



St Andrew's Church School (Bath)

Pupil Premium Strategy Statement 2021-2022 (draft)

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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	211
Proportion of disadvantaged pupils	22%
Proportion of disadvantaged pupils who have SEND	49%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Publish date	December 2021
Review date	March 2022, July 2022
Statement authorised by	Local Governing Committee
Pupil Premium lead	Tamsin Stephen & Jayne Rochford-Smith
Governor lead	Louise Leach

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,215
Recovery premium funding allocation this academic year	£4657 (+£1553)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£70,425

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

The Key Principles of our strategy are also outlined in our school Mission Statement with a specific focus on children identified as disadvantaged. Children:

- Grow as resilient, life-long learners with confidence to explore their potential
- Gain deep knowledge and skills in all areas of the curriculum
- Develop enquiring minds and independence of thought
- Are able to work collaboratively as well as independently
- Can express themselves confidently and listen respectfully to the views of others
- Welcome challenge and are prepared to learn and grow from all experiences
- Respect themselves, others and the environment
- Develop a sense of identity within our globally diverse community
- Flourish spiritually and morally, focusing on our core values of Hope, Friendship, Love, Justice, Peace, Courage and Creativity

St Andrew's Church School provides:

- A broad and balanced curriculum that promotes intellectual, spiritual, creative, physical, social, moral and personal development in a changing world
- Inspirational and responsive teaching, and facilitation of learning and creativity for the whole child
- A safe, nurturing, enabling and inclusive environment
- A wide range of learning and engagement opportunities within our community, neighbourhood, city and beyond
- A learning partnership with home, church and the wider world

Key Objectives linked to our Vision:

1. Children identified as disadvantaged feel safe in school, have equal opportunities to access all learning activities offered at school and they are supported to develop strong and effective relationships with adults and peers. Children's well-being is foremost, and high priority is placed upon nurture, the ability to self-regulate and become independent.
2. Adults have high expectations of children identified as disadvantaged. Each child and family know their voice is valued and heard. Strategies are carefully selected and rigorously implemented to ensure they make expected progress and catch-up where relevant. Adults are highly skilled and trained to understand and use the most effective teaching and learning strategies.

Challenges

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

Challenge	Detail of challenge
1	In addition to being eligible for Pupil Premium funding, a number of the children have additional vulnerabilities identified including SEND and complex families (e.g. ACEs).
2	A number of children identified as pupil premium demonstrate less well-developed language skills, low self-esteem and present with Social Emotional Mental Health needs; for some it is apparent that they have reduced resilience and need support to self-regulate.
3	New (in-year) arrivals with little or no English (and their families), require additional support to access the curriculum and settle into school life. Mobility throughout the year requires additional resourcing to ensure stability across the school.
4	A number of children (34%) eligible for Pupil Premium funding has low attendance. Some children are also persistently late to school.
5	Some children in receipt of Pupil Premium funding are achieving (attainment) less well than their peers in Reading (KS1) and Writing (whole school), however progress in all areas is broadly similar to those children not in receipt of Pupil Premium funding.

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.

Challenge	Intended outcome	Success criteria
1	Children's needs are quickly identified and understood, appropriate and effective support is in place and families are fully involved to ensure positive outcomes.	Children access identified support. CPD for staff supports provision and increases expertise. Monitoring and evaluation of interventions demonstrates good progress towards expected outcomes.
2	Children have positive attitudes to learning, can access the curriculum and are fully equipped for each stage of their learning journey.	Children access identified support, e.g. Thrive, Precision Teaching. Children are able to accept adult support to co-regulate.

		<p>Children access resources for regulation independently.</p> <p>Children return to ready to learn more quickly/ with less support.</p> <p>Children feel less anxious and are happier and/or are dysregulated less often.</p> <p>Children reaching Oracy Benchmarks.</p>
3	<p>Children make rapid progress in acquiring English language and their families are well supported within the school community.</p>	<p>New to English pupils make good progress over time.</p> <p>EAL pupils are assessed accurately (Bell Foundation toolkit).</p> <p>Induction policies and procedures implemented effectively.</p> <p>Children access Quality First Teaching (QFT) and targeted intervention to make accelerated relative learning progress.</p>
4	<p>Families and children value good school attendance in order that pupils can access quality first teaching, the full curriculum and targeted intervention where appropriate.</p>	<p>Families attend attendance meetings.</p> <p>Families engage positively with attendance action plans.</p> <p>Families make use of breakfast club/extra clubs.</p> <p>Overall attendance improves for PP group.</p> <p>Punctuality improves.</p> <p>Children access Quality First Teaching (QFT) and targeted intervention to make accelerated relative learning progress.</p>
5	<p>Children can access the curriculum fully because they have developed reading fluency; they are successful communicators – written and spoken.</p>	<p>Progress is reflected in end of year outcomes: relative learning progress is accelerated to close the gap to relative learning attainment in reading and writing.</p>

		<p>Children meeting age related expectations for Phonics.</p> <p>Pupils meet their individualised learning targets.</p> <p>Pupils attend and make progress in tutoring sessions.</p>
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Activity in this academic year 2021-2022

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus upon Oracy leading into Writing through the Oracy21 Project	<u>EEF research:</u> Feedback +6 months Oral Language interventions +6 months	1, 5
Implementation of Little Wandle Letters and Sounds Phonics Programme; whole staff training and development	<u>EEF research:</u> Phonics +5 months	2, 5
EAL Better Bilingual support package to train all staff in ensuring needs of EAL learners are met; procedures for welcoming new families reviewed and streamlined	The Bell Foundation research papers EAL Research - The Bell Foundation (bell-foundation.org.uk)	1, 3
AET Autism training for all teaching staff and support staff with a focus upon best	Autism Education Trust materials, rationale and evidence	1, 2

practice when working with neuro-diverse children and those with socio-communication needs		
PP leader(s) participation in the EEF research network project		1, 2, 3, 4, 5
Subject Leadership sessions and 360' days to enable all leaders to evaluate and develop each curriculum area, ensuring progression and that all children know more and remember more	EEF research: Feedback +6 months	1, 2, 5
Hub network training for each subject leader to share good practice and receive training from colleagues		1, 2, 5
CPD focus upon metacognition, feedback, clear success criteria and the role of teacher talk – using J.Hattie's Mindframes for Visible Learning & Rosenshine's Principles of Instruction research	John Hattie's Visible Learning Rosenshine's Principles of instruction research <u>EEF evidence:</u> Feedback +8 months	1, 2, 3, 5

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £14,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandles Letters and Sounds Phonics	<u>EEF evidence:</u> Phonics focus +5 months	1, 2, 5

programme – daily 'keep up' groups and reading groups in R/KS1	Parental involvement +4 months	
Coram Beanstalk reading programme for targeted children in KS2 requiring extra reading sessions with a focus upon comprehension and fluency	<u>EEF evidence:</u> Reading comprehension strategies +6 months Feedback +6 months Small group tuition +4 months	5
Small group tutoring programme to close gaps in KS2 (recovery budget)	<u>EEF evidence:</u> Small group tuition +4 months Feedback +6 months	1, 2, 3, 4, 5
NELI (Nuffield Early Language Intervention) in EYFS/Y1; support staff trained to deliver and evaluate	<u>EEF evidence:</u> Oral language intervention +6 months Teaching assistant interventions +4 months	1, 2
Reading Army re-established with volunteers; PAT reading dog to promote wellbeing and engagement in reading	<u>EEF evidence:</u> Small group intervention +4 months Parental involvement +4 months	2, 5
New Library launch promote reading, embed reading for pleasure, open for the community and Librarian roles for children	<u>EEF evidence:</u> Parental involvement +4 months Reading comprehension strategies +6 months	2, 5

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer Mentoring for KS2 set up with Kingswood Senior	<u>EEF research:</u> Social and emotional learning +4 months	1, 2

School; weekly 1:1 sessions	Mentoring +2 months Peer tutoring +5 months	
Thrive – continue to embed throughout the school and ongoing training; Thrive Practitioners; two Thrive rooms	Research from Thrive on the relational approach to relationships with children <u>EEF research:</u> Social and emotional learning +4 months Parental involvement +4 months Metacognition and self-regulation +7 months	2, 4
Breakfast Club offer	See ‘Breakfast Clubs Set up and Implementation’ (DfE paper) – improved punctuality/attendance, healthy meal, improved concentration and learning behaviours as well as social skills	1, 2, 4
Forest School for every class in the conservation area; exploratory sessions linked to seasons, storytelling and the Connected Curriculum	<u>EEF research:</u> Physical activity & Outdoor learning +2 months Research based on well-being and mindfulness to support children’s development (See ‘Forest Research’ impact study)	1, 2, 4
OPAL programme launched; Working group set up; ongoing assemblies and support from Mentor; whole staff training	<u>EEF research:</u> Social and emotional learning +4 months Behaviour interventions +4 months OPAL case studies and impact evaluations from practitioners nationally	1, 2, 4
Subsidise school activities for PP children to ensure equal access (e.g. after school club, trips)	<u>EEF research:</u> Social and emotional learning +4 months	1, 4
Attendance – parents’ evenings, drop-ins, website information (attendance policy), clear actions to support all families improve attendance	See ‘Improving School Attendance’ (DfE guidance) <u>EEF research:</u> Parental involvement +4 months	4

EAL parent partner/link to reach new families, create strong relationships and early engagement	<u>EEF research:</u> Parental engagement +4 months	3, 4
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Total budgeted cost: £70,425

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes (Teacher Assessed)

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

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress. ***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.***

BWMAT

Years 1 to 6 by SEN and PP	Relative Learning Attainment	BWMAT				BWMAT				Relative Learning Progress	BWMAT				BWMAT			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
	All pupils	6653	-2.7	-2.6	-4.2	6653	-2.7	-2.6	-4.2	All pupils	6653	-0.8	-0.7	-1.5	6653	-0.8	-0.7	-1.5
Not SEN/PP	4591	-0.4	-0.3	-1.3	4591	-0.4	-0.3	-1.3	Not SEN/PP	4556	0.3	0.4	-0.1	4556	0.3	0.4	-0.1	
SEN only	660	-9.8	-10.3	-13.5	660	-9.8	-10.3	-13.5	SEN only	657	-4.0	-3.8	-5.8	657	-4.0	-3.8	-5.8	
PP only	957	-3.4	-3.4	-4.9	957	-3.4	-3.4	-4.9	PP only	952	-1.6	-1.4	-2.4	952	-1.6	-1.4	-2.4	
Both	444	-13.4	-14.2	-18.0	444	-13.4	-14.2	-18.0	Both	440	-5.8	-6.4	-8.2	440	-5.8	-6.4	-8.2	

Years 1 to 6 by SEN and PP	Relative Learning Attainment	St Andrew's Bath				BWMAT				Relative Learning Progress	St Andrew's Bath				BWMAT			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
	All pupils	163	-3.0	-4.7	-5.9	6653	-2.7	-2.6	-4.2	All pupils	161	0.4	0.5	-0.8	6653	-0.8	-0.7	-1.5
Not SEN/PP	106	-1.4	-3.6	-4.3	4591	-0.4	-0.3	-1.3	Not SEN/PP	105	1.7	1.4	0.9	4556	0.3	0.4	-0.1	
SEN only	21	-6.2	-8.0	-10.4	660	-9.8	-10.3	-13.5	SEN only	20	-1.5	-0.2	-3.4	657	-4.0	-3.8	-5.8	
PP only	16	-1.4	-1.5	-2.8	957	-3.4	-3.4	-4.9	PP only	16	-1.3	-1.3	-2.1	952	-1.6	-1.4	-2.4	
Both	20	-9.4	-9.4	-11.8	444	-13.4	-14.2	-18.0	Both	20	-2.6	-1.4	-4.7	440	-5.8	-6.4	-8.2	

Commentary and conclusions on outcomes including phonics:

Subject focus	Commentary on disadvantaged progress	Conclusions/actions
Phonics	<p>Progress across Reception – Y2 in Phonics was inconsistent for PP children impacted by attendance and lockdown.</p> <p>40% of PP Pupils attained ELG in Reading compared to 52% non-PP</p> <p>Y1- There is a significant gap between PP and non- PP pupils. Gaps in knowledge in phase 2, 3 and 4.</p>	<p>Support by DFE Literacy Hub – Early Reading Audit - identified a need for a more consistent approach from EYFS to Y2.</p> <p>Investment in Little Wandle Letters and sounds Revised reading scheme – Guided</p>

	<p>Additional targeted support in Y2 accelerated progress and 77% of PP pupils passed the Phonics Screening Check in Y2 compared to 64% non – PP.</p>	<p>sessions and home / shared books.</p> <p>Increase parent engagement through targeted support and training.</p>
EYFS	<p>40% PP Pupils attained GLD compared to 52% non-PP</p> <p>Progress for PP children was inconsistent across specific areas with some making less than expected progress and not achieving the ELG in Maths and Literacy.</p> <p>Accelerated progress in prime areas from low starting points for some pupils narrowed the gap with non-PP pupils.</p>	<p>Language deficit identified as well as lack of opportunity for social interaction and play due to Covid-19.</p> <p>Action to implement the NELI programme for another year and embed Oracy21 project.</p>
Reading	<p>Progress for PP children from Y1-Y6 was inconsistent with children making accelerated, expected and less than expected progress.</p> <p>Where less than expected progress occurred, additional challenges for the child were identified.</p>	<p>Focus upon whole class guided reading, daily readers and children receiving correct stage book for ‘learning to read’.</p> <p>Reading for Pleasure activities embedded along with whole school events and re-launching the library with new organisation and books.</p>
Writing	<p>Progress for PP children from Y1-Y6 was inconsistent with children making accelerated, expected and less than expected progress.</p> <p>Where less than expected progress occurred, additional challenges for the child were identified.</p>	<p>Oracy21 programme includes CPD for teachers, two Champions and regular input to support a sharp focus upon Oracy – taught explicitly and throughout the curriculum.</p> <p>Refresher training on key principles and planning using the CLPE to support use of high-quality texts.</p> <p>Focus upon English planning (using CPLE materials), QFT</p>

		<p>and scaffolding (Guided Writing) to model and improve writing for all children.</p> <p>Rigorous moderation of Writing and colleagues supporting each other across Key Stages to identify gaps and next steps.</p> <p>Teachers model high quality writing, demonstrating 'what a good one' looks like. Clear success criteria support children in identifying key elements to focus upon in their writing in order to be successful writers.</p> <p>Consider SEND Toolkit and how to further support SEND within these methods and QFT.</p>
Maths	<p>Progress for PP children from Y1-Y6 was inconsistent with children making accelerated, expected and less than expected progress.</p> <p>Where less than expected progress occurred, additional challenges for the child were identified.</p>	<p>Continue to embed Power Maths Scheme across the school, along with a focus upon Number Fluency and Reasoning (linked to Oracy).</p> <p>Staff understand the pedagogy and progression in Maths across the school. There is a consistent approach to representations, language and strategies.</p> <p>The school provides opportunities for rehearsing core concepts in number, leading to increased automaticity / number sense in all children.</p> <p>Teachers and support staff ensure that learners' misconceptions are dealt with quickly.</p>

In addition, continue focus upon well-being for all children to support their resilience, ability to focus, regulate and express their emotions. Whole school Thrive Approach and use of Relax Kids daily. Whole school Thrive Days demonstrated positive impact for the school community coming back together after school closures

Review of expenditure 2020 - 2021

1. Teaching

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>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 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>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>

2. Targeted Academic 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
<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. Children in KS1 have received additional input in Phonics to reach the expected standard.</p> <p>NELI programme identified six children 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. Four of the children are either on the SLT case load or currently awaiting assessment.</p> <p>Due to the pandemic and necessary measures outlined on our risk assessment, our Lunch and Learn programme was postponed.</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'. Recommend continuation of this project.</p> <p>Intention to run the 'Lunch and Learn' sessions in 2021-22.</p>	£12,200
3. Wider Strategies		
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>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

<p>38% (16/42) of PP children's attendance is below 96%. Overall, attendance across the school has improved (89% to 95%). 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>	<p>£1,500</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
OPAL	Outdoor Play and Learning
Thrive Approach	Thrive
Times Tables Rockstars/Numbots	Maths Circle

Further information:

At St Andrew's Church School, 43% of children have English as an Additional Language. In some cohorts, the number of EAL pupils may exceed 50%. There are over 24 languages spoken in the school community. As a result, we recognise and celebrate the diversity this brings to the school and acknowledge the challenge this also presents in ensuring children settle well, acquire language skills and feel a sense of belonging. Part of our strategy indicates how we meet the needs of these learners and their families. This is in addition to our EAL Action Plan and ongoing CPD for teachers.