



St Aldhelm's Church School

Belief Aspiration Advocacy

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

Pupil premium strategy statement 2024-2025

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
Proportion of disadvantaged pupils	15% (9)
Proportion of disadvantaged pupils who have SEND	44% (4)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Publish date	December 2024
Review date	December 2024 April 2025 September 2025
Statement authorised by	Amanda Phillips- <i>Head Of School</i>
Pupil Premium lead	Chris Chorley- <i>Executive Headteacher</i>
Governor lead	Haylee Wilkins

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£21310

Part A: Pupil Premium Strategy Plan

1. Statement of Intent – Over 3 Years

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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	A small number of Pupil Premium children in specific year groups have low attainment in reading, writing and maths. Their progress is not yet rapid enough and they are still learning to regulate their approach to learning.
2	In addition to being eligible for PP, a number of children have additional vulnerabilities such as complex family arrangements which affect engagement or past involvements with social services. These children face challenges due to past trauma.
3	A disproportionate number of PP pupils have low attendance (including those with EHCPs//SEND) and/or are displaying EBSA/SEMH challenges
4	Many pupils, particularly those who are disadvantaged, demonstrate low aspiration and expectation. We want to raise these aspirations through the explicit teaching of core school values and vision and introduce children to greater opportunity.

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
Significantly improve the attainment of disadvantaged pupils in RWM across the school Ensure the intended curriculum inspires and engages all pupils	All teaching is good or better Tailored interventions are utilised within mainstream teaching; use of a range of strategies including targeted small-group teaching, daily “keep-up” interventions whilst also maintaining high expectations for all pupils A well-planned, broad and progressive curriculum challenges and inspires pupils to have high expectations in their learning Monitoring
Pupils demonstrate high aspiration and self-expectation, articulated through the school's new vision and values and using high quality opportunities designed by the school	All pupils can articulate the school's new vision and values and this is embedded across the curriculum, enabling teachers to plan and deliver high quality learning
Overall attendance and persistence absence is improved through targeted interventions	Vulnerable pupils have attendance that is good and in-line with the rest of the school EHCP/EBSA pupils have appropriate strategies in place to ensure they attend school consistently
PP children/families with additional complexities/multi-agency involvement are accessing support and pupils attainment, progress and attendance is good	Pupil and family engagement is demonstrably high due to the level of support offered from school and other agencies

4. Planned Activity in the academic year 2024-2025

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: £ 6,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development Regular curriculum teaching and	To continue to develop the school curriculum so that it reflects and embeds the key school values and provides excellent, inclusive and stimulating opportunities for PP children and others to demonstrate aspiration across school life	1,2,3,4

<p>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 to provide CPD to develop all teaching staff • Core Subject Leaders to track impact of interventions and progress of individuals within identified groups; data to be reported to SL</p>	<p>Collaborative learning approaches   +5 <small>High impact for very low cost based on limited evidence.</small></p> <hr/> <p>Feedback   +6 <small>Very high impact for very low cost based on extensive evidence.</small></p> <hr/> <p>Metacognition and self-regulation   +7 <small>Very high impact for very low cost based on extensive evidence.</small></p>	
<p>SENCO 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>Social and emotional learning   +4 <small>Moderate impact for very low cost based on very limited evidence.</small></p> <hr/> <p>Metacognition and self-regulation   +7 <small>Very high impact for very low cost based on extensive evidence.</small></p>	<p>2, 3</p>
<p>INSET Training for all staff</p> <p>Ensure relevant aspects of T&L policy is supporting the progress of all learners</p> <p>SAES support and CPD on</p>	<p>Metacognition and self-regulation   +7 <small>Very high impact for very low cost based on extensive evidence.</small></p> <hr/> <p>Behaviour interventions   +4 <small>Moderate impact for low cost based on limited evidence.</small></p>	<p>1, 2, 3</p>

<p>individualised learning styles, metacognition and self-regulation</p> <p>Regular monitoring and coaching of implementation of strategies and opportunities to reflect on impact</p>		
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Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £ 14,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs</p> <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</p>	<p>Teaching Assistant Interventions £ £ £ £ £ £ £ £ £ £ +4</p> <p><small>Moderate impact for moderate cost based on moderate evidence.</small></p> <hr/> <p>Small group tuition £ £ £ £ £ £ £ £ £ £ +4</p> <p><small>Moderate impact for low cost based on moderate evidence.</small></p> <hr/> <p>Reading comprehension strategies £ £ £ £ £ £ £ £ £ £ +6</p> <p><small>Very high impact for very low cost based on extensive evidence.</small></p>	<p>1,2,3,4</p>

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'		

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

Budgeted Cost: £ 620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Without Walls Project</p> <ul style="list-style-type: none"> - 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>Arts participation</p> <p>Moderate impact for very low cost based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>+3</p> <hr/> <p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence.</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>+5</p> <ul style="list-style-type: none"> - South West Creative Learning Partnership - Bath Spa University 	1, 3, 4

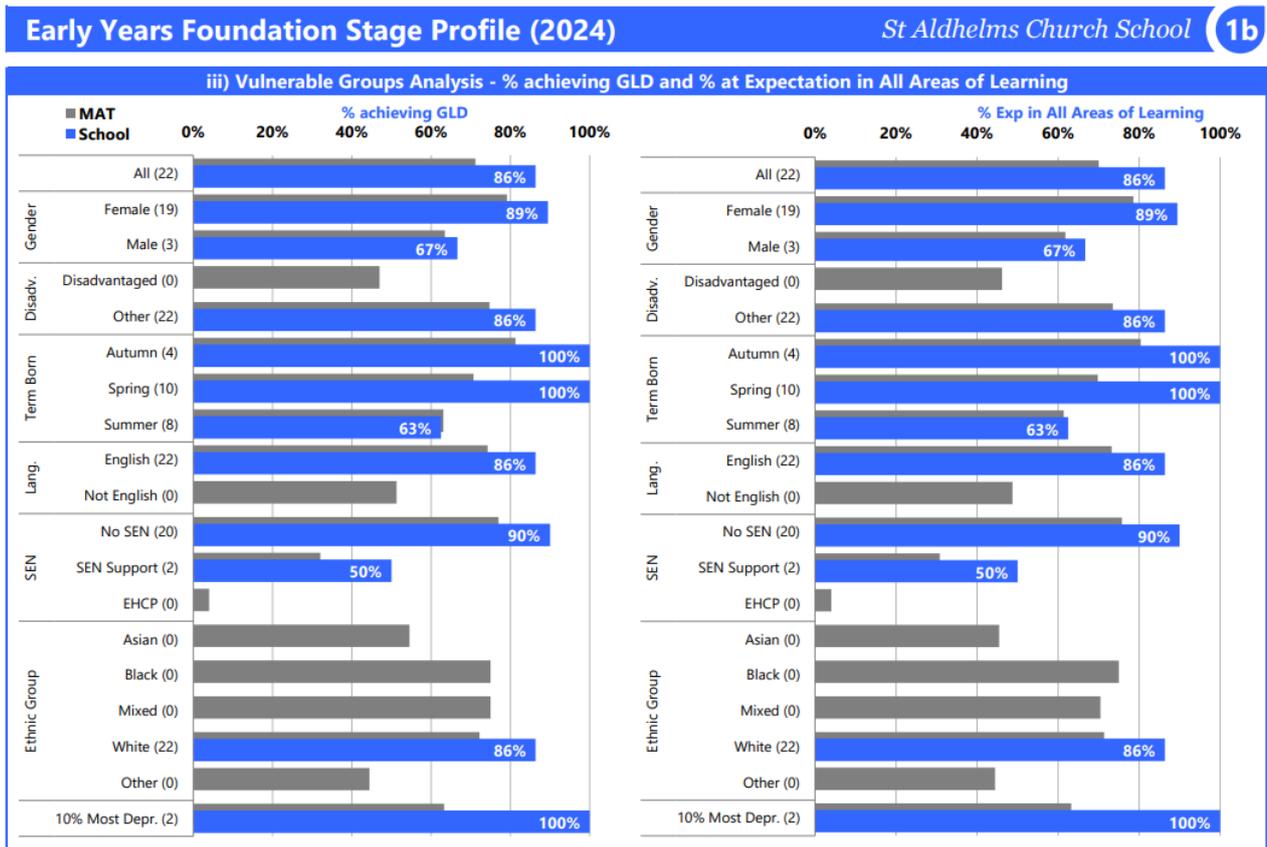
Total budgeted cost: £21310

Part B: Review of outcomes in the previous academic year

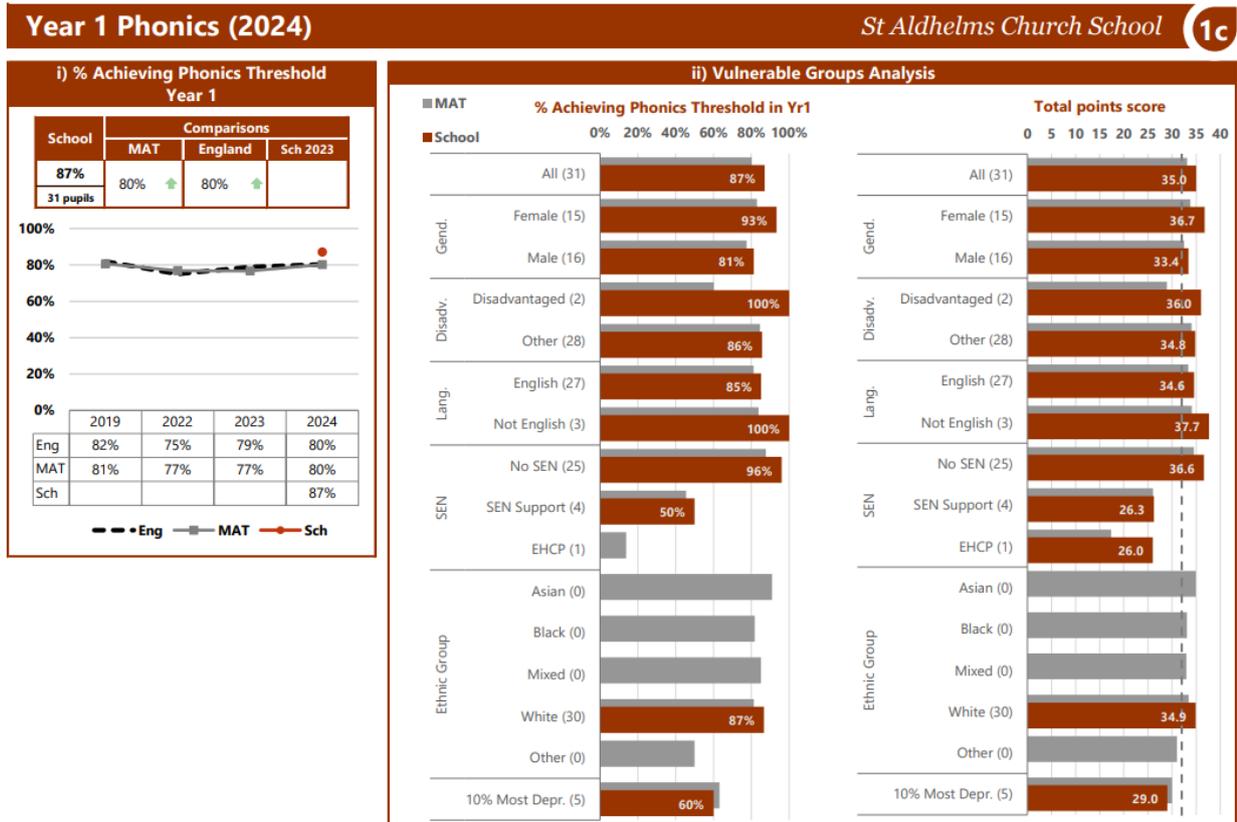
Outcomes for disadvantaged pupils

This details the impact that your pupil premium activity had on pupils in the 2023 to 2024 academic year.

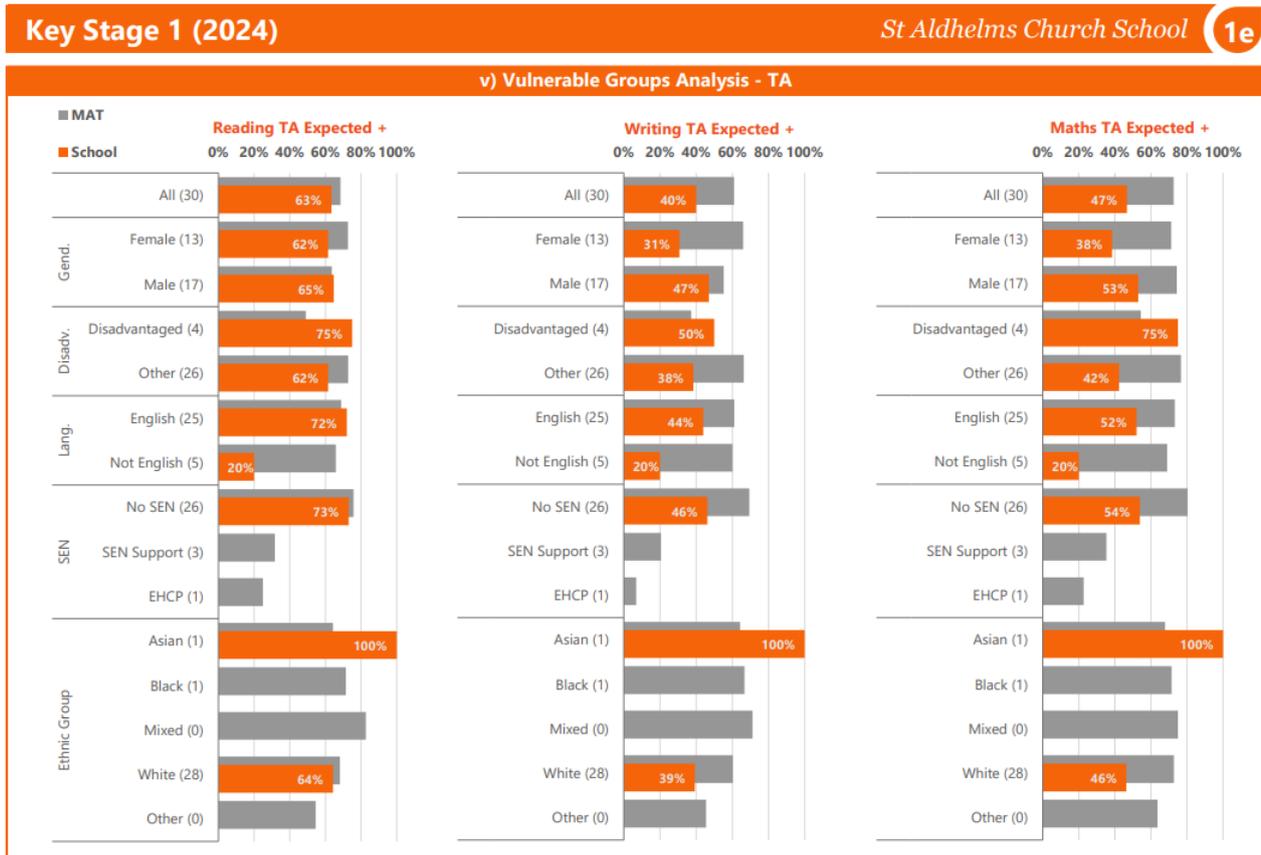
There were no children identified as disadvantaged in EYFS.



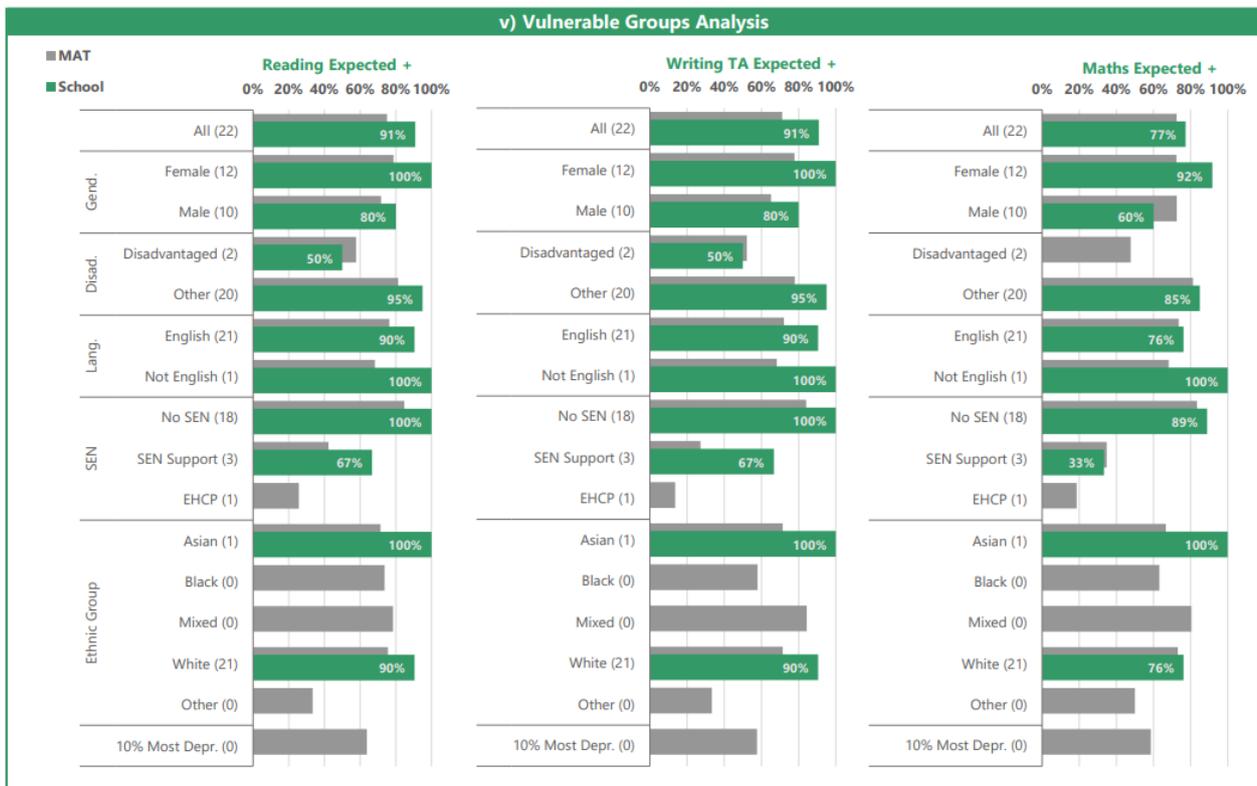
2 pupils were identified as disadvantaged in Y1. Both pupils passed the Phonics screening check.



In Year 2, as a group, disadvantaged pupils (4) did better compared to non-disadvantaged (26), with 75% of pupils reaching ARE in reading and maths.



In Year 6, disadvantaged pupils (2) did not achieve as well as non-disadvantaged. These pupils were also on the SEND register.



1. Review of expenditure 2023/24

1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Clear, up to date record of all identified groups to ensure accurate and thorough tracking for raised attainment and progress</p> <p>Teaching staff use most effective strategies to improve attainment and progress of all children, including identified groups and focus groups</p> <p>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</p> <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>	<p>Staff turnover and school academy conversion means further review of school processes and updates</p> <p>PPG Lead to be taken by EHT.</p> <p>Monitored, ongoing, further CPD from BWMAT and SAES</p> <p>Positive impact for disadvantaged pupils in some year groups but transition/teacher changes/uncertainty means insufficient progress in key areas (see data above)</p> <p>Monitored, ongoing</p>	<p>Time cost only</p> <p>T1,3,5, Staff Meeting Admin time</p> <p>Subject Leader teacher release full cost £1080, 13.5% £146 PP PP lead 1hr/week hr rate £30.67 release £1,165.46 full cost; £157.33</p>
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Maintain 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</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> <p>Children develop stronger sense of self and consideration for others through Forest School opportunities and outdoor learning activities</p>	<p>Continue SENCO/ELSA support</p> <p>Wellbeing groups have contributed positively to school improvement- this work is moved to SDP</p> <p>Key groups received Forest School for 2 x terms – learning behaviour focus</p> <ul style="list-style-type: none"> - Budget constraints mean FS on hold for 24/25 	<p>Time cost only (staff meeting)</p> <p>Child 1:1 LSA support 10 hrs x 38 wks x £11.18 =£4,248.</p> <p>Main budget</p>

3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Support children to have sense of belonging and improved self-esteem as part of St Aldhelm's School Maintain attendance across the whole school, including identified children, whose attendance was below 90% and/or between 90 and 95%	Support with uniform, shoes, PE kit costs <ul style="list-style-type: none"> - Not monitored in transition - - change to PE uniform arrangements - Not to be continued <ul style="list-style-type: none"> • - Replaced with new BWMAT/LA attendance strategy 	£1,000

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
n/a	
n/a	

Part D: Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Emotional support, targeted interventions within class, Forest School provision