

# Pupil Premium Strategy St Andrew's Church School

## 2020-2021

### Timeline

Date	Action
September 2020	Write your Pupil Premium Impact Statement. Include commentary about any differential effect of lockdown on PP children  Write Pupil Premium strategy  Share with staff and governors  Upload to school website and place on sharepoint by 30 <sup>th</sup> Sept
February 2021	Mid - year review of Pupil Premium strategy  Share Pupil Premium review with governors
April 2021	Pupil Premium Leads meeting – planning for 2020-21
July 2021	Review comparative data for disadvantaged and non disadvantaged for 2020-2021

# Pupil Premium Strategy St Andrew's Church School 2020-2021

Summary information					
<b>School</b>	St Andrew's Church School, Bath				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£57835 (+ £1812) +£4690 = <b>£64,337</b>	<b>Date of most recent PP Review (external or Internal)</b>	September 2020
<b>Total number of pupils</b>	226	<b>Number of pupils eligible for PP</b>	43 (+6 EYPP), 2 LAC	<b>Date for next internal review of this strategy</b>	February 2021 (mid) & Sept 2021

## Current attainment (Summer 2019 and March 2020)

### End of 2019 data:

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%

March 2020: % children on track before March Lockdown – CP4 data

EYFS (4 Pupils)	PP ARE+	PP GD	% Non PP ARE+	% Non PP GD	Nat ARE+
ELG (40-60s)	50%	0	48%	0	

Year 2 (7 Pupils)	PP ARE+	PP GD	% Non PP ARE+	% Non PP GD	Nat ARE+
Reading	14% (1/7)	14% (1/7)	50% (13/26)	19% (5/26)	
Writing	0% (0/7)	14% (1/7)	58% (15/26)	12% (3/26)	
Maths	43% (3/7)	14% (1/7)	46% (12/26)	27% (7/26)	
Combined	0% (0/7)	14% (1/7)		12% (3/26)	

Year 6 (7 Pupils)	PP ARE+	PP GD	% Non PP ARE+	% Non PP GD	Nat ARE+
Reading					
Writing					
Maths					
Combined					

Phonics	PP ARE+	% Non PP ARE+	Nat ARE+
Year 1 (9 Pupils)	To be taken in Dec	To be taken in Dec	

### Targets (2020-2021)

EYFS GLD		Reading exp		Writing exp		Maths exp	
PP children (5)	Non-PP Chn (25)	PP children (3/5)	Non-PP Chn (16/25)	PP children (3/5)	Non-PP Chn (16/25)	PP children (3/5)	Non-PP Chn (16/25)
60% (3/5)	64% (16/25)	60% (3/5)	64% (16/25)	60% (3/5)	64%	60%	64%

Phonics Year 1		KS1 Reading ARE +		KS1 Writing ARE+		KS 1 Maths ARE +	
PP children (5)	Non-PP Chn (21)	PP children (9)	Non-PP Chn (19)	PP children (9)	Non-PP Chn (19)	PP children (9)	Non-PP Chn (19)
60% (3/5)	86% (18/21)	56% (5/9)	79% (15/19)	44% (4/9)	58% (11/19)	56% (5/9)	58% (11/19)
		KS1 Reading GD		KS1 Writing GD		KS 1 Maths GD	
		11% (1/9)	11% (2/19)	11% (1/9)	11% (2/19)	11% (1/9)	11% (2/19)

KS2 RWM combined ARE +		KS2 Reading ARE +		KS2 Writing ARE+		KS 2 Maths ARE +	
PP children (3)	Non-PP Chn (24)	PP children (3)	Non-PP Chn (24)	PP children (3)	Non-PP Chn (24)	PP children (3)	Non-PP Chn (24)
		67% (2/3)	63% (15/24)	33% (1/3)	67% (16/24)	33% (1/3)	67% (16/24)
		KS2 Reading GD		KS2 Writing GD		KS 2 Maths GD	
		0% (0/3)	25% (6/24)	0% (0/3)	33% (8/24)	0% (0/3)	33% (8/24)

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	53% PP children also have SEND – SEMH is the primary need for the majority of the PP children with SEND and this can impact on individual and whole school learning behaviours. The school currently has 11 EHCPs and 4 children with Transition Support Funding, 2 with Inclusion Funding. 63% of our EHCP children are PP	
<b>B.</b>	30% of PP children also have EAL (of which 14% also have SEND) which means that oracy skills and language development/acquisition are not as well developed yet. With the additional impact of partial school closure, this area is a whole school focus (see SDP).	
<b>C.</b>	Due to partial school closure, many children in EYFS/Y1 have missed important input linked to PSED and opportunities for play-based learning. As a result, children require carefully considered provision to address this gap.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low attendance - 17 out of the 43 (40%) PP children have attendance below 96%. 30 out of 43 PP children have significant external barriers (historic and/or present) including 4 children with refugee status and 11 with social care involvement (1 with CP Plan in place/5 with CHIN plans)	
<b>E.</b>	Parental engagement is variable – language barrier (EAL) and/or other variables which means some families are harder to reach.	
<b>Desired outcomes related to the above barriers and how they will be measured</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Through our whole school Thrive Approach, children will be better able to regulate and articulate their emotions thereby enabling them to feel safe, valued, and able to access all learning opportunities. Children across the school will be supported to develop their resilience. Improved learning behaviours through an awareness and understanding of Growth Mindset (metacognition) enables children to deal successfully with setbacks and encourages an aspirational outlook. The use of TAs and small group sessions will have a direct impact on their achievement and wellbeing.	<ul style="list-style-type: none"> <li>• Thrive assessment scores improve over time</li> <li>• Impact of interventions</li> <li>• Growth Mindset evident amongst children (pupil voice/book looks)</li> <li>• CPOMS – behaviour log</li> </ul>
<b>B.</b>	A focus upon a consistent and rigorous approach to Oracy (via Voice 21 principles and NELI) throughout the school will ensure pupils develop confidence in speaking, improve their ability to communicate (spoken and written) and to collaborate effectively.	<ul style="list-style-type: none"> <li>• Completed training phase 1</li> <li>• NELI intervention programme delivered and evaluated</li> <li>• EAL CPD opportunities for all staff</li> </ul>
<b>C.</b>	Children in EYFS/KS1 will have play-based learning at the heart of their provision along with high quality interactions with adults and peers. Children will be inspired and supported by practitioners providing experiences to enrich and enhance their learning across a broad and balanced curriculum.	<ul style="list-style-type: none"> <li>• PSED scores</li> <li>• Monitoring - learning walks, planning</li> <li>• Pupil outcomes</li> <li>• Curriculum review</li> </ul>
<b>D.</b>	Attendance improves for identified children and families are well supported and informed.	<ul style="list-style-type: none"> <li>• Attendance for identified children reaches school target of 96%</li> </ul>

<b>E.</b>	All parents, and especially new parents and those who have been identified as hard to reach and/or vulnerable, are communicated with effectively and encouraged to attend school events (follow up 'phone calls/texts, translated letters, interpreter offered for meetings, 1:1 personal contact from class teacher, link with other parents).	<ul style="list-style-type: none"> <li>• Attendance at parents' evening increases throughout the year</li> <li>• Parents feedback and Forms survey</li> <li>• Take-up of school events increases</li> </ul>
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**Planned expenditure (reference BWMAT Trust Strategy Overview)**

**1. Quality First Teaching and Curriculum**

<b>Actions</b>	<b>Barrier Addressed (A, B, C, D)</b>	<b>Evidence/rationale for this choice</b>	<b>Cost</b>	<b>What steps will we take to make sure the action is carried out effectively</b>	<b>Staff lead</b>	<b>Review date and method</b>
Staff CPD: feedback and marking, PITSTOPS (conferencing) and QFT	A, B, C	<p><b>EEF+8 months (Feedback)</b> Pupils have high quality 1 to 1 timely interaction with the class teacher and TAs/HLTAs (where available) each day (PITSTOPS). Highly focussed marking and feedback ensures children's needs met quickly and gaps closed.</p> <p>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</p>	£20000	<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>• Pupil Voice</li> <li>• CPD programme developed for the year based upon staff needs</li> <li>• Discussions with teachers/marketing and feedback research</li> </ul>	JRS/ TS	

<p>Thrive approach embedded throughout the school: regular training and refreshers, 3 Thrive practitioners</p>	<p>A, E</p>	<p>The Thrive approach has clear impact upon vulnerable learners (esp. <b>EYFS intervention EEF+5 months</b> and Social Emotional needs identified and met).  <b>EEF +7 months metacognition and self-regulation</b>  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 Rooms 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.</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>Supervision sessions for Thrive Practitioners and those working with high needs complex children.</p>	<p>£14000</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Thrive Practitioner training/supervision</li> <li>• Bespoke TA training for 1:1 and small group Thrive sessions</li> <li>• Track progress using Thrive assessment tool</li> <li>• Whole class Thrive assessments and action plans 3 x year</li> <li>• Regular meetings between Inclusion Lead (Thrive Practitioner) to ensure individual Thrive plans are reviewed and effective</li> <li>• Supervision for key staff working closely with the most complex children</li> <li>• Reduced number of behaviour incidents, internal exclusions and increased access to classroom teaching for our more vulnerable children.</li> <li>• To reflect the Thrive Approach and clear steps of action to ensure high expectations for behaviour and conduct.</li> </ul>	<p>CB</p>	
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<p>Pilot 'Voice 21' project to further embed acquisition of oracy and language into our curriculum for reading and phonics</p>	<p>B</p>	<p>The Aspire Educational Trust case study 'An evidence-based approach to improving the oral and language skills of disadvantaged pupils in a multi academy trust of 10 primary schools.' 'Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.'</p> <p>Pupils have opportunities to work collaboratively in the class and across the school; enhancing spoken language skills, language acquisition and Writing.</p> <p>English Lead training – cascaded to all staff</p>	<p>£1200</p>	<ul style="list-style-type: none"> <li>• Study of, 'Closing the Vocabulary Gap' by Alex Quigley</li> <li>• INSET sessions/staff training</li> <li>• Sentence stems in place throughout the school</li> <li>• Pupil voice</li> <li>• Improving picture in written work</li> <li>• Oracy is planned for in all subjects</li> <li>• Trust training attended</li> </ul>	<p>KS</p>	
<p>Delivery of the new St Andrew's Connected Curriculum with a clear focus upon links with the community, Thrive and the creative arts ensuring high quality provision and learning opportunities</p>	<p>A, B, C</p>	<p>New curriculum designed with needs of the children at the fore, i.e. create sense of belonging, relationship building, well-being, connections across the community, celebration of diversity</p>	<p>£2000</p>	<ul style="list-style-type: none"> <li>• Launch in Sept 2020</li> <li>• Parent curriculum evening Nov 2020</li> <li>• Parent Voice</li> <li>• Termly evaluations</li> <li>• Book looks/displays demonstrate full range of curriculum and connections</li> <li>• Connections help children make links in their learning – pupil voice</li> <li>• Subject leadership – middle leadership training to develop each subject and release time for monitoring and evaluation</li> </ul>	<p>JRS/ TS</p>	

Staff training/refresher: Growth Mindset	A	Resilience, dealing with 'failure' and appreciation that success comes after effort are all crucial for our learners, especially at this time (Covid-19). Using strategies such as the 'Learning Pit', language of 'yet', modelling being a learner and praising effort will all support children to develop a growth mindset and be able to improve learning behaviours and outcomes. EEF +7 months metacognition and self-regulation	£300	<ul style="list-style-type: none"> <li>• INSET session: Growth Mindset</li> <li>• Resources signposted to staff</li> <li>• Pupil Voice</li> <li>• Assembly theme focus</li> <li>• Observations</li> </ul>	TS	Oct 2020
Parent training sessions to support key strategies applied in school, i.e. Growth Mindset, Oracy, questioning, Phonics/early reading	C, E	As a result of lockdown, parental contact is reduced. Joining up home/school will help support families and consolidate key strategies. EEF research +3 months parental engagement	£0	<ul style="list-style-type: none"> <li>• Short presentations throughout the year to share with parents</li> <li>• Parent Voice surveys</li> </ul>	JRS/ TS	
Create a package of resources and support materials for teaching staff to use with new arrivals/new to English pupils	B, E	Teaching staff well supported and prepared for any new arrival/new to English pupil. Pupil settles quickly and provision meets their needs ensuring good progress.	£400	<ul style="list-style-type: none"> <li>• EAL Hub resource – register</li> <li>• Create bespoke materials for St Andrew's</li> <li>• Staff meeting/TA meeting to share materials</li> <li>• Pupil/Parent Voice</li> </ul>	TS	

Ensure all staff members are sufficiently trained in best practice and policy to support children with EAL at St Andrew's effectively (including assessment)	B, E	Teachers have clear understanding of how to meet the needs of the children with EAL/PP in their class and, as a result, these children are able to make relationships, improve communication, access the whole curriculum and make progress. Provision is matched well to the community of learners and teaching staff are able to make connections with child's home country and language/religion/culture which ensures the child feels welcomed, valued and known	£150	<ul style="list-style-type: none"> <li>• Staff meeting/TA meeting x3/year</li> <li>• Analysis of EAL/PP data</li> <li>• 'Passports' for new arrivals</li> <li>• Display boards – welcome/recognition of diverse community</li> <li>• Planning and lesson observations as well as book looks demonstrate how children's needs being met</li> <li>• EAL/PP progress data (PPMs)</li> </ul>	TS	
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**Total budgeted cost** £38,050

## 2. Targeted Support

Actions	Barrier Addressed (A, B, C, D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method
Coram Beanstalk reading programme	B	To ensure pupils in years 3, 4 5 and 6 reach their learning potential to ARE or GD. Closing the gap in reading and promoting the enjoyment of reading. Also addressing comprehension skills and strategies to use to develop these. EEF research – reading comprehension + 6 months	£2400	<ul style="list-style-type: none"> <li>• 1:1 discussion with evidence from Beanstalk reader (using the beanstalk recording book)</li> <li>• Contributions to pupil progress meetings from teachers after discussions with Beanstalk provider.</li> <li>• Observations show that targeted children are receiving this provision</li> <li>• Pupil voice</li> <li>• Pre and post data</li> <li>• Termly meetings with Beanstalk readers</li> </ul>	KS	

TA to deliver Phonics interventions in KS1/LKS2	B	To ensure pupil premium children who did not meet the expected standard in the phonics screening or are not predicted to meet the screening have additional interventions to close the gap. EEF research – Phonics +4 months	£7700	<ul style="list-style-type: none"> <li>• Pre and post phonics data</li> <li>• Phonics tracking</li> <li>• Pupil voice</li> <li>• Intervention observations</li> <li>• Phonics screening results (mock and actual)</li> <li>• PPM feedback</li> </ul>	KSt/ MJ	
NELI programme (Nuffield Early Language Intervention)	B	NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children’s oral language and early literacy skills.  A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group. EEF research – Early Years Intervention +5 months	£2000	<ul style="list-style-type: none"> <li>• It is targeted at children with relatively poor spoken language skills.</li> <li>• Teaching Assistants are trained in how to develop children’s language skills.</li> <li>• Clear lesson plans are provided to save preparation time.</li> <li>• All sessions focus on listening, narrative and vocabulary skills.</li> <li>• Work on phonological awareness is introduced in the final ten weeks.</li> </ul>	MJ/ JRS	
Set up and run ‘Lunch and Learn’ programme of speakers	A, B	To offer children the opportunity to listen to and ask questions of a wide variety of inspirational adults working in many professions (including a cross section of the community – role models). Through discussion, children understand the journey people have taken to reach their goals and the hard work and resilience it had entailed.	£200	<ul style="list-style-type: none"> <li>• Create list of possible speakers</li> <li>• Identify dates and themes</li> <li>• Schedule sessions and gather feedback from pupils and staff</li> <li>• Newsletter reports/photos</li> </ul>	TS	

**Total budgeted cost** £12,200

**3. Attendance**

Actions	Barrier Addressed (A, B, C, D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method
New policy and approach in place to improve attendance throughout the school (regular analysis and tracking, parent support, involvement of CMEO, Governor link, front-line support)	D, E	<p>Attendance of some PP children is consistently below 96%. Awareness about the impact on future outcomes if attendance is poor.</p> <p>Support for families to raise attendance and engagement in school life which in turn ensures children feel supported and there is an improving picture with behaviour and attendance.</p> <p>EEF +3 months – parental engagement</p>	£1500	<ul style="list-style-type: none"> <li>Regular analysis of attendance figures and clear communication and meetings with families</li> <li>Referral for support services to address specific needs</li> <li>Following policy</li> <li>School actively follows up all absences</li> <li>Reporting to Governors</li> <li>Staff involvement</li> <li>Provision of a taxi to school to support specific family needs</li> <li>Regular meetings with CMEO – 1 x termly for Head and more regularly with School Secretary</li> <li>Late book has been moved to inside the office and the office meets and greets children to ascertain reasons for lateness.</li> <li>Attendance at breakfast club for identified families</li> <li>Celebration of attendance in assembly and in class</li> <li>No holidays will be authorised in term time</li> </ul>	JRS/ Office staff	
Teachers actively monitor attendance and follow up quickly if attendance is low and/or persistent.	D, E	<p>Teachers able to keep a daily/weekly check and give incentives, praise and encouragement for improving attendance.</p> <p>Make follow up 'phone calls and/or talk face to face with families to assess whether they need support with improving attendance.</p>	£0	<ul style="list-style-type: none"> <li>Teachers check attendance patterns through Scholarpack register</li> <li>Follow up with families if attendance is below 96% and if patterns are emerging</li> <li>Report on CPOMS any attendance concerns</li> <li>Record attendance on Pupil Progress Meeting documentation</li> </ul>	Class teachers	
<b>Total budgeted cost</b>						£1500

#### 4. Enrichment

Actions	Barrier Addressed (A, B, C, D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method
To begin the OPAL (Outdoor Play and Learning) play programme	A, B, D	<p>The basic aim of OPAL is to enhance opportunities for children's play in schools. Within the programme play is defined as behaviour that is 'freely chosen, intrinsically motivated and personally directed', a definition drawn from Playwork Principles (PPSG, 2005).</p> <p>Benefits gained through OPAL:            *changes in children's play patterns, greater variety of play behaviours, and wider use of time, space and materials for child-initiated outdoor play            *increased children's enjoyment of play times with an associated reduction in perceived disruptive behaviour            *teaching staff who valued the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development.  <a href="#">EEF research +4 outdoor adventure learning</a></p>	£4500	<ul style="list-style-type: none"> <li>• Meeting with OPAL regional director</li> <li>• Agree core group to lead the strategy</li> <li>• Carry out audit</li> <li>• Create strategic action plan</li> <li>• INSET training sessions</li> </ul>	LD/ JRS	<p>Nov 2020</p> <p>Jan/Feb 2021</p> <p>July 2021</p>
Launch of the St Andrew's Connected Curriculum	A, B, C, D	<p>Embedded within this curriculum are multiple opportunities to work with artists and cultural centres in Bath to enhance learning for all children.</p> <p>Increase resources across the new curriculum to ensure successful delivery.</p> <p>CPD for staff.</p>	£3000	<ul style="list-style-type: none"> <li>• Book Looks</li> <li>• Documentation records</li> <li>• Pupil Voice</li> </ul>	JRS/ TS	

		Work with artists/centres in Bath.				
Reduced cost for swimming, trips, clubs	A, D	<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/attend college.</p> <p>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.</p> <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 and raise expectations and aspirations.</p> <p><i>(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-</i></p>	<p>£2000</p> <p>£1500</p> <p>£1500</p>	<ul style="list-style-type: none"> <li>Tracking ACES System to identify need and monitor impact and agency involvement</li> <li>At assessment points impact statement from parent feedback / Pupil voice</li> <li>Funding forecast for the year to ensure equality of provision</li> </ul>	JRS	

		<p><i>esteem, offer aspiration or support academically)</i></p> <p>Research finds that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. <b>EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months</b></p>				
<b>Total budgeted cost</b>						£12,500

Review of expenditure 2020-2021		
1. Quality First Teaching and Curriculum		
Outcomes and Impact	Lessons learned	Cost
<p>Include impact on pupils not eligible for PP, if appropriate</p> <p>The Covid-19 pandemic has had an impact on the school's ability to monitor and deliver CPD in the usual way. However, teachers have continued to use daily PITSTOP sessions as a key strategy of giving feedback and enabling children to respond to this feedback promptly. Through Pupil Progress meetings and/or close analysis of data children's progress has been tracked carefully especially since the full return to school in March. This has identified key needs in each cohort and the school has actioned a 'catch up' strategy for these children through extra 1:1 or small group teacher sessions to address gaps in learning. PP children received all resources and materials they required for their learning whilst in lockdown.</p> <p>The Thrive Approach has been instrumental in supporting many children this year. A Thrive Practitioner supports this provision with an increasing number of individuals and a whole school approach to Thrive, including the introduction of daily Relax Kids sessions and whole school days with a focus upon relationships/emotions/connections, has embedded this approach still further. Several training sessions have refreshed every member of staff's confidence and knowledge in this approach ensuring consistency. Each teacher has completed Thrive assessments and feedback from external visitors has commented upon the calm environment and inclusive approach present across the school. Key members of staff have received supervision sessions.</p> <p>Oracy will continue to be a key strand to focus upon next year. After initial INSET training and then school closures, the key strategies now need to be embedded.</p> <p>The St Andrew's Connected Curriculum was successfully launched in September and following termly evaluations, teachers have been very positive about it noting the clarity of progression and 'connectedness', despite the disrupted year. There are a few amendments to be made going forward. Subject Leaders now need support and time to develop their role more fully.</p> <p>Staff training on Growth Mindset has had an impact within many classes and children in KS2 are particularly able to talk about resilience and the 'learning pit' along with strategies to get out of the 'pit'. EAL training and resources have progressed and now need further development.</p>	<p>(and whether you will continue with this approach)</p> <p>After monitoring of Learning Journals and Pupil Voice it was clear how important high-quality feedback is to secure progress. PITSTOPS will continue to be a strategy to use next year along with a programme of CPD based around QFT.</p> <p>The Thrive Approach has been crucial in addressing all children's well-being this year and will remain a key strategy going forward. It is embedded in our Behaviour for Learning Policy.</p> <p>Oracy21 is a project the school will be embarking upon which will support us to move forward with this.</p> <p>Growth Mindset – continue to embed throughout the school and with new parents.</p> <p>EAL provision – begin a year support package with Better Bilingual to develop staff confidence, resources and review best practice in the context of QFT.</p>	<p>£38,050</p>

<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>
<p>Coram Beanstalk Reading programme has been successfully started for targeted children in KS2. Due to lockdown this programme was delayed in starting but early indications are promising, and children are highly engaged in the 1:1 session.</p> <p>Children in KS1 have received additional input in Phonics to reach the expected standard. NELI programme identified six children in Reception to be part of this Language programme which ran 3x per week in groups and 2x a week 1:1 They were either 'below average' or 'much below average' with an alert of slight or clear concern. Each child within this group was EAL, in receipt of SEN Transition support from the local authority. Four of them are either on the SLT case load or currently awaiting assessment.</p> <p>Due to the academic and necessary measures outlined in our risk assessment our</p>	<p>Phonics and Early Reading will be a key focus next year to support all children to reach the expected standard and make up for missed learning due to Covid-19. Re-establish Reading Army and continue Beanstalk Reading programme. Coram Reading programme will increase for 2021-22 to include two more readers.</p> <p>At the end of the first block of NELI, the children were reassessed. They have all made progress:80% were now 'no concern' and 'average'.</p>	£12,200
<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>
<p>38% (16/42) of PP children's attendance is below 96%. Overall, attendance across the school has improved (89% to 95%).</p> <p>Persistent absenteeism has fallen over time. For PP children it has fallen significantly and is now better than non-PP children.</p>	<p>Widened the Government criteria of 'vulnerability' to include more families that were deemed to need support throughout covid.</p>	£1,500
<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>
<p>A Working Group has been set up for OPAL and two meetings held to carry out an audit and subsequent action plan. A Play Policy has been approved and the launch is set for September 2021 starting with an INSET day for all staff.</p> <p>The Connected Curriculum, whilst having to reduce visits and work with artists, has been able to continue to offer several enrichment opportunities, e.g. Trees of Hope project, visit to Roman Baths new education centre.</p> <p>The school has supported many families this year especially during partial school closure with food parcels – we have worked closely with several local charities to ensure families are supported with essential food as well as learning materials. In addition, the offer of Breakfast Club and After School Club has enabled several children to be on time to school and helped working parents. All other after-school clubs have been postponed due to the pandemic.</p> <p>Took part in 'The Unboxed Project' – engaging families in creative play during lockdown and raising aspirations. Several PP children were targeted for this project.</p>	<p>OPAL is an 18-month long project to improve opportunities for children's play. We will complete this project over the course of the next year and evaluate the impact.</p> <p>Connected Curriculum benefitted from a whole staff evaluation, audit of resources/books and development of progression in all subject areas.</p>	£12,500