

Pupil Premium Strategy St Andrew's Church School 2019-2020

Timeline

Date	Action
July 2019	Review disadvantaged v non disadvantaged at KS1 and KS2
September 2019	Pupil Premium Leads meeting Finalise your Pupil Premium Impact Statement Write Pupil Premium strategy Share with staff and governors Upload to school website and share with RDLA
February 2020	Mid - year review of Pupil Premium strategy Share Pupil Premium review with governors
April 2020	Pupil Premium Leads meeting – planning for 2020-21
July 2020	Review disadvantaged v non disadvantaged at KS1 and KS2

Pupil Premium Strategy St Andrew's Church School 2019-2020

Summary information					
School	St Andrew's Church School				
Academic Year	2019 - 2020	Total PP budget	£60,380	Date of most recent PP Review (external or Internal)	June 2019
Total number of pupils	215	Number of pupils eligible for PP	44 + 1 LAC (23 SEN, 17 EAL, 6 EAL and SEN, 5 EHCPs)	Date for next internal review of this strategy	Feb 2020

Attainment (2018-2019)

EYFS GLD		Reading exp		Writing exp		Maths exp	
PP children (7)	Non-PP Chn (23)						
57%	63%	57%	78%	55%	78%	57%	82%

Phonics Year 1		KS1 Reading ARE +		KS1 Writing ARE+		KS 1 Maths ARE +	
PP children (7)	Non-PP Chn (23)	PP children (7)	Non-PP Chn (17)	PP children (6)	Non-PP Chn (17)	PP children (6)	Non-PP Chn(17)
(1) 25%	(16) 55%	(4) 66%	(13) 76%	(3) 50%	(11) 65%	(2) 33%	(12) 71%
		KS1 Reading GD		KS1 Writing GD		KS 1 Maths GD	
		(1) 17%	(3) 18%	(0) 0%	(4) 66%	(2) 12%	(0) 0%

KS2 RWM combined ARE +		KS2 Reading ARE +		KS2 Writing ARE+		KS 2 Maths ARE +	
PP children (4)	Non-PP Cn (12)	PP children (4)	Non-PP Chn (12)	PP children (4)	Non-PP Chn (12)	PP children (4)	Non-PP Chn (12)
(3) 75%	(8) 67%	(3) 75%	(10) 83%	(3) 75%	(8) 67%	(3) 75%	(9) 75%
		KS2 Reading GD		KS2 Writing GD		KS 2 Maths GD	
		(1) 25%	(8) 66%	(0) 0%	(6) 50%	(1) 25%	(6) 50%

Targets (2019-2020)

EYFS GLD		Reading exp		Writing exp		Maths exp	
PP children (1/5)	Non-PP Chn (8/24)	PP children (3/5)	Non-PP Chn (16/24)	PP children (3/5)	Non-PP Chn (14/24)	PP children (4/5)	Non-PP Chn (20/24)
20%	33%	60%	67%	60%	58%	80%	83%

Phonics Year 1		KS1 Reading ARE +		KS1 Writing ARE+		KS 1 Maths ARE +	
PP children (8)	Non-PP Chn (20)	PP children (7)	Non-PP Chn (22)	PP children (7)	Non-PP Chn (22)	PP children (7)	Non-PP Chn(22)
(5/8) 63%	(19/28) 68%	(3) 42%	(16) 72%	(3) 42%	(16) 72%	(5) 72%	(16) 72%
		KS1 Reading GD		KS1 Writing GD		KS 1 Maths GD	
		(1/7) 14%	(7/20) 35%	(1/7) 14%	(6/20) 30%	(2/7) 29%	(9/20) 45%

KS2 RWM combined ARE +		KS2 Reading ARE +		KS2 Writing ARE+		KS 2 Maths ARE +	
PP children (8)	Non-PP Cn (21)	PP children (8)	Non-PP Chn (21)	PP children (8)	Non-PP Chn (21)	PP children (8)	Non-PP Chn (21)
(1) 12%	(12) 57%	(2) 25%	(13) 61%	(1) 12%	(16) 76%	(4) 50%	(17) 81%
		KS2 Reading GD		KS2 Writing GD		KS 2 Maths GD	
		(1) 25%	(8) 66%	(0) 0%	(6) 50%	(1) 25%	(6) 50%

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	51% PP children also have SEND – SEMH is the primary need for the majority of the PP children with SEND. The school currently has 9 EHCPs and 3 children with High Needs Top Up Funding. 55% of our EHCP children are PP.	
B.	38% of PP children also have EAL (of which 13% also have SEND) – poor oracy skills and language development	
C.	Reduction in support staff (due to budget constraints) means that Quality First Teaching and careful staff deployment is essential in ensuring PP children’s needs are identified quickly and interventions are carefully tailored to ensure good progress from each child’s starting points	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance - 20 out of the 45 (44%) PP children have attendance below 97%. 32 out 45 PP children have significant external barriers (historic and/or present) including 4 children with refugee status and 9 with social care involvement (4 with CP Plans in place)	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Thrive and other therapeutic and nurturing measures are in place to promptly address children’s needs effectively	Good progress in Thrive scores which is sustained to enable access to learning and good progress from prior attainment or their potential Reduction in the number of referrals that need to be made to the Bath Behaviour Panel. Reduced behaviour incidents.
B.	Philosophy for Children used as a key tool in improving Oracy skills; classrooms are language rich environments and a focus upon early reading ensures children from FS to Y2 learn to read effectively and acquire language rapidly	P4C has significant impact upon children’s language development – evidenced through Writing and during oral sessions Children in EYFS/Y1 make rapid progress in their reading development and by the end of Y2 all children have passed the PSC
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 PP children across the school will make good or better progress
D.	Attendance of identified children is monitored closely, and improvements are seen quickly	Attendance is consistently above 97%

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 + CPD throughout the year for teaching staff (QFT, Metacognition, 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. EEF states 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and therefore CPD for all teaching staff around QFT will benefit all pupils	£27000	<ul style="list-style-type: none"> Analysis/monitoring of impact in children's work Pupil Progress meetings and RBL meetings Pupil Voice CPD programme developed for the year based upon staff needs 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, language acquisition 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/KS	April 2020
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?

<p>Training: Thrive, SENDCo Support, Bath Behaviour Panel, Parenting Course targeting PP families</p>	<p>The Thrive approach has clear impact upon vulnerable learners (esp. EYFS intervention EEF+5 months and Social Emotional needs identified and met). EEF +7 months metacognition and self-regulation Ongoing training required for staff and another Thrive practitioner to ensure provision is equitable and of high quality throughout the school.</p> <p>Provision of designated Thrive Room and maintenance of resources to ensure children have a safe and appropriate space for effective sessions.</p> <p>Full time Inclusion Lead (Thrive Practitioner) with SENDCo mentoring support weekly. Attendance at Mental Health First Aider course for Inclusion Lead and TA to support staff wellbeing to enable the effective delivery of Thrive across the school, particularly when working with the most complex children.</p> <p>Progress with the development of Thrive will reduce the number of referrals to Bath Behaviour Panel.</p> <p>Engagement with parents through parent course to develop relationships, build links with the school community and to enable parents to have the confidence to ask for support.</p>	<p>£17000</p>	<ul style="list-style-type: none"> • Training cascaded to all members of the school team - all staff understand that behaviour is a response to emotion and use the Thrive Approach to teach children self-regulation and emotional resilience and use a shared language. • Thrive Practitioner training • Bespoke TA training for 1:1 and small group Thrive sessions • Track progress using Thrive assessment tool • Whole class Thrive assessments and action plans 3 x year • Regular meetings between Inclusion Lead (Thrive Practitioner) to ensure individual Thrive plans are reviewed and effective • Supervision for key staff working closely with the most complex children • The Behaviour for Learning Policy revised to reflect the Thrive Approach • Reduced number of behaviour incidents, internal exclusions and increased access to classroom teaching for our more vulnerable children. • (September 19) to reflect the Thrive Approach and clear steps of action to ensure high expectations for behaviour and conduct. 	<p>CB</p>	<p>July 2020</p>
<p>SATS Booster sessions/Homework Club</p>	<p>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.</p> <p>Booster groups provided by class teacher with supply teacher cover.</p>	<p>£2000</p>	<p>Timetabled, carefully selected groups and staff, data analysis/tracking</p>	<p>TS/TH</p>	<p>July 2020</p>
<p>Total budgeted cost</p>					<p>£19000</p>

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 97%. 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 and meetings with families Referral for support services to address specific needs Following policy School actively follows up all absences Reporting to Governors Staff involvement Provision of a taxi to school to support specific family needs Regular meetings with CMEO – 1 x termly for Head and more regularly with School Secretary Late book has been moved to inside the office and the office meets and greets children to ascertain reasons for lateness. Attendance at breakfast club for identified families Celebration of attendance in assembly and in class No holidays will be authorised in term time 	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	<p>Offer of Breakfast Club/nurture activity groups to children/families in order to support them in getting to school on time and ready to learn.</p> <p>Offer of After School Club support to develop social skills, enable parents/carers to work/</p>	£3000	<ul style="list-style-type: none"> Attendance monitored Impact on learning behaviours monitored Parent voice / TAC meetings etc 	JRS/Office	June 2020

	attend college.				
School visits/trips/residential trip	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/CB	June 2020
Enrichment equality	<p>To ensure identified children receive equality of provision and their interests are recognised, for example by paying for individual music lessons or sports lessons. To develop performance skills. self-esteem, raise expectations and aspirations</p> <p>Participation in Peer Mentoring project with local charity Mentoring Plus. This matches sixth former mentors from a local private school with KS2 pupils at St Andrew's to improve confidence, build self-esteem, offer aspiration or support academically</p>	£2500	<ul style="list-style-type: none"> Record of lessons/groups attended Monitor impact on learning – Pupil Voice 	JRS/CB/ Office TS	June 2020
Total budgeted cost					£8000

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
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
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

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

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