

Pupil Premium Strategy St Andrew's Church School 2018-2019

Summary information					
School	St Andrew's Church School, Bath				
Academic Year	2018-2019	Total PP budget	£54,760	Date of most recent PP Review (external or Internal)	October 2018
Total number of pupils	205	Number of pupils eligible for PP	40 (2 LAC) 23 PP+SEND 5 PP+SEND+EAL	Date for next internal review of this strategy	June 2019

Current attainment (2017-2018)

	Attainment						Progress					
	Reading		Writing		Maths		Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
EYFS	17% (0)	75% (0)	17% (0)	75% (0)	50% (0)	80% (0)	+4.3	+4.5	+3.8	+4.0	+5.0	+4.5
Phonics	83%	100%										
Year 2	40% (0)	63% (0)	40% (0)	67% (0)	60% (0)	67% (8%)	+2.9	+3.3	+2.8	+3.7	+3.5	+3.5
Year 6							+3.5	+2.9	+3.4	+4.2	+2.9	+3.6

TARGETS 2018-2019

	Attainment					
	Reading (GD)		Writing (GD)		Maths (GD)	
	PP	Non PP	PP	Non PP	PP	Non PP
EYFS (6 PP)	17%	73%	17%	50%	33%	64%
Phonics (6 PP)	17%	75%	-	-	-	-
Year 2 (6 PP)	67% (0)	79% (19%)	50% (0)	74% (38%)	50% (0)	84% (25%)
Year 6 (4 PP)	50% (25%)	67% (17%)	75% (0%)	67% (50%)	50% (25%)	67% (17%)

Y6 targets:

81% Reading (44% GD)

69% Writing (44% GD)

75% Maths (38% GD)

69% all three

Y1 Phonics: 73%

End of Year attainment: 2019

	Attainment					
	Reading (GD)		Writing (GD)		Maths (GD)	
	PP	Non PP	PP	Non PP	PP	Non PP
EYFS (8 PP)	63%	82%	63%	77%	63%	86%
Phonics (7 PP)	14%	73%	-	-	-	-
Year 2 (6 PP)	67% (0)	77% (24%)	50% (0)	71% (24%)	33% (0)	71% (12%)
Year 6 (4 PP)	75% (25%)	75% (58%)	75% (0%)	67% (50%)	75% (25%)	67% (42%)

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | A number of PP children (23) also have specific educational needs including social and emotional |
| B. | Some PP children have delayed language development and poor oracy skills |
| C. | Sharper focus upon PP children to ensure interventions are tailored to their needs |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Poor attendance (of the 40 PP children 25 (63%) have attendance below 96%) |
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Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Along with QFT, Thrive and other therapeutic and nurturing measures are in place promptly address children's needs effectively	Good progress is sustained and the attainment gap is diminished
B.	Philosophy for Children used as a key tool in improving oracy skills; classrooms are language rich environments	P4C has significant impact upon children's language development – evidenced through Writing and during oral sessions
C.	Quality First Teaching targets gaps and PIT stops/conferencing is used to close gaps in learning	In year rates of progress are seen during Pupil Progress meetings and at the end of the Key Stage
D.	Attendance of identified children is monitored closely and improvements are seen quickly	Attendance is consistently above 95%

Planned expenditure (reference BWMAT Trust Strategy Overview)

1. Quality First Teaching and Curriculum

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
1:1 conferencing/PIT stops/feedback	EEF+8 months Pupils have high quality 121 timely interaction with the class teacher and TAs/HLTAs (where available) each day. Highly focussed marking and feedback ensures children's needs met quickly and gaps closed.	£27000	<ul style="list-style-type: none"> • Analysis/monitoring of impact in children's work • Pupil Progress meetings and RBL meetings • Discussions with teachers/marketing and feedback research 	TS	Termly
Philosophy for Children/high quality feedback and collaborative learning	EEF+8 months EEF+5 months Embed last year's investment in P4C and roll out across the school effectively. Teacher training (in house) to ensure quality of provision. Pupils have opportunities to work collaboratively in the class and across the school; enhancing spoken language skills and Writing.	£4500	<ul style="list-style-type: none"> • Staff training set up Autumn/Spring/Summer • Learning Walks • TH demo sessions • Pupil Voice • Reading Buddies, cross curriculum events (STEAM) vertical groupings, KS1/KS2 pairings • Attainment and progress in Writing (and Oracy) improved 	TH	April 2019
Total budgeted cost					£31500

2. Targeted Support

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Training: Thrive, SENDCo Support	The Thrive approach has clear impact upon vulnerable learners (esp EYFS intervention EEF+5 months and Social Emotional needs identified and met). Training required for new staff and another Thrive practitioner. Teacher and TA training required to ensure provision is equitable and of high quality throughout the school. Changes in staffing structure may require additional SENDCo support.	£10000	<ul style="list-style-type: none"> • Training cascaded to all members of the school team • Track progress using Thrive assessment tool 	CB/JRS	July 2019

SATS Booster sessions/Homework Club	Booster support for PP children in Y6 needing to reach GD or those that are 'cusp' or at risk. Homework club offered each week (Jan – May) to consolidate/extend and support children.	£2000	<ul style="list-style-type: none"> • Timetabled, carefully selected groups and staff, data analysis/tracking 	TS/TH	July 2019
Total budgeted cost					£12000
3. Attendance					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Resources	Attendance of some PP children is consistently below 96%. New policy and approach in place to improve attendance throughout the school (regular analysis and tracking, parent support, involvement of CME, Governor link, front-line support)	£1500	<ul style="list-style-type: none"> • Regular analysis of attendance figures and clear communication with families • Following policy • Reporting to Governors • Staff involvement 	JRS/Office	Termly
Total budgeted cost					£1500
4. Enrichment					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Nurture	Historically we have offered Breakfast Club/nurture activity groups to children/families in order to support them in getting to school on time and ready to learn.	£4000	<ul style="list-style-type: none"> • Attendance monitored • Impact on learning behaviours monitored 	JRS/Office	June 2019
School visits/trips/residentials	There are many extra opportunities during the year to enhance the curriculum – trips to the egg, visits to local museums, School Without Walls projects and Y6 residential – as well as before and after school activities. Some families require support in order to access these.	£2500	<ul style="list-style-type: none"> • Record of events attended and supported • Monitor impact on learning – Pupil Voice 	TS	June 2019
Total budgeted cost					£6500

Review of expenditure		
1. Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
P4C training has enabled staff to deliver this strategy more effectively and, through Book Looks and Learning Walks as well as Pupil Voice discussions, children's articulatory, vocabulary and spoken language skills are noticeably improving. 1-2-1 interactions with the class teacher had a huge impact on Y6 children in particular and gaps were successfully closed. See data above. New Marking Policy in place (June 2019) and will roll out fully from September, following extensive research and discussion. Marking Policy age appropriate from EYFS, KS1, KS2.	Not clear whether parents have a good understanding of P4C. New members of staff will need input for Sept 2019 and, through CPD programme, we will have greater consistency. Consider timetabling to ensure more 1-2-1 time for children with the class teacher. PIT stops will continue. Ensure flexibility around which children need input ('scoop group') – this could be for challenge/GD as much as for support.	£31,500
2. Targeted 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
Thrive work has had a significant impact on several children's ability to access the school day and to be able to self-regulate (using Thrive assessment tool). The new Thrive Room has enabled this important work to take place in a safe and appropriate space. Training to all staff revealed different levels of understanding and experience amongst the team. This will be addressed next year to ensure all staff have a consistent approach and shared language.	Continue to invest in Thrive as a whole school approach. Further training for all staff and build a portfolio of case studies demonstrating impact on children of their Thrive interventions. Full time SENDCo from Sept. Completed Thrive training and will work most afternoons with groups of children across the school. Supervision – key staff need set aside time for this on a regular basis.	£12,000
3. Attendance		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
92.3% attendance for PP children 94.63% attendance for Non-PP children	Continue to work with families on increasing attendance. Persistent absenteeism is decreasing. Celebrating attendance will remain but we will include children whose attendance is 'excellent' but not quite 100% due to illness. Trial use of children wearing slippers when inside the building. Does this affect attendance positively?	£1500
4. Enrichment		
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>Between 9-18 children attend Breakfast Club with 20-40% of the children being PP children. The PP children are regular attendees and it has helped all children to have a settled start to the day.</p> <p>Throughout the year, all children have been able to access enrichment activities such as visits to the egg, trips to local museums, School Without Walls locations (Holburne, Bath School of Art and Design etc), Y6 residential trip, sports festivals and after school clubs.</p>	<p>Breakfast Club leader is retiring, and a new lead has been appointed. He is keen to establish more Thrive/nurture activities during this important start to the day.</p> <p>Continue to support families who may not be able to access these opportunities. Consider effective ways to monitor impact of this.</p>	£6500
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