

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged 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 of pupil premium had within our school.

## School overview

Detail	Data
School name	Bishop Aldhelm's CE Primary School
Number of pupils in school	617
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 based on 2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Scott Tait, Headteacher
Pupil premium lead	Lizzie Sharpe, Deputy Headteacher
Governor / Trustee lead	Su Spence

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,570
Recovery premium funding allocation this academic year	£16,095
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£160,665</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Bishop Aldhelm's we use Pupil Premium funding to support and enhance the learning opportunities for our disadvantaged children. We recognise that family situations can be complex and that there is not a 'one size fits all' approach. Therefore the use of Pupil Premium covers a range of initiatives across the school to meet the challenges faced.

### Bishop Aldhelm's Core Principles Our Approach to Supporting Disadvantaged Learners

*We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.*

#### 1) To know each pupil and meet their individual needs

- Venn diagrams to identify type of provision required.
- Regular progress meetings
- DoCo contains all data that can be used, readily by teachers and SLT.

#### Quality teaching for all: To ensure all pupils have access to highest quality teaching

##### 2) To enrich the vocabulary and experiences of all pupils

- All subjects start with vocabulary
- Knowledge organisers and long term plans focus on vocabulary
- Clearly displayed in classrooms
- Private Speech and Language Therapist
- Pre-teaching context and vocabulary lessons

#### 3) For children to have resilience and stickability in order to challenge themselves

- Learning values shared explicitly with children.
- Stormbreak sessions in all classes and as interventions
- Learning mentors in KS2

#### 4) To close the gap as early as possible by focussing resources on the entry year to school.

- Speech and language therapist focus.
- TalkBoost and TalkAbout intervention
- Focused interventions and support

#### Targeted support: To ensure that those who are behind catch up

Loved by God



United in Learning

#### 5) To have a relentless and persistent focus on making every year count.

*No pupil leaves a year group without an understanding of the essential knowledge, skills and vocabulary that has been taught that year.*

- Issues identified quickly and actions put in place
- Regular planned formal and informal monitoring quickly identify any areas where further work is needed.
- Remember posters and knowledge organisers with key knowledge, skills and vocabulary shared in school and at home.

#### To address barriers that may affect pupil's ability to access learning and the wider curriculum

#### 6) For disadvantaged pupil to have an attendance rate in line with national expectations

- Work with Family Support Worker.
- Attendance letters and meetings.
- Individualised support

#### 7) To provide resources and experiences to disadvantaged pupils to allow them to access their learning

- Positive discrimination with regards to clubs and interventions.
- Pre-teaching context sessions
- Real-life learning opportunities/ tasks around school.

#### 8) To support all pupils who we feel are disadvantaged, regardless of whether or not they receive the pupil premium

- Funding towards all trips
- 3 non-fiction topic focused books to keep a year

### Principles:

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support children in receipt of pupil premium to achieve that goal, including progress for those who are already high attainers.
- We ensure that teaching and learning opportunities meet the needs of our pupils in receipt pupil premium.
- 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 adequately 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.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Ultimate Objectives:**

- To close the attainment gap between children in receipt of pupil premium and those that don't, nationally and also within internal school data.
- For all children in receipt of pupil premium in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths in order to not limit their life chances.

We aim to meet these objectives by ensuring that this strategy is embedded in our school improvement plan, performance management and our recovery plan.

## **Challenges**

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Low attainment + gap between peers on entry to the Early Years Foundation Stage in communication and interaction, PSED, Literacy, maths and understanding of the world. This includes children's phonics knowledge on entry into school. Research shows that children in receipt of pupil premium may not develop phonological awareness and vocabulary at the same rate as other pupils, due to exposure to fewer words spoken and books read at home.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	<p>Our assessments and observations show that our children in receipt of pupil premium's reading comprehension skills and confidence in reading are behind those who are not in receipt of pupil premium funding. Following an analysis of reasons, it is felt that this is due to lack of additional reading.</p> <p>There is a difference in the level of engagement (parental support) in home learning of children in receipt of pupil premium, including reading at home.</p> <p>Research shows that disadvantaged pupils may not develop phonological awareness and vocabulary at the same rate as other pupils, due to exposure to fewer words spoken and books read at home.</p>
5	Attendance of our children in receipt of pupil premium had improved prior to Covid-19 and the gap between our children in receipt of pupil premium and those without had reduced. However since schools have returned, there has been an increase in PA of this group. Our assessments and observations indicate that absenteeism is negatively impacting children in receipt of pupil premium's progress.
6	Observations and discussions with children highlight the difference in external cultural capital experiences both on arrival in school and throughout children in receipt of pupil premium's time at Bishop Aldhelm's due to externally accessed opportunities.

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children in receipt of pupil premium in EYFS make accelerated progress to close gaps with their peers in communication and interaction, PSED, Literacy, maths and understanding of the world.	<p>Aim for 100% of children in receipt of pupil premium to achieve ELG in:</p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening, attention and understanding</li> <li>• Self-regulation</li> <li>• Managing self</li> <li>• Word reading</li> <li>• Number</li> </ul>
Improved oral language skills and vocabulary among children in receipt of pupil premium.	<p>Identified pupils in EYFS receive WellComm and SALT support, overseen by the speech therapist and SENCo.</p> <p>These children will make accelerated progress in their speech and language, bringing their skills in line with their peers therefore achieving their ELG in:</p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening, attention and understanding</li> </ul>
Improved reading, writing and maths attainment among children in receipt of pupil premium.	In all year groups 100% of children in receipt of pupil premium make at least expected progress in reading, writing and maths.

	<p>In all year groups at least 25% of children in receipt of pupil premium make accelerated progress to narrow the gap between their peers.</p> <p>Targeted tuition will support those identified as having lower prior attainment or who are at risk of falling behind to make accelerated progress.</p>
Children in receipt of pupil premium will be able to demonstrate comprehension skills in line with their peers.	<p>KS2 reading outcomes show that more than 75% of children in receipt of pupil premium met the expected standard.</p> <p>Children in receipt of pupil premium will acquire the necessary skills for reading and understanding challenging texts.</p>
Children in receipt of pupil premium will demonstrate a love of reading.	<p>Children in receipt of pupil premium evidently love reading- captured through pupil voice and observed attitude towards reading.</p> <p>Children are able to name books that they love to read or hear read.</p> <p>All children in receipt of pupil premium funding will read with the designated reading TA at least 1 every two week (once a week if below ARE).</p> <p>Monitoring shows all children in receipt of pupil premium have an opportunity to share their Love of Reading book with either home or a school adult.</p>
Children in receipt of pupil premium will, as a result of targeted phonics teaching, interventions and vocabulary teaching be able to decode and read well, reading at least in line with age related expectations.	<p>Children in receipt of pupil premium will continue to achieve a phonics score in line with their peers.</p> <p>Use of Essential Letters and Sounds Phonics Scheme, a systematic, synthetic phonics approach to teaching phonics will result in all pupils, including children in receipt of pupil premium, learning to decode well and read in line with age related expectations.</p> <p>Children in receipt of pupil premium will, as a result of targeted phonics teaching, interventions and vocabulary teaching, be able to decode and read well, reading at least in line with age related expectations.</p>
To achieve and sustain improved attendance for all pupils, particularly our children in receipt of pupil premium.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between children in receipt of pupil premium and their peers being reduced to no more than 2%.</li> <li>the percentage of children in receipt of pupil premium who are persistently absent being below 8%.</li> </ul>

Children in receipt of pupil premium have the same available opportunities to experience outside of school opportunities as non-disadvantaged children.	<p>All children in receipt of pupil premium offered extra curricula clubs.</p> <p>At least 80% of children in receipt of pupil premium attend an extra curricula club of their choice.</p> <p>Personal contact made where children don't sign up to see if adaptations can be made.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>All staff to ensure high expectations and standards for pupil premium pupils</u></b></p> <ul style="list-style-type: none"> <li>– A named governor will oversee and monitor provision for children in receipt of pupil premium.</li> <li>- In school, the Deputy Headteacher, Lizzie Sharpe, will lead and manage pupil premium provision ensuring that - all staff are aware of which pupil are eligible for pupil premium - all staff make use of a clear assessment system to track the progress of children with pupil premium</li> <li>- all staff ensure that day to day teaching meets the needs of children with pupil premium and that feedback first is used to give children with pupil premium pupils specific, accurate and clear guidance. This will be monitored through observations to see the impact. Support will be offered in PPA where required.</li> <li>- in each class, pupils' needs are identified and met, including those of more able children in receipt of pupil premium through planned additional support developed from Venn diagrams</li> <li>- all staff actively target children in receipt of pupil premium to ensure that they have opportunities to engage and take part in wider extra-curricular opportunities and resources required to achieve well. For example, staff to monitor extra-curricular opportunities inside and outside of school.</li> </ul>	<p>Research shows that stereotypical views of disadvantaged pupils can result in lower expectations and in turn educational outcomes for disadvantaged pupils.</p> <p>A member of staff and governor with a specific role to monitor and oversee provision for pupil premium pupils will ensure that all staff are aware of who our disadvantaged pupils are and have high expectations that impact positively on educational outcomes for them and wider aspects of life.</p> <p>School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018) found that high performing schools ensure all staff are</p>	All

<ul style="list-style-type: none"> <li>- CPD focused on pupil premium, high expectations and growth mindset.</li> </ul>	<p>confident in handling data and using data to inform their practice.</p> <p><a href="#">Teacher Feedback to Improve</a></p> <p><a href="#">Pupil Learning   EEF</a></p>	
<p><b><u>Use the Essential Letters and Sounds Phonics Scheme (a DfE validated systematic synthetic phonics programme-</u></b> a systematic, synthetic phonics approach to teach phonics</p> <ul style="list-style-type: none"> <li>- Ensure all staff complete phonics training</li> <li>- Purchase Essential Letters and Sounds resources for use in Year R, 1 and 2.</li> <li>- All EYFS and Key Stage 1 staff to receive training on Essential Letters and Sounds</li> <li>- Carefully monitor progress to ensure that the delivery of the phonics programme is responsive and provides extra support where necessary.</li> <li>- All classes to explicitly teach new vocabulary- Tier 2 and 3 words.</li> <li>- Leaders time allocated for the training staff and monitoring of the phonics teaching.</li> <li>- Keep up sessions are timetabled for same day interventions. Staff leading these sessions are appropriately trained.</li> <li>- Additional phonic books to embed phonic skills in reading. Additional books available for those who do not have access at home.</li> </ul>	<p>The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning. Targeted teaching of vocabulary will aim to improve disadvantaged pupils knowledge of vocabulary.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p><b><u>CPD opportunities for all staff</u></b></p> <ul style="list-style-type: none"> <li>- Coaching available for all staff</li> <li>- Training available through NPQs for middle leaders to engage in research and lead pupil premium based projects.</li> <li>- Coaching conversations focused on children in receipt of pupil premium, reflecting on the impact in teaching.</li> </ul>	<p>School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018) recommend that schools -provide opportunities for aspiring middle leaders to engage with research and policy and use this as a basis to drive innovation within their departments.</p>	1, 2, 3, 4
<p><b><u>Standardised assessments</u></b></p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct</p>	1, 3, 4



<p>Mark analysis is used to adapt future planning and to identify those who need additional intervention. Children in receipt of pupil premium will have priority in accessing these interventions.</p> <p>Leader's time to look at children in receipt of pupil premium and look at how planning is adapted as a result of the gap analysis.</p>	<p>additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil conferencing for identified children to work through specific gaps in learning.	The Education Endowment Foundation (EEF) reports that studies in England show that disadvantaged pupils receive additional benefits from one-to-one tuition. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	All
1:1 reading for all children in receipt of pupil premium: 4 times a week for those below ARE. Once every two weeks for those ARE and GD. Dedicated PP reading TA.	This will bring the amount of times that children read at home up to the amount of times the school expects. This number is based on research showing that found a student's level of reading engagement was more highly correlated with their reading achievement than their socioeconomic status, gender, family structure, or time spent on homework. In fact, students with the lowest socioeconomic background but high reading engagement scored better than students with the highest socioeconomic background but low reading engagement.	3, 4
Shine intervention, focusing on reading comprehension for selected children in receipt of pupil premium in KS2.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves <a href="#">Reading comprehension strategies   EEF - Education ...</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4
Wellcomm and SALT therapist for support	Language is the foundation of education and is vital for social and emotional development. Children with poor oral language are at high risk	1 and 2



with communication and language.	<p>of poor literacy and hence, educational failure. They can also experience difficulty in communicating to make friends, to join in activities and to express their feelings. While there is no 'quick fix', there is robust evidence that interventions which target oral language skills do have significant potential for improving educational outcomes by strengthening children's understanding, speaking and reading comprehension skills. Professor Maggie Snowling CBE</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Additional ELS phonics sessions targeted at children in receipt of pupil premium who require further phonics support in order to 'keep up'.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3, 4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Topic based reading books for all children in receipt of pupil premium to help with prior learning to develop schemas starting to topics.	<p>Research shows that readers who have a strong knowledge of a particular topic, both in terms of quantity and quality of knowledge, are more able to comprehend a text than a similarly cohesive text for which they lack background knowledge. This was evident for both skilled and low skilled readers (Marr &amp; Gormley, <u>1982</u>; Reutzel &amp; Morgan, <u>1990</u>; Taft &amp; Leslie, <u>1985</u>).</p> <p>The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Targeted teaching of comprehension skills will address this potential barrier.</p>	3, 4
Laptops provided to any children in receipt of pupil premium who does not have access to technology at home.	70% of our children in receipt of pupil premium funding don't have access to a device or have to share one device between siblings to complete home learning. As a result, parents report that finding time to complete home learning is	4

	challenging and therefore often the children don't do it.	
All children in receipt of pupil premium to be offered a free extra curricula club through the year.	EEF + 3 months <a href="#">Arts participation   EEF</a> Amongst high-performing primary schools these strategies included: • subsidising trips and extra-curricular activities for disadvantaged pupils; School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018).	6
Jobs clubs for identified year 6 children in receipt of pupil premium.	Previously successful at raising attainment, increasing attendance and improving self-esteem <a href="#">Mentoring   EEF - Education Endowment Foundation</a>	2, 3, 4, 5 and 6
Pastoral care worker focusing on attendance	This was successful last year, where we saw a reduction in PA.	5
Attendance- parent meetings + breakfast club offers	Includes finding personalised approaches for families who are struggling. <a href="#">Parental engagement   EEF - Education Endowment Foundation</a>	5
Texts to parents of children in receipt of pupil premium in addition to letters for key events, including extra curricula club invites.	We have found that this is the most successful way of communicating with our pupil premium parents in the past. <a href="#">Parental engagement   EEF - Education Endowment Foundation</a>	3, 4 , 5 + 6
Subsidised school trips so that all children are able to attend.	Amongst high-performing primary schools these strategies included: • subsidising trips and extra-curricular activities for disadvantaged pupils; School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018).	6
Pupil Premium funding is used to support additional activities and resources e.g., additional workshops purchase of equipment, uniform etc.		

**Total budgeted cost: £161,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

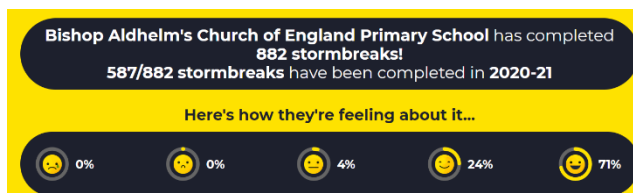
See Pupil Premium Strategy 2020-2021 for a break down of the impact against targets.

Our internal assessments during 2020/21 showed that when in school, disadvantaged pupils performed well and made strong progress. However, as evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

There were successes in our phonic scores in June 2021 for both Year 1 and 2. A mock assessment of phonics in Year 1 showed 85% of pupils 'passed' their phonic check. 85% of children who receive pupil premium funding also achieved this check showing no gap between them and their peers. 95% of Year 2 pupils passed their phonic check. 95% of children who receive pupil premium funding also achieved this check showing no gap between them and their peers.

Although overall attendance in 2020/21 was lower than in the preceding years at 94.4%, it was higher than the national average. At times when all pupils were expected to attend school, persistent absence among disadvantaged pupils was 16.9% (7.8% higher than their peers). These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required both whilst at home during partial school closures and when children fully returned to school. All children took part in Stormbreaks at least 3 times a week. Identified children also took part in Stormbreak focus sessions with the pastoral care worker both online and when back in school. The percentages below show how children felt after the sessions:



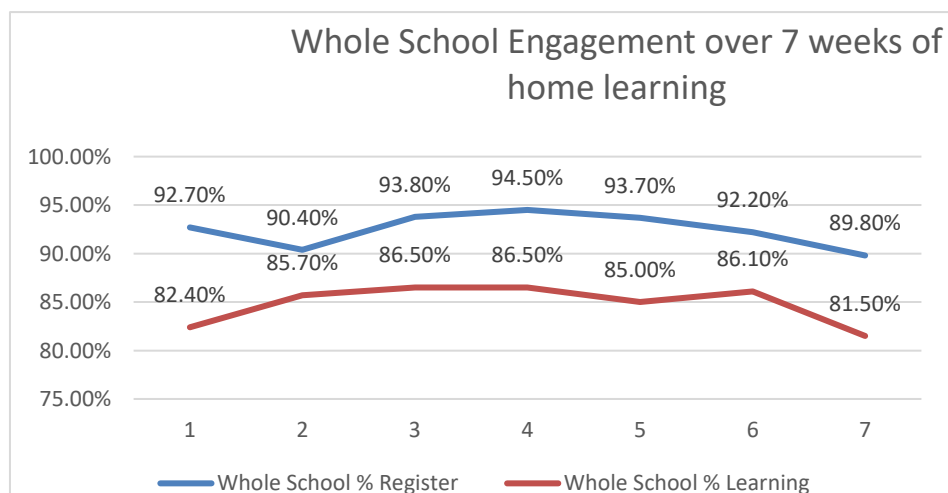
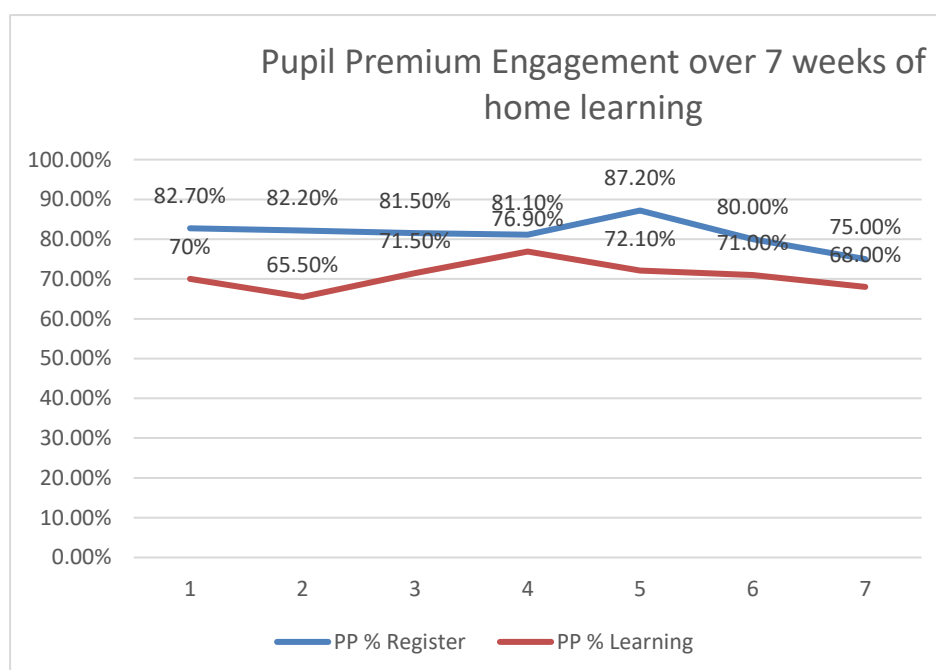
Pupil Premium funding was allocated during partial school closures based on the 3 R's:

**Restoration** into school life

### Securing Relationships

Relationships are a driver of human development (Osher et al 2019). Relationships between and among children and adults are a primary process through which biological and contextual factors influence and mutually reinforce each other. Relationships that are reciprocal, attuned, culturally responsive, and trustful are a positive developmental force between children and their physical and social contexts. Such relationships help to establish idiographic developmental pathways that serve as the foundation for lifelong learning. (Bornstein & Leventhal, 2015; Bronfenbrenner & Morris, 2006).

**Responding** to need



Action	Impact
<p>Restoration:</p> <ul style="list-style-type: none"> <li>Additional phone calls by deputy head to parents and PP children who had not engaged in as much learning prior to returning + check-ins throughout the week</li> </ul>	<p>All parents and targeted pupils grateful for the contact.</p> <p>All targeted children back in, on time, on the first morning back.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> <li>continued group Facetimes</li> <li>All PP children contacted weekly by pastoral and inclusion team</li> </ul>	<p>Increase in % of PP children engaging in online sessions and completing work.</p> <p>All PP children returned to school on time.</p>
<p>Responding to need:</p> <ul style="list-style-type: none"> <li>All PP families offered laptops and additional internet</li> <li>Food parcels + vouchers</li> <li>Resource packs delivered</li> </ul>	<p>All children in school had access to technology to complete their work.</p>

## Externally provided programmes

Programme	Provider
3 <sup>rd</sup> Space 1:1 Maths Tuition for Year 5 children	3 <sup>rd</sup> Space Learning

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our pastoral care worker ran sessions on Little Troopers. She was also available for children when they required additional support at times of parental deployment/when returning home.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children's wellbeing remained more stable through the year.</p> <p>Parents were open with the school when a parent was going away or coming back.</p> <p>Children consistently accessed their education throughout their parents deployment.</p>