternoons each week, total of 8 hours • SENCo to trial a Self-Esteem intervention • Supply uniform through Thrift for those persistently without correct uniform for sense of belonging and identity 	<p>Full cost £4845 £630 funded by PP Grant £6,460 £2153 funded by PP Grant Time cost £100 funded by PP Grant</p>	<p>Groups ran very effectively; supported PP and those identified; ELSA work supported children; from Spring term nurture work was carried out by an LSA, directed by SENCo; Self-esteem intervention proved effective and was rolled out to other staff to use in their classes where needed; No requests made to support with uniform</p>	<p>Continue to plan and provide emotional support for those children who need; Whole school approach to well-being following school closure</p>

Children develop stronger sense of self and consideration for others through Forest School opportunities and activities	<ul style="list-style-type: none"> • Use of trained HLTA to lead Forest School for self-esteem, team building and resilience development • Offer more bespoke Forest School small group interventions as needed • Forest School Lead to train teaching staff to enable all children to take part and to strengthen whole class interaction and inclusivity • Resources 	£34 funded by PP Grant	Forest School and outdoor learning on offer for all children;	Teaching staff to develop class forest school/outdoor learning provision
Enhanced play provision, to enable all to have healthier and more productive playtimes, including use of enhanced 'wild areas' for focus team games/personal challenges	<ul style="list-style-type: none"> • Development of Nature Area and Wood Area • Lunchtime Sports Leaders to promote team games and personal challenges • Resources for learning activities 	£200 (£100 from PTA and £100 funded by PP Grant)	Area cleared. Area to be developed in late Spring and Summer – unable to happen due to closure; Positive impact from Sports Leaders, more engagement from children	Continue to improve nature and wood areas this year

Focus: Improving parental support and attendance				
Improved support from individual parents relating especially to children identified as vulnerable or disadvantaged	<ul style="list-style-type: none"> • New website to include clear information on ways parents can support at home • Homework initiatives explained clearly through Parent Welcome Meetings, information on website and recorded in homework books • Lunchtime Homework Club led by HLTA to provide additional opportunity to support pupil premium children who do not receive as much support at home • Teacher/Deputy/SENCo/Head conversations and meetings with parents to communicate home-school support ideas and strategies 	Time cost (teaching staff/SLT) £1,292 funded by PP Grant	Website provided improved platform for communication The lunchtime club was on offer for different children for specific blocks. Children preferred not to carry out a club during their lunchtime so this was not as effective as it might have been	Keep website up to date and communicate all areas of provision on offer, as well as ways to support children at home

<p>Improved attendance across whole school, including identified children whose attendance in 2018-19 was below 90% and/or between 90 and 95%</p>	<ul style="list-style-type: none"> • Continue careful and regular monitoring of attendance and follow up with action accordingly • Certificates and letter for each full term of attendance • Individual meetings or phone-calls between Head/Deputy and parents to discuss attendance further reducing those in the persistent absenteeism category • Careful monitoring of absence due to illness/medical reasons • Involvement of EWO when necessary (prevention) 	<p>Time cost (Head/ Deputy/ Office manager monitoring)</p>	<p>Attendance closely monitored and followed up accordingly; EWO replaced with Education Safeguarding Team; Involved with one family with attendance issues; All attendance affected by whole school closure but regular weekly contact with all PP and vulnerable families throughout</p>	<p>Continue to monitor</p>
---	---	--	--	----------------------------

Total allocation of grant is not committed as reduction in Pupil Premium numbers may result in grant being reclaimed by Somerset County Council. £21,574 allocated. Review due March 2020 when next grant allocation will be determined. Due to Covid-19 review postponed to August 2020 Total actual spend £22,050