



St Aldhelm's Church Primary School

Pupil Premium Grant Report 2022-2023

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



Total number of pupils on roll at January 2021 Census	156
Number of Pupil Premium Grant (PPG) or Service grant eligible pupils funded (17-18 Ever Six)	20 children from January Census, including 1 Service and 1 PLAC
Amount per pupil	18 x £1385 + 1 x £320 + 1 x £2410
Total Pupil Premium Grant allocated in budget 01/04/2022 – 31/03/2023	£27,660

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 be meeting age related expectations or be attaining at Greater Depth standards
- 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 2022-2023 has been allocated based on needs analysis, which identifies 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 2021-22. 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 2022-2023 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

Intention	Implementation, Intervention and Chosen Strategy	Cost	Impact in 2022-23	Intentions 2023-24
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 3 times each year; Update identified group list for SEND, short term SEMH, PP (including Services), EAL, CLA and CPLA, Safeguarding and Behaviour Signpost Pupil Premium support to parents at start of year and prior to January census/start of 2023 as family circumstances/financial position may change in current economic climate 	<p>Time cost only T1,3,5, Staff Meeting</p> <p>Admin time</p>	No further pupils eligible this year	7 Y6 leavers this year, will considerably reduce next year's grant allocation
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 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 SLT 	<p>Time cost only (staff meetings and INSET)</p> <p>Subject Leader release time Spring Term 2022, Term 2 2022 & 4 2023 ½ day teacher release full cost £3060, 13% £397.80 PP Grant</p>	PP SL time to review PP provision on APDR documents, individual check ins and report review and writing	
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 within their class, attainment, targets and the progress being made throughout the year Subject Leaders monitor progress within their subject across the school, specifically tracking identified groups and report this data to the Assessment Lead SLT led Pupil Progress Meetings provide professional dialogue, support, challenge and action points and ensures progress is made in all year groups SENCO & PP Lead 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 	<p>No additional cost</p> <p>Subject Leader release time as above</p> <p>PP lead 1hr/week release £954.56 Full cost £7,496; £374.80 funded by PP Grant for 8 SEND children (5%)</p>		

<p>Children receive appropriate and timely support when difficulties/barriers</p>	<ul style="list-style-type: none"> • Through ongoing assessment, teachers identify outcomes and give clear direction on the interventions required for specific children • HLTAs and LSAs carry out necessary interventions and support strategies for identified children 	<p>Time cost only (Teaching staff PPA)</p> <p>HLTA&LSA £17,000 contribution to full cost</p>	<p>Interventions and support have enabled individual children to</p>	
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<p>are identified in their learning and this is consistent in all classes throughout the school</p>	<ul style="list-style-type: none"> • Teachers monitor and drive interventions, with SENDCO overseeing, to raise the efficiency and impact of intervention, particularly in terms of timeliness, focus and recording • SENDCO provides CPD, support and guidance where required through staff meetings and 1:1 problem solving meetings • SLT create and review timetabling for HLTAs and LSAs following Pupil Progress Meetings and any changes in children's needs as they arise • Timetabling of chrome books for individual children in identified groups, in addition to class access, to support, motivate, develop and progress skills as a proven and effective resource. This will be for curriculum learning and where home learning is not supported. • Resourcing is reviewed and discussed, with additional physical or practical resources being purchased where required 	<p>Within SENDCo cost</p> <p>Within SENDCo cost</p> <p>Time cost only (SLT)</p> <p>8 Chromebooks purchased £375 x 8 = £3,000</p> <p>£500 Headphones, fidget toys, wobble cushions £343.3 (split with SEND £172 each)</p> <p>GL Assessment purchased £230</p> <p>Bug Club Books £956 13% PP £125</p>	<p>make progress from their starting points</p> <p>More Chromebooks purchased and identified for use by PP children.</p> <p>Enabling children to remain in whole class teaching, therefore not missing critical teaching input</p> <p>MORE INFO NEEDED</p> <p>Additional books required to supplement early reading</p>	
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PRIORITY 2: Providing enriching life experiences, inspiring and motivating learners

Focus: Engaging, motivating and rewarding good learning behaviours

Intention	Implementation, Intervention and Chosen Strategy	Cost	Impact in 2022-23	Intentions 2023-24
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 communicate individual positive small steps of progress and continue to reward above and beyond agreed School Rules and Learning Behaviours • Recognise milestones of ClassDojo points with individual post and share in Celebration Worship • Headteacher reward stickers • Celebration Worship certificates recognise the progress made in Learning Behaviours 	<p>No cost - free resource</p> <p>Stickers (main school budget)</p>		

Focus: Enriching life experiences

Children, including disadvantaged children and high attainers focus groups, are exposed to enriching language opportunities, authors and literature	<ul style="list-style-type: none"> • English SDP Priority to focus on Oracy, Reading and Writing to further enhance our language provision with daily experiences of exposure to vocabulary, a wide variety of quality texts and authors • Organise and subsidise costs for literature enrichment opportunities: <ul style="list-style-type: none"> ○ theatre performances and workshops, author visits and collaborative drama opportunities with CLP project and external or online events ○ Resources 4 Learning subscription to access HA reading materials, support guided reading and subject specific books to raise exposure to breadth of literature <p>Y6 to take part in Wells Festival of Literature 2022</p>	<p>Main budget cost</p> <p>Possible PTA contribution; fundraising for coach costs</p> <p>Main budget cost £3411 £443.43 funded by PP Grant 13%</p>	<p>Actual cost. Value of resources for T&L</p>	
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<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 (20 children x 24 sessions/year @ £2) • Subsidise class visits/workshops/trips (1/3 contribution of trip cost £20 x eligible children x 2/year) • Subsidise residential trip May 2022 • Subsidise swimming costs Summer Term 2022 • Subsidise swimming costs Autumn Term 2022 • Support music tuition for disadvantaged children who might not otherwise experience such an opportunity (contribution towards £18 session x 30/year for 3 Y3/4 children) <p>Review PP children's interests and possible clubs and activities available, out of school if appropriate</p> <ul style="list-style-type: none"> • Support external club cost for 3 children and equipment/clothing 	<p>£960 funded by PP Grant</p> <p>£133.33 funded by PP Grant</p> <p>11x£61.66=£678.26 From Sports Grant</p> <p>10x£25=£250 £18x3 = £54/wk X 30 wk/yr £1,620</p> <p>£7x3=£21 x 38 wk/yr = £798</p>		
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PRIORITY 3: Supporting emotional and social development, including vulnerable learners

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

Intention	Implementation, Intervention and Chosen Strategy	Cost	Implementation and Impact in 2022-23	Intentions for 2023-24
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	<ul style="list-style-type: none"> • SENDCO/Mental Health Lead to support staff training on SEMH concerns, strategies to support and review • Mental Health Lead to cascade further learning and initiatives from training undertaken in 2021-22 • Mental Health Lead/SLT to initiate support for vulnerable children with a MHST referral • Role of ELSA to be investigated, either through new member of staff with ELSA qualification if capacity is there, or through further rounds of recruitment 	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"> • Regular review of Class Behaviour Logs to identify any patterns or contexts of specific behaviours • HLTA/LSAs to run Social Skills and Behaviour groups within classes, directed by Teacher/SENDCO • Nurture Group work bridging year groups with identified children • Lunchtime unstructured times to include planned provision for specific support for identified children 	Time cost Currently within general staff budget		
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 • Promotion of outdoor areas to carry out different subject area learning. Timetable Forest School areas to ensure all children in all classes benefit • Resources 	Time cost only (staff meeting) Main budget		

<p>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</p>	<ul style="list-style-type: none"> • Additional development of Physical Activity Play Area, Nature Area and Wood Area as needed, for purposeful facilities. Areas timetabled to ensure all children in all classes benefit. Establish clear rules for different areas for structured and unstructured times • MDSAs to promote team games and personal challenges • Resources for learning activities 	<p>Main budget</p>		
<p>Focus: Improving parental support and attendance</p>				
<p>Improved support from individual parents relating especially to children identified as vulnerable or disadvantaged</p>	<ul style="list-style-type: none"> • Website maintenance to include clear information on ways parents can support at home • Home Learning explained clearly through Parent Welcome Meetings, information on website and recorded on Tapestry and ClassDojo as appropriate • After School Club to support children carrying out Home Learning tasks by providing an additional opportunity for core skills practice and reading • Teacher/Deputy/SENCo/Head conversations and meetings with parents to communicate home-school support ideas and strategies • Increase parental support for home learning. Provide in-school support if this is not available for those identified as vulnerable or disadvantaged 	<p>Time cost (teaching staff/SLT)</p> <p>Time cost (ASC staff)</p> <p>Time cost (teaching staff/SLT)</p>		
<p>Maintain attendance across the whole school, including identified children, whose attendance in 2021-22 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 • Publish attendance data to show the impacts of missing school for term time leave to reduce number of holidays taken in term time • Individual meetings or phone-calls between Head and parents to discuss attendance further reducing those in the persistent absenteeism category • Careful monitoring of absence due to illness/medical reasons 	<p>Time cost (Head/ Deputy/ Office administrator monitoring)</p>		

	<ul style="list-style-type: none"> • Involvement of Education Safeguarding Team when necessary (prevention of further escalation) 			
Support children to have sense of belonging and improved self-esteem as part of St Aldhelm's School	<ul style="list-style-type: none"> • Support with uniform, shoes, PE kit costs 	£1,000	No requests for support to buy uniform; PTA second hand uniform used	

Contingency amount of £2,549.82 at 30.09.22