



St Aldhelm's Church Primary School
Pupil Premium Grant Report 2020-2021
Learning together for life in all its fullness – John 10:10



Total number of pupils on roll at January 2020 Census	180
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 £1345 + 2 x £310
Total Pupil Premium Grant allocated in budget 01/04/2020 – 31/03/2021 Expenditure plan runs to 31/08/2021	£31,555 is 2020-21 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 2020-2021 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 2019-20. 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 2020-2021 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 PP children and other identified groups

Desired Outcomes	Intervention and Chosen Strategy	Cost	Implementation and Impact in 2020-21	Intentions for 2021-22
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"> Use Behaviour and Vulnerability Toolkit for all children in school and review termly; Create identified group list for SEN, PP (including Services), EAL, CLA and CPLA, Safeguarding, Behaviour, SEMH (short term due to impact from Covid-19) 	Time cost only (staff meeting)	Behaviour and Vulnerability Toolkit confirmed staff knowledge about individual children's circumstances and needs; this informed Class Profiles	Update BVT and Class Profiles for accurate information about identified groups
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"> Regular curriculum teaching and learning review; sharing best practice; constructive and supportive feedback following learning walks and lesson visits Subject Leader focus for monitoring, evaluation and progress driving relating to all, but especially to target identified groups and cohorts; Subject Lead knowledge and expertise shared to develop all teaching staff Core Subject Leaders to track impact of interventions and progress of individuals within identified groups; data to be fed to SLT 	Time cost only (staff meetings and November/ January INSET)	Monitoring tasks, particularly learning walks and book scrutiny demonstrates the appropriate support given for identified groups; check-ins, scaffolding techniques and personalised feedback School closure due to Covid prevented some of this activity taking place as well as no national assessments taking place	→Subject Leaders to gain clearer view of impact, progress and data of identified groups intervention
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"> Teachers have sound understanding of individual children attainment, their targets and the progress being made throughout the year SLT led Pupil Progress meetings provide professional dialogue, support, challenge and action points 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 	6 x ½ days to release DHT & class teacher £75 = £900 Full cost £6,004; £781 funded by PP Grant (13%) to be revised in line with PP numbers (January census)	Teachers maintain ongoing assessment records which enable them to have a clear understanding of the children in their class; Pupil Progress meetings were carried out in the Autumn and Summer Term, Spring Term school closure; SENDCO role covered in Autumn and Summer Term; during school closure SENDCO continued to support children remotely £781	Use Summer Term internal assessment and Autumn Term baseline as starting point for individual learning →Develop clarity for end of year and end of phase curriculum related expectations

Children receive appropriate and timely support when difficulties/barriers are identified in their learning and this is consistent in all classes throughout the school	<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 HLTAs and LSAs carry out necessary interventions and support strategies for identified children SENCO provides support and guidance where required SLT create and review timetabling for HLTAs and LSAs following Pupil Progress Meetings and any changes in children's needs as they arise 	Time cost only (Teaching staff PPA, SENCo & SLT)	Interventions carried out during Autumn and Summer Term as well as a modified version through remote education plan; Carried out by LSAs and HLTAs and overseen by teachers and SENDCo Timetables reviewed and staff deployed according to needs of children across school	→Ensure specific and SMART targets are used for all interventions, to measure impact more effectively
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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 2020-21	Intentions for 2021-22
Increased engagement of all children in their learning, specifically disadvantaged and vulnerable children, with whole school reward system	<ul style="list-style-type: none"> Use Tapestry and ClassDojo to reward above and beyond agreed School Rules and Learning Behaviours Headteacher reward stickers; Reception smiley sticker chart 	No cost - free resource	Use of online platforms to share reward points with children and parents has been very positive and increased engagement	Continue to promote and share positive learning, behaviours and home learning through Tapestry and ClassDojo →Promote through News and Events on website
Increase reading enjoyment, fluency and regularity of and reading habits across whole school	<ul style="list-style-type: none"> Focus PP children for regular 1:1 reading with adults, staff or volunteers Focus other vulnerable children (identified groups) for 1:1 reading with teacher/HLTA/LSA Reading dog provision New YR reading shed Reading Club led by Year 6 children when able to mix across bubbles 	No cost Time cost (teaching staff/HLTA/LSA) No cost Donated by WFL	Focus reading groups in all classes identified; 1:1 support effective for valuing and moving reading on, especially with familiar adult and with reading dog; YR reading shed is very popular, choosing to look at a book in independent play; Y6 could not run this year	Continue to promote value and importance of reading; Identify bottom 20% of readers and those from identified groups to run focus reading activities

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, as able when restrictions are lifted:</p> <ul style="list-style-type: none"> • 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 2020 • Participate in any online virtual initiatives, such as poetry and story presentations and specialist workshops 	<p>Possible PTA contribution</p> <p>Main budget cost £3548 £730 funded by PP Grant 13%</p> <p>No cost as virtual this year</p>	<p>Covid measures prevented any collaborative drama opportunities from taking place;</p> <p>Resource subscription (£730) enabled all children access to quality and appropriate texts for learning</p> <p>Y6 Festival took place virtually – all Y6 children participated</p>	<p>Seek and engage in any opportunities to expose children to rich and varied language use</p>
Disadvantaged children have access to after-school PE and extra-curricular activities (that usually incur a fee) and to residential visits/trips	<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 (5 children x 8 sessions/year @ £2) • Subsidise Y5 residential to Kilve (1/3 x 1 Y5) • Subsidise Y6 residential to Budden's (1/3 x 2 Y6) • Subsidise class visits/workshops/trips (1/3 contribution of trip cost £15 x eligible children x 1/year) • Fund music tuition for disadvantaged children who might not otherwise experience such an opportunity (1 child £12.50 each session x 33/year) 	<p>£80 funded by PP Grant</p> <p>Tbc if residentials can go ahead</p> <p>£25 funded by PP Grant</p> <p>£285 50% for 1 child funded by PP Grant</p>	<p>Clubs did not take place this academic year → Carry forward funds</p> <p>No residential trips were able to take place for the majority of the year;</p> <p>Y6 adventurous day trip and prison trip - PP children funded £112.89;</p> <p>Y3 Egyptian workshop PP children funded £10.43</p> <p>PP child taking up music tuition stopped part way through year Cost £60</p>	<p>Restart clubs and trips when able to provide extra-curricular activities; subsidise to support those in disadvantaged situations</p> <p>Promote music tuition on offer and liaise with disadvantaged families if lesson opportunity might support child's development</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 2020-21	Intentions for 2021-22
Increase staff knowledge and capacity to support children with SEMH concerns; Mental health and well-being of all, including vulnerable, children is supported via targeted work	<ul style="list-style-type: none"> • SENCo to support staff training on SEMH concerns, strategies to support and measures • Whole school approach to well-being of all children • Mental Health Lead/SLT to initiate support for vulnerable children • Consider ELSA training going forwards 	Time cost only (staff meeting)	SENDCo/MH Lead has delivered staff training and resources to achieve whole school approach (updated visual timetable, MH awareness and provision maps); Children feel happy and safe at school; Recruitment for ELSA unsuccessful this year	→Review and update SEMH Policy ELSA recruitment
Vulnerable children establish secure friendship groups and strategies for emotional management; Mental health and well-being of vulnerable children is supported via targeted work	<ul style="list-style-type: none"> • HLTA/LSAs to run Social Skills and Behaviour groups within classes, directed by Teacher/SENCo • Nurture work with identified children in 1:1 or small groups 	Cost from above: £781 funded by PP Grant (13%) to be revised in line with PP numbers (January census) Time cost	Social skills and behaviour groups adapted to support children within bubble groups	Interventions to continue as appropriate for vulnerable children
Children develop stronger sense of self and consideration for others through Forest School opportunities and outdoor learning activities	<ul style="list-style-type: none"> • Use of Forest School activities for self-esteem, team building and resilience development • Offer more bespoke Forest School small group interventions as needed • Forest School training for teaching staff as required to enable all children to take part and to strengthen whole class interaction and inclusivity • Resources 	Time cost only (staff meeting) Main budget	With bubble measure in place, forest school areas used by Y1 and Y6 cohorts; these classes had most need for this provision and it supported the development of their self-esteem, behaviour and resilience; activity in this area positively impacted learning behaviours for class learning	Use Forest School areas effectively for all children to benefit from; initially for newly formed mixed classes (Y4,5&6), then all classes as Covid measures dictate
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 Physical Activity Play Area, Nature Area and Wood Area • MDSAs to promote team games and personal challenges • Resources for learning activities 	Main budget Possible PP Grant contribution	Ideas for bubble games shared with all staff – teachers, LSAs, HLTAs and MDSAs – at start of year; Resources purchased for lunchtime games PP contribution £34	→Redevelopment of physical activity area and extension to playground in Spring Term

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"> Website maintenance to include clear information on ways parents can support at home Home Learning work initiatives explained clearly through Parent Welcome Meetings, information on website and recorded on Tapestry and ClassDojo portfolio After School Club to support children carrying out Home Learning tasks providing 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 	<p>Time cost (teaching staff/SLT)</p> <p>Time cost (ASC staff)</p> <p>Time cost (teaching staff/SLT)</p>	Information shared at Welcome meetings and on website to provide parents to support their child; Home Learning activities communicated; point to be updated on Autumn parent consultation meeting; Remote Learning Plan shared in Oct 2020 and implemented in January 2021; Parent Questionnaire in Spring Term very positive, particularly around remote education and support provided from school	Review and amend Home Learning activities; online reading programme, expectations for online platforms (Spelling Shed, Numbots and TTRockstars) and choice of more open-ended activities across a range of subjects, for improved engagement and enjoyment when learning at home
Improved attendance across whole school, including identified children whose attendance in 2019-20 was below 90% and/or between 90 and 95%	<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 Education Safeguarding Team when necessary (prevention) 	Time cost (Head/ Deputy/ Office administrator monitoring)	Attendance at end of year was 97% Individual children's attendance noted and families supported to improve attendance; Parents and carers had trust that the school took all necessary measures to manage Covid safely and this did not have a negative impact on school attendance	Maintain good attendance; work with individual families as required

Total allocation of grant is not committed as reduction in Pupil Premium numbers may result in grant being reclaimed by Somerset County Council. Review due March 2021 when next grant allocation will be determined. £2801 allocated as grant received likely to be £6725 (loss of PP children from the school)