



St Andrew's Church School (Bath)

Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium 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 25%
- Targeted academic support 40%
- Wider strategies 35%

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

School overview

| | |
|--|---------------------------------------|
| Total number of pupils in school | 219 |
| Proportion of disadvantaged pupils | 20% |
| Proportion of disadvantaged pupils who have SEND | 43% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2025 |
| Publish date | December 2022 |
| Review date | March 2023, July 2023 |
| Statement authorised by | Local Governing Committee |
| Pupil Premium lead | Tamsin Stephen & Jayne Rochford-Smith |
| Governor lead | Bryan wong |

Funding Overview

| Detail | Amount |
|--|-------------------|
| Pupil premium funding allocation this academic year | £61,965 |
| Recovery premium funding allocation this academic year | £3622.08 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £65,587.08 |

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| 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
- Are confident, safe and creative users of digital information
- 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, Joy, 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
- An awareness of and connectivity with the wider digital world
- A wide range of learning and engagement opportunities within our community, neighbourhood, city and beyond
- A caring community through a culture of mutual respect, confidence and celebration
- An opportunity to grow understanding of God through collective worship, prayer and reflection, where Christian values are embedded, and other faith traditions are respected
- A learning partnership with home, church and the wider world.

Learning for Living – Life in all its Fullness

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 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 particularly those children that also have SEND, however progress for some children 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. Children access resources for regulation independently. Children return ready to learn more quickly/with less support. Children feel less anxious and are happier and/or are dysregulated less often. Children reach Oracy Benchmarks. |
| 3 | Children make rapid progress in acquiring English language and their families are well supported within the school community. | New to English pupils make good progress over time. EAL pupils are assessed accurately (Bell Foundation toolkit). Induction policies and procedures implemented effectively. Children access Quality First Teaching (QFT) and targeted intervention to make accelerated relative learning progress. |
| 4 | Families and children value good school attendance in | Families attend attendance meetings. |

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| | order that pupils can access quality first teaching, the full curriculum and targeted intervention where appropriate. | Families engage positively with attendance action plans. Families make use of breakfast club/extra clubs. Overall attendance improves for PP group. Punctuality improves. Children access Quality First Teaching (QFT) and targeted intervention to make accelerated relative learning progress. |
| 5 | Children can access the curriculum fully because they have developed reading fluency; they are successful communicators – written and spoken. | 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. Children meeting age related expectations for Phonics. Pupils meet their individualised learning targets. Pupils attend and make progress in tutoring sessions. |

Activity in this academic year 2022-2023

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: £16,396

| 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 | 1, 5 |

| | | |
|--|---|---------------|
| | Oral Language interventions +6 months | |
| Continue to embed Little Wandle Letters and Sounds Phonics Programme; whole staff training and development (new staff focus) | <u>EEF research:</u> Phonics +5 months | 2, 5 |
| Ongoing EAL CPD sessions and peer support to ensure consistency and strong pedagogical knowledge across the school (EYFS focus); procedures for welcoming new families reviewed and Parent Ambassadors and Young Interpreters support the whole family | The Bell Foundation research papers EAL Research - The Bell Foundation (bell-foundation.org.uk) | 1, 3 |
| PP leader(s) participation in the Trust Network and ongoing research | | 1, 2, 3, 4, 5 |
| Subject Leadership sessions and dedicated monitoring time 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 the 'five-a-day' principle (High Quality teaching) | John Hattie's Visible Learning High Quality teaching benefits pupils with SEND | 1, 2, 3, 5 |

| | | |
|----------------------------------|--|--|
| benefits pupils with SEND – EEF) | <u>EEF evidence:</u> Feedback +8 months | |
|----------------------------------|--|--|

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

Budgeted Cost: £26,234

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Little Wandle Letters and Sounds Phonics programme – daily ‘keep up’ groups and reading groups in R/KS1 | <u>EEF evidence:</u> Phonics focus +5 months Parental involvement +4 months | 1, 2, 5 |
| 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 during Summer Term (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; support staff trained to deliver and evaluate | <u>EEF evidence:</u> Oral language intervention +6 months Teaching assistant interventions +4 months | 1, 2 |
| Library volunteers increased along with school Librarians; 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 |
| Library continues to promote reading, embed reading for pleasure, open for the | <u>EEF evidence:</u> Parental involvement +4 months Reading comprehension strategies +6 months | 2, 5 |

| | | |
|--|--|--|
| community and Librarian roles for children | | |
|--|--|--|

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

Budgeted Cost: £22,955

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Peer Mentoring for KS2 set up with Kingswood Senior School; weekly 1:1 sessions | <u>EEF research:</u> Social and emotional learning +4 months Mentoring +2 months Peer tutoring +5 months | 1, 2 |
| Thrive – continue to embed throughout the school (new staff CPD) and ongoing training; Thrive Practitioners; two Thrive rooms; one practitioner based across the whole school supporting children from N-Y6 | 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 (weekly provision – nurture groups KS1 and KS2) | <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 embedded; train new staff and widen team; | <u>EEF research:</u> Social and emotional learning +4 months | 1, 2, 4 |

| | | |
|--|---|------|
| ongoing assemblies; train Play Leaders | Behaviour interventions +4 months OPAL case studies and impact evaluations from practitioners nationally | |
| Subsidise school activities for PP children to ensure equal access (e.g. after school club, trips, music, swimming) | EEF research: 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; Young Interpreters Scheme set up to train Y4/Y5 children in this role | <u>EEF research</u> : Parental engagement +4 months | 3, 4 |

Total budgeted cost: £65,585

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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.

| Years 1 to 6 by SEN and PP | Relative Learning Attainment (Months+/-) | St Andrew's Bath | | | |
|----------------------------|--|------------------|-------|-------|-------|
| | | No. | Ma | Rd | Wr |
| | All pupils | 155 | -2.5 | -2.9 | -5.2 |
| | Not SEN/PP | 92 | -0.7 | -1.0 | -3.2 |
| | SEN only | 23 | -7.3 | -7.5 | -11.0 |
| | PP only | 20 | 0.0 | -2.2 | -2.4 |
| | Both PP & SEN | 20 | -8.0 | -6.8 | -10.4 |
| Years 1 to 6 by SEN and PP | Relative Learning Attainment (Months+/-) | BWMAT | | | |
| | | No. | Ma | Rd | Wr |
| | All pupils | 6549 | -2.5 | -2.5 | -4.1 |
| | Not SEN/PP | 4394 | -0.3 | -0.1 | -1.3 |
| | SEN only | 723 | -8.4 | -9.0 | -12.0 |
| | PP only | 969 | -2.9 | -3.0 | -4.4 |
| | Both PP & SEN | 463 | -12.9 | -13.7 | -17.2 |
| | Relative Progress (Additional months progress) | St Andrew's Bath | | | |
| | | No. | Ma | Rd | Wr |
| | All pupils | 125 | 1.2 | 1.8 | 0.0 |
| | Not SEN/PP | 67 | 3.1 | 3.3 | 2.1 |
| | SEN only | 23 | -2.3 | -0.3 | -4.4 |
| | PP only | 17 | 0.6 | 0.4 | -0.6 |
| | Both PP & SEN | 18 | -1.0 | 0.1 | -2.4 |
| | Relative Learning Progress (addn months+/-) | BWMAT | | | |
| | | No. | Ma | Rd | Wr |
| | All pupils | 5642 | -0.2 | -0.2 | -1.0 |
| | Not SEN/PP | 3856 | 0.8 | 0.8 | 0.2 |
| | SEN only | 646 | -2.9 | -2.7 | -4.7 |
| | PP only | 782 | -0.7 | -0.5 | -1.2 |
| | Both PP & SEN | 358 | -4.6 | -5.4 | -6.9 |

Commentary and conclusions on outcomes including phonics:

Relative Learning Attainment:

All groups are furthest behind in Writing, which is consistent with BWMAT data. In Maths and Writing, PP children are attainment better than non-PP. The attainment gap for SEND children is large in all areas.

Relative Learning Progress:

In Reading, Writing and Maths, PP pupils are making stronger progress than the BWMAT average, with Maths and Reading strongest.

Less progress has been made in Writing and therefore indicate that these children may continue to fall behind.

Further analysis:

In all year groups, attainment is lowest in Writing. Progress is stronger in all areas, especially for Year 4 and Year 5.

| Subject focus | Commentary on disadvantaged progress | Conclusions/actions |
|----------------|--|---|
| Phonics | <p>Progress across Reception – Y2 in Phonics was</p> <p>0% of PP Pupils attained ELG in Reading compared to 70% 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>Continue to embed the Little Wandle Letters and Sounds Revised reading scheme –</p> <p>Increase parent engagement through targeted support and training.</p> |
| EYFS | <p>50% PP Pupils attained GLD compared to 79% 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> <p>EAL training for EYFS staff (by PS)</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.

| 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 |
| <ul style="list-style-type: none"> Oracy21 Little Wandles EAL Package AET Autism CPD – best practice Subject Leadership CPD – cognitive overload, success criteria, teacher talk | <ul style="list-style-type: none"> CPD sessions throughout the year ensured good staff engagement and understanding. Oracy Lead had further support as part of the project and cascaded key principles to all stakeholders. Impact on Writing not clear yet but children's oracy developing well, especially in KS2. Continue next year but with sharper focus on explicit link to Writing. All staff trained in Little Wandle and resources organised and accessible. Reading Groups not set up until January but successful once systems in place. Parent sessions well attended and feedback via survey very positive. Next steps – set up Reading Groups sooner in year and engage parents in Term 1. Assessment tool in Little Wandles scheme very rigorous and aided 'keep up' element of scheme. Support from Better Bilingual ensured teaching staff had clear pedagogical understanding of how to support the children within class and how to assess effectively. Reduce support from Better Bilingual next year and focus upon in-house expertise and support for new arrivals and resourcing. AET Autism CPD for all staff (online). Raised awareness and created a shared language and resource to support all children presenting with neurodiversity. 360' days empowered subject leaders to have a clear action plan leading to a strong monitoring cycle. Ofsted visit recognised the benefit of these sessions and gave follow up actions to further improve the work of curriculum leaders (see Ofsted Report) CPD on long-term memory and cognitive overload supported teaching staff to plan effectively for maximum learning. Move on to best use of Learning Intentions and Success Criteria. | £35,000 |
| 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 |
|--|---|-------------|
| <ul style="list-style-type: none"> • Little Wandles – keep ups, reading groups • Coram Beanstalk KS2 • NELI • Reading Army • Library launch | <ul style="list-style-type: none"> • Positive response from children, parents and staff about Little Wandle. Learning Walks observed fidelity to the scheme and good progress. Continue to embed and build upon strong start. • Two Coram volunteers throughout the year, visited once a week and supported the reading development of 6 children in KS2. 5/6 made accelerated progress. Continue next year, with some KS1 children being included too. • NELI programme did not run this year due to technical issues. Signed up for 2022-23 and key member of staff will receive the training. • Successful induction of three Library Volunteers who supported children in using the Library and building on reading for pleasure. Continue to grow the group of volunteers over time and direct key children to the sessions. • Library launch to all classes, along with investment in new books and re-organisation of books enabled children excellent access to a wide range of fiction and non-fiction including dual language books and graphic novels, comics and newspapers. Librarians selected and trained to look after the space. Next – ensure all classes accessing at least once a week and open up the space regularly to families to use. | £14,425 |
| 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 |

| | | |
|--|---|----------------|
| <ul style="list-style-type: none"> • Peer Mentoring • Thrive • Forest School • OPAL • Attendance • EAL parent partner link | <ul style="list-style-type: none"> • 13 KS2 children received weekly sessions with a sixth former from Kingswood School who had been trained as a Mentor. Celebration event took place at Kingswood and evaluations from all young people was positive. Strong relationships were built, and children looked forward to these special times each week. Continue programme next year in KS2. • Thrive continued to have a positive impact for many children and next year, one practitioner will work across the whole school to support transitions and further develop the increasing need for Thrive sessions for individual and small groups. • The first year of Forest School for some time, with the FS Leader working across the school linking her work to the curriculum. The space was also developed and improved. Evaluations and reflections from staff and pupils were positive and the FS Lead presented new ideas to move forward and enhance this provision for 2022-23. This will include one whole day a week to enable some small group nurture sessions as well as whole class Forest School. • Set up OPAL Working Group and play significantly changed over time. The transition was not without challenges – finding the best use of the space, training adults and children alike, finding and maintaining resources. Six months of the programme left to go – an parent information event is planned along with an invitation to join play. • Overall, attendance across the school has improved (89% to 93%). PP attendance is in line with Non – PP children. • Parent Ambassadors sought but on reflection this added another layer of complexity for families new to the school – instead parents identified as those that will signpost and welcome newcomers via channels already in place. | <p>£21,000</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.