



St Aldhelm's Church Primary School

Pupil Premium Grant Report 2021-2022

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



Total number of pupils on roll at January 2020 Census	159
Number of Pupil Premium Grant (PPG) or Service grant eligible pupils funded (17-18 Ever Six)	16 children from January Census, including 1 Service and 1 PLAC
Amount per pupil	15 x £1345 + 1 x £310 + 1 x £2345
Total Pupil Premium Grant allocated in budget 01/04/2021 – 31/03/2022 Expenditure plan runs to 31/08/2021	£22,830 is 2021-22 PP grant funding allocated Additional expenditure met by central budget Extra 1 x £310 in budget but child left school so grant recovered + £5162 carried forward from 2020-2021

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 2021-2022 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 2020-21. 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 2021-2022 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 2021-22	Intentions for 2022-23
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 (Autumn staff meeting)		
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 SLT 	Time cost only (staff meetings and INSET/ twilight sessions) Spring Term ½ day teacher release (Main budget cost)		
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,PP and EAL Cost of Teacher/HLTA cover for SENCO release 1 day per week x 38 	No additional cost 6 x ½ days to release DHT & class teacher £75 = £900 PP Grant 11% £99 Full cost £6,004; £704 funded by PP Grant (11%) to be revised in line with PP numbers January 2022 census		

<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 • 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 • Use of IT to support for motivation and developing skills; purchase more chrome-books identified for PP children 	<p>Time cost only (Teaching staff PPA, SENCo & SLT)</p> <p>£20,330</p> <p>Within SENDCo cost above</p> <p>No additional cost</p> <p>£315 x 6 = £1890</p>		
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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 2021-22	Intentions for 2022-23
<p>Increased engagement of all children in their learning, specifically disadvantaged and vulnerable children, with whole school reward system</p>	<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 	<p>No cost - free resource</p>		
<p>Increase reading enjoyment, fluency and regularity of and reading habits across whole school</p>	<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 • Reading Club led by Year 6 children when able to mix across bubbles 	<p>No cost</p> <p>Time cost (teaching staff/HLTA/LSA)</p> <p>No cost</p>		

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 2021 • Participate in any online virtual initiatives, such as poetry and story presentations and specialist workshops 	<p>Possible PTA contribution</p> <p>Main budget cost £3347 £368.17 funded by PP Grant 11%</p> <p>No cost as virtual this year</p> <p>17 x £2 = £34</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 (17 children x 6 sessions/year @ £2) • Subsidise Y4,5,6 residential (1/3 x 9 children) • Subsidise class visits/workshops/trips (1/3 contribution of trip cost £15 x eligible children x 1/year) • Support music tuition for disadvantaged children who might not otherwise experience such an opportunity (contribution towards £17.50 session x 24/year) 	<p>£204 funded by PP Grant</p> <p>£540 if residentials can go ahead £85 funded by PP Grant</p> <p>£139.92 x 3 = £419.16</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 2021-22	Intentions for 2022-23
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 • Mental Health Lead/SLT to initiate support for vulnerable children • Recruitment of ELSA 	Time cost only (staff meeting)		
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 Time cost		
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		
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		

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 Changes to Home Learning 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>		
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)		

£3,522.67 remaining in budget as contingency (to potentially cover full cost of school trips, residential, school uniform)