



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 2021 Census	159
Number of Pupil Premium Grant (PPG) or Service grant eligible pupils funded (17-18 Ever Six)	18 children from January Census, including 1 Service and 1 PLAC
Amount per pupil	15 x £1345 + 2 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 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)	BVT tracking has ensured the needs of identified groups, including PP, have been considered and actively supported throughout the year. Some additional children added to the PP group during 2021-22. Grant increase in April 2022 for 2022-23.	Information transitioned to continue support from the start of the new academic year.
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)	Through reviewing our curriculum and best practice for inclusion, CPD for teaching and learning and supporting identified groups has taken place. This has provided staff with more strategies and tools which has had a positive impact on children's engagement and therefore progress. Subject Leader monitoring has enabled a broad overview and focused on sequential learning steps to support all children.	All Subject Leaders to monitor progress within their subject across the school, specifically tracking identified groups. Core Subject Leaders to track impact of interventions on progress and report to SLT.
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%)	Children have made good and accelerated progress this year. Data for all national tests has been good, with the exception of KS2 maths which is 1% below published national averages. Pupil Progress Meetings, Staff Meetings and SENCO 1:1s have given all teachers opportunities to discuss, problem solve and action strategies, particularly for individual children within identified groups.	Pupil Progress Meetings and SENCO release time to continue.

<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) £20,330</p> <p>Within SENDCo cost</p> <p>No additional cost</p> <p>£315 x 10 = £3150</p>	<p>CPD from SENDCO for teachers setting, overseeing and reviewing interventions had taken place in Summer Term.</p> <p>CPD from SENDCO and teachers for HLTAs and LSAs has begun to increase efficiency and impact of intervention, particularly in terms of timeliness, focus and recording.</p> <p>Teaching support has changed during the year as necessary to reflect children's needs. This has allowed children to maintain engagement and progress in their learning.</p> <p>New chrome books have had positive impact on children being able to practice and progress their core skills (Bug Club Reading, Spelling Shed, Numbots, TT Rockstars) which they do not have support to do at home. The increase of chrome books has allowed more opportunities for children of identified groups to use them at more times during the school day.</p>	<p>SLT to monitor the support provided across the school, both adult teaching support, CPD and physical, practical resources.</p>
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<h2 style="background-color: #008000; color: white; padding: 5px;">PRIORITY 2: Providing enriching life experiences, inspiring and motivating learners</h2>				
<h3 style="background-color: #FFD700; padding: 5px;">Focus: Engaging, motivating and rewarding good learning behaviours</h3>				
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 £5.45</p>	<p>Children's motivation through Tapestry and ClassDojo has increased, along with work on Learning Behaviours and expectations. HT stickers, Celebration Worship certificates and Learning Showcases have also motivated and inspired, resulting in engagement and progress.</p>	<p>Rewards to continue as this year. Consider recognition for ClassDojo milestones.</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 Additional reading books 	<p>£871.72</p> <p>Time cost</p> <p>No cost £500</p>	<p>Two regular volunteers since January, HLTAs, LSAs and Reading Dog have supported bottom 20% readers which includes PP. Progress has been seen from starting points, with some children from this group meeting ARE.</p>	<p>Increase the number of volunteers for reading. Track identified groups reading</p>

				data more closely.
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>	<p>Whispering Willows performance in school for all children, plus workshop for Y5; Y3 took part in CLP theatre performance – funded by Arts Grants.</p> <p>Increased use of R4L books, audio and visual resources as more resources available.</p> <p>Trips and Visits restarted in Summer Term, have had positive impact in children’s experience, particularly some individuals who otherwise would not have the opportunity.</p>	<p>English SDP Priority to focus on Oracy, Reading and Writing to further enhance our offer.</p> <p>Trips, visits and visitors to be planned for all children throughout the year.</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 club, 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>£798 ASC funded by PP Grant</p> <p>PE clubs didn’t have a cost</p> <p>£600 as residential was able to go ahead £60 per child funded by PP Grant</p> <p>£221.66 x 1 child = £221.66</p>	<p>Disruption again to clubs this year. Clubs started did not incur a fee.</p> <p>Great Wood residential went ahead in May 2022. 10 children were subsidised; two offered but not taken up.</p> <p>External trips and internal visits were subsidised for 8 children.</p> <p>Noticeable increase to trips and visits due to coach prices.</p>	<p>Continue to subsidise activities that incur a cost.</p> <p>Consider looking to fundraising to support the rising coach costs for all.</p> <p>Review PP children for 2022-23, to see if music tuition would be a positive way of enriching life experiences.</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)	Mental Health Lead training undertaken this year. Cost supported by DfE. MH Lead implementing strategies. MHST referral but no capacity given current demand. Will start when allocated. Advert for ELSA but no applications, so ELSA support provided within staff team this year.	One new member of staff has ELSA qualification and may be able to provide this once LSA role is settled. 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 Time cost	Social skills and Behaviour support provided within classes which has positively supported friendships particularly. Greater awareness of autism and ADHD (Staff CPD and whole school awareness days) has helped understanding needs and therefore more appropriate interactions. Additional provision from SLT has been needed where behaviour has been more disruptive.	Nurture Group (bridging year groups) will start in Term 1. Lunchtime provision to include identified support.
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	Forest school activities and outdoor learning opportunities promoted, enjoyed and shown to have impact on individual and collaborative learning: Y456 team building Autumn; science, music and enquiry activities, track times, class reflections, Glebeland visits.	Promote outdoor activities for all classes. Timetable areas. CPD for Forest School to update knowledge and utilise provision well. Possible external Forest School CPD if needed.
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	New physical activity equipment and stone circle installed in April providing improved or enhanced facilities. Pupil and Parent feedback has been positive. Improvement to KS1 Forest School Area and work on nature and wood area over the summer, will make these areas more purposeful.	Timetable areas for maximising use for all classes. Establish clear rules for structured and unstructured times.

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>	<p>Support at Home and Home Learning Information published and referred to during Welcome Meetings and Parent Consultation Evenings. Support has not been as good as in previous years, maybe as a result of home learning during school closures. ASC use chrome books for children to carry out online activities.</p>	<p>After School Club provision to continue home learning opportunity and to include reading support for PP children.</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) 	<p>Time cost (Head/ Deputy/ Office administrator monitoring)</p>	<p>Monitoring attendance has been effective in supporting families to improve persistent absenteeism percentage attendance. Communications between HT and families has facilitated this. Holidays taken during term time has increased this year (possible Covid legacy and rise in costs). Penalty Notices have been issued for holidays over 10 sessions. Term time leave of 1-4 days is impacting children's learning as well as teacher workload.</p>	<p>Routine monitoring of attendance. Publish attendance data to show the impacts of missing school for term time leave.</p>