

St Andrew's Church School (Bath)

Pupil Premium Strategy Statement 2023-2024

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
- 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	230
Proportion of disadvantaged pupils	20%
Proportion of disadvantaged pupils who have SEND	30%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Publish date	December 2023
Review date	March 2024, July 2024
Statement authorised by	Local Governing Committee
Pupil Premium lead	Tamsin Stephen & Jayne Rochford-Smith
Governor lead	Hannah Wilson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,468
Recovery premium funding allocation this academic year	£5,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£69,978

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 have 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 who 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 order that pupils can access quality first teaching, the full	Families attend attendance meetings. Families engage positively with attendance action plans.

	curriculum and targeted intervention where appropriate.	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.

Activity in this academic year 2023-2024

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: £16,100

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
Continue to embed Little Wandle Letters and Sounds Phonics Programme; whole staff training and	<u>EEF research</u> : Phonics +5 months	2, 5

development (new staff focus)		
CPD sessions for all staff: Philosophy for Children to support thinking skills (critical, collaborative, caring, creative) and to teach for and through dialogue	EEF research: Oral Language interventions +6 months Collaborative learning approaches +5 months	2, 3, 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	Oral language interventions EEF (educationendowmentfoundation.org.uk)	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 benefits pupils with SEND – EEF)	John Hattie's Visible Learning High Quality teaching benefits pupils with SEND <u>EEF evidence:</u> Feedback +8 months	1, 2, 3, 5
Walkthrus - A professional development programme built using WalkThrus is supported by: evidence from cognitive science which provides a clear model for learning; evidence from the study of effective professional development	Full Package (google.com)	1, 5

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

Budgeted Cost: £30,910

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 Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	5
Small group tutoring programme to close gaps in KS2 during	<u>EEF evidence:</u> Small group tuition +4 months	1, 2, 3, 4, 5

Spring/Summer Term (recovery budget)	Feedback +6 months	
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 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: £22,500

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 Mentoring EEF (educationendowmentfoundation.org.uk)	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
Sports/Mentoring specialist; increase confidence and mental and physical fitness awareness	<u>EEF research:</u> Physical activity & Outdoor learning +2 months	1, 2, 4
OPAL programme embedded; train new staff and widen team; ongoing assemblies; train Play Leaders	<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, music, swimming)	<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
Curriculum information sessions for parents/carers to share key information and improve support at home in learning (e.g. Maths, P4C, Thrive)	<u>EEF evidence:</u> Parental involvement +4 months	4
EAL parent partner/link to reach new families, create strong relationships	<u>EEF research:</u> Parental engagement +4 months	3, 4

and early engagement; Young Interpreters Scheme continued to embed		
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Total budgeted cost: £69,510

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 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.

	EYFSP GLD	Y1 Phonics	KS1 R	KS1 W	KS2 M	KS1 R	KS1 W	KS1 M
All	53%	83%	68%	65%	74%	62%	71%	76%
Disadvantaged	33%	67%	33	33	33	50	25	25
Other	60	88	73	69	81	65	82	88

**Groups of under 5 pupils are shown in grey.*

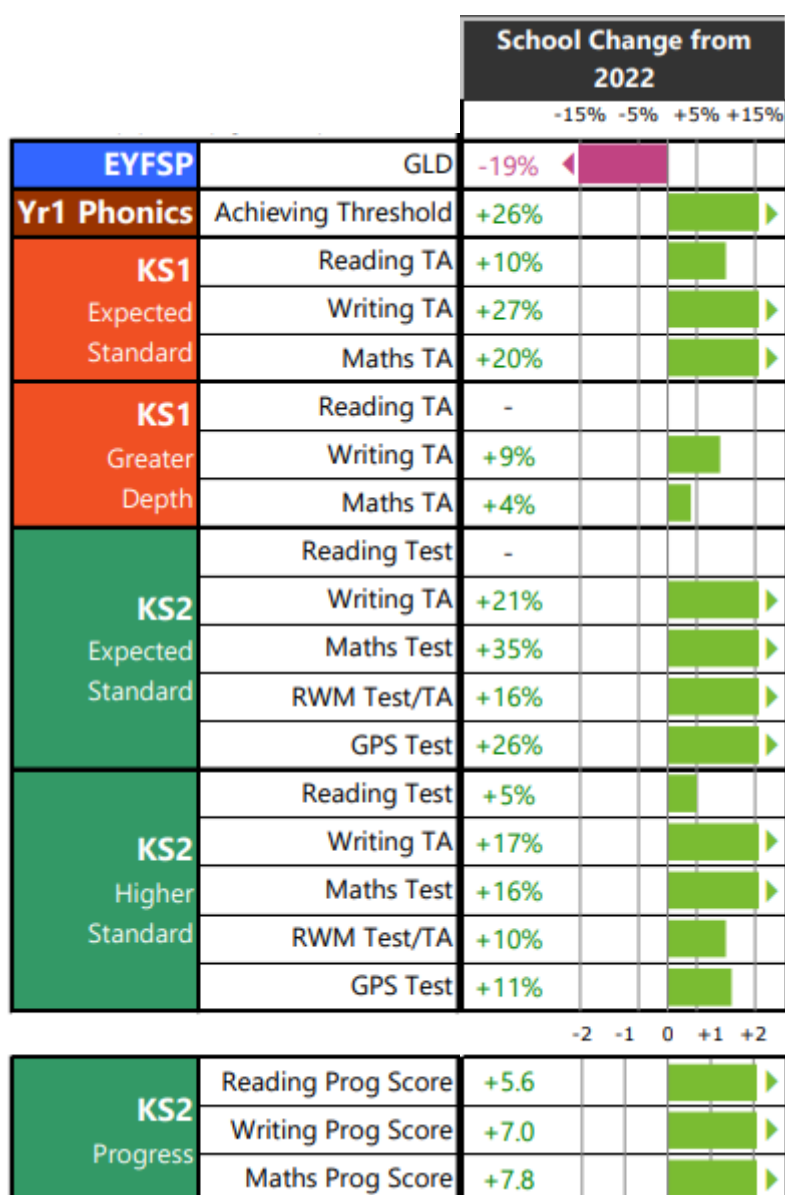
Commentary and conclusions on outcomes including phonics:

Relative Learning Attainment:

All groups are furthest behind in Writing, which is consistent with BWMAT data.

The attainment gap for SEND children is large in all areas.

Relative Learning Progress (over time):



The comparative numbers in KS2 are small. In all areas these children made less progress in all areas, with the largest gap in Reading.

In KS2, all PP children also were children with SEND.

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

Pupils with prior lower attainment have made accelerated progress in all areas and exceed the BWMAT average.

Further analysis:

In all year groups, attainment is lowest in Writing.

Subject focus	Commentary on disadvantaged progress	Conclusions/actions
Phonics	67% of children in receipt of PP funding passed their PSC. (88% of all other children passed their PSC).	Intensive support through the Little Wandle programme ensured children caught up from their starting points and made good progress towards the retest in Y2.
EYFS	53% reached GLD, with 33% of PP children reaching GLD. Strength demonstrated in Prime Areas (Physical Development and Communication and Language).	Strong transition package into Year 1 to address gaps in learning. Continuing to use Little Wandle programme to support early reading.

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.

Review of expenditure 2022 - 2023

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"> Learning Walks and feedback show positive outcomes in Oracy; children are more confident in their spoken language and apply Talk Tactics throughout the school day (e.g. in assembly). Little Wandle Letters and Sounds Phonics Programme fully embedded across EYFS – KS1 and results were strong (88% passed PSC, 67% PP children passed PSC). Parent training and regular staff updates supported the development of the programme and good outcomes. Staff engaged fully with CPD programme in school and across the Trust, including a moderation session with two other schools and subject leadership network meetings. 	<ul style="list-style-type: none"> Continue with Oracy21 project, ensuring new staff are aligned to the approach. Sharpen the focus of the link between Oracy and Writing, working in conjunction with the Walkthrus CPD programme. Continue with Little Wandle and ensure all new staff are trained and supported. Include Fluency next year. New CPD programme for 23-24 using Walkthrus approach (teaching and learning strategies). Run more moderation sessions in Writing to fine-tune assessment of Writing. Teachers attend Trust training on Writing Outcomes for each year group. Review the Connected Curriculum with whole staff – evaluate and adjust. Ensure the new Provision Maps (using APDR approach) is consistently and accurately used in each class. 	£16,396
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned	Cost

	(and whether you will continue with this approach)	
<ul style="list-style-type: none"> • Successful second year of the Little Wandle Letters and Sounds programme with strong outcomes in the PSC • Coram Beanstalk – three regular volunteers from Coram supporting children 1:1 in KS2 with reading comprehension and building positive reading habits. Positive outcomes for all children who made expected or accelerated progress in Reading. • Tutoring groups for Y6 identified children at risk of falling behind or being 'cusp' in Reading, Writing or Maths. Delivered by Y5 teacher two/three times a week. Children receiving the booster group sessions made good progress in Maths and Writing especially. • NELI – due to staff shortages, this programme did not run this year. • Library volunteers – two committed parent volunteers supported the development of the library throughout the year and began cataloguing the books using new Libresoft software. Children applied to be Librarians and helped throughout the week to keep the Library running and offering ideas for further development. In addition the PAT reading dog, visited once a week to support readers across the school with their fluency and confidence. 	<ul style="list-style-type: none"> • Children not passing the PSC to be part of catch up/keep up groups in Y2 and supported with extra sessions • Increase to four volunteers for 23-24, along with two additional readers ensuring all classes have a volunteer for extra reading sessions. • Booster sessions in place for January for the Y6 cohort, with a focus upon Writing and Maths. • Decision not to go ahead with NELI for 23-24 as the Reception cohort has nearly 50% EAL and whole class approach more suited to language needs. • Continue with Library volunteers and Librarians as we launch the new software which will enable us to better monitor reading habits across the school. PAT dog will continue into 23-24. 	£26,234
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 – identified PP and other children to receive weekly 1:1 mentoring sessions with sixth formers from Kingswood. 92% of mentees reflected that being part of the sessions had helped their confidence and that they looked forward to the sessions. • Thrive – continues to be an invaluable part of the offer at St Andrew's. Having a dedicated Thrive Practitioner supports children across the school for a sustained period or for a short time if needed. Parents and staff also benefit from Thrive and regular training has ensured staff are continually reviewing their practice. Reviewed 'scripts' used with children as part of the Behaviour for Learning policy. • Breakfast Club – attended regularly by some PP children which has in turn improved their attendance, punctuality and readiness to learn • Forest School – introduction of outdoor Nurture Groups with the Forest School Lead, linked carefully to Thrive provision and PP/other vulnerability factors. Progress tracked and some children have attended for extended periods, including over the lunch hour. • OPAL – final audit carried out in Sept 2023, resulting in a Platinum Award. Play provision has improved significantly in the two year period since it began. Clear action plan and leadership to ensure this is maintained. • Attendance – welcomed parents in for Drop In Library sessions after school, coffee mornings and parents evenings. HT works closely with CMEO and supports parents with improving attendance in the first instance. 	<ul style="list-style-type: none"> • Continue with Peer Mentoring from January 2024 • Offer Thrive sessions for parents – in the end of year survey, many parents ticked this as an area of interest. Thrive Practitioner will also roll out a parent support model. • Continue this offer to PP children and those with low attendance/punctuality. Continue to monitor PP attendance at after school clubs and extra curricular events (e.g. music lessons, sports events). Look into subsidising transport costs. • Increase offer to Nursery children. • See Action Plan and CPD plan for the Play Team. • Continue to work closely with Affordable Schools Programme (previously Poverty Proofing Schools) considering the cost of living crisis and energy/fuel increases in the work that we do • Continue to welcome parents in for curriculum and social/information events. Continue to share Attendance Policy and implement procedures to secure good/improving attendance for all. Focus on improving punctuality. 	<p>£22,955</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, 38% of children have English as an Additional Language. In some cohorts, the number of EAL pupils may exceed 50%. There are over 22 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.