

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

Summary information					
<b>School</b>	St Andrew's Church School, Bath				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£54,760	<b>Date of most recent PP Review (external or Internal)</b>	October 2018
<b>Total number of pupils</b>	205	<b>Number of pupils eligible for PP</b>	40 (2 LAC) 23 PP+SEND 5 PP+SEND+EAL	<b>Date for next internal review of this strategy</b>	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
<b>EYFS</b>	17% (0)	75% (0)	17% (0)	75% (0)	50% (0)	80% (0)	+4.3	+4.5	+3.8	+4.0	+5.0	+4.5
<b>Phonics</b>	83%	100%										
<b>Year 2</b>	40% (0)	63% (0)	40% (0)	67% (0)	60% (0)	67% (8%)	+2.9	+3.3	+2.8	+3.7	+3.5	+3.5
<b>Year 6</b>							+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
<b>EYFS (6 PP)</b>	17%	73%	17%	50%	33%	64%
<b>Phonics (6 PP)</b>	17%	75%	-	-	-	-
<b>Year 2 (6 PP)</b>	67% (0)	79% (19%)	50% (0)	74% (38%)	50% (0)	84% (25%)
<b>Year 6 (4 PP)</b>	50% (25%)	33% (67%)	75% (0%)	17% (58%)	50% (25%)	25% (50%)

**Y6 targets:**

81% Reading (44% GD)

69% Writing (44% GD)

75% Maths (38% GD)

69% all three

Y1 Phonics: 73%

### 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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|-----------|--|
| <b>A.</b> | A number of PP children (23) also have specific educational needs including social and emotional |
| <b>B.</b> | Some PP children have delayed language development and poor oracy skills                         |
| <b>C.</b> | 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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|-----------|--|
| <b>D.</b> | 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>
<b>A.</b>	Along with QFT, Thrive and other therapeutic and nurturing measures are in place promptly address	Good progress is sustained and the attainment gap is diminished

	children's needs effectively	
<b>B.</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
<b>C.</b>	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
<b>D.</b>	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**

<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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"> <li>• Analysis/monitoring of impact in children's work</li> <li>• Pupil Progress meetings and RBL meetings</li> <li>• Discussions with teachers/marketing and feedback research</li> </ul>	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"> <li>• Staff training set up Autumn/Spring/Summer</li> <li>• Learning Walks</li> <li>• TH demo sessions</li> <li>• Pupil Voice</li> <li>• Reading Buddies, cross curriculum events (STEAM) vertical groupings, KS1/KS2 pairings</li> <li>• Attainment and progress in Writing (and Oracy) improved</li> </ul>	TH	April 2019
<b>Total budgeted cost</b>					£31500

**2. Targeted Support**

<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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"> <li>• Training cascaded to all members of the school team</li> <li>• Track progress using Thrive assessment tool</li> </ul>	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"> <li>• Timetabled, carefully selected groups and staff, data analysis/tracking</li> </ul>	TS/TH	July 2019
<b>Total budgeted cost</b>					£12000
<b>3. Attendance</b>					
<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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"> <li>• Regular analysis of attendance figures and clear communication with families</li> <li>• Following policy</li> <li>• Reporting to Governors</li> <li>• Staff involvement</li> </ul>	JRS/Office	Termly
<b>Total budgeted cost</b>					£1500
<b>4. Enrichment</b>					
<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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"> <li>• Attendance monitored</li> <li>• Impact on learning behaviours monitored</li> </ul>	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"> <li>• Record of events attended and supported</li> <li>• Monitor impact on learning – Pupil Voice</li> </ul>	TS	June 2019
<b>Total budgeted cost</b>					£6500

Review of expenditure		
<b>1. Quality First Teaching and Curriculum</b>		
<b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>2. Targeted Support</b>		
<b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>3. Attendance</b>		
<b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>4. Enrichment</b>		
<b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

1. Additional detail
In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.