



**ST. JOHN'S  
FOUNDATION**

# Impact Evaluation Report 2022-23



 **ImpactEd**



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# Part 1: Executive Summary

## 1.1 Evaluation aims and design

In 2020 St John's Foundation launched their ambitious ten-year strategy to narrow the attainment gap at Key Stage 2 across Bath and North East Somerset (BaNES). Although BaNES is classed as one of the least deprived areas in the country, these statistics mask pockets of high deprivation in the region. A high level of income inequality has contributed to long-standing disparities in educational outcomes, evident in the persistent attainment gap between under-served children and their peers. The vision for the Foundation Fund is to ensure that all children in BaNES, regardless of background, grow into healthy, happy educated members of their communities.

This report contains the evaluation findings from the second academic year of a three-year programme that provides wraparound support to children from pre-birth to age 12. The programme is built around three strands: Early Years (EY), Primary Empowerment Programme (PEP) and Nutritious Food Programme (NFP). The EY strand supports maternal mental health services and early years settings, the PEP strand is currently being run in seven primary schools, whilst the NFP strand provides children and families across BaNES with access to healthy and nutritious food. The Fund has supported approximately 2,070 children since 2021.

This evaluation is underpinned by the following research questions (RQs):

- **RQ1.** Is the Foundation Fund increasing the access that under-served children in BaNES have to additional interventions and support?
- **RQ2.** Is the Foundation Fund improving the outcomes of under-served children in BaNES?
- **RQ3.** Is the Foundation Fund leading to long-term systemic change across BaNES?

A combination of quantitative and qualitative data was collected to capture the impact of the Foundation Fund over the past two years. This data included pupil surveys, school-held data on attendance and attainment, 1:1 interviews with key stakeholders, and delivery partner KPI data. Thematic, descriptive, and statistical analyses were run to answer the above research questions.

## 1.2 Key Findings

### **1.2.1 Research Question 1: Is the Foundation Fund increasing the access that under-served children in BaNES have to additional interventions and support?**

**This evaluation found that the PEP strand has dramatically increased the access pupils have to high-quality teaching and learning as well as social, emotional, and developmental support.**

This was achieved by implementing a wide range of programmes across the seven primary schools. The expertise provided to schools through the delivery partner Brighter Futures delivering the Thrive programme has been particularly significant in transforming the capacity the schools have in supporting the Social, Emotional and Mental Health (SEMH) needs of their most vulnerable pupils. In the current school climate of high workload and cost pressures, this support is particularly valuable in increasing the access under-served children in BaNES have to additional interventions.



The evaluation also highlighted the importance of the other services provided through the PEP, such as speech and language support, forest school, and curriculum resources. Improving access to healthy food through universal free school meals was also seen as crucial in increasing both pupil and parental engagement across the schools.

**The evaluation of the EY strand found similar results.** Children with speech and language needs are increasingly being identified earlier and more accurately. Teacher and practitioner confidence in using the WellComm Toolkit (a screening tool to identify pre-school and primary school children who are experiencing barriers to speech and language development) increased by 41 percentage points over the last two years. Qualitative research with the Early Nurture Service (ENS) illustrated how they were able to work flexibly within the settings, adapting the Thrive programme to meet the needs of younger pupils. With the Foundation Fund's support, the counselling and therapeutic services for new mothers with mental health needs had sufficient resources to meet demand.

**Through the NFP funded strand, all pupils attending the PEP schools were able to access a free school meal.** Qualitative data collected from the Health Improvement Officer at Public Health BaNES, a role funded through the Foundation Fund, paints a comprehensive picture of the range of networks, programmes and activities supporting families across BaNES and how the Foundation Fund has contributed toward the facilitation of that support. Healthy Start uptake data indicates there has been an increase in children accessing food-related services between May 2021 and May 2023. BaNES now has a 71% uptake rate of Healthy Start vouchers, with 754 beneficiaries taking up Healthy Start vouchers out of the 1065 eligible for them. This uptake rate puts BaNES in the top 12% of Local Authorities nationally.

### **1.2.2 Research Question 2: Is the Foundation Fund improving the outcomes of under-served children in BaNES?**

**The PEP has been successful in increasing some of the attainment outcomes of pupil premium (PP) pupils at KS1, improving standards so they are more in line with national levels.**

In 2021/22, PP pupils in PEP schools were below national levels in KS1 phonics, reading and maths by an average of 8, 4 and 10 percentage points respectively. By the end of 2022/23, PEP schools were just 3 percentage points below national levels in phonics, and 2 percentage points below national levels in KS1 reading. In KS1 maths PP pupils were measured 11 percentage points below their PP peers nationally.

**In addition, PEP schools have made greater improvements at KS1 than schools across Bath.** In 2021/22, PEP schools were equal to or below the BaNES benchmark in KS1 phonics, reading and maths. However, by the end of 2023, they outperformed BaNES schools in phonics and reading by 2 and 5 percentage points respectively. Although the PP pupils in PEP schools are still performing below the regional benchmark in maths, **PEP schools have on average reduced the gap between themselves and the BaNES average by 4 percentage points. The PEP has also been successful in reducing the attainment gap at KS1 at a slightly faster rate than schools nationally and schools in BaNES.** In phonics, the attainment gap has reduced by 7 percentage points in PEP schools, compared to a reduction of 6 percentage points in schools nationally and 6 percentage points in schools in BaNES. In KS1 reading and maths, the attainment gap has reduced by 2 and 3 percentage points respectively in PEP schools, by 2 percentage points in both subjects nationally, and 0 and 2 percentage points respectively in schools in BaNES.

**At KS2 a different picture emerges.** KS2 reading outcomes of PP pupils in PEP schools decreased by a similar amount to PP pupils nationally and PP pupils in BaNES, and PP pupils in PEP schools remain 6 percentage points below national levels and 1 percentage point below PP pupils in BaNES. In maths,





outcomes of PP pupils in PEP schools fell by 6 percentage points but fell by just 1 percentage point in schools in BaNES and improved by 3 percentage points nationally. At the end of 2022/23, the KS2 maths outcomes of PP pupils in PEP schools were 20 percentage points below PP pupils in schools nationally and 9 percentage points below schools in BaNES.

**Changes in the KS2 attainment gap were also highly varied across reading and maths.** In KS2 reading PEP schools were successful in reducing the attainment gap by 8 percentage points, whilst it remained stable in schools nationally and increased by 1 percentage point in schools in BaNES. In KS2 maths however, there was an increase of 14 percentage points the attainment gap in PEP schools, in contrast to a decrease of 2 percentage points in the attainment gap in schools nationally and no change in the attainment gap in schools in BaNES

**In the EY strand, increased access to specialist support and the implementation of effective screening tools have been improving child outcomes.** For instance, the use of the WellComm toolkit has meant that 24% more children in 2022/23 made progress in their communication and language development than in 2021/22. Furthermore, after receiving specialist SEMH support, children were on average meeting age related expectations (ARE) in their emotional development by their second screening with the assessment tool. 90% of mothers with mental health needs who received therapy support as part of the Perinatal Emotional Wellbeing Partnership (PEWP) showed what was termed by the clinicians as a ‘considerable improvement’ in their mental and emotional health after the intervention.

### **1.2.3 Research Question 3: Is the Foundation Fund leading to long-term systemic change across BaNES?**

**This evaluation has found promising signs of intermediate improvements which may serve as a stepping stone to long-term systemic change.**

The Foundation Fund has supported the seven PEP schools to become more sustainable by increasing their capacity to provide specialist provision to their most vulnerable pupils. Headteachers shared accounts of the impact of the interventions on school-life, and the instrumental role the Foundation Fund has had overcoming external factors such as the consequences of COVID-19, funding cuts and the cost-of-living crisis. The PEP has also been successful in setting up some system-wide schemes; for example, White Rose Education began a ‘train the tutor’ scheme, which is now being adopted by schools across BaNES.

**In two out of the five attainment measures the outcomes of PP pupils in PEP schools showed greater improvement than schools nationally, with particularly promising findings at KS1.** As systemic changes are long-term, the emphasis should be on sustaining and embedding PEP interventions. Future evaluations will be key to tracking the long-term successes of this strand.

**The development in the approach of the Language for Life programme leads to the assumption that the EY strand is already having a systemic impact on Early Years settings.** In the first year of the Language for Life project, the team worked on implementing the WellComm screening toolkit, and in the second year they played a responsive role, identifying areas of need and then working to overcome local challenges. In the third year the team will provide more consultancy-style support and recognise that less direct support is needed by the early years settings.

The Early Nurture Service is in its infancy; however, it has already positively impacted Early Years Practitioners’ ability to successfully play an active role in identifying SEMH needs, and they also now have a common language in the Thrive approach that enables them to do so. The Perinatal Emotional



Wellbeing Partnership (PEWP) continues to challenge cycles of disadvantage by helping new mothers and their babies in under-served communities to flourish.

**The impact of the Health Improvement Officer as part of the NFP strand has been felt at a strategic level.** There has been a shift in focus away from emergency or crisis support for food poverty to a more holistic focus on addressing financial wellbeing and food insecurity in its widest sense. Through the work of the Health Improvement Officer, organisations have been encouraged to work together to identify the foundations for long-term change. Furthermore, by providing food universally, the Foundation Fund has created shared experiences between children around food. These experiences are vital to leading a rich and fulfilling life and may therefore help to improve the outcomes of under-served communities in the longer term.

## 1.3 Recommendations

### 1.3.1 Recommendations for the PEP:

- Findings suggest that support from Brighter Futures and the use of the Thrive toolkit has been critical in improving the capacity of schools to support children with SEMH needs. St John's Foundation should **encourage Brighter Futures to create a 'strategy for sustainability'** that maps out how the impact of the interventions can be maintained.
- Since the 'train the tutor' scheme ran by White Rose Education has been so successful, other delivery partners could consider also adopting a **'train the trainer'** approach. This would be one way of ensuring that knowledge and expertise is not lost in the long-term.
- Nearly all the Headteachers said they benefitted from sharing knowledge and ideas with the other Headteachers of PEP schools. St John's Foundation may want to consider setting up a **termly forum for PEP school staff** to network and share best practice.
- Since all schools highly value the support from the PEP and want to see these interventions continue in the long term, we suggest that they come together to work out as a collective how this can be done. It might be that together they can produce **innovative ideas for how to continue to fund these programmes** in the future.
- The PEP appears to have been more effective at improving the outcomes of pupils in KS1 than in KS2, therefore the Foundation Fund could **either decide to focus all its efforts on KS1 only**, and track outcomes at KS2. Alternatively, it could work closely with Headteachers to **diagnose problems at KS2** and implement new interventions if appropriate.
- Continue to **fund the PEP for at least one further year**. The qualitative data shows that during the first year the schools were focused on setting up the interventions, and it was only in year 2 that they become embedded. It is likely that it will be in years 3 and 4 that the difference will be even more prominent. Reducing support too early in the implementation process could mean that gains made will be lost.

### 1.3.2 Recommendations for the EY:

- Encourage **LfL practitioners to share their experiences** on establishing and implementing the programme with others working in other strands of the Foundation Fund. LfL has been highly successful, and it is likely that others could benefit from understanding how to successfully implement a programme.



- **Continue to fund the ENS until it becomes fully embedded** in the nursery settings. Ensure that the ENS is focused on training and track changes in the confidence levels and skillset of EY Practitioners. Again, a ‘train the trainer’ approach might be effective here.

### 1.3.3 Recommendations for the NFP:

- Continue to **support the Health Improvement Officer to implement change at a strategic level.** The work that has been done so far has begun to shift the focus away from providing emergency food provisions towards thinking about how to tackle the root causes of food poverty. This is a success as it means those involved are starting to lead structural, systemic change. As the local authority appears to be alone in leading this joined up approach, it is of vital importance that St John’s Foundation continue to support this role.
- Work with the schools to think about whether universal free meals is the best way to tackle food poverty, or if there are other ways to help the most vulnerable families in BaNES. Whilst the policy is **effective at tackling stigma and reducing shame, it is not improving outcomes for the most vulnerable who already receive school meals.** There may be other more impactful approaches: for example, schools could provide a hot meal for the families of under-served children one evening a week, thereby bringing hard-to-reach families into the school whilst tackling food poverty.





## Part 2: Introduction

### 2.1 Background / Context of BaNES

When reading this report, various contextual factors associated with the Bath and North East Somerset (BaNES) area should be remembered. Although BaNES is classed as one of the least deprived areas in the country<sup>1</sup>, this fact masks pockets of high deprivation in the region. In 2019, 7.9% of the BaNES population was income deprived and, of the **115 neighbourhoods in BaNES, five were among the 20% most income deprived in England**. Two of the primary schools St John's has been working with are in the top 10% most deprived areas in the country. This high level of income inequality has contributed to the long-standing disparities in educational outcomes within BaNES, evident in the persistent attainment gap between under-served children (classified as those eligible for pupil premium (PP) and free school meals (FSM)) and their non-under-served peers.

Outcomes for this under-served regional cohort are amongst the lowest of all Local Authorities in England. Nationally, 55% of PP pupils achieve their learning goals at age 5, compared to just 46% of PP pupils in BaNES. This is compared to 73% of all other pupils nationally, and 78% of pupils in BaNES. Despite significant work over the years to close the gap, 'this pattern is proving difficult to shift'<sup>2</sup>.

It is also important to acknowledge that off the back of COVID-19, persistent absences within schools nationwide have been increasing. In January 2023, Parliament launched an inquiry into the rising rates of persistent absences, with results finding that pupils from disadvantaged backgrounds were more likely to experience periods of absence from school<sup>3</sup>. Considering the high levels of deprivation within the areas the Foundation Fund is targeting, it can therefore be surmised that children and pupils targeted as part of both the PEP and EY programmes may also be exhibiting these higher rates of absences.

Long periods of home learning during the pandemic increased educational inequalities because pupils had different amounts of online learning, varying access to technology and disparate levels of parental support<sup>4</sup>. **COVID-19 negatively impacted the attainment of all pupils, but particularly those from disadvantaged backgrounds** (FFT, 2022). There is strong evidence that pupils in areas of high deprivation have experienced a greater negative impact, and those in KS1 have been the most significantly affected, with lower attainment than previous cohorts across all subjects.

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<sup>1</sup> <https://www.ons.gov.uk/visualisations/dvc1371/#/E07000223>

<sup>2</sup> <https://democracy.bathnes.gov.uk/documents/s66070/Narrowing%20the%20Gap.pdf>

<sup>3</sup> <https://publications.parliament.uk/pa/cm5803/cmselect/cmeduc/970/report.html>

<sup>4</sup> <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/covid-19-disruptions-in-primary-schools-attainment-gaps-and-school-responses>



There is emerging evidence that suggests **COVID-19 has also negatively impacted children’s mental health and contributed to low levels of engagement**<sup>5</sup>. Furthermore, heightened levels of anxiety have made it harder for some pupils to attend school<sup>6</sup>.

Finally, it is important to understand the wider current climate within the education sector in England as a whole. Teacher workload, reduced staff capacity and cost stressors have contributed to a high sense of discontent among school staff throughout England and the rest of the UK over the past few years, culminating in **multiple teacher strikes throughout the 2022/23 academic year**<sup>7</sup>. Schools are facing worsening funding cuts, forced to cut back on the number of teaching and support staff available to pupils, as well as school trips and extracurricular activities<sup>8</sup>. In a survey conducted by the NASUWT Teachers Union, 90% of teachers surveyed experienced more work-related stress in the last 12 months than before, and 91% reported that their job had adversely affected their mental health<sup>9</sup>. This mood has meant that staff retention within schools is in crisis, with **59% of teaching staff and 67% of senior leaders considering leaving the sector due to pressure on their mental health and wellbeing**<sup>10</sup>.

Throughout this report, it is evident that the schools and settings funded by the St John’s Foundation Fund have not been immune to these stressors, and that many school and setting staff and senior leaders have grappled with these challenges. It is without a doubt that these difficulties have impacted the children they serve <sup>11</sup>, and this should be kept in mind when interpreting the findings outlined in this report.

## 2.2 About the strands

In 2020 St John’s Foundation launched their ambitious strategy to **narrow the attainment gap for Key Stage 2 (KS2) children** across Bath and North East Somerset. Their vision for the Foundation Fund is to ensure all children regardless of their background, grow into healthy, happy educated members of their communities. This report contains the evaluation findings from the second academic year (2022/23) of a three-year pilot programme of interventions that were introduced across seven primary schools and 22 pre-school settings in which outcomes for PP pupils have been persistently

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<sup>5</sup> <https://www.evaluation.impactgroup.uk/research-and-resources/lockdown-lessons;>  
<https://eric.ed.gov/?id=ED608590>

<sup>6</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8672800/>

<sup>7</sup> <https://educationhub.blog.gov.uk/2023/06/19/everything-you-need-to-know-about-strike-action-in-schools-and-colleges/>

<sup>8</sup> <https://www.suttontrust.com/news-opinion/all-news-opinion/cost-of-living-crisis-hits-school-spending/>

<sup>9</sup> <https://www.nasuwt.org.uk/static/1ac040a7-96a5-481a-a052ddd850abc476/Teacher-Wellbeing-Survey-Report-2022.pdf>

<sup>10</sup> <https://www.educationsupport.org.uk/media/zoga2r13/teacher-wellbeing-index-2022.pdf>

<sup>11</sup> <https://eric.ed.gov/?id=EJ1110304>



low. Throughout the report and where possible, findings from the second year of the programme in 2022/23 have been compared to the first year of the programme in 2021/22.

The Foundation Fund **targets children from pre-birth to age 12** through interventions which aim to increase their educational outcomes by supporting their learning and by addressing their physical, behavioural, and emotional needs. The Foundation Fund has three strands: the **Primary Empowerment Programme (PEP)**, **Early Years (EY)** and the **Nutritious Food and Safe Places Programme (NF&SPP)**.

The PEP funds external organisations to deliver additional support in foundational reading, writing, maths, oracy, and emotional and behavioural wellbeing. These delivery providers are:

- **Brighter Futures:** delivering social, emotional and mental health support to pupils and training for staff using the Thrive toolkit.
- **HCRG:** providing schools access to a specialist speech and language therapist.
- **Bristol City Council:** providing specialist literacy training termed ‘Reading Recovery’ and consultancy support.
- **Ruth Miskin:** Delivering training and consultancy support on the Read, Write, Inc phonics programme.
- **White Rose Education:** supports maths teaching within schools by providing free access to premium resources alongside bespoke CPD and training.
- **Voice 21:** provides support to raise the importance of oracy in the classroom so that it is in line with reading and writing.

The **EY strand** funds several different organisations targeting the pivotal first five years of a child’s life. This includes speech and language support to children aged three to five in pre-school environments and provides enhanced healthcare pathways for new mothers requiring mental health support. In 2022/23, an additional programme was added to this EY strand, for the provision of social emotional and mental health support for children in early years settings. These projects are:

- **Language for Life:** a team of speech and language specialists consisting of the HCRG Care Group and BaNES Local Authority, delivering speech and language support to children and training for Practitioners using the WellComm toolkit.
- **Early Nurture Service:** through Brighter Futures, a team delivering social, emotional, and mental health support to children and training for Practitioners using the Thrive toolkit.
- **Perinatal Emotional Wellbeing Partnership:** an umbrella programme encompassing a range of services and organisations offering emotional and wellbeing support to new mothers.

The **NF&SPP is focused on improving access to affordable and nutritious food across BaNES** by providing funds for various third sector food focussed organisations and supporting the local food infrastructure networks. Several key organisations receive funding from St John’s Foundation to deliver this support:

- **FareShare South West:** working with local community groups in BaNES to distribute nutritious food to families most in need.
- **Free school meals:** free hot lunches provided to KS2 pupils in the PEP schools, who are not entitled to Free School Meals.



- **Health Improvement Officer for Food Poverty:** an individual working within the BaNES council to liaise with a range of local organisations to improve food assistance, quality, and distribution.

## 2.3 Evaluation limitations

This section will focus on the limitations of evaluation; the overall methodology approach to the evaluation can be found in Appendix 1.

There are some important limitations with this evaluation that should be considered when assessing its findings:

- **The sample sizes for some of the cohorts were relatively small.** Most of the PEP primary schools only have one class per year. If one or two fewer pupils achieve age related expectations (ARE) than the year before, a school's results can change by a relatively large percentage. Please refer to the sample sizes recorded in the caption of each graph when reading through the results.
- **We do not know which pupils in the PEP schools took part in which intervention.** It was decided in partnership with St John's that collecting this data would be too burdensome for teachers. Since we therefore cannot analyse the differential impact of each intervention, we have focussed our efforts on evaluating the combined impact of the interventions to see if the PEP is meeting its core objectives (i.e., reducing the attainment gap).
- **Systemic change cannot be fully measured over a two-year period.** Whilst it is important to stay focussed on the overall aim of systemic change, we must acknowledge that this is a long-term aim, and it is not possible to measure in the space of two years. We have provided some evidence in relation to the third research question and hope to be able to add further evidence in future years.
- **In some cases, impact data can be challenging to obtain.** In the NFP&SP strand, it is difficult to show the impact of food vouchers and free meals as uptake does not necessarily equate to impact. In cases such as this, we have conducted a process evaluation rather than an impact evaluation. This means that we have looked at programme implementation and coverage instead of impact.
- **We do not have access to any control group data.** Since the programme strands work across whole schools and whole communities, an evaluation design incorporating a control group was not possible. In place of this, we have compared results to regional and national benchmarks wherever possible.



## Part 3: Primary Empowerment Programme

This section contains an analysis of the impact of the PEP. Consisting of eight sections; the first looks at the impact of the PEP overall, and the following seven examine the impact on each school separately.

The section that looks at the impact of the PEP overall begins by using 1:1 interviews with the delivery partners to explain the role of each organisation within the schools, and their approach to delivery. It then uses Phonics screening data, SATs results and KS2 non-cognitive pupil surveys to evaluate the impact of the programme overall.

We then look at each school individually. Each section begins contextualising the delivery of the programme in each school. It uses qualitative data from 1:1 interviews with the Headteachers, and Headteacher reports (provided to St John's in May 2023) to describe how the interventions have changed school practices, policies, and cultures.

Each section then moves on to using quantitative data to evaluate the impact of the PEP on key pupil outcomes. Phonics screening assessment data and KS1 SATs results are used to analyse the impact of the programme on KS1 pupils, and KS2 SATs results, and pupil survey data measuring key non-cognitive outcomes is used to analyse the impact of the programme on KS2 pupils.

Each section ends by looking at attendance data for each school by Key Stage (where relevant) and provides a brief overview of how many pupil recipients of Free School Meals are funded by the government and how many additional free school meals have been funded by St John's Foundation.

It is worth noting that when we refer to the attainment gap, we mean the percentage point difference between the proportion of PP and non-PP pupils achieving ARE. An attainment gap greater than 0 means that more non-PP pupils are achieving ARE than PP pupils, whilst an attainment gap less than 0 means that more PP pupils are achieving ARE than non-PP pupils. For instance, if the attainment gap has changed by +17 percentage points between 2022 and 2023, this means that the difference between the proportion of PP and non-PP pupils achieving ARE has increased by 17 percentage points in favour of more non-PP pupils reaching ARE.



## 3.1 Impact of the overall programme

In 2020 St John's Foundation engaged six organisations to deliver interventions in some, or all, of the PEP schools. The interventions were implemented in the 2021/22 academic year and continued running in 2022/23. The table below shows which interventions were delivered in each school over the 2022/23 academic year. Note that for 2023/24, Roundhill will be taking up the Ruth Miskin provision.

Delivery Partner	School						
	St Keyna	St Martins	St Michael's	St Mary's	Twerton Infants	Castle	Roundhill
Brighter Futures	✓	✓	✓	✓	✓	✓	✓
HCRG	✓	✓	✓	✓	✓	✓	✓
Bristol City Council* Voice 21			✓	✓			✓
White Rose Education	✓	✓	✓	✓	✓	✓	✓
Ruth Miskin	✓		✓		✓	✓	

Table 1: Table showing the interventions received by each school. *\*Please note that Roundhill, Castle, Twerton and St Mary's all had support from Bristol City Council in 2021/22 and 2022/23 through the 'Reading Recovery' training programme but have decided they no longer wish to receive this type of training. The Council will continue to provide the schools with consultancy support as and when is needed.*

Below we have provided a short summary of the work of each of the delivery partners and their approach to engaging with the schools. The information was provided by delivery partners in 1:1 interviews held in July 2023, and describes successes and challenges of the PEP, as seen from their perspective.

### 3.1.1 Brighter Futures

The aim of Brighter Futures was to work with the seven primary schools to improve Social, Emotional and Mental Health (SEMH) outcomes for all children, while focussing on specific pupils in need of targeted support. Brighter Futures felt that delivery in 2022/23 was far easier than in 2021/22. In 2021/22, some schools found it difficult to engage and prioritise, but once school staff familiarised themselves with the programme, programme delivery ran far more effectively and efficiently.

The delivery partner noted that in the second year of delivery they trialed an adaptation of their practice to work more directly with parents of children at Roundhill Primary. They shared that historically it was challenging to engage parents, however, with a pastoral care officer they began a pilot scheme with a selection of families. Their children were observed in class, parents were spoken to and had weekly sessions with their child; *'The feedback was really positive in the exit interviews, and we are now going to use these families to act as ambassadors for new families'*, the delivery partner explained. Looking ahead, Brighter Futures are looking to expand the Thrive family programme to support other schools to increase parental engagement.

When considering systemic change within the schools, Brighter Futures reported that for schools with SEMH leads, far greater long-term impact was made, as these leads managed staff training to ensure that





knowledge was not lost during staff turnover. To upskill staff and promote professional development across the school they trained school leaders and conducted group supervision of teachers or special educational need and disability (SEND) surgeries where teachers shared experiences and offered support and advice to one another. Their aim of working with teachers was to create a whole school approach to Thrive<sup>12</sup>.

In some schools, Brighter Futures offered larger nurture groups to ensure regular, consistent provision was in place. However, in some schools it was not embedded so Brighter Futures worked to support these schools by creating provision maps for pupils with SEMH. They said that the impact of this had been that:



**Headteachers and leaders found this really useful when explaining to people what they were trying to achieve and how they were trying to support their children. The frameworks were being brought in to help bridge the gaps with teaching assistants and teachers were working with Thrive to develop their practice.**

**- Delivery Partner, Brighter Futures**

The delivery partner said the challenges in delivery tended to be due to a school's lack of capacity. If there was not an established Thrive practitioner or leader within the school, it was challenging to keep up momentum. In the first year of delivery, Brighter Futures found it was difficult to get teachers to network and share best practice (mostly due to time constraints), but that this was something they hoped to overcome.

### 3.1.2 HCRG Care Group

All schools accessed the specialist speech and language therapist (SALT) for support and had a choice in how to specifically use this support. The most successful support occurred when the PEP SALT worked directly with staff on a project that they were particularly passionate about and where they could really see the impact this was having on their pupils. Schools were very positive about the intervention and support, knowing there was a specialist on hand.

One of the biggest elements and successes of the support was providing schools timely access to assessment advice as well as bespoke support ideas and resources. This helped the schools to unpick and assess their children's Speech Language and Communication Needs (SLCN). This early identification was vital in supporting schools who faced increased waiting times and demands. The SALT offer helped schools explore and use the WellComm toolkit and other assessment approaches and supported the work of the LfL project in Reception.

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<sup>12</sup> Please see the glossary at the end of this report for a full description of the Thrive approach.



A particular strength of the support was the flexibility to be in schools at times that suited teacher/teaching assistant availability. In some schools the demands and needs of their pupils were just too large for individual sessions to be practical and the SALT offer was pivotal in helping staff expand their own practice to put support in place. Successes and programmes were then shared between schools.

The feedback to the delivery partner from schools has been overwhelmingly positive with staff seeing the



**In one school a group of children were not making progress with the usual phonics scheme. Working closely with the SENCO I was able to unpick the core skills needed and plan and resource an alternative approach. All the children who took part in the group made progress and have re-joined the school's phonics scheme."**

**- Delivery Partner, HCRG Care Group**

impact and feeling well supported to start making changes on the ground.

The programme worked well in the schools who chose to engage with the offer; in the first year of the programme one of the PEP schools withdrew from the offer because of limited capacity and understanding of the programme but re-engaged later. Email contact was maintained with all schools enabling a flexible 'opt in' approach as schools' capacity to engage changed.

COVID-19 has had a lasting impact with some children needing significant support with their baseline skills and emotional and behavioural needs alongside their SALT needs. Staff retention and turnover pressures have also presented challenges for the schools. Due to the complex interplay of these factors, a longer monitoring period is needed as it is too early to see significant systemic change within schools. However, reports indicate that the offer is having a positive impact on pupils and is valuable.



### 3.1.3 Bristol City Council

Bristol City Council provided a specialist literacy training programme termed ‘Reading Recovery’, to teachers in PEP schools. A literacy expert from the Council trained staff to become ‘Reading Recovery Teachers’ with the skillset to design and deliver specialist interventions to children in their school. They also provided 1:1 consultancy support, helping teachers develop schemes of work or whole-school approaches. For instance, following consultancy support, St Keyna diversified their range of books so that children from all backgrounds could see themselves in the texts. The delivery partner (the Council) has worked with all seven schools at various points throughout the programme but with three consistently.

The delivery partner felt that the programme had been successful with all involved since they had seen the direct impact it had on the lowest readers within their schools. In one school, the delivery partner had worked with classroom teachers to develop support for 28 lower attaining children in Year 1 and 2, and 25 had made accelerated progress. The delivery partner described the impact of the intervention on one of the children who had been struggling with ADHD and a challenging home life:



**They had so many barriers but are now in line with their peers in reading and writing! I saw their lessons and was blown away by them. Before the additional support they were only reading a couple of letters and now they are reading and writing like their peers. This was such a wonderful success - poverty and neurodiversity made their learning so difficult.”**

**- Delivery Partner, Bristol City Council**

The delivery partner felt that one of the biggest successes was the support provided to middle leaders who were then able to disseminate the training and messages to the wider school community: *“I worked with one school on their writing scheme which we totally rejigged for their pupils. We looked at book choices and made them much more relatable to their pupils. We worked really closely on this, and it was a really positive experience for them.”* As long as these leaders were consistent and remained in post the delivery partner felt that the successes achieved so far would lead to systemic change.

The delivery partner expressed concerns that the schools had decided to redirect the funding to employ reading assistants. While teachers trained in Reading Recovery had Qualified Teacher Status (QTS) and understood the underlying pedagogies, the reading assistants would not. The delivery partner thought that, by replacing this specialist support with unqualified teaching assistants, schools would be losing skills and expertise, and that this would impede the outcomes of under-served pupils and those with SEND. The delivery partner did understand the rationale behind the decision because they recognised that schools are trying to reach as many children as possible, but they are worried that this will lead to an increase in the attainment gap in the long-term.

### 3.1.4 Ruth Miskin

Since we were unable to conduct an interview with a member of staff from Ruth Miskin, the summary below is based on information provided by the Head of Delivery and Impact at St John’s Foundation, and the references to Ruth Miskin in the Headteacher reports.



Five of the seven PEP schools have so far engaged with Ruth Miskin support. This has involved receiving training and consultancy support in delivering the Read, Write, Inc phonics programme. For three of the five schools this meant taking on a completely new phonics programme, and the schools are therefore at different stages of delivery. For instance, the programme is now being fully embedded in Twerton Infants:

**bb** In September 2021, we introduced Read Write Inc as the school's systematic synthetic phonics programme, with the help of funding from St John's. This was a considerable undertaking, and many staff found the transition challenging, particularly in the first few months. During the first year, we invested a lot of time in staff development, INSET days and Twilight CPD sessions. This investment is now paying off."

**- Headteacher, Twerton Infants**

Ruth Miskin's aim is to increase teachers' skills, confidence and knowledge in literacy and leadership, enabling teachers to deliver Read, Write, Inc with high efficacy. Each of the schools has access to a yearly package of support that includes face to face training, remote catch ups with a dedicated trainer and a subscription to the Ruth Miskin online resources.

The Headteacher from Castle Primary said that the lowest attaining 20% are 'making much more progress ... and 96% of all children now achieving the standard by the end of KS1'. The impact has been widespread, where even parents noticed a difference.

**bb** The extra phonics support has helped my son massively- he has come a long way. My son now wants to read at home."

**- Parent, Castle Primary**

The impact on St Keyna has been huge; in 2019 and 2020 the school was in the lowest 20% of schools for end of KS1 phonics, yet in 2022 it was in the top 10%, and this year expects to be in the top 5%. A teacher described the change to the school:

*"I have taught Year 1 for quite a few years, and it has been fantastic to see the progress children make with their phonics when they get additional support on a daily basis. Now we target any child who would benefit from additional phonics tutoring. The funding has given the children a real opportunity to read, and this is such a gift – it opens the world to them."* (Year 1 teacher, St Keyna)

### 3.1.5 White Rose Education

White Rose Education aims to support maths teaching within schools by providing free access to premium resources alongside bespoke CPD and training. All seven schools accessed the support but there was variable engagement because of the different needs of the schools.

One of the biggest successes of the intervention has been the 'train the tutor' element, where teachers were trained to deliver training to teaching assistants, who then went on to deliver interventions. The



approach was so successful that schools across BaNES began requesting it in their school when they heard about its positive impact.

White Rose Education shared that schools had seen improvements in the quality of their interventions delivered by teaching assistants, although concerns existed around TA allocation. Often these trained TAs would be redirected depending on the needs of the school and their pupils, and so the knowledge and skills developed from the training was not always being used in terms of how it was implemented. This makes the monitoring and tracking of long-term impact difficult. To combat this challenge White Rose Education has changed their approach; where they initially delivered CPD as a whole and then “left the school to it”, they looked at creating a more sustainable model where there were more opportunities for specialists to be in schools to support and embed knowledge and best practice. By being more present in schools, supporting teachers and leaders they wanted to *“not just give them something and let them get on with it but offer more support to really see the impact in classrooms.”*

Through informal feedback from the schools involved, they have seen the impact White Rose Education has on maths teaching, and all schools are now actively using the newly acquired skills. However, they felt that a more robust structure, where schools could have training on the same concept or approach and teachers then identify which area of support is most relevant to them, would further increase the impact White Rose Education was having. The delivery partner said that they would like to see more collaboration between the PEP schools to share knowledge and experience. They thought that when working with those in particularly challenging contexts it was important to share practice.

The delivery partner found that the fact that they are not locally based in BaNES has impacted their ability to deliver support directly to schools and has meant that at times they have had to rely on a long-distance approach. Moving forward, they are planning to block support so that schools can access the same CPD and specialist to support with implementing CPD and using resources more effectively. White Rose Education has recognised this is an area of development as some schools did not evenly distribute their funding allowance across the year, which eventuated in an inability fund specialist visits. The model moving forward will ensure all schools have access to the same offer of support whilst it still meeting individual needs of a school.

Another barrier faced when delivering and monitoring the impact of the interventions was a lack of clarity regarding tracking. White Rose Education wants to ensure everyone has access to the same input so they can track the impact it is having on pupils’ maths attainment. Although the schools were keen to track progress, high staff turnover, leadership instability and communication limited how impact could be measured. However, regular meetings with other delivery partners helped to overcome this barrier as during these meetings they were able to understand why they were not necessarily engaging with maths interventions. White Rose Education felt that these face-to-face meetings had helped to provide delivery partners with a deeper contextual understanding of the schools and therefore they were better able to deploy the relevant specialists and intervention support.

### 3.1.6 Voice 21

Voice 21 aims to raise the importance of oracy in the classroom so that it is in line with reading and writing. The delivery partner worked with three schools running a membership model to increase academic engagement and wellbeing.



Voice 21 noted varied impact within schools, as one school did not want to take up the offer initially but then engaged in the 2022/23 spring term so received a compressed programme whilst others fully engaged from the outset. However, it was noted that this slow engagement was more due to a technical issue at their end where their emails were not being received rather than an unwillingness to be involved in the intervention.

The delivery partner felt that although the programme is still in its infancy *“the successes have been enormous”*. Where schools had fully embraced the intervention and bought in, there was *“a huge appetite to scale up”* the offering. They worked closely with oracy champions to look at ways in which they could fully embed oracy into the curriculum by the autumn term of next year. The delivery partner described it as *“a marathon and not a sprint”*, schools needed to include oracy as a target within their School Improvement Plans (SIP’s), but it was difficult to find tangible achievements which was an area they are working on.

Further challenges existed around retaining the skills and knowledge of oracy champions. As all delivery partners have raised, recruitment and retention difficulties within schools has meant that although training and support takes place this knowledge often leaves with outgoing staff members. There needs to be an oracy champion within schools to maintain *“the energy and desire”* required to embed this as a key priority and, although schools recognise its importance, this can be challenging.

To counter these barriers, Voice 21 is working on creating dashboards so the school community can see progress and impact, with the hope that this will help maintain motivation and work to further embed the programme in the long term.

### 3.1.7 Key Stage 1 Attainment outcomes

This section looks at the outcomes of KS1 pupils across the PEP schools in the academic years 2021/22 and 2022/23. We first look at Phonics screening assessment data and then KS1 SATs results. The analysis contains the results of six PEP schools since St Michael’s does not have KS1 pupils.

**Key finding: Between 2022 and 2023, PEP schools saw an average increase of 7 percentage points in the proportion of pupils achieving ARE in the end-of-year 1 phonics assessment. The proportion of PP pupils achieving ARE increased by 10 percentage points and the attainment gap decreased by 7 percentage points.**

Between 2022 and 2023, PEP schools saw an increase of 7 percentage points in the proportion of pupils achieving ARE in the end-of-year 1 phonics assessment. As seen in Figure 1 below, in 2022, 66% of pupils achieved ARE, whilst in 2023, 73% of pupils achieved ARE. This change was not statistically significant ( $p=0.10$ ,  $n=381$ ). In 2023, the PEP schools as a whole were performing 6 percentage points below the national average.



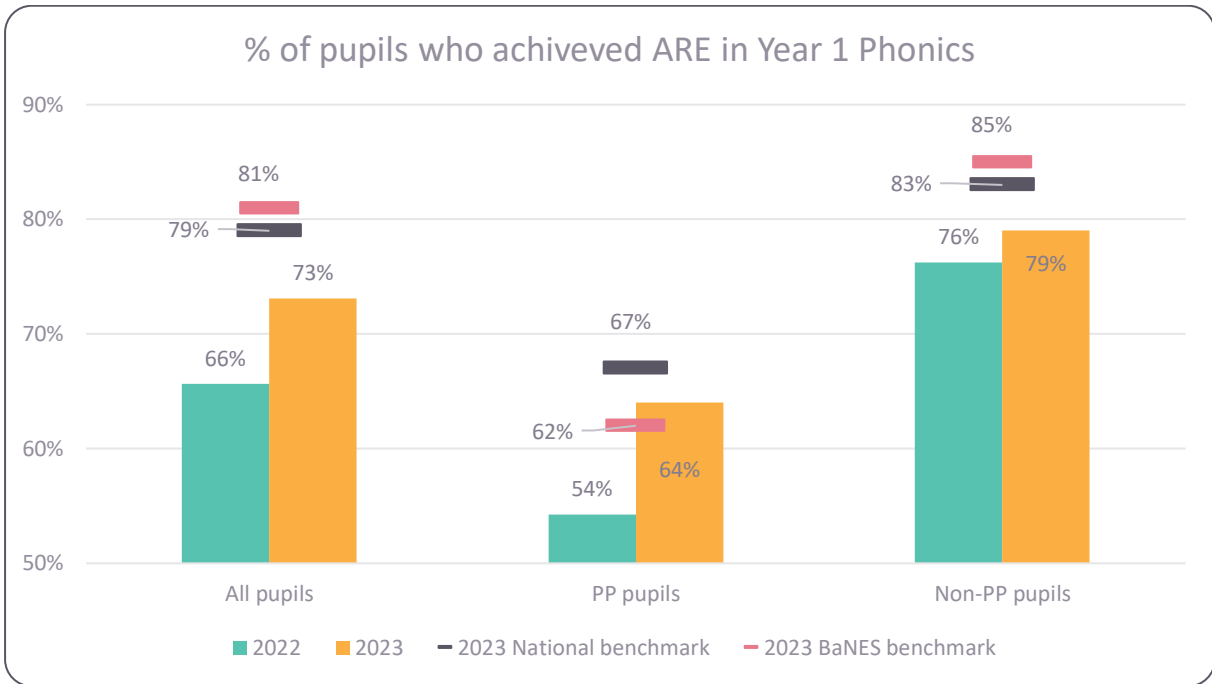


Figure 1: 2022: All pupils (n=195), PP (n=94), non-PP (n=101). 2023: All pupils (n=186), PP (n=75), non-PP (n=111). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

Figure 1 also shows the proportion of PP and non-PP pupils achieving ARE in phonics in 2022 and 2023. Results show that the attainment gap decreased by 7 percentage points, from +22 percentage points in 2022 to +15 percentage points in 2023.

**Key finding: Across the PEP schools, KS1 SATs outcomes improved by 4 percentage points in reading, and 1 percentage point in maths. Across reading and maths, the proportion of PP pupils achieving ARE increased by 5 and 3 percent, and the attainment gap decreased by 2 and 3 percentage points respectively.**

In KS1 SATs a similar picture emerges in that there has been an improvement in outcomes, although the schools are performing below national levels. We find that between 2022 and 2023, the proportion of pupils achieving ARE in reading increased by 4 percentage points, rising from 54% in 2022 to 58% in 2023. This change was not statistically significant ( $p=0.32$ ,  $n=385$ ).

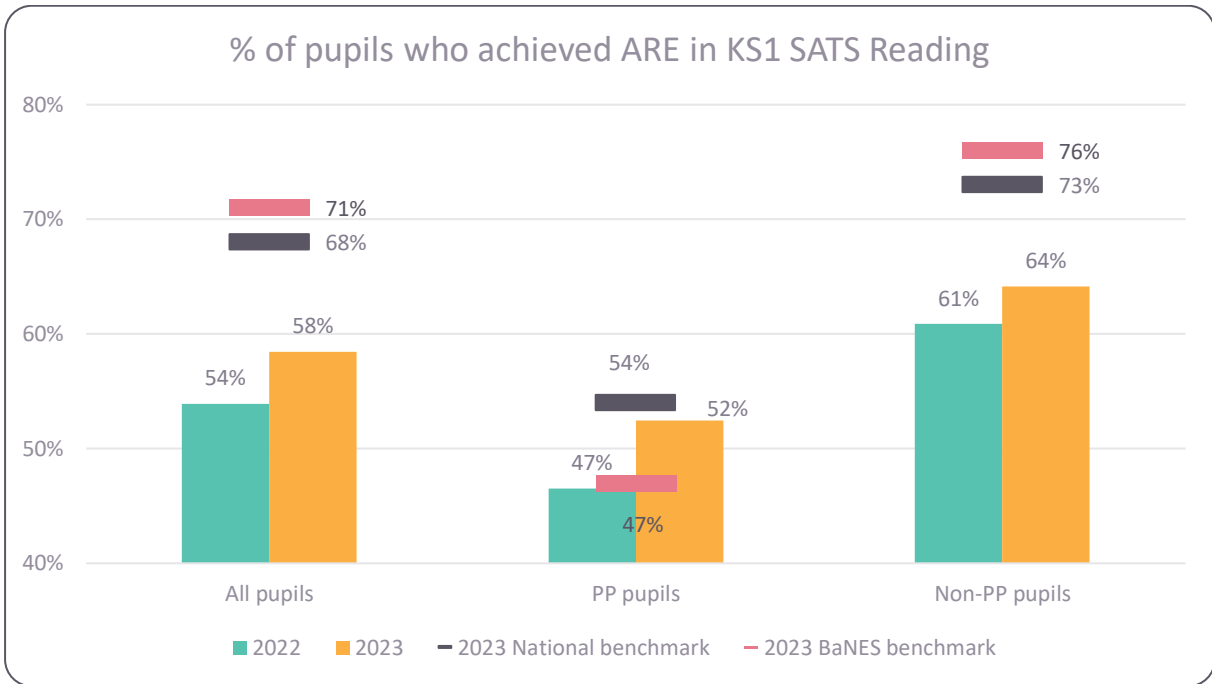


Figure 2: 2022: All pupils (n=178), PP (n=86), non-PP (n=92). 2023: All pupils (n=207), PP (n=101), non-PP (n=106). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

As seen in Figure 2 above, the attainment gap in KS1 reading decreased by -2 percentage points, from +14 in 2022 to +12 in 2023.

In KS1 maths the proportion of pupils achieving ARE increased by just 1 percentage point between 2022 and 2023, rising from 53% in 2022 to 54% in 2023. This is seen in Figure 3 below. This change was not statistically significant ( $p=0.57$ ,  $n=385$ ).

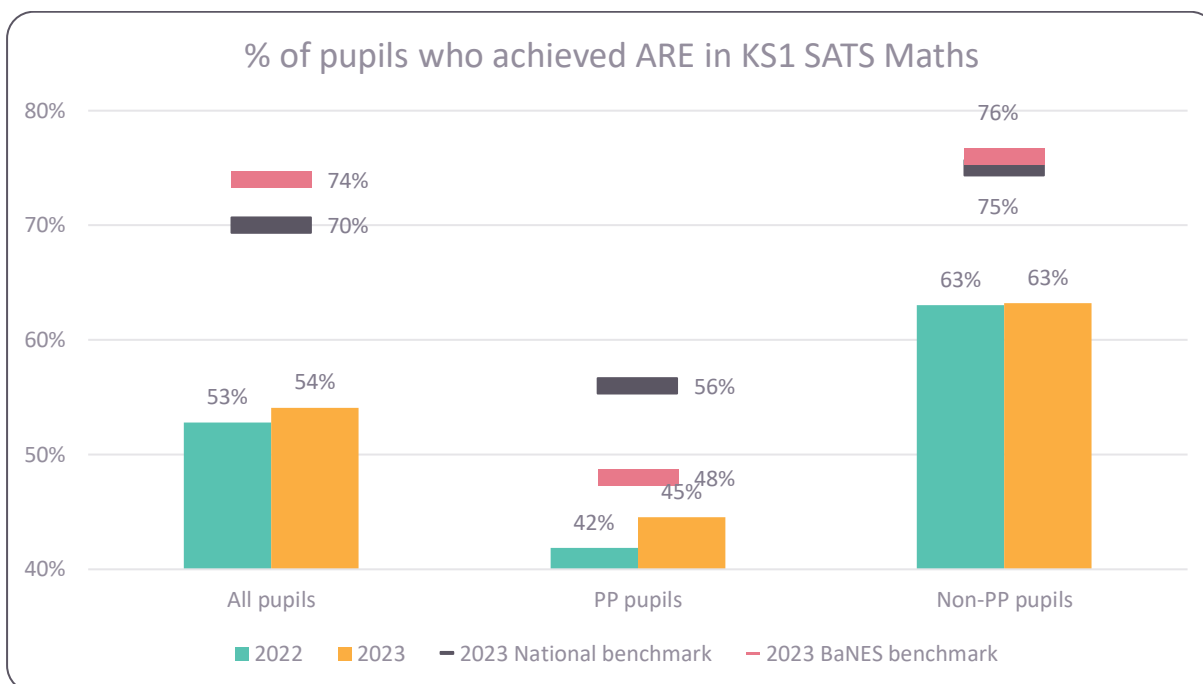


Figure 3: 2022: All pupils (n=178), PP (n=86), non-PP (n=92). 2023: All pupils (n=207), PP (n=101), non-PP (n=106). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

Like KS1 reading, in KS1 maths, between 2022 and 2023 the attainment gap also decreased by -3 percentage points. We can see from Figure 3 above that the gap between PP and non-PP achieving ARE in maths in 2022 was +21 percentage points, whilst in 2023, it was +18 percentage points.

### 3.1.8 Key Stage 2 Attainment outcomes

This section uses KS2 SATs results to analyse the outcomes of KS2 pupils in the PEP schools in 2021/22 and 2022/23. The analysis contains the results of six PEP schools only since Twerton Infants does not have a Key Stage 2.

**Key finding: Between 2022 and 2023 the KS2 reading outcomes of pupils across the PEP schools worsened. The overall proportion of pupils and PP pupils achieving ARE decreased by 6 and 2 percentage points respectively. The attainment gap decreased by 8 percentage points as fewer non-PP pupils achieved ARE.**

When we look at KS2 SATs results, we find that across the PEP schools between 2022 and 2023, there was a decrease of 6 percentage points in the proportion of pupils achieving ARE in reading. In Figure 4 below, we see that in 2022, 65% of pupils achieved ARE, whilst in 2023, 59% of pupils achieved ARE. This change was not statistically significant ( $p=0.10$ ,  $n=419$ ).

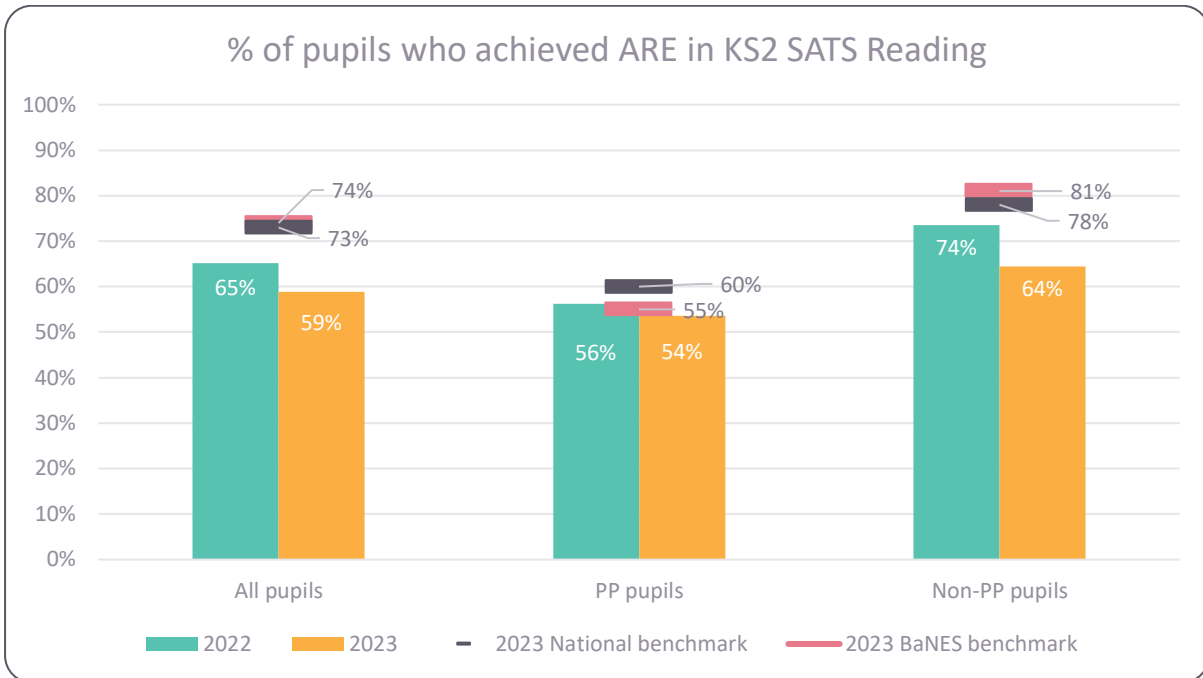


Figure 4: All pupils (n=198), PP (n=96), non-PP (n=102). 2023: All pupils (n=221), PP (n=114), non-PP (n=107).

Figure 4 also shows the proportion of PP and non-PP pupils achieving ARE in reading 2022 and 2023. Results show that the attainment gap in KS2 reading decreased by 8 percentage points, falling from +18 percentage points in 2022 to +10 percentage points in 2023.

**Key finding: KS2 SATs results show that the overall proportion of pupils in PEP schools achieving ARE maths remained the same. The attainment gap increased by 14 percentage points and the proportion of PP pupils achieving ARE fell by 6 percentage points.**

In maths, a slightly different pattern emerges. We find that between 2022 and 2023, the proportion of pupils in PEP schools achieving ARE stayed the same (54%), as seen in Figure 5 below.

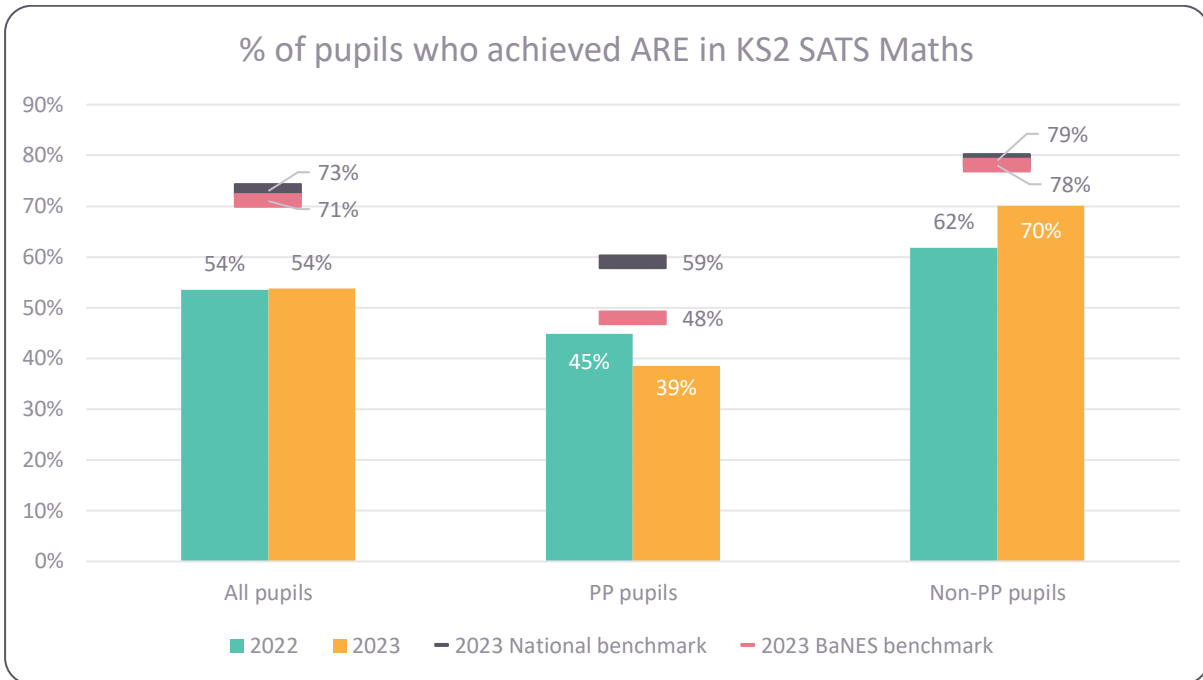


Figure 5: All pupils (n=198), PP (n=96), non-PP (n=102). 2023: All pupils (n=221), PP (n=114), non-PP (n=107).

Unlike KS2 reading, the attainment gap in KS2 maths increased by 14 percentage points, rising from 17 percentage points in 2022 to 31 percentage points in 2023.

### 3.1.9 Key Stage 2 non-cognitive outcomes

This section contains an analysis of the pupil survey data. Pupil surveys were used to measure changes in five non-cognitive outcomes, all of which correlate highly with academic performance. The surveys were delivered to KS2 pupils only since the surveys are not validated for KS1 pupils.

This section analyses data from five schools only: Castle, Roundhill, St Keyna, St Mary’s and St Michaels. Twerton Infants is not included in the sample as they do not have a Key Stage 2. St Martin’s Garden is also not included in the sample as their pupils did not complete surveys in 2021/22.

The analysis looks at the change longitudinally, from the baseline survey conducted in the autumn term of 2021/22, to the endline survey conducted in the summer term 2022/23. The sample includes matched data only (i.e., responses from pupils who took both baseline and endline survey).

**Key finding: Across the five PEP schools that completed pupil surveys in 2022 and 2023, non-cognitive outcomes worsened on average by 7 percentage points. Whilst PP pupils tended to start at a slightly lower level than non-PP pupils, the average change in outcomes was the same across both groups as both experienced an overall 7 percentage point decline.**



Across the five PEP schools’ emotion regulation levels fell on average by 11 percentage points, with PP pupils experiencing a decrease of 10 percentage points and non-PP pupils experiencing a decrease of 12 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=357$ ).

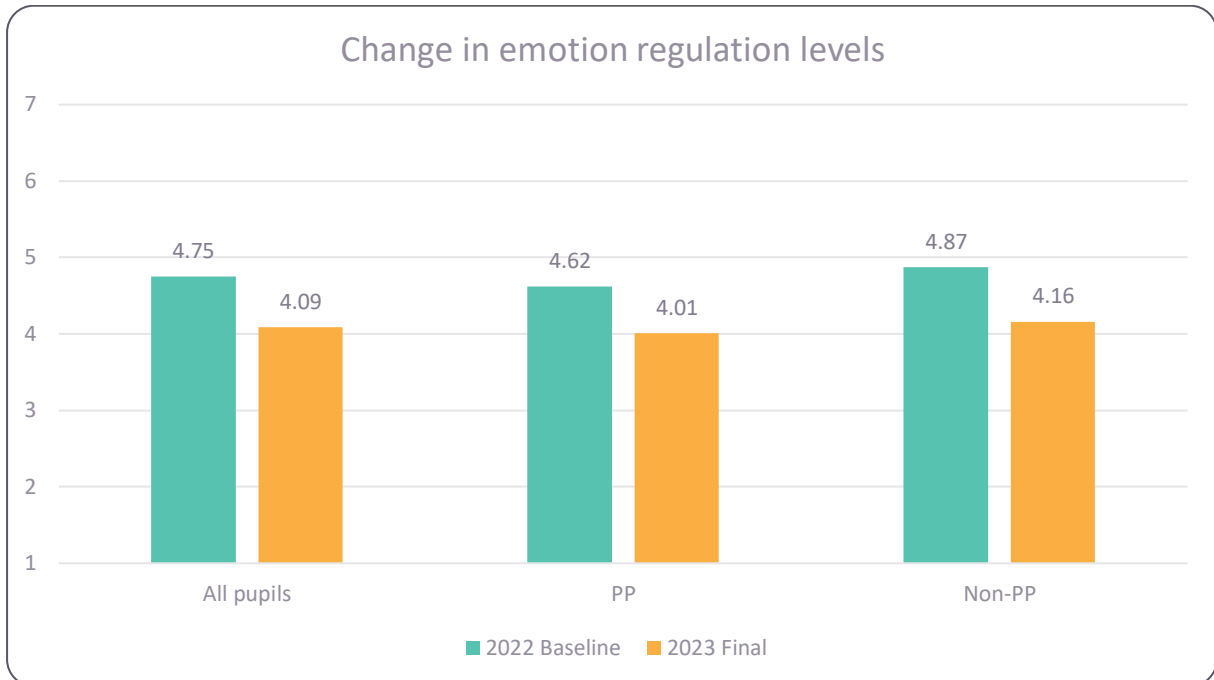


Figure 6: All matched pupils ( $n=357$ ), all matched PP ( $n=166$ ), all matched non-PP ( $n=191$ ). Since emotion regulation is a measure specific to this evaluation only, we do not have a national benchmark.

As seen in Figure 7 below, average grit scores of pupils decreased slightly, by just 1 percentage point. This change was not statistically significant ( $p=0.19$ ,  $n=355$ ).

Slight gains were made by PP pupils, whose average grit scores increased by 1 percentage point. Non-PP pupils on the other hand, saw a decrease of 4 percentage points.



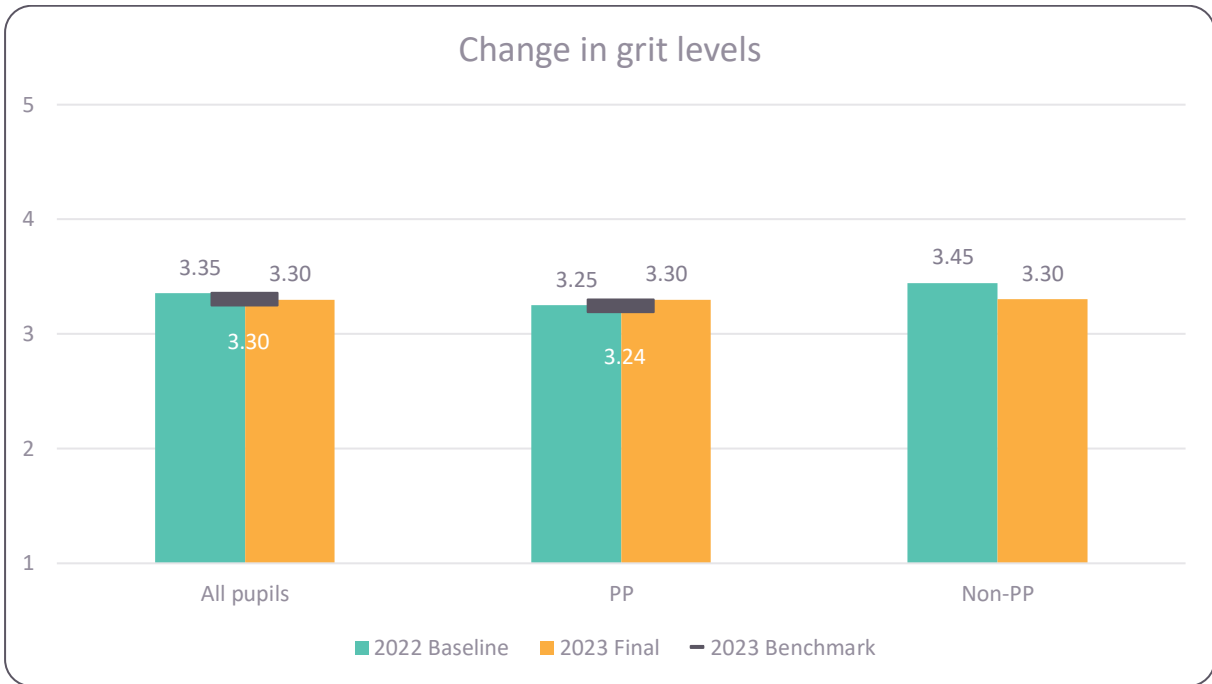


Figure 7: All matched pupils (n=355), all matched PP (n=165), all matched non-PP (n=190). Please note that we do not have a benchmark for non-PP pupils.

Wellbeing scores of pupils in PEP schools decreased on average by 7 percentage points (Figure 8). PP pupils saw the largest fall of 8 percentage points, whilst non-PP pupil scores fell by 6 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=353$ ).

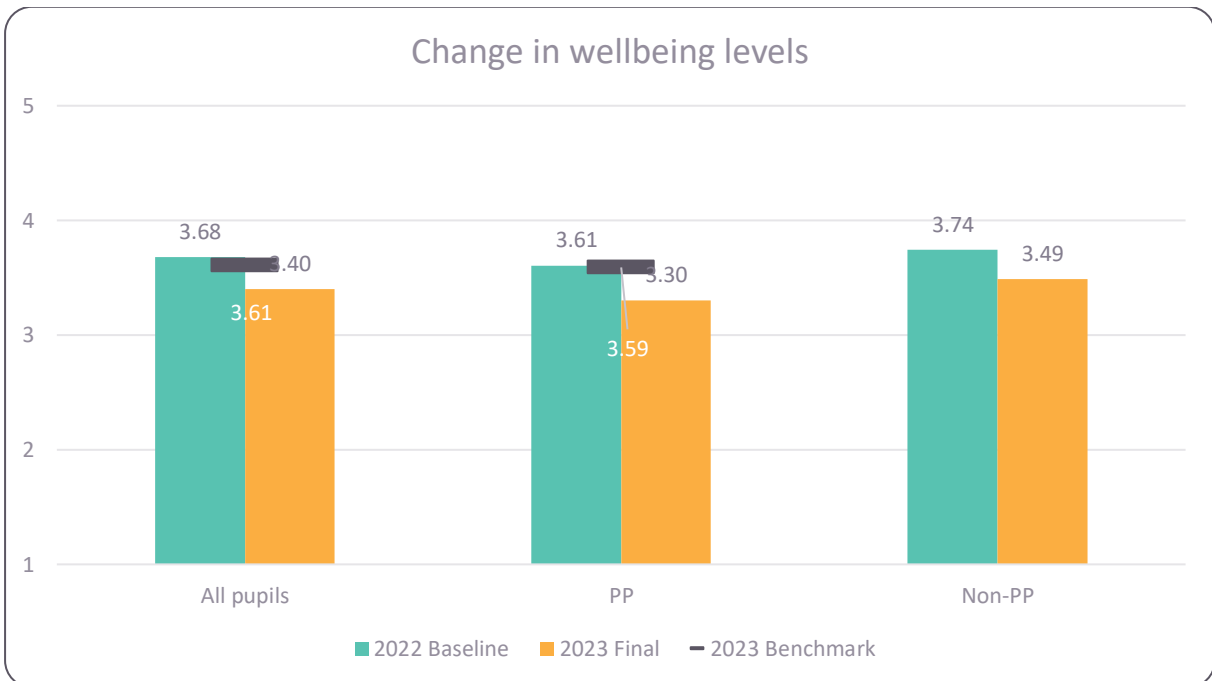


Figure 8: All matched pupils (n=353), all matched PP (n=164), all matched non-PP (n=189). Please note that we do not have a benchmark for non-PP pupils.



Average self-efficacy scores declined by 9 percentage points. PP pupils saw a decline of 9 percentage points, whilst non-PP pupil scores fell by 8 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=353$ ).

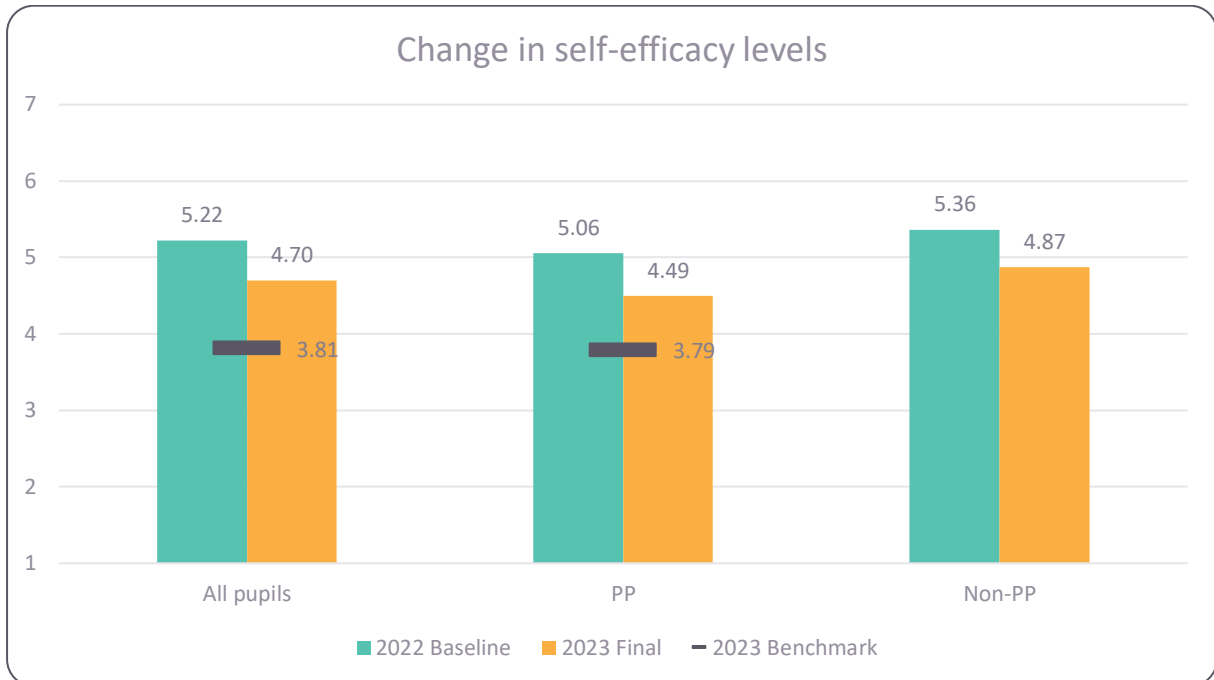


Figure 9: All matched pupils ( $n=353$ ), all matched PP ( $n=164$ ), all matched non-PP ( $n=189$ ). Please note that we do not have a benchmark for non-PP pupils.

Metacognition scores fell by an overall average of 8 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=343$ ).

Again, the change observed was relatively similar across the two pupil sub-groups, with PP pupils experiencing a decrease of 9 percentage points and non-PP pupils experiencing a decrease of 7 percentage points.

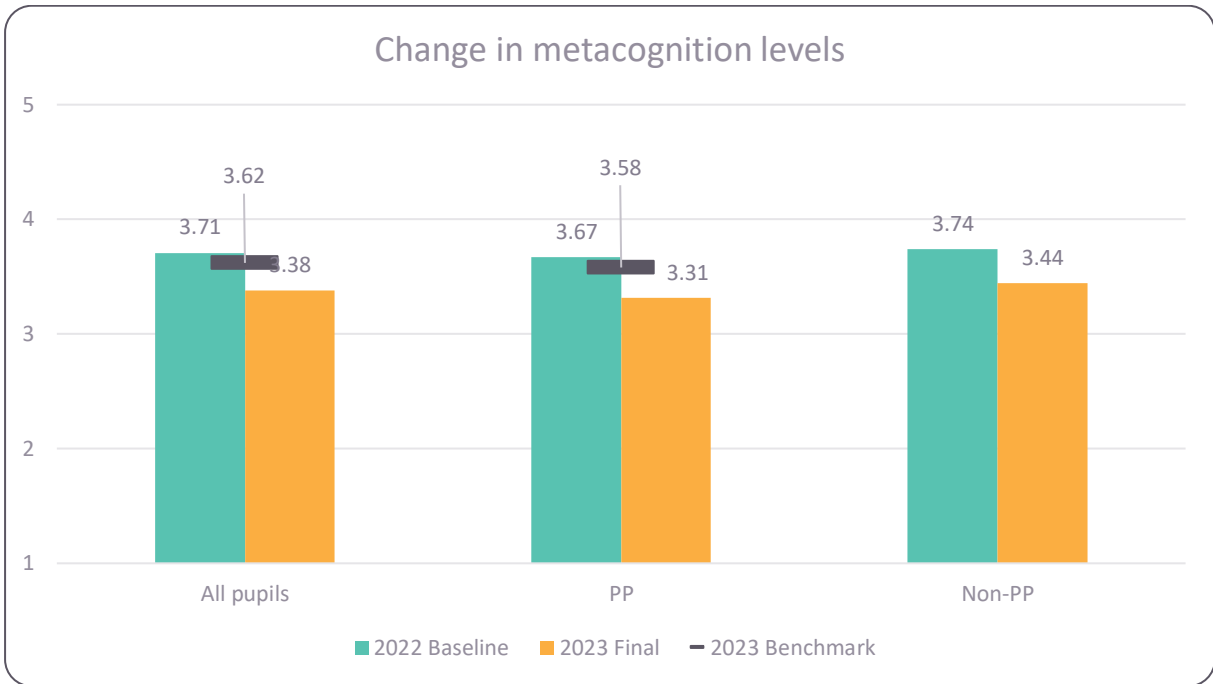


Figure 10: All matched pupils (n=343), all matched PP (n=160), all matched non-PP (n=183). Please note that we do not have a benchmark for non-PP pupils.

In Figure 11 below we see the percentage point change between 2022 and 2023 of PP and non-PP pupils across all five measures. We clearly see that across all measures apart from grit, outcomes worsened (although it is worth noting that the changes in grit were not statistically significant, whilst the changes in all other measures were). We find that in just two of the five measures, PP pupils had a more positive change in their outcomes than non-PP pupils.

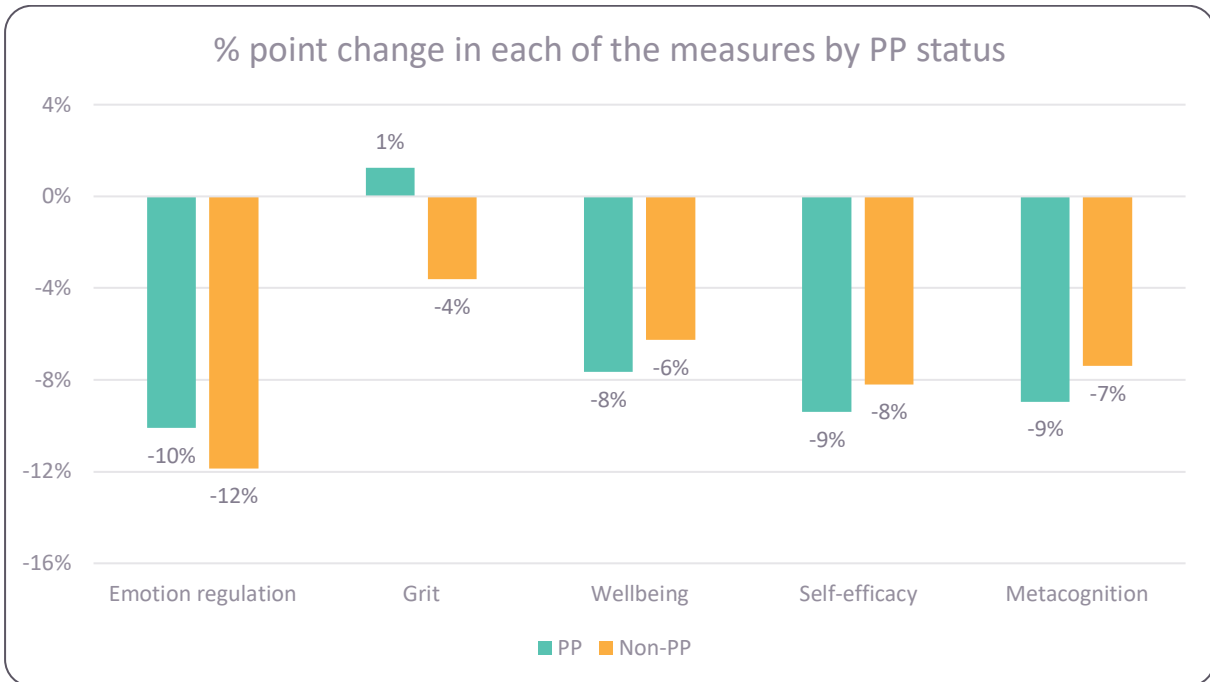


Figure 11: All matched pupils (n=343), all matched PP (n=160), all matched non-PP (n=183).

### 3.1.10 Key Stage 1 Attendance

This section contains an analysis overview of the average attendance rates for pupils in the PEP schools across KS1. Average attendance scores were collated from all seven PEP schools: Castle Primary, Roundhill Primary, St Keyna Primary, St Mary’s Primary, Twerton Infants, St Martin’s Garden Primary, and St Michael’s Primary. For benchmarking, we sourced data from the Department for Education (DfE). Since PP data on attendance rates is not publicly available, we have used average attendance rates for pupils eligible for FSM, as there is a high correlation between pupils eligible for PP who are also eligible for FSM. This data was therefore deemed a suitable proxy. From 2021/22 to 2022/23, there were no changes in the average attendance rates of either FSM or non-FSM pupils, and the benchmark is therefore covering both academic years. The analysis looks at the change longitudinally, from the overall average attendance scores in 2021/22 to that in 2022/23.

As can be seen in Figure 12 below, pupils across all seven schools had lower average attendance rates than both the national non-FSM average as well as the average for pupils eligible for FSM. Over the course of the last two years, PEP PP pupils have shown a +0.46-percentage point increase, though as of 2022/23, PP pupils in the PEP schools are still 2.43 percentage points behind the national attendance average of pupils eligible for FSM.

Non-PP pupils have shown a similar positive increase in attendance rates over the past two years, showing an increase of 1.41 percentage points, where in 2022/23, non-PP pupils are more or less meeting the average national attendance rates of non-FSM pupils, with a small 0.70 percentage point difference.

Overall however, the gap in attendance rates between PP and non-PP pupils has widened slightly, where in 2021/22 PP pupils’ average attendance was 90.43%, 3.49 percentage points behind the average



attendance rate of their non-PP peers. This gap has widened to 4.44 percentage points in 2022/23, where PP pupils showed an overall average attendance of 90.89% and their non-PP peers showed a 95.32% attendance rate. This finding is statistically significant ( $p < 0.00$ ). Note that the national attendance gap between FSM eligible and non-FSM eligible pupils stayed the same between 2021/22 and 2022/23. This means that the significantly widened gap seen amongst the PEP schools is not reflected in the national trends.

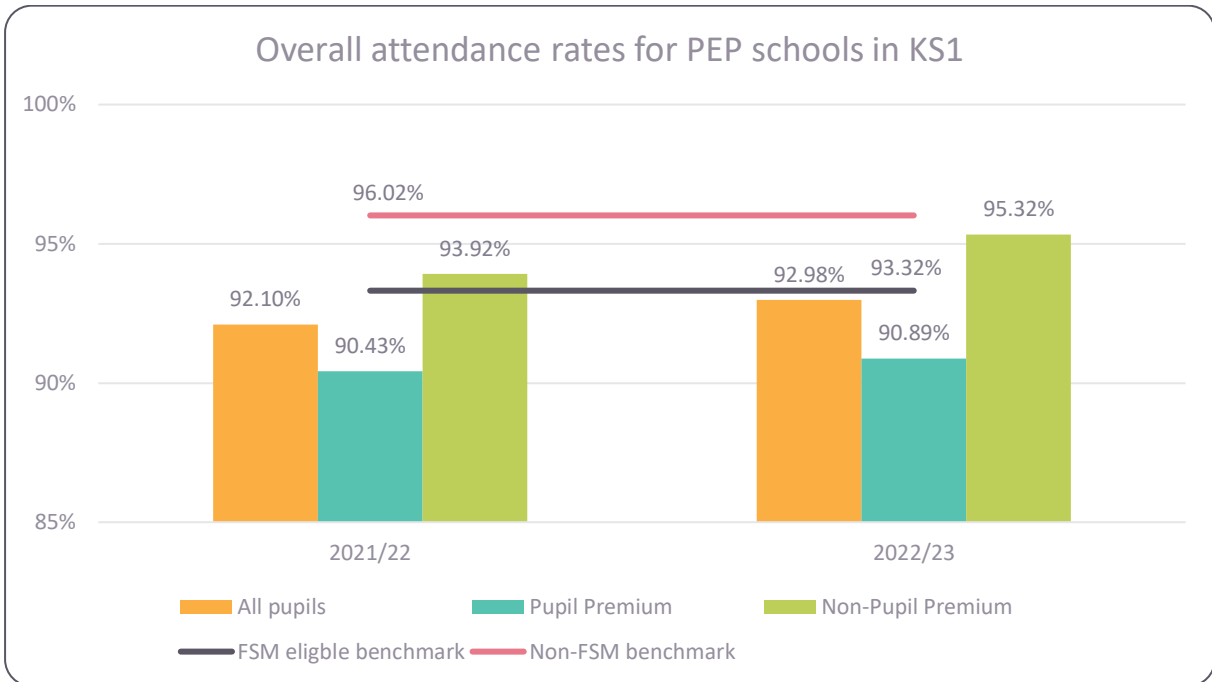


Figure 12: Overall attendance for PEP schools in KS1 across 2021/22 and 2022/23 academic years. All pupils 2021/22 n= 435. PP pupils 2021/22 n=208. Non-PP pupils 2021/22 n=227. All pupils 2022/23 n=409. PP pupils 2022/23 n=193. Non-PP pupils n=226.

### 3.1.11 Key Stage 2 Attendance

For KS2 pupils, a similar trend can be seen as that in KS1 pupils for attendance rates over the last two years. Overall, KS2 pupils in the PEP schools have shown relatively similar average attendance rates across both years, increasing by 0.01 percentage point in 2022/23. Trends for PP and non-PP pupils mirror that for KS1 pupils as well, where the gap in attendance between the two groups has grown slightly, though this gap is smaller than it is for KS1 pupils. In 2021/22, PP pupils were on average attending school less, at 3.41 percentage points behind their non-PP peers. This gap has grown to 3.76 percentage points in 2022/23.

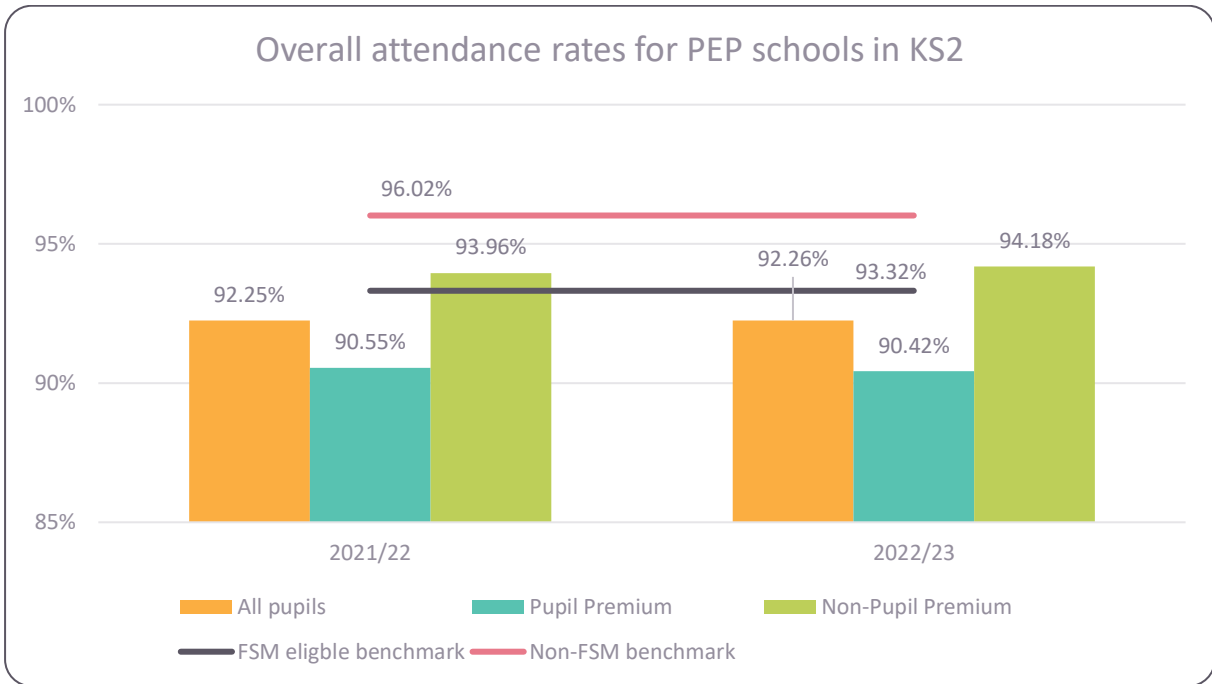


Figure 13: Overall attendance for PEP schools in KS2 across 2021/22 and 2022/23 academic years. All pupils 2021/22 n= 1557. PP pupils 2021/22 n=765. Non-PP pupils 2021/22 n=792. All pupils 2022/23 n=1453. PP pupils 2022/23 n=717. Non-PP pupils n=736

### 3.1.12 Free school meals

In January 2023, St John’s Foundation agreed to provide funding to cover the cost of warm school lunches to all pupils of PEP schools who are not eligible for the Government funded FSM programme<sup>13</sup>. It is worth noting that as Twerton only has a KS1, a key stage where *all* pupils already receive FSMs by default, they did not benefit from this support and will not be included in this analysis. From January to July, **St John’s funded awarded £73,421 worth of warm school lunches to 367 pupils** who were not eligible for FSMs.

The graph below shows that 40.60% of pupils at PEP schools were already eligible for FSM and that St John’s was able to fund free warm lunches for another 26.14% of pupils at eligible PEP schools. It also shows the percentage of children at the school who are neither are eligible for government-funded nor took up the free school meal offer from the Foundation Fund; these pupils have been labelled as ‘Not impacted’.

<sup>13</sup> <https://www.gov.uk/apply-free-school-meals>



Percentage breakdown of FSM pupils, SJF FSM pupils, and pupils impacted, across all eligible PEP schools.

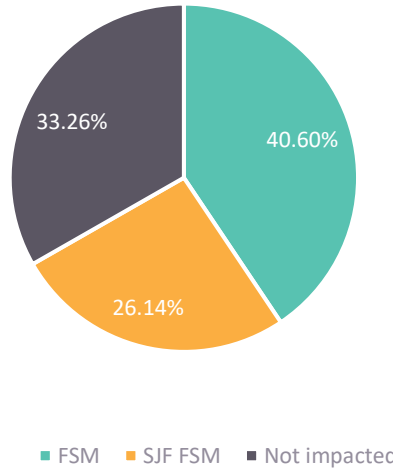


Figure 14: A percentage breakdown of pupils, in the 6 PEP schools eligible for St John’s Foundation funded free school meals, who received Government Funded FSMs, those who received St John’s Foundation free school meals, and those who did not receive any form of free school meals from January 2023 – July August 2023. All pupils n = 1404. FSM pupils n = 570. SJF FSM n = 367. Not impacted pupils n = 467.

Since St John’s began funding additional free school meals in January 2023, the number of pupils accessing warm lunches in the eligible PEP schools increased by 73.4%.

Figure 15 below shows the numbers of pupils receiving free school meals provided by the Foundation Fund in 2023. The numbers increased over time because the schools started at different points in the school year.



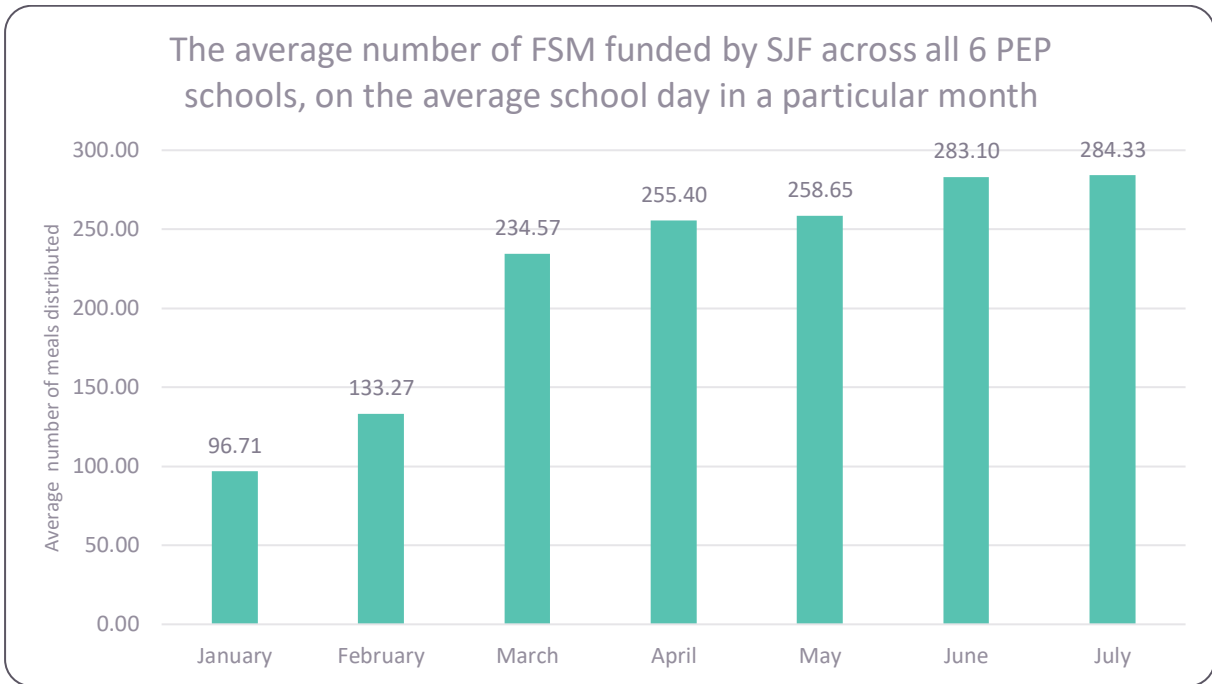


Figure 15: The average number of free school meals funded by St. John’s foundation at all 6 eligible PEP schools on the average day in each month from January 2023 to July 2023. January 2023 – July 2023 n = 28414.

This report now moves on to examining the impact of the PEP on each of the PEP schools. Each section begins by contextualising results using data drawn from 1:1 interviews with Headteacher, before providing a high-level analysis of the impact of the Fund on each individual school. For more explicit and detailed information regarding each school, please refer to Appendix 2 in this report.

### 3.2 Castle Primary School

When asked about the biggest impact of the Foundation Fund, the Headteacher at Castle Primary School said that they believed that the SALT support directly impacted their pupils and, referencing the EY strand, said that the LfL support was particularly impactful in Reception. They felt that in general, engagement with the various interventions in their school was good apart from the Reading Recovery training programme which had been less successful. This was not however due to the intervention itself but rather that it was aimed at pupils who were already struggling with school and therefore they had greater barriers to overcome to get these children on board. The Headteacher felt since the Reading Recovery programme required asking the pupils to do more of something they already struggled with, pupils were often anxious and reluctant to engage.

The school received a lot of support from the SALT therapist who helped teachers with SALT needs in class. This improved the quality of speech and language support and led to greater consistency in pedagogical approach. The Headteacher said that the additional support and training has meant that now “you wouldn’t be able to differentiate between who was delivering the lessons (teachers or teaching assistants). The skillset is identical, so we are now embedding and tweaking in our second year.”

They stated that in its second year, **the aim of the PEP feels much clearer and that the school saw greater impact in terms of attainment and progress.** They were able to place an additional adult in



Reception to focus on disadvantaged pupils and this resulted in an increase of the number of pupils achieving age-related expectations in that year group.

The Headteacher noted that the school was hugely oversubscribed for Thrive, but having this additional support meant they could reduce waiting lists for Education and Health Care Plans (EHCPs) ensuring that pupils received more timely support:



*“Thrive engagement here was strong, we actually had a waiting list for this as it was valued by our school community. The Forest School had really good engagement too especially for children who had poor attendance - this was a guaranteed come to school day for them.”* (Headteacher, Castle Primary School)

Due to the PEP, the school was able to direct funding to support under-served pupils; for example, they bought a book vending machine and **saw an increase in the number of children engaging with reading, particularly their PP children**. The Headteacher also felt that the pupil’s engagement with the Read, Write, Inc phonics scheme was “exceptional.” They explained that the children could see the impact it had on their reading and therefore felt motivated. They had also been able to invest in an additional teaching assistant to support the PP pupils in reception, and as a result there is now no attainment gap in Year 1; the Headteacher stated that *‘about 75% of children achieved expected in phonics and those who didn’t all had additional SEND needs’*.

The Headteacher ensured five colleagues were trained to deliver the White Rose Education tutoring programme. They felt that the maths tutoring has **been successful because both adults and pupils alike found its prescriptive nature easy to follow and engage with**; it also followed what they were learning in class, so pupils were less anxious about not knowing the subject matter and getting things wrong. They explained that the school recognised they could not do everything at once and that they **needed to be selective with the interventions to make sure that they had sustained impact and embed properly** without overwhelming staff and adding to workload.

When discussing parental engagement, the Headteacher felt that this had improved due to the presence of outside agencies. They explained that their own efforts to engage parents was sometimes met with some anxiety because they would also be the person holding them to account around attendance, so parents were often more comfortable working with delivery partners as the relationship was protected. They felt that **parental engagement with phonics and reading increased**, but for some of the PP children the Headteacher felt that support from home was still somewhat inconsistent.

Through Brighter Futures, the Headteacher said they were able to engage more proactively with the parents of high-need pupils and conduct more targeted work, especially for pupils with an EHCP and LAC status. As a result of their involvement **the school aimed to develop their own nurture room using the expertise they had gained from Brighter Futures**. They felt it had a hugely positive impact on staff and their pupils’ wellbeing, and they wanted to make sure this work keeps going.

The introduction of Forest Schools at Castle Primary School was particularly popular with parents and staff as they saw a positive impact on the pupils involved. The majority of pupils attending had SEMH needs through trauma, and the Headteacher said *“it played a pivotal role”* in helping them develop strategies to support these pupils to overcome barriers in their academic learning.



In 2022/23, the number of pupils accessing FSM in KS2 increased by 50, and the Headteacher said the parents have told them how grateful they have been that this support came at a very difficult time. The school has not yet managed to offer free breakfasts for all pupils, but they hope to in the future. For now, they feel that they are on the right journey and have started by supporting their most vulnerable families.

To improve the school's involvement with the programme further the Headteacher would like to see **more opportunities for networking so that schools are able to share best practice and collaborate more**. The Headteacher appreciates that there are time and financial constraints but feels that this would be beneficial. Additional direct funding would enable the school to develop in-house experts and therefore provide more consistency for their children. **Having numerous different adults come in and deliver interventions to their vulnerable pupils can be unnerving and unsettling**, so by having in-house experts, who know the children and are available daily, they remove these barriers because the interventions are being delivered by consistent and trusted adults.

Although there are areas to fine-tune, the Headteacher was keen to stress that their involvement with St John's has helped them address issues of low expectations, funding, staff morale and retention and resourcing.

### 3.2.1 Key findings on Key Stage 1 Attainment outcomes

- ▶ Castle Primary saw an 8 percentage point decrease in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE declined by 17 percentage points and the attainment gap increased by 14 percentage points.
- ▶ Castle Primary saw a 12 percentage point increase in the proportion of pupils achieving ARE in their KS1 reading SATs. The proportion of PP pupils achieving ARE increased by 23 percentage points and the attainment gap decreased by 16 percentage points.
- ▶ Castle Primary saw a 23 percentage point increase in the proportion of pupils achieving ARE in their KS1 maths SATs. The proportion of PP pupils achieving ARE increased by 25 percentage points and the attainment gap decreased by 3 percentage points.

### 3.2.2 Key findings on Key Stage 2 Attainment outcomes

- ▶ Overall, Castle Primary saw a 4 percentage point decrease in the proportion of pupils achieving ARE in their KS2 reading SATs. The proportion of PP pupils achieving ARE decreased by 11 percentage points and the attainment gap increased by 13 percentage points.
- ▶ The proportion of pupils achieving ARE in their KS2 maths SATs saw a 2 percentage point increase. The proportion of PP pupils achieving ARE decreased by 20 percentage points and the attainment gap increased by 41 percentage points.

### 3.2.3 Key finding on Key Stage 2 non-cognitive outcomes

- ▶ The non-cognitive outcomes of pupils at Castle Primary decreased on average by 7 percentage points. Whilst PP pupils tended to start with lower average scores than non-PP pupils, they saw less of a decline in outcomes overall; PP outcomes fell by 2 percentage points compared to a fall of 10 percentage points in the outcomes of non-PP pupils.

### 3.2.4 Key finding on attendance



- ▶ Overall, attendance levels for PP pupils at Castle Primary remain at the national FSM benchmark, while attendance levels for non-PP pupils remain stable at the national non-FSM benchmark. The attendance rate gap between the two groups has remained more or less stable.

### 3.2.5 Key finding on FSM

- ▶ From January to July, St John's awarded £14,242 to provide 5,626 free school lunches to 68 pupils who had not been eligible for FSM at Castle Primary. Through St John's funding additional free school meals, the number of pupils accessing warm lunches at Castle Primary increase by 70.8%

### 3.2.6 Conclusion

Over the past two years, Castle Primary has received a range of support and interventions to aid their most vulnerable and under-served pupils. Comments from the Headteacher show that the support has been invaluable, and that without it, many pupils would not be where they are today. In particular, the support from Brighter Futures in the social and emotional support provided through the Thrive toolkit, alongside the support from the SALT therapist has had a considerable impact, with the Headteacher commenting on the marked upskilling apparent amongst staff, and how this is becoming embedded within the school culture and ethos.

In terms of attainment, pupils across KS1 and KS2 showed some fluctuations in progress. Overall, the proportion of pupils meeting age related expectations followed a trend of improvement, while the attainment gap between PP and non-PP reduced, especially for KS1 pupils in reading and maths. For KS2 pupils, this trend plateaued slightly, where while the proportion of pupils achieving age related expectations remained relatively consistent in maths and reading across both years, the attainment gap between PP and non-PP widened, especially for maths.

For non-cognitive outcomes, average scores across all measures of social and emotional wellbeing tended to decrease over the two years. However, PP pupils tended to show a smaller decrease than their non-PP peers, showing not only that the gap between PP and non-PP pupils has been lessening, but that PP pupils have been exhibiting slightly stronger non-cognitive skills over the past two years. This was particularly evident in grit, wellbeing and self-efficacy, suggesting that the targeted interventions are helping to counteract some of the negative changes (i.e., social and emotional issues brought on by COVID-19) experienced by these under-served children.

Attendance scores for pupils at Castle Primary have remained largely stable over the past two years. PP pupils have remained in line with the national FSM attendance benchmark, while non-PP pupils have remained largely in line with the national non-FSM pupil attendance benchmark. This data is promising and indicates that pupils at Castle Primary are clearly drawn to attend school. The provision of free school meals and the high uptake of 70.8% of pupils receiving these hot meals may also play a role in attracting pupils, especially considering the current cost-of-living crisis.

Overall, Castle Primary has been positively benefitting from the St John's funded interventions, with links between the non-cognitive survey outcomes and the anecdotal evidence proved by the Headteacher on



the value of the Forest School, SALT therapist and support from Brighter Futures contributing to an overall positive impact on under-served pupils.

### 3.3 St Martin's Garden Primary School

As we were unable to conduct an interview with the Headteacher of St Martin's Garden, the following summary is based on the Headteacher report written by the Headteacher in May 2023.

The Headteacher was hugely grateful for the support from by Brighter Futures. They said this SEMH provision was extremely important to them, particularly given that 25% of pupils are SEND in the mainstream school, and 41% are SEND overall (a figure that includes both pupils in the mainstream school and pupils in the 'Resource Base', specialist provision for pupils with autism).

The needs of some of the pupils at St Martin's Garden are extremely complex; for instance, they have 35 children in the Resource Base Provision who have EHCP's with an Autism diagnosis, and a high proportion of children open to Social Care with high levels of ACE's Adverse Childhood experiences and Trauma.

The school has received consultancy support from Brighter Futures, and one day a week Thrive support. Additionally, the school has accessed the Forest School provision one day per week, and ad-hoc Educational Psychology visits. The Headteacher said the support has been instrumental in improving their SEMH provision as it has allowed them to target their support, and the consultant has provided an *"expert voice is ensuring the children's needs are met at the earliest possible point"*.

Furthermore, because of the St John's support, the school has been able to deploy other funding towards training six Emotional Literacy Support Assistants (ELSA's), six Lego Therapy Therapists and four Thrive Practitioners. The impact of this was recognised in a Safeguarding Review October 2022:



*"The school has a wide range of in-school early help strategies, including their ELSA provision which supports the safeguarding and SEMH agenda in its widest form. This has a positive impact on the relationships with children and their families. Relationships are positive and this is seen as the channel through which they can work with families. Family/school relationships are very important to the school and the pastoral care offered to children and their families is well organised and has a positive impact on the wellbeing of families including the Food Pantry."*  
(Wiltshire Safeguarding Audit)

The Headteacher also cited the impact of the additional speech and language support on pupils and teachers. The advice and expertise provided by the SALT had been invaluable and the school had seen an increase of 20% in the proportion of pupils in their Early Years Foundation Stage Profile assessment said to be 'on track' in their communication and language skill development. The Headteacher described how the SALT had upskilled adults and supported TA's with 1:1 continued professional development, helping them to develop smart targets and improving the school's use of WellComm. Training teachers in cued articulation had been particularly impactful as the SALT had aligned the approach to the school's Reading and Phonics scheme:



*"The cued articulation has had an impact on our mainstream phonics results. The cohort is over 70% pupil premium - 77% of children are now passing the Phonics Screener. Regular access to a*



*trained practitioner who can support staff is impacting on outcomes for children.” (Headteacher, St Martin’s Garden)*

The school has also used funding from St John’s to embed a number of literacy initiatives. They have purchased ‘The Week Junior’ that provides all KS2 pupils with current affairs material and news content in a child friendly way. The school has also purchased reading books and a reading scheme for KS2. Not only had this improved pupils’ literacy, but had also exposed them to a wider variety of literature:

**bb** *“These books have provided children with cultural capital opportunities as they are exposed to the works of Shakespeare, Jane Eyre, The History of Baghdad and Harriet Tubman. Four years ago, the main reading choice material was Diary of a Wimpey Kid! The children are now able to browse through our Library to read material they are interested in but are challenged and exposed to so much more through the scheme.” (Headteacher, St Martin’s Garden)*

In terms of food provision, the school was successful in bidding for St John’s funding to help build a Community Pantry. Parents pay £5 and can select from a range of products totalling a cost of £25 in real value. The Pantry supported 15-20 families each week, and the Headteacher cited a reduction in referrals to social care around neglect linked to food as evidence of its impact. One parent commented:

**bb** *“This is where I do my weekly shop- without it I would not eat! I want my house to be clean and cleaning products are expensive this makes a huge difference to us.” (Parent, St Martin’s Garden)*

The Headteacher concluded that *“without the financial support to set up this facility we know some of our families would be in crisis”*.

The Headteacher concluded the report by pointing to the importance of the PEP in providing a community of support:

**bb** *“I have only been a Headteacher for four years but have always worked in disadvantaged schools. Some of the impact is not measurable in the same way as piece of data is not attached to it. Bringing the seven schools together has had a huge impact even from the beginning when we sifted through applications, to the joined up thinking and shared drive to improve outcomes for disadvantaged children. We are truly grateful but continue to be driven to ensure every child has the best possible chance.” (Headteacher, St Martin’s Garden)*

### 3.3.1 Key findings on Key Stage 1 Attainment outcomes

- ▶ Overall, St Martin’s Garden saw a 3 percentage point increase in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE increased by 23 percentage points and the attainment gap decreased by 26 percentage points.
- ▶ The proportion of pupils achieving ARE in their KS1 reading SATs increased by 20 percentage points. The proportion of PP pupils achieving ARE increased by 12 percentage points and the attainment gap increased by 14 percentage points.
- ▶ St Martin’s Garden saw a 2 percentage point increase in the proportion of pupils achieving ARE in their KS1 maths SATs. The proportion of PP pupils achieving ARE decreased by 16 percentage points and the attainment gap increased by 31 percentage points.

### 3.3.2 Key findings on Key Stage 2 Attainment outcomes





- ▶ St Martin's Garden saw a 12 percentage point decrease in the proportion of pupils achieving ARE in their KS2 reading SATs. The proportion of PP pupils achieving ARE decreased by 15 percentage points and the attainment gap increased by 8 percentage points.
- ▶ The proportion of pupils achieving ARE in their KS2 maths SATs increased by 22 percentage points. The proportion of PP pupils achieving ARE increased by 12 percentage points and the attainment gap increased by 25 percentage points.

### 3.3.3 Key finding on Key Stage 2 non-cognitive outcomes

- ▶ Between autumn and summer terms of 2023, the non-cognitive outcomes of pupils at St Martin's Garden increased on average by 5 percentage points. PP pupils experienced an average 5 percentage point increase, whilst non-PP pupils experienced an average 6 percentage point increase.

### 3.3.4 Key finding on attendance

- ▶ The average attendance rates for St Martin's Garden Primary have generally remained slightly below the national average for both FSM and non-FSM pupils, with some positive improvements, such as a rise in KS2 PP pupils' attendance by 1.77 percentage points from 2021/22 to 2022/23

### 3.3.5 Key finding on FSM

- ▶ From January to July, St John's awarded £3,163 to provide 1,346 free school lunches to 57 pupils who had not been eligible for FSM at St Martin's Garden. Through St John's funding of additional free school meals, the number of pupils accessing warm lunches at St Martin's increased by 55.82%.

### 3.3.6 Conclusion

Through their written report, the Headteacher of St Martin's Garden expressed gratitude for the invaluable support received from St John's. They highlighted Brighter Futures as playing a critical role of SEMH (Social, Emotional, and Mental Health) provision, especially considering that 25% of pupils have Special Educational Needs and Disabilities (SEND) in the mainstream, with 41% across the entire school. The school faced the complexity of catering to students with EHCPs and a high number with ACEs (Adverse Childhood Experiences) and Trauma. With the support of Brighter Futures and the use of Thrive, Forest School provisions, and Educational Psychology visits, the school honed its SEMH provision, directing support effectively to meet children's needs earlier on. The impact extended to deploying funding for specialised training in ELSA, Lego Therapy, and Thrive, resulting in a positive impact noted in a Safeguarding Review. Speech and language support saw a 20% increase in Early Years pupils' communication skills, which in turn enhanced literacy initiatives.

The overall attainment trends at St Martin's Garden Primary are that younger pupils have generally shown better results in their attainment compared to older pupils. Attainment scores across Phonics over the two years show not only an increase in the proportion of pupils meeting age related expectations, but the attainment gap between PP and non-PP decreasing. Although the proportion of pupils meeting age related expectations in KS1 reading and maths increased, the attainment gap between PP and non-PP





pupils widened over the two years. Data for KS2 pupils shows that overall, there was a decline in the proportion of pupils meeting age related expectations, however the attainment gap between PP and non-PP pupils decreased substantially. The school should celebrate its success in closing the attainment gap in both maths and reading. However, whilst maths is a successful subject and levels are in with national benchmarks, reading outcomes remain a concern.

For non-cognitive outcomes, only data for 2022/23 was available for St Martin's Garden. Throughout this year from baseline to final however, scores either met or exceeded the national benchmark, indicating positive social and emotional outcomes for the pupils at St Martin's Garden. St Martin's Garden were very successful in increasing the non-cognitive outcomes of their pupils between the autumn and summer terms of 2022/23. Furthermore, in three out of five measures (wellbeing, self-efficacy and metacognition), PP pupils have made greater gains than non-PP pupils. Since these measures are strongly correlated with academic achievement, we can theorise that these gains will be helping to close the attainment gap in the long term.

Attendance rates at St Martin's Garden Primary have consistently been slightly below the national average for both PP and non-PP pupils, yet there has been some positive progress, notably with a 1.77 percentage point increase in average attendance for KS2 PP pupils from 2021/22 to 2022/23. This trend of improvements in attendance is also observed for non-PP pupils in KS2.

### 3.4 St Keyna Primary School

The Headteacher from St Keyna believes that as a result of being able to employ additional phonics staff through their involvement Read Write Inc, **their phonics scores have "exploded"**. Prior to taking part in PEP, they were in the lowest 20% of schools in terms of phonics outcomes, but in 2022 they were ranked in the top 10% of schools. In 2022/23, they achieved a 96% pass rate, which is likely to be in the top 5% of schools.

The Headteacher said that they had noticed that their Year 1 pupils were able to decode text more effectively following support from Read Write Inc. Previously they needed a lot of adult support to access assessments but now they could work independently read the questions themselves.

The Headteacher noted a stronger reading culture within the school, explaining that the **average reading age across KS2 had risen**; *"It is much more than green shoots, flowers are blooming"* – attitudes and achievement have been transformed. Furthermore, the Headteacher observed an embedded determination amongst staff to ensure no pupil was left behind. The additional funding also meant they could hire reading assistants and a reading HLTA:



*"The average reading age in all year groups increased by 4-7 months! Parents have been saying that their children are really enjoying reading, and I know that they are being discharged from the SALT because of the homework which has taken place."* (Headteacher, St Keyna)

The Headteacher also spoke about **a number of young carers who had been targeted for Thrive (through the provision of Brighter Futures) and Forest School, which provided them with time to relax, talk, take risks and grow in confidence.**

Through the PEP programme the school was also engaged with FareShare who provided food to supplement the breakfast club and offer spare food to parents every Thursday. One parent said:



**bb** *“The FareShare food helped to top our food shopping for the week and as I have a large family, we now rely on it and make use of the food every week.” (Parent, St Keyna)*

The Headteacher shared that **“75% of our non-free-schools-meals children now have a free school meal every day and this has had a positive impact on their engagement and wellbeing”**. A further parent commented:

**bb** *“Having access to free school meals made such a difference to our family. I knew that our daughter was getting a nutritional vegetarian meal every day, which meant we had more money to spend on food for breakfast and dinner. I’ve also noticed that my daughter was far less fussy and more experimental when eating at home.” (Parent, St Keyna)*

The Headteacher believed that all the delivery partners have helped them develop their teaching practice, be it through specific training or through more subtle learning such as teacher modelling. Through these variable approaches it has made their involvement with St John’s Foundation less overwhelming and more manageable and therefore more sustainable. They felt that the delivery partners worked to build confidence and trust, mentoring staff and suggesting improvements in a supportive and encouraging fashion. This approach meant that **interventions were successfully embedded, language became more consistent across the school and the quality of teaching had considerably improved**. Parents see that people are investing in their children and this is **building stronger relationships and communities** which ultimately support each other better. The Headteacher concluded:

**bb** *“As an experienced Headteacher, I love my job, and have been working in education for 28 years... in such challenging times, I thank you for enabling my team and I to maintain a forward-looking, vibrant, child-centred school which is developing and moving forward. We share your focus on wanting to remove barriers and equalise opportunity and you are helping us to do this with significant, targeted, relevant, and impactful support. Thank you, with all my heart.” (Headteacher, St Keyna)*

### Case study 1: St Keyna Primary School

A PP pupil in Year 5 from a very disengaged background was really struggling. They are a young carer and had been through lots of disruption in their young life. Through PEP they became involved in Thrive and gained a place in Forest School.

Through this intervention they grew in confidence, widened their friendship group, became more engaged in class and has made accelerated progress. This pupil was behind all their peers, but is now in line with across their subjects, and in Science is even achieving greater depth.

They were the kind of pupil who were totally stuck, and we were unable to help, previously we couldn't throw the kitchen sink at them, but with this extra help we have been able to and they are totally thriving beyond all expectations.

#### 3.4.1 Key findings on Key Stage 1 Attainment outcomes



- ▶ St Keyna saw a 3 percentage point increase in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE increased by 14 percentage points and the attainment gap decreased by 19 percentage points.
- ▶ Key finding: St Keyna saw a 14 percentage point increase in the proportion of pupils achieving ARE in their KS1 reading SATs. The proportion of PP pupils achieving ARE increased by 8 percentage points and the attainment gap increased by 16 percentage points.
- ▶ St Keyna also saw a 4 percentage point increase in the proportion of pupils achieving ARE in their KS1 maths SATs. The proportion of PP pupils achieving ARE increased by 1 percentage point and the attainment gap increased by 13 percentage points.

### 3.4.2 Key findings on Key Stage 2 Attainment outcomes

- ▶ The proportion of pupils achieving ARE in their KS2 reading SATs decreased by 1 percentage point. The proportion of PP pupils achieving ARE decreased by 13 percentage points and the attainment gap increased by 16 percentage points.
- ▶ St Keyna saw a 13 percentage point increase in the proportion of pupils achieving ARE in their KS2 maths SATs. The proportion of PP pupils achieving ARE decreased by 5 percentage points and the attainment gap increased by 30 percentage points.

### 3.2.3 Key finding on Key Stage 2 non-cognitive outcomes

- ▶ The non-cognitive outcomes of pupils at St Keyna decreased on average by 6 percentage points. PP pupils experienced an average 4 percentage point decrease, whilst non-PP pupils experienced an average 7 percentage point decrease.

### 3.4.4 Key finding on attendance

- ▶ Attendance levels for PP pupils in KS2 remain below the national FSM attendance benchmark, while that for non-PP pupils has remained just below the non-FSM national benchmark. Although PP pupils remain below their peers in attendance scores, this gap significantly shrunk for KS2 pupils.

### 3.4.5 Key finding on FSM

- ▶ From January to July, St John's Foundation Fund funded £20,810.40 additional free warm lunches across 8,004 meals to 65 pupils who had not been eligible for FSMs at St Keyna's Primary School. Through St John's funding of additional free school meals, the number of pupils accessing warm lunches at St Keyna increased by 84.41%; this means St John's funding has almost doubled the number of pupils in receipt of a warm lunch.

### 3.4.6 Conclusion

The Headteacher at St Keyna credits the PEP for an increase in phonics results, elevating the school from the bottom 20% to the top 10% and now aiming for the top 5% nationwide. While pupil and parental engagement remains challenging due to post-COVID attendance issues, improvements are evident in student outcomes and independence. The school's reading culture has notably strengthened, with an



increased average reading age across KS2 and positive feedback from parents about their children's enjoyment of reading. Additional funding enabled the hiring of reading assistants, resulting in a substantial rise in reading ages across all year groups. Collaborations with other delivery partners like FareShare have enhanced the school's breakfast club and supported families with supplementary food, significantly benefiting many households. Moreover, the support and guidance from all delivery partners has provided invaluable support and training, contributing to the school's long-term and sustainable knowledge set and improved teaching practices. The Headteacher expressed immense gratitude for the assistance, highlighting the importance of continued support.

Over the past two years, St Keyna witnessed an increase in the proportion of pupils achieving ARE across Year 1 phonics, KS1 and KS2 reading and maths. For end-of-year one phonics, the school saw a rise from 93% to 96% of pupils achieving ARE, though this change wasn't statistically significant. While maintaining high performance, the school notably reduced the attainment gap in phonics, but there was an increase in this attainment gap for KS1 reading. Although St Keyna performs well above the national average, the school may need to focus on supporting PP pupils in both reading and maths due to noticeable attainment gaps in these areas. In KS2 SATs, pupils' attainment gap in reading and maths widened, highlighting a concern for PP pupils falling behind their non-PP peers. Overall, St Keyna's KS2 results remain strong, but attention to the performance of PP pupils is essential to prevent further disparities in outcomes.

Non-cognitive outcomes for pupils across the two years indicates that although pupils have decreased in their social and emotional skills such as emotion regulation, wellbeing and self-efficacy, PP pupils on the whole have shown a lesser decrease than their non-PP peers. This signifies that the targeted interventions received by these under-served pupils, such as Forest School and Brighter Futures, as well as some of the 1:1 support received, is likely having a positive impact on the overall wellbeing and non-cognitive development of these pupils.

Over the past two years, average attendance rates at St Keyna remained similar to the national average for non-PP pupils, yet PP-eligible students consistently exhibited lower attendance rates, notably for KS2 pupils compared to both non-PP peers and national benchmarks. While KS1 pupils remained slightly below the national average for attendance, KS2 pupils showed significantly lower rates. However, there was a statistically significant reduction in the attendance gap for KS2 PP pupils, decreasing from 6.76 percentage points behind their peers in 2021/22 to 5.47 percentage points behind in 2022/23. This indicates that programmes, initiatives and interventions running at St Keyna is likely impacting the accessibility and attractiveness of school for young pupils.

### 3.5 St Michael's Junior Church School

At St Michael's, the Executive Headteacher believes that there has been a significant improvement in pupil outcomes as a result of the additional funded support they have received. The school itself has gone through a period of uncertainty due to leadership changes, and the Executive Headteacher shared Year 4 were particularly vulnerable to major changes within the school, as this year group had a high proportion of pupils with SEMH needs. The school would have found it difficult to manage without the additional St John's funded support. With the support, they were able to keep the pupils in smaller classes ensuring their pupils were more settled and secure. The Executive Headteacher praised the support of Brighter Futures in this instance.



The Executive Headteacher stated that the teachers now have a much more accurate understanding of the Thrive process and are working together to share expertise with teaching assistants. As a result, they are now able to focus and revisit the key principles around trauma and provide direct support to individual pupils. They were also now able to accurately support pupils resulting in sustained reductions in suspension. To ensure this progress continues, the school has arranged a whole team meeting to discuss strategies to ensure that this knowledge, skill and momentum was not lost.

The Executive Headteacher shared that they had not had the capacity to fully engage with White Rose Education to support maths learning within their school. They had felt the initial priority was to support SEMH pupils and overall pupil literacy support, which was evident in 50% of those pupils reaching age related expectations, alongside positive comments from

When questioned around family engagement the Executive Headteacher felt that there had been an improvement but was not able to quantify if this was directly because of their involvement in PEP or a combination of factors. Some of their families have multiple needs so they felt it could be Thrive, Forest School and any other combination of support, which had a domino effect. They described how, because their children loved the support, the families were less cautious and more comfortable engaging with the school. The Executive Headteacher said that the families “*couldn’t believe*” what was on offer around funded school meals, and that staff had noticed the pupils were happier after having a good meal. One teacher noted:



*“There were some VERY happy children today - particularly in Y6! BBQ chicken or pizza were a favourite, and many came back for seconds. I sat and ate with them as usual but there was just so much joy and full stomachs. Thank you.”* (Year 6 Teacher, St Michael’s)

The Executive Headteacher felt that the support which was provided was vital stating, “*without the funding it would not be possible to provide the quality teaching we have, and we really appreciate it*”. They felt that the messaging around these children and families being under-served was so clear and all those involved understood that they needed to do all they could to help. The Executive Headteacher believes this work and funding is vital but that the long-term impact will not be immediately evident and so worried funding would be withdrawn; “*it wouldn’t be the same place without the funding, they are changing lives and I want to thank them for that.*”

Looking ahead, the Executive Headteacher would like to **develop a more collaborative approach with other leaders** who work with the same PEP partners to share how they are doing things differently. They would like to work together to develop strategies, training and ideas.

When summarising their involvement in PEP, the Executive Headteacher stated:



*“The opportunity to be able to implement approaches which I knew would have a positive impact on my children, families, staff and school reduced the stresses of head teaching. I know that the children benefit and are not further disadvantaged due to a lack of funding. We don’t have to educate them on the cheap. Other colleagues are always so envious of what we have been able to implement, in particular the funding of reading assistants and a librarian. During the toughest of days, knowing the success we have had gets you through to fight another day! My school would not be the wonderful place it is without St John’s, and I cannot thank them enough, even running a second half marathon to try!”* (Executive Headteacher, St Michael’s)



### 3.5.1 Key findings on Key Stage 2 Attainment outcomes

- ▶ St Michael's saw a 2 percentage point decrease in the proportion of pupils achieving ARE in their KS2 reading SATs. The proportion of PP pupils achieving ARE stayed the same and the attainment gap decreased by 6 percentage points.
- ▶ The proportion of pupils achieving ARE in their KS2 maths SATs increased by 3 percentage points. The proportion of PP pupils achieving ARE increased by 1 percentage point and the attainment gap increased by 9 percentage points.

### 3.5.2 Key finding on Key Stage 2 non-cognitive outcomes

- ▶ The non-cognitive outcomes of pupils at St Michael's decreased on average by 10 percentage points. PP pupils experienced an average 10 percentage point decrease, whilst non-PP pupils experienced an average 12 percentage point decrease.

### 3.5.3 Key finding on attendance

- ▶ Attendance rates for non-PP pupils have gradually improved, nearing the national average for non-FSM pupils, while the attendance gap between PP and non-PP pupils widened significantly by 1.57 percentage points.

### 3.5.4 Key finding on FSM

- ▶ From January to July, St John's awarded £7,185 to provide 2661 free school lunches to 36 pupils who had not been eligible for FSM at St Michael's. Through St John's funding of additional free school meals, the number of pupils accessing warm lunches at St Michael's increased by 34.95%.

### 3.5.5 Conclusion

The Executive Headteacher at St Michael's Primary acknowledges the significant impact of the Fund on overall school engagement, **especially valued during a period of uncertainty due to leadership changes**. Notably, support from Brighter Futures and Thrive allowed sufficient care for vulnerable Year 4 pupils with specific needs, resulting in smaller classes and improved student well-being. Professional development, particularly in oracy approaches, has **positively transformed teaching practices**.

In KS2 SATs, St Michael's performance fell considerably below the national level, where the Executive Headteacher expressed concerns that the positive impacts of the PEP are yet to manifest in the data. The school experienced a slight decrease of 2 percentage points in pupils achieving age related expectations in reading between 2022 and 2023, with just 37% of pupils reaching ARE in 2023. Notably promising however, is that the attainment gap in KS2 reading narrowed by 7 percentage points, decreasing from +17% in 2022 to +10% in 2023.

Between 2022 and 2023, St Michael's KS2 pupils experienced a 10 percentage point decrease in average emotion regulation levels. Notably, in measures of wellbeing, self-efficacy, and metacognition, there was an overall decline, with PP pupils showing a less pronounced decrease than non-PP pupils, possibly indicating the positive impact of targeted interventions amid external challenges such as those associated with COVID-19.





Over the past two years, attendance rates at St Michael's Primary have gradually increased for non-PP pupils, albeit still slightly below the national average for non-FSM pupils. This gap has reduced, with the non-PP pupils being only 0.79 percentage points below the benchmark in 2022/23 compared to 2.25 percentage points in 2021/22. Conversely, for PP pupils, the gap widened over the same period, with a difference of 5.25 percentage points behind their non-PP peers in 2022/23 compared to 3.68 percentage points in 2021/22.

### 3.6 St Mary's CofE Primary School

The Headteacher at St Mary's said that their involvement in the PEP programme and the interventions offered had a significant impact on their vulnerable pupils. The attendance of these vulnerable pupils surpassed national averages, and they no longer had exclusions. They said *"100% of the children who received support has made progress because we now have capacity to ensure they have continuous access to a trusted adult and feel listened to"*. They shared that the funding was being used for small reading groups to remove any anxiety, and for onsite Forest Schools to support pupils with SEMH needs:



*"Children were building dens in the rain, and they loved it. It became embedded as part of our school ... I think the fact that children were arguing about who was going to Thrive and when they were going showed you how much they wanted to go and what a big impact it had on them"*.  
(Headteacher, St Mary's)

Many of the most vulnerable children at St Mary's have limited support outside of school, while in-school support can be equally limited due to a lack of resources. The Headteacher shared that with the additional funding, pupils have really benefited from their involvement in the intervention, and that without the additional support, these pupil's progress could have been lost.

The support from Brighter Futures positively impacted teachers' practice within the school, where through the CPD provided, they successfully embedded the Thrive approach in their teaching practices. They shared that *"100%"* of the parents expressed that their children felt safe at school and *"exhibited increased self-confidence, self-esteem, and emotional resilience."*, which was attributed to the Brighter Futures support.

#### Case study 2: St Mary's CofE Primary School

One little boy whose parents had recently separated was struggling and was exhibiting increasing negative behaviours in school. Through working with Brighter Futures, he became much more settled, he felt listened to and safe because he knew where he could go. The Headteacher described how *"he now has the strategies he needs to cope with his emotions"*. This example, they felt, embodies the impact that the intervention has had on their children.

Some of their pupils previously struggled with communication, but now *"these effective interventions helped children develop their self-confidence and social skills, enabling them to participate more actively in group activities, initiate conversations, and establish meaningful connections with their peers."* The Headteacher thought that this was particularly important since speech and language skills in the early years correlate with academic progress. Pupils with strong communication skills were now better





equipped to engage with literacy and numeracy activities, comprehend instructions, and express their ideas effectively. The school's involvement in Reading Recovery exposed pupils to a much wider vocabulary and developed their fluency which led to increased confidence and a reduction in anxiety.

The Headteacher believes that the maths interventions from White Rose Education had a significant impact on maths provision due to the quality of CPD the teachers received. By taking part in the training sessions online and face-to-face, teachers had improved their subject knowledge and pedagogical skills. They felt that they were now well equipped with the necessary tools and strategies to deliver effective mathematics instruction.

The Headteacher said that the additional food provided by the Fund had a significant impact on the pupils receiving it, citing a quote from a Year 5 teacher:

**bb** *"I really noticed the difference in class. Students were more alert and energised in the afternoons, they were focused on their lessons when they returned from lunch - this was great for their academic and personal development."* (Year 5 teacher, St Mary's)

Furthermore, one parent told them:

**bb** *"It was an absolutely amazing offer. My daughter no longer came out of school complaining she was hungry and now eats different foods she would not normally eat at home. It has also had an impact on our family's financial situation as purchasing a packed lunch for all my children has become quite expensive. I have been able to sign my daughter up for gymnastic lessons with the money I am saving - something I struggled to afford before."* (Year 2 Parent, St Mary's)

The Headteacher thought that the provision of free school meals removed significant worries about being able to afford healthy food for some families. One Year 6 pupil had told them, *"I loved the school dinners - it filled me up more than a sandwich and my Mum didn't have to worry about buying me stuff for school."*

### 3.6.1 Key findings on Key Stage 1 attainment outcomes

- ▶ Overall, St Mary's saw a 15 percentage point increase in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE increased by 16 percentage points and the attainment gap decreased by 1 percentage point.
- ▶ The proportion of pupils achieving ARE in their KS1 reading SATs decreased by 17 percentage points. The proportion of PP pupils achieving ARE decreased by 8 percentage points and the attainment gap decreased by 9 percentage points.
- ▶ In KS1 maths, St Mary's also saw a 26 percentage point decrease in the proportion of pupils achieving ARE. The proportion of PP pupils achieving ARE decreased by 25 percentage points and the attainment gap increased by 4 percentage points.

### 3.6.2 Key finding on Key Stage 2 attainment outcomes

- ▶ St Mary's saw a 16 percentage point decrease in the proportion of pupils achieving ARE in their KS2 maths SATs. The proportion of PP pupils achieving ARE remained the same and the attainment gap decreased by 27 percentage points.

### 3.6.3 Key Stage 2 non-cognitive outcomes.



- ▶ The non-cognitive outcomes of pupils at St Mary's remained relatively stable, decreasing on average by just 2 percentage points. PP pupils' outcomes remained the same, whilst non-PP pupils experienced an average 3 percentage point decrease.

### 3.6.4 Key finding on attendance

- ▶ Attendance rates have remained more or less stable, with both PP and non-PP pupils sitting in between the national benchmarks for FSM and non-FSM pupils.

### 3.6.5 Key finding on FSM

- ▶ From January to July, St John's awarded £7,566 to provide 2910 free school lunches to 53 pupils who had not been eligible for FSM at St Mary's. Through St John's funding of additional free school meals, the number of pupils accessing warm lunches at St Mary's increased by 106%, meaning that St John's was able to double the number of pupils at St Mary's that received free warm lunches.

### 3.6.7 Conclusion

At St Mary's, the Headteacher emphasised the considerable impact of their involvement in the PEP programme, specifically noting its positive effects on vulnerable pupils. The interventions led to improved attendance so that the school is now surpassing national standards, notably diminished exclusions, and fostered a sense of engagement and safety among students. The school's utilisation of funding for targeted reading groups and on-site Forest Schools substantially benefitted children with complex needs, fostering enthusiasm and demonstrated impact. Brighter Futures support positively influenced teachers' practices, promoting understanding of the Thrive approach, and enhancing the emotional well-being of pupils. The involvement in various interventions like Reading Recovery and White Rose Education also notably bolstered pupils' academic progress and confidence. Additionally, the provision of nutritious meals positively impacted students, alleviating financial burdens for families and ensuring better nourishment for the children. The interventions at St Mary's were seen as a significant support system that positively impacted both the academic and personal development of students.

Between 2021/2022 and 2022/2023, St Mary's witnessed an increase in the percentage of pupils achieving age related expectations in the Year 1 phonics assessment, rising by 15 percentage points. While the phonics outcomes showed substantial improvement, the picture in KS1 SATs is less positive, with a decrease in both reading and maths achievements. In KS2, there was a decrease in the proportion of pupils achieving age related expectations in both reading and maths, raising concerns despite a reduction in the attainment gap. The decline in KS2 results contrasts with the positive phonics outcomes, highlighting a need for attention to address the lower proportion of pupils achieving age related expectations in KS1 and KS2 assessments.

Some positive changes were observed in the non-cognitive outcomes of pupils at St Mary's. For example, PP pupils showed an overall improvement in emotion regulation, grit and metacognition over the past two years, while non-PP pupils have shown a decrease in all non-cognitive outcomes. This shows that the differences between the groups varied hugely across the measures.



The average attendance rates between PP and non-PP pupils have shown minimal differences over the last two academic years. While both groups maintained similar attendance rates close to the national benchmark for FSM peers, a slight increase in the attendance rate gap is visible for both KS1 and KS2 pupils, particularly more pronounced for KS1 pupils in 2022/23. Overall, the trends indicate near-parity in attendance between the two groups, reflecting performance rates similar to the national benchmark for FSM-related peers.

### 3.7 Twerton Infants

The Headteacher believes that 2022/23 was a crucial year for the school and their involvement in the programme. They said that they underwent a steep learning curve during the first year (2021/22) of receiving the Fund, but had much more sustained engagement in year two.

Where staff were initially reluctant, the Headteacher believed that they were now fully buying into the interventions:

**bb** *“Some of our teaching assistants were questioning whether or not it was part of their role to deliver these interventions but over the last year they saw how it benefits everyone and we have fine-tuned the groups so that they were really effective.”* (Headteacher, Twerton Infants)

The Headteacher shared that all staff now felt confident in teaching phonics, resulting in 68% of pupils meeting the expected standard in 2022/23 compared with 34% in 2021/22:

**bb** *“We had an Ofsted visit in March [2023] and they commented on the strength of our phonics programme due to the support of St John’s and the training the staff have received.”*

The Headteacher also explained that as a result of the funding they were able to employ a teaching assistant who delivered 1:1 tutoring to academically at-risk pupils. Furthermore, the SALT support they received had been key in helping the school in supporting the lowest group in phonics. They described how the SALT quickly recognised that their pupils were missing the foundational skills in language comprehension, and had provided a consistent script and structure for teachers to embed in their teaching:

**bb** *“They (the SALT) were a fantastic support, providing training, ideas and resources so that staff were equipped to assist in the delivery of speech and language. Their knowledge was fantastic, and they have also been a great addition to our team personally.”* (Classroom teacher, Twerton Infants)

The school had two days of support each week from Brighter Futures where their class teachers could seek support around issues and barriers in pupil SEMH. The school had 11% of pupils with an education, health and care plan (EHCP) compared to 2.3% nationally and the Headteacher was keen to stress that although the teachers have more confidence and strategies to support these pupils, they are *“not ready for St John’s to pull back and leave us to stand on our own two feet just yet. We wouldn’t see those outcomes or be confident without the funding.”*



### Case study 3: Twerton Infants Primary School

Child P was in Y2. In 2021/22, Child P was very unsettled and found learning alongside their peers quite challenging. They exhibited regular and frequent periods of dysregulation often accompanied by dangerous behaviour, whereby furniture was thrown, and members of staff were hit or kicked. Last year there were four periods of suspension due to physical assault against an adult.

Brighter Futures worked closely with Child P and their class teacher to identify and adopt a range of strategies to enable Child P to regulate their emotions and behaviour. Staff were equipped with the skills to know how and when to intervene. This has resulted in Child P becoming much more settled; they received just one half-day suspension last year.

Child P is now able to learn alongside their peers for the vast majority of curriculum time. An EHCP is now in place and Child P is transitioning to Special Provision in September 2023.

The school faces challenges around SEMH, with particular concerns around Year 2 who found transitions tricky. With the support from the Thrive practitioner, Twerton saw a notable improvement in the outcomes of pupils with SEMH needs; the number of fixed term exclusions received by these had decreased and their behaviour was more stable. The Year 2 Room Leader said of the delivery partner support,

*“They really understood our children and it helped me to know I was doing all the right things. We screened all the children (in Thrive) together. One boy, Child L, was becoming quite challenging at times but they helped me to reflect on the situation and to try different strategies which really helped.”* (Year 2 Room Leader, Twerton Infants)

Furthermore, the SENCo stated:

*“It is a lifeline for many of your children; it enables them to access their learning as their emotional needs are being met.”* (SEnCo, Twerton Infants)

The Headteacher felt that they did not have the capacity to engage properly with White Rose Education in 2022/23 but that it is a high priority for 2023/24. They would also like further opportunities to meet with other Headteachers to share ideas and best practice, as they had experienced positive good practice sharing in the past

Summarising the impact of the PEP on their school, the Headteacher said that they felt that the support has been invaluable because *“it has given hope to our community.”*



#### Case study 4: Twerton Infants Primary School

The school provided the following quotes from Year 2 pupils to demonstrate the positive impact the wellbeing room has had on their pupils:

“I feel happy, it helped me in a very good way to be good. I know how to ask for help!”

“I felt happy in this room, super happy in this room, I can't tell my mum, but I can tell you.”

“I talked about the things stuck in my head, nasty things, then I felt calmer, I don't talk to other grownups, but I wait until I talk to you.”

“You always planned stuff I really like. It helped me with my feelings, we made those cards of my big emotions and I keep them in a safe place.”

### 3.7.1 Key Stage 1 Attainment outcomes

- ▶ Overall, Twerton Infants saw a 34 percentage point increase in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE increased by 25 percentage points and the attainment gap increased by 24 percentage points.
- ▶ The proportion of pupils achieving ARE in their KS1 reading SATs increased by 7 percentage points. The proportion of PP pupils achieving ARE increased by 1 percentage point and the attainment gap increased by 26 percentage points.
- ▶ In KS1 maths SATs, Twerton Infants saw a 3 percentage point increase in the proportion of pupils achieving ARE. The proportion of PP pupils achieving ARE increased by 4 percentage points and the attainment gap decreased by just 1 percentage point.

### 3.7.2 Key finding on attendance

- ▶ Although overall average attendance rates for pupils at Twerton Infants continue to remain below the national benchmark for both FSM and non-FSM pupils, we see that average numbers are improving and on course to meeting national benchmarks.

### 3.7.3 Conclusion

The Headteacher at Twerton Infants has observed a major change in the school due to their involvement in the PEP. Initially facing staff reluctance, they now witness full engagement and understanding of the interventions. Notably, progress in phonics significantly improved, marked by a rise in pupils meeting expected standards, accompanied by positive comments from an Ofsted visit. Support from Brighter Futures and Thrive practitioners aided in managing issues concerning students' social, emotional, and mental health (SEMH) needs. The Headteacher highlighted the invaluable support provided by the PEP, emphasising its transformative effect on the community, *“it has given hope to our community.”*

KS1 achievement has notably improved. The school achieved substantial progress in Year 1 phonics tests, doubling the number of pupils reaching the expected standard. The attainment gap between PP and non-PP pupils for phonics however has increased by 24 percentage points. KS1 SATs results in reading and maths also exhibited gains, although not statistically significant. However, there was a slight increase in the attainment gap in KS1 reading and a minimal change in KS1 maths. While the school has made



significant progress, its results remain below the national average, and the slight rise in the attainment gap raises concern.

Over the last two years, attendance at Twerton Infants has improved for both PP and non-PP pupils, with slight increases of 1.68% and 1.74%, respectively. The attendance gap between these groups has remained consistent at around 5.56–5.62%, but both continue to fall below national average benchmarks for attendance.

### 3.8 Roundhill Primary School

The Deputy Headteacher at Roundhill felt the impact of PEP on their maths provision had been significant. White Rose Education had offered universal training to all staff and, although it was difficult to identify the impact on pupils, they had noticed a change in teaching practice. They explained that teachers were using concrete resources more frequently in their lessons which was positively impacting those pupils who found understanding more complex concepts difficult. The Maths Lead worked closely with White Rose Education to identify areas of development and create a plan for the next year. However, the Deputy Headteacher felt the impact was somewhat hindered by the condensed delivery of the staff training; as it was all delivered in one block at the start of the year new staff did not receive training. The Deputy Headteacher thought if the training had been spread out throughout the year, then more staff would have had the opportunity to access it.

Nine pupils at Roundhill have received additional support from Brighter Futures. They were pupils who struggled with anxiety, risk-taking and low self-confidence. The Deputy Headteacher said that all pupils had “loved” going and, even when parents doubted if it would benefit their children, they saw significant positive impact. Brighter Futures also worked with two teachers who had very challenging pupils, alongside their work with groups of TA’s. The feedback from TA’s was very positive; they really benefited from the opportunities to talk through their experience and problem solve as a team.

The SALT support focussed mostly on the Early Years and had been crucial since they did not have a therapist of their own. They were able to increase staff capacity when developing strategies and resources to support pupils with speech and language needs.

Voice 21 had also had an important impact. For instance, following their advice, staff are now using cues to support phonics teaching, and staff have fed back that some children have already started indicating cues when they are struggling to communicate words more clearly. The Deputy Headteacher felt they were not able to go as far on the Voice 21 journey as they wanted due to multiple staff changes however, it is part of the plan for next year.

The support provided by Bristol City Council through Reading Recovery was very successful and the Deputy Headteacher said most pupils involved made “*significant accelerated progress.*” Those pupils who were behind their peers were now in line with them and demonstrated increased confidence when sharing their ideas in class and taking risks:



*“Before these pupils were lost, sitting back and not participating but now they were confident and joining in. They are having a go!”* (Year 2 Teacher, Roundhill)

This support really helped the staff to identify pupils early who were going to need additional support. The Deputy Headteacher concluded:



*“The community we serve experience daily challenges in meeting the needs of their children, so every small step we could add to their experience in school made a difference. To see some of the children who made progress in their reading feel so proud and positive is amazing; to see how the confidence of those receiving support from Brighter Futures grew was reassuring and to know that we were able to identify children with additional needs much earlier was supporting us to ensure they got the support they needed.” (Deputy Headteacher, Roundhill)*

### 3.8.1 Key findings on Key Stage 1 Attainment outcomes

- ▶ Overall, Roundhill saw a 5 percentage point decrease in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE decreased by 1 percentage point and the attainment gap decreased by 8 percentage points.
- ▶ The proportion of pupils achieving ARE in their KS1 reading SATs decreased by 14 percentage points. The proportion of PP pupils achieving ARE decreased by 5 percentage points and the attainment gap decreased by 28 percentage points.
- ▶ In KS1 maths SATs, Roundhill saw a 14 percentage point decrease in the proportion of pupils achieving ARE. The proportion of PP pupils achieving ARE stayed the same, and the attainment gap decreased by 35 percentage points.

### 3.8.2 Key findings on Key Stage 2 Attainment outcomes

- ▶ Roundhill saw an 8 percentage point decrease in the proportion of pupils achieving ARE in their KS2 reading SATs. The proportion of PP pupils achieving ARE decreased by 2 percentage points and the attainment gap decreased by 16 percentage points.
- ▶ Roundhill saw a 6 percentage point decrease in the proportion of pupils achieving ARE in their KS2 maths SATs. The proportion of PP pupils achieving ARE decreased by 2 percentage points and the attainment gap decreased by 20 percentage points.

### 3.8.3 Key finding on Key Stage 2 non-cognitive outcomes

- ▶ The non-cognitive outcomes of pupils at Roundhill decreased on average by 8 percentage points. PP pupil outcomes decreased by 12 percentage points, whilst non-PP pupil outcomes decreased an average by 6 percentage points.

### 3.8.4 Key finding on attendance

- ▶ Both KS1 and KS2 pupils at Roundhill remain below national attendance benchmarks, with slight decreases in average attendance rates for both groups, and a widening gap between PP and non-PP pupils, notably significant in KS2 in 2022/23.

### 3.8.5 Key finding on FSM

- ▶ From January to July, St John’s awarded £20,454 to provide 7867 free school lunches to 88 pupils who had not been eligible for FSM at Roundhill. Through St John’s funding of additional free school meals, the number of pupils accessing warm lunches at Roundhill increased by 61.97%.

### 3.8.6 Conclusion





Roundhill Primary's Deputy Headteacher shared that the impact of the PEP on various aspects in the school has been notably beneficial. The maths provision has seen positive shifts due to staff training from White Rose Education, notably in the increased use of concrete resources, especially benefiting pupils struggling with complex concepts. Support from Brighter Futures showed visible improvements in anxious and low self-confidence pupils, supported by additional educational psychologist time. Speech and Language Therapy in Early Years helped increase staff capacity and create strategies, while Voice 21 cues aided children struggling with communication. Interventions designed through the school's participation in Reading Recovery contributed to significant progress and confidence among previously struggling students, enabling early identification of pupils needing extra help. The Deputy Headteacher emphasised the importance of these interventions in aiding the community and supporting children's learning experiences.

Whilst there has been a narrowing of the attainment gap across KS1 and KS2, this is largely due to a decline in the proportion of non-PP pupils achieving ARE in Year 1 Phonics, KS1 and KS2 SATs. Concerningly, the school's results are notably below the national levels.

Similarly, to the attainment outcomes, KS2 pupils saw a decline in the average non-cognitive outcomes over 2021/22 and 2022/23. Emotion regulation levels dropped by 16 percentage points, while grit scores decreased by 2 percentage points, although this is not statistically significant. Wellbeing scores decreased by 6 percentage points, and self-efficacy levels fell by 12 percentage points, with metacognition scores dropping by 7 percentage points. Notably, this trend affected both PP and non-PP pupils. Specifically, PP pupils experienced larger decreases across emotion regulation, wellbeing, self-efficacy, and metacognition than their non-PP peers. This general decline indicates a considerable worsening in non-cognitive outcomes for Roundhill's pupils, particularly impacting PP pupils more strongly than non-PP pupils across multiple measures.

Over the past two academic years, both KS1 and KS2 pupils consistently fell below the national attendance benchmarks, showing a slight decline in their average attendance rates from 2021/22 to 2022/23. The average attendance for KS1 PP pupils dropped by 1.51 percentage points, and for KS2 pupils, the decline was 2.93 percentage points. Notably, the attendance gap between PP and non-PP pupils has widened, growing from 1.68% in 2021/22 to a statistically significant 4.27% in 2022/23 for KS2, indicating an increasing disparity in attendance rates between the two groups.

The number of pupils receiving hot lunches through the free school meal scheme increased by 61.97%, April - July 2023, with an average of 80 pupils receiving free warm lunches per day.

### 3.9 Conclusion

Even though the outcomes of PP pupils in PEP schools remain below national levels, findings suggest that things are beginning to improve. The attainment outcomes of PP pupils in PEP schools have increased across KS1, the attainment gap has reduced in four out of five attainment outcomes measured, and overall wellbeing for non-PP pupils is moving to match that of non-PP pupils.

Average attendance rates show similar trends, where non-PP pupils are on average, attending school more than their PP peers. However, overall, **all pupils in the PEP schools are below the national attendance average**. It must be kept in mind however, that low attendance rates are correlated with



family disadvantage such as low income<sup>14</sup>, and considering the PEP schools are situated in highly deprived areas, many of the pupils who are not in receipt of PP may well still be living with disadvantage, and therefore these findings are relatively in line with the broader local, as well as national, picture.

Almost all the delivery partners explained that 2021/22 was largely spent embedding routine practices within the schools and upskilling staff, and 2022/23 was when they really began to see an impact. There is agreement amongst them that **teachers and support staff are now able to take the lead on various aspects of the interventions** due to an increase in knowledge and confidence.

It is worth noting that most delivery partners referred to staff capacity and retention within the schools, along with external factors such as school staff wellbeing, funding cuts and the cost-of-living crisis, as all having added additional stressors to the success of their delivery.

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<sup>14</sup> <https://committees.parliament.uk/publications/41590/documents/205047/default/>



## Part 4: Early Years

The following section presents the findings from the programmes, interventions and initiatives associated with the Early Years strand of the St John’s Foundation Fund. Specifically, this encompasses the Language for Life (LfL) programme, the Early Nurture Service (ENS), and the Perinatal Emotional Wellbeing Partnership programme (PEWP). Findings show that over the past two years, settings, teams, and organisations have continued to embed good practice within their staff bodies, and that confidence, knowledge and support from the programme team have been key in implementing this.

### 4.1 Language for Life

Over the past two years, the Language for Life: Making a Difference Together (LfL) project team have planned and implemented a cohesive programme of support and training to 22 early years settings in 2021/22 and 21 settings in 2022/23. The dedicated speech and language therapist (SALT), and support from BaNES Early Years Team, delivered responsive training of the WellComm toolkit<sup>15</sup> for clusters of early years settings, alongside individual setting support visits. In addition, setting-based Communication Champions have been developed to sustain the programme for the longer term.

Two key challenges to the success of the LfL programme have been apparent over the last two years. Firstly, the LfL delivery partner referenced **the impact of high staff turnover, which has been an ongoing issue in every early years setting**. This reflects the national picture throughout England, where over the past few years, early years settings have faced several significant difficulties in funding, workload, staff retention and staff recruitment<sup>16</sup>. It was reported that experienced early years practitioners are increasingly leaving the profession and taking with them the skills and knowledge of speech and language development and Special Educational Needs (SEN), which is vital to the success of the LfL programme, and the support of these vulnerable pupils. It was also noted that a recruitment crisis has led to the employment of staff who may be less qualified and experienced, who then needing to be upskilled to understand and incorporate the WellComm toolkit into their developing practice. Furthermore, the programme is working with families with wider concerns, such as financial worries and food shortages, and practitioners often find themselves having to offer advice on these issues as well. One LfL team member reported that “a lot of our settings are juggling so many different plates with [the families] in trying to help them, to kind of find those pockets of focus and make that balance [so that] nothing slips”.

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<sup>15</sup> See the Glossary section for more information on the WellComm toolkit

<sup>16</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1158930/Pulse\\_survey\\_of\\_childcare\\_and\\_early\\_years\\_providers\\_-\\_May\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1158930/Pulse_survey_of_childcare_and_early_years_providers_-_May_2023.pdf)

[https://assets.publishing.service.gov.uk/media/5f298b478fa8f57ac683d87d/The\\_stability\\_of\\_the\\_early\\_years\\_workforce\\_in\\_England.pdf](https://assets.publishing.service.gov.uk/media/5f298b478fa8f57ac683d87d/The_stability_of_the_early_years_workforce_in_England.pdf)



The structure of the LfL programme has changed over the past two and a half years. During the first academic year (2021/22) the LfL team **introduced a very structured methodology of training and support** for the newly established LfL project settings, to embed the foundations of knowledge and skills for the project to flourish. Into the second academic year, the wider LfL team **played a responsive role**, working with settings, identifying their areas of needs and then working to embed the WellComm toolkit within the settings. However, within the third-year extension of the project, the team are focused on being more present within early years settings, working with the children and families directly and “tying up ribbons”. LfL can now begin to step back their direct support, leaving the settings feeling confident in their ability to support children with speech and language difficulties.

**Key Finding: Qualitative feedback indicates that children are increasingly being identified earlier and more accurately with their speech and language needs.**

The LfL delivery partner who we spoke with explained that compared to year one of the programme, early years settings were far more aware of the children in the amber zone and how to support those identified as falling within the amber zone; “the WellComm toolkit is being used to pick up amber children quickly, this is the beating heart of success”. Traditionally, amber zone children do not meet criteria to access specialist support from health visitors or speech and language therapists. The toolkit has **provided the structure and guidance for settings to identify and know how to help these children**. They shared that a vast majority of children in receipt of EYPP (early years pupil premium) fall within the amber zone of the WellComm screening. Statistics provided by the WellComm screening tool, show that in 2021/22, 56% of all screened EYPP pupils were in the amber zone, while in 2022/23, 38% were in the amber zone.

Pupils are increasingly being identified early and, most importantly, more accurately, which is leading to high quality referrals to outside agencies such as speech and language services. The delivery partner explained that once referred, a child will need to wait before seeing a SALT therapist. However, during this wait, the delivery partner reported that settings were working so well with these children in the red zone, that **by the time a slot became available for them to see a SALT therapist, several children no longer needed this additional support**. “Although many of the children in the red area will require specialist support from outside agencies, the support they receive from the setting whilst waiting to see the outside agency helps the child to make a lot of progress”.



It was noted that this was an effect of the increased confidence and knowledge that setting staff had developed in supporting children with speech and language needs.

#### CASE STUDY

The delivery partner spoke about one child in particular who regularly bounced between red and amber areas. The child was facing numerous challenges at home with their mother suffering from mental health issues. LfL were able to support the early years setting and they worked together to get the child and family access to the right support. As a result, the pupil's progress has been huge, and their attendance improved.

As the child began their transition from an Early Years setting to school, practitioners and the LfL team worked to get the correct referrals in place, to ensure there was 1:1 support for the child's transition to school. Furthermore, by the time the child started school, they were re-screened in the green area, indicating a positive and significant improvement in their speech and language development.

The delivery partner believes this success story was a result of the early years setting successfully using the WellComm toolkit, LfL methodology and coordinating with all the agencies involved.

The LfL delivery partner was keen to point out that some of the practitioners within these settings come from the communities they represent and so face similar challenges around employment and financial concerns, yet they continue to support and champion these pupils. They are eager to ensure this passion and love for the intervention is passed on as staff change, so that the knowledge is not lost. By working with whole setting communities, they hope this will limit the impact on families when staff move on. They also believe this made it easier to train new staff, especially those who had never worked in early years settings before.

**Key Finding: Practitioners show that their confidence in using the WellComm toolkit and understanding of its benefit in supporting children to make progress with their communication and language development has increased by 36 percentage points.**

All practitioners participating in the LfL programme responded to a confidence survey at three time-points: in Summer 2021 before they had received any training on the WellComm toolkit, in Summer 2022 after one year of receiving support, and in 2023, after two years of receiving support. The survey asked if the toolkit had increased practitioner confidence in identifying needs in children, and supporting speech and language development.



Figure 16 below shows that over the last two years, **the average rating of confidence and belief in the WellComm toolkits’ usefulness in providing support to children has increased by 36 percentage points** from an average score of 2.88 in Summer 2021, to an average score of 4.33 in Summer 2023. It must be noted however that the sample respondent size in Summer 2023 was relatively small with only 15 respondents, compared to 67 and 48 for Summers 2021 and 2022 respectively.

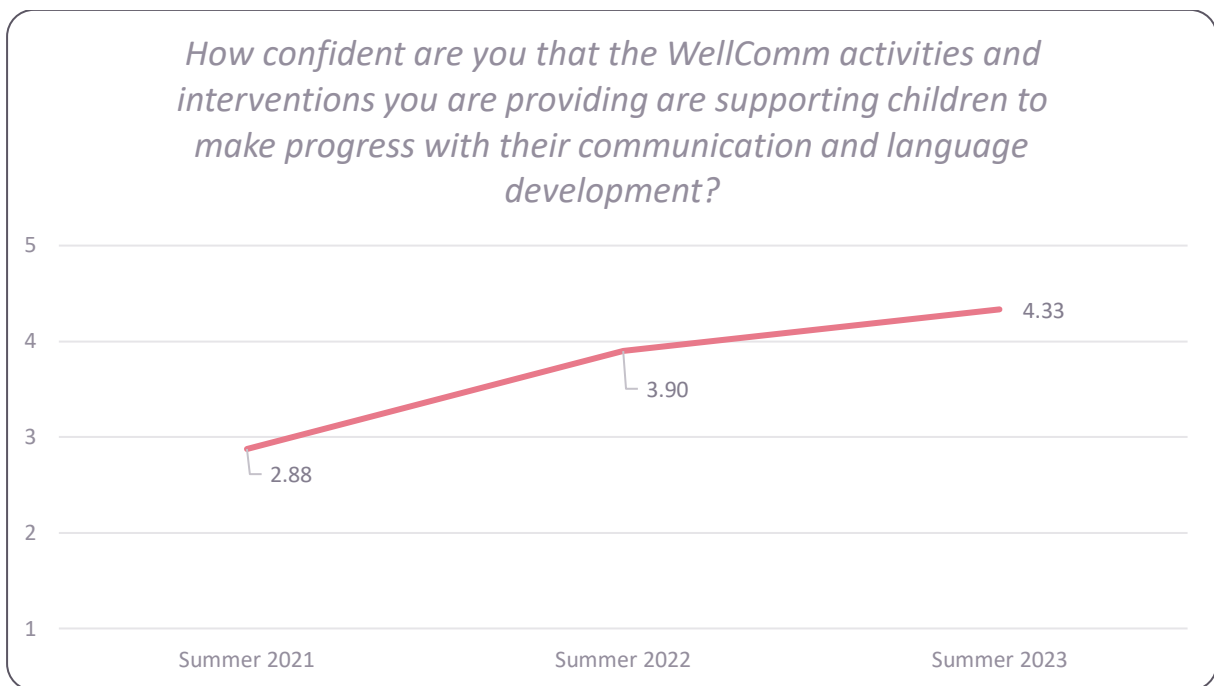


Figure 16: Average rating on a Likert scale of 1=Not at all confident to 5=Extremely confident. Summer 2021 n=67, Summer 2022 n=48, Summer 2023 n=15

Early years practitioners were also asked how confident they were in completing the WellComm toolkit screening process to identify speech, language, and communication difficulties with their children. Figure 17 below shows that the **average rate of confidence increased by 41 percentage points over the last two years**, where in Summer 2021 they scored an average of 2.75 and in Summer 2023 the average score had risen to 4.40 on the Likert scale. This indicates that over time, staff have become increasingly confident in using the WellComm toolkit to complete the screening process.

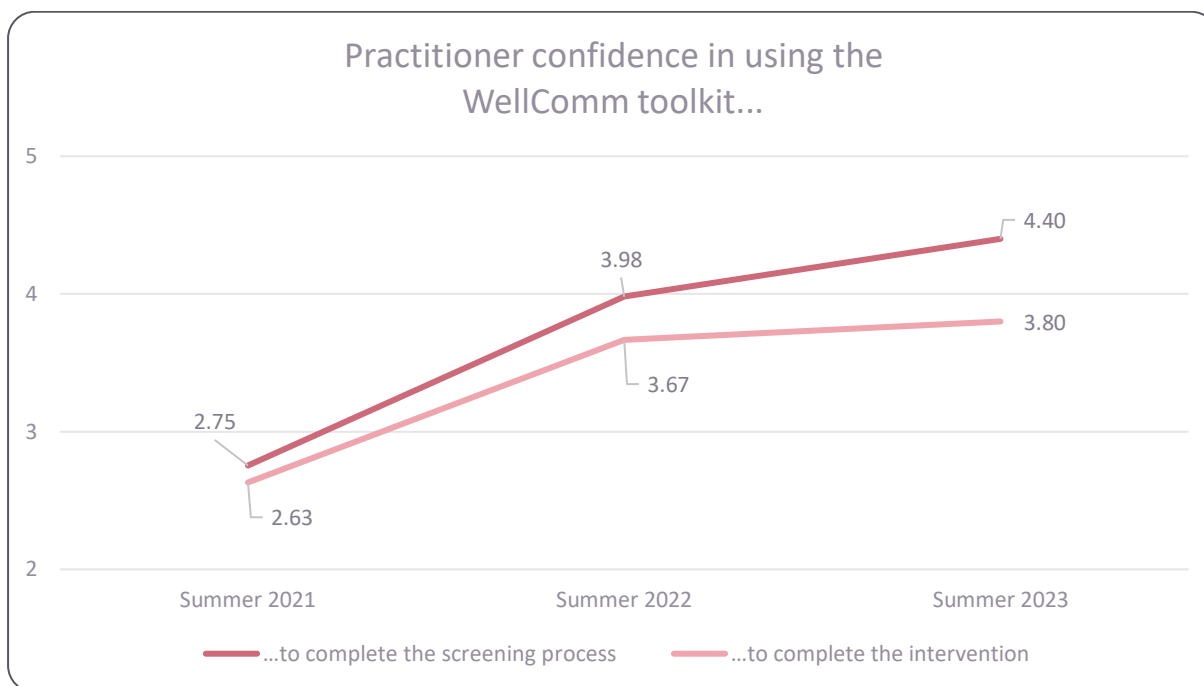


Figure 17: Average rating on a Likert scale of 1=Not at all confident to 5=Extremely confident. Summer 2021 n=67, Summer 2022 n=48, Summer 2023 n=15

Figure 17 above also shows a similar upward trend in confidence in practitioner’s ability to complete the associated intervention with their children. This relates to when a child’s screening resulted in a red or amber, practitioners were then able to facilitate interventions to support the development of that child’s speech, language and communication. Although the upward trend for confidence in completing the intervention was slightly less than that for completing the screening process, **practitioners nevertheless reported a 29 percentage point increase in confidence to complete the intervention** to support their children in speech, language and communication development.

**Key Finding: WellComm screenings indicate that the proportion of pupils categorised into the Red area is decreasing, while those categorised into the Green area are increasing, demonstrating the impactful support that early years practitioners are able to provide to their children**

From 2021/22 to 2022/23, the overall proportion of children moving into the Green area has been increasing. In **2021/22, 31% of children moved into the Green area over the course of the year, while in 2022/23, 34% of children moved into the Green area.** Although this may not seem like a notable increase, it should be noted that in 2022/23, the first screening for children had a higher proportion of children in the Green area to begin with, with 37% in 2022/23 compared to 16% in 2021/22. Overall, this indicates that not only are more children moving into average areas of speech and language development, but those who need extra support are now receiving it.

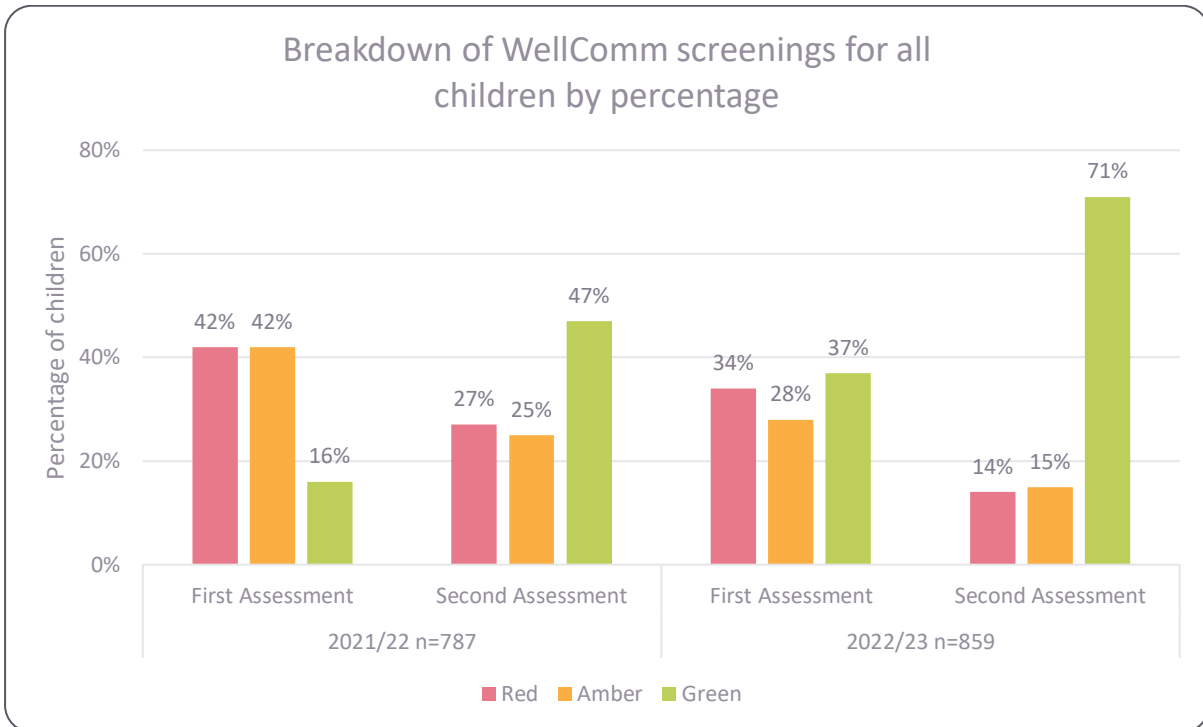


Figure 18: Breakdown of WellComm screenings for all children by percentage.

**Key Finding: The number of children being referred to SALT therapists over the last two years has increased by 160%, indicating that children who need additional speech and language support are increasingly receiving this support.**

During the first year of the LfL programme in 2021/22, 10 children were recorded to have been referred from a LfL supported setting to a speech and language therapist. In the following year (2022/23), 26 children were referred by a LfL setting early years practitioner to a speech and language therapist, showing that **the number of children being referred to a SALT therapist increased by 160%** over the two years. Children who are in need are therefore increasingly likely to receive the additional and wraparound support that they require.



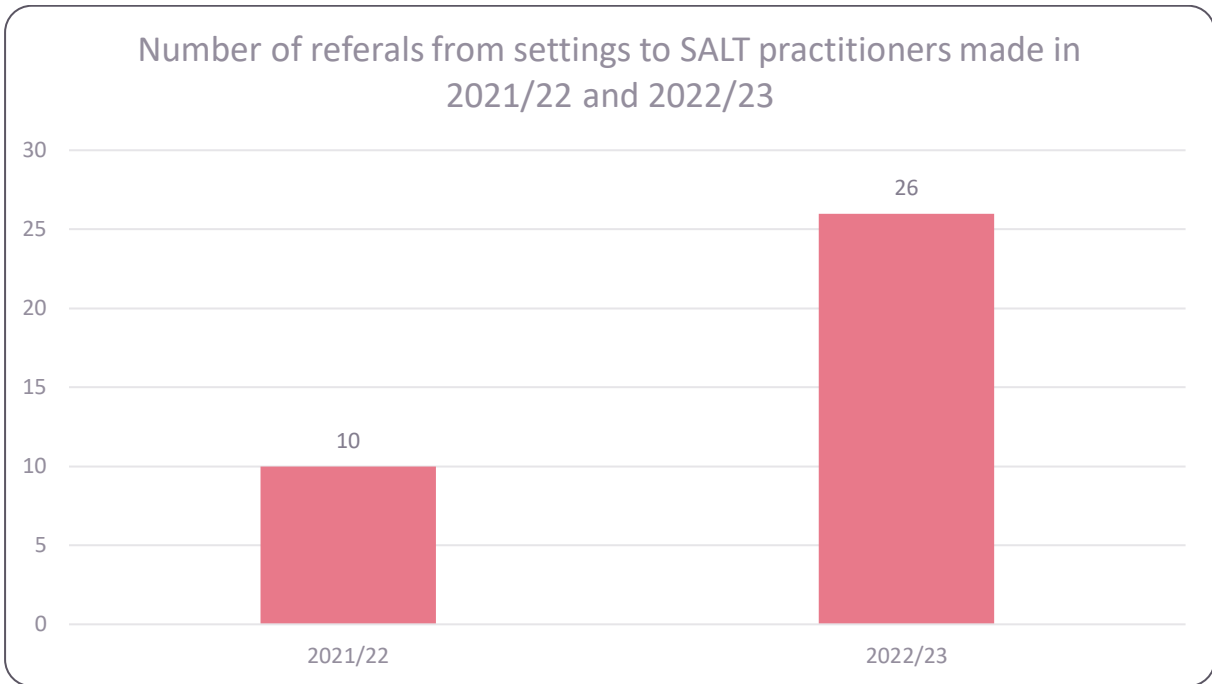


Figure 19: Number of referrals from early years settings as part of the LfL programme to SALT practitioners made in 2021/22 and 2022/23.

## 4.2 Early Nurture Service

The number of children being identified as having complex special educational needs (SEN) or significant mental health concerns in Bath and North East Somerset is increasing year on year. A particularly sharp increase has been seen since the beginning of the COVID-19 pandemic. Of children referred for Early Years special educational needs (SEN) funding, 37% are primarily referred due to social, emotional and mental health (SEMH) needs. In response to this, Brighter Futures (the delivery partner who deliver a number of other interventions as part of the wider St John’s Foundation Fund) have begun delivering the Early Nurture Service (ENS) within key early years settings in Bath, Keynsham and Writhlington. Started in September 2021, it is aimed that the work will provide a greater depth of early intervention support for children’s SEMH than what has previously been available.

Over the past academic year, using the Thrive toolkit, a member of the ENS team worked to deliver:

- A universal, capacity-building training programme to ensure that all staff are familiar with the use of the Thrive intervention<sup>17</sup> to identify and support children with social, emotional and mental health needs.
- Using the Thrive toolkit, running social, emotional and mental health assessments of every child in the pre-school setting and a RAG rating for every child.
- Universal setting support for all children including Green children.

<sup>17</sup> See the Glossary section of this report for more information



- Targeted small group support for Amber children.
- 1:1 interventions for Red children.

**Key Finding: After receiving specialist SEMH support, children were on average meeting age related expectations in their emotional development by their second screening with the Thrive tool.**

For this first year of the programme, data indicating the number of children falling into the red, amber and green categories from the Thrive toolkit was unavailable. We have been able to obtain however a snapshot of progress made amongst children from two settings who received support as part of the ENS.

As part of the Thrive screening process, children’s development falls onto a level on a development spectrum associated with age-appropriate categories. When children are meeting 65% or more, they are demonstrated as having age-appropriate and secure skills and can be moved into the next screen stage. Figure 20 below shows that when first screened, children were on average below the age-related expectation of “Thinking”. However, after receiving the intervention support, the average score for the second screenings show that children were almost at the age-appropriate stage.

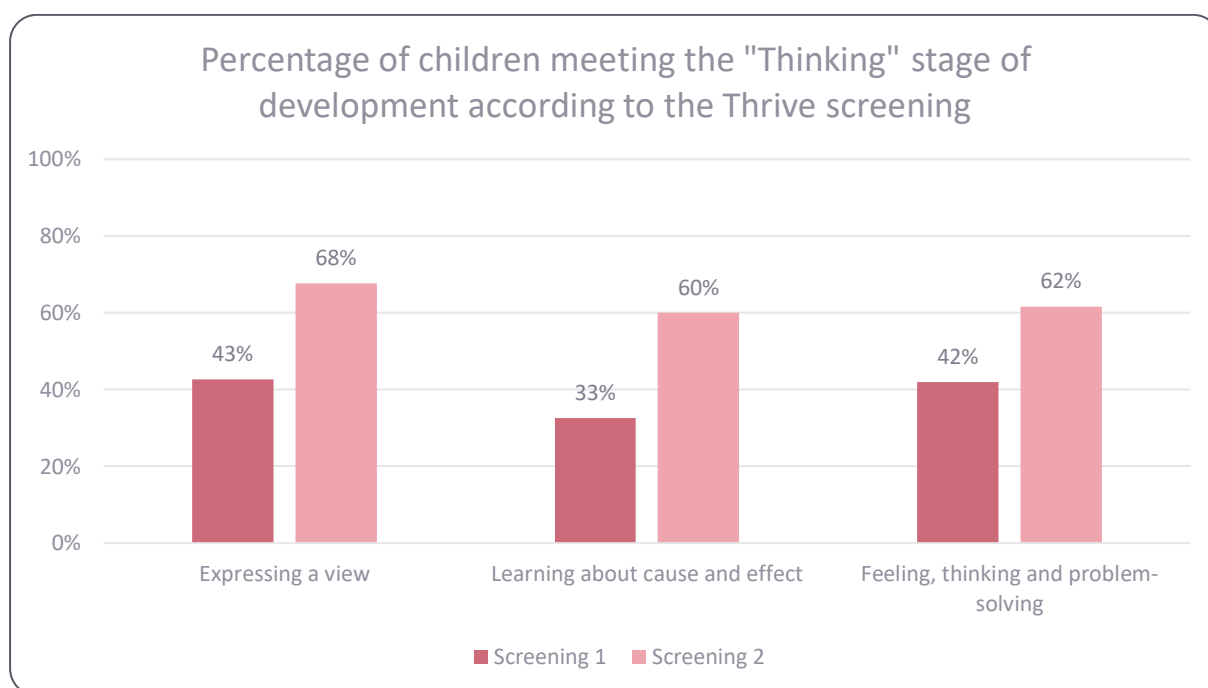


Figure 20: Average aggregated percentage scores of children from two settings in the "Thinking" stage of the Thrive screening tool. Sample sizes were not available for this data.

**Key Finding: Setting staff involved with the ENS programme were highly positive of its effectiveness and use, reporting considerable improved wellbeing amongst the children and confidence amongst staff.**



In order to better understand and gather feedback on the effectiveness of the Thrive tool within the ENS settings, a one-off survey was administered between May and June 2023 to staff working in the Early Years in the following six settings:

- Roundhill Primary School
- St Mary’s CofE Primary School
- Twerton Infant School
- St Keyna Primary School
- Castle Primary School
- Sunshine pre-school

Questions focussed on staff knowledge, understanding of, and confidence in implementing the Thrive toolkit in meeting the needs of vulnerable children within their settings. A total of 12 staff responded to the survey, with six classroom teachers, three SENDCo and three teaching assistants. Figure 21 below shows that out of the 12 respondents, nine reported improved wellbeing in the children, while 11 reported an increase in confidence in navigating SEMH needs amongst young children.

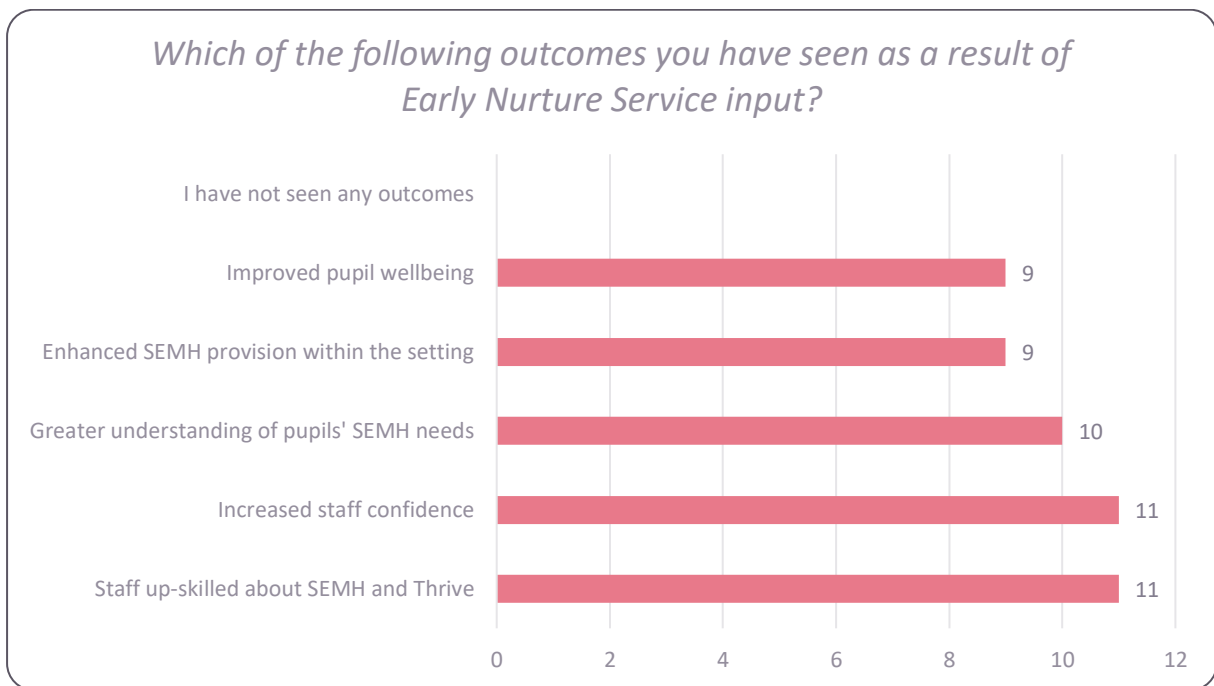


Figure 21: Number of staff responses to a series of potential outcomes as a result of the ENS. n=12



A further question in the survey set showed that all staff agreed that the Thrive approach helped staff identify and support the SEMH needs of children. Although this sample was relatively small, it nevertheless indicates that staff identified the Thrive toolkit as a valuable asset to their practice. Feedback from early years practitioners indicates that the support and training received by setting staff was a pivotal aspect of this, in that without direct and hands on support from the ENS team, setting staff may not have been able to incorporate the Thrive approach as seamlessly into their setting.

**bb** [The ENS staff member] has been such great support to us all. We always gain such a lot from their visits, whether it's during session or during our afternoon staff work. We are excited to be part of Thrive and appreciate the opportunity this has given us to help support our children in the setting.

- Early years setting practitioner

**Key Finding: Qualitative feedback from the lead psychologist of the ENS programme shows that the ENS team worked flexibly within the settings to ensure that all children's needs were adequately met. This demonstrates the active engagement of all settings and the value that they in turn see in this intervention.**

When speaking to the lead psychologist working with Brighter Futures, they noted that all interventions were modelled to setting staff who have subsequently been supported to lead the interventions themselves as their confidence using the interventions increased.

It was reported that the initial model was to focus on the amber children as it was thought children identified in the red area would already have been identified as needing additional support. However, once the team began working with the settings, they noticed that due to long waiting lists for other services such as paediatricians and child mental health services (CAMHS), children in the red area were not receiving the support they needed. In response, ENS staff created 1:1 opportunities to support children identified in the red area alongside their group work with children in the amber area. The interventions included play based or direct activities to build trust with children to support them being able to articulate their needs.

The delivery partner felt that this has been hugely successful and **that staff skills have been really "enhanced" because they have been able to work together to create a common language which they all use and understand.** They feel that because they all had the same training it is consistent, and the active intervention and involvement of the delivery partner to model expectations and strategies has meant that the intervention has been successfully embedded. The delivery partner has received some informal feedback from the schools she supports with one saying, "we just don't think we could have managed the year without you".

The ENS delivery partner did however note several factors that acted as barriers to successful implementation. Despite building in funding for settings to pay staff to attend the initial Thrive



training after the working day, it was not easy to ensure high attendance rates due to the lack of available staff to cover those attending training. This issue was solved by working closely with the settings to find creative ways to manage staff time.

The provider felt that running this training in the future would be more straightforward as **staff now have a 'buy-in'** and can see the value of attending training and the subsequent positive impacts on their children.

Implementation was more straightforward in some settings than others. Relationships were stronger in some settings than others, for example in one Private, Voluntary and Independent (PVI) setting the leader had no other external agency support and so was incredibly grateful for their support. They worked particularly closely with one boy who had been asked to leave a previous setting and was exhibiting similar behaviours that were predicted to end in him being asked to leave again. With the support of the ENS team they were able to work with the child and his family to develop strategies and language around his emotions. He is now much more settled and safer in the setting and no longer at risk of exclusion.

The delivery partner feels that in year two they will be able to embed the intervention further and it will be easier to improve practice because they are not starting from scratch. They are also hoping that there will be more opportunities to network with other providers and share resources and success stories to further support the schools they are working with. They think this will be beneficial and that the settings are keen for this.

## 4.3 Perinatal Emotional Wellbeing Partnership

The Perinatal Emotional Wellbeing Partnership (PEWP) is an umbrella programme which brings together, and supports through additional funding, organisations that support the emotional wellbeing of new mothers. St John's Foundation directly funds three organisations – **Mum's Comfort Zone**, **Open Space** and **Trauma Counselling** – whilst the others are funded by the Integrated Care Board.

**Mum's Comfort Zone** run by Bluebell is a structured, 11-week, therapeutic, group programme for mothers experiencing ante and post-natal depression and/or anxiety. **Open Space** is a mental health project offering art-based psychotherapy in groups of up to five. Three courses of 12 weeks are delivered a year. During the course, mothers are encouraged to explore their emotions through talk and creative activities. **Bright Start's Children's Centre's Trauma Counselling** service offers specialist, trauma-informed, one-to-one counselling.

This service piloted in August 2020 and has been heavily oversubscribed, with 33 referrals received in the first six months. For this evaluation, we received data from Open Space and Bright Start Trauma Counselling. In August 2023, we were made aware that Bluebell Care Trust ceased providing services in June 2023. Considering this, data from Mum's Comfort Zone was not available.

**Key Finding: Counselling services had adequate capacity in 2022/23 and were able to meet the demand of mothers in need. Furthermore, of those mothers**



**in receipt of support, 90% showed considerable improvement in their mental and emotional health after the intervention.**

Figure 22 below shows the number of combined new referrals made to Open Space and Bright Start across the last academic year. As can be seen, this data is benchmarked against the number of referrals (n=21) made to the same organisations in April – June 2022. Across the two counselling providers, the number of referrals in 2022/23 drop mid-year before picking up again in April – July 2023. Although there could be several reasons for this (i.e. fewer women experiencing depression and stress and thus fewer seeking support), it is clear that both Bright Start and Open Space had sufficient capacity to offer service to all women referred, indicating that the two services were able to meet the demand of supply.

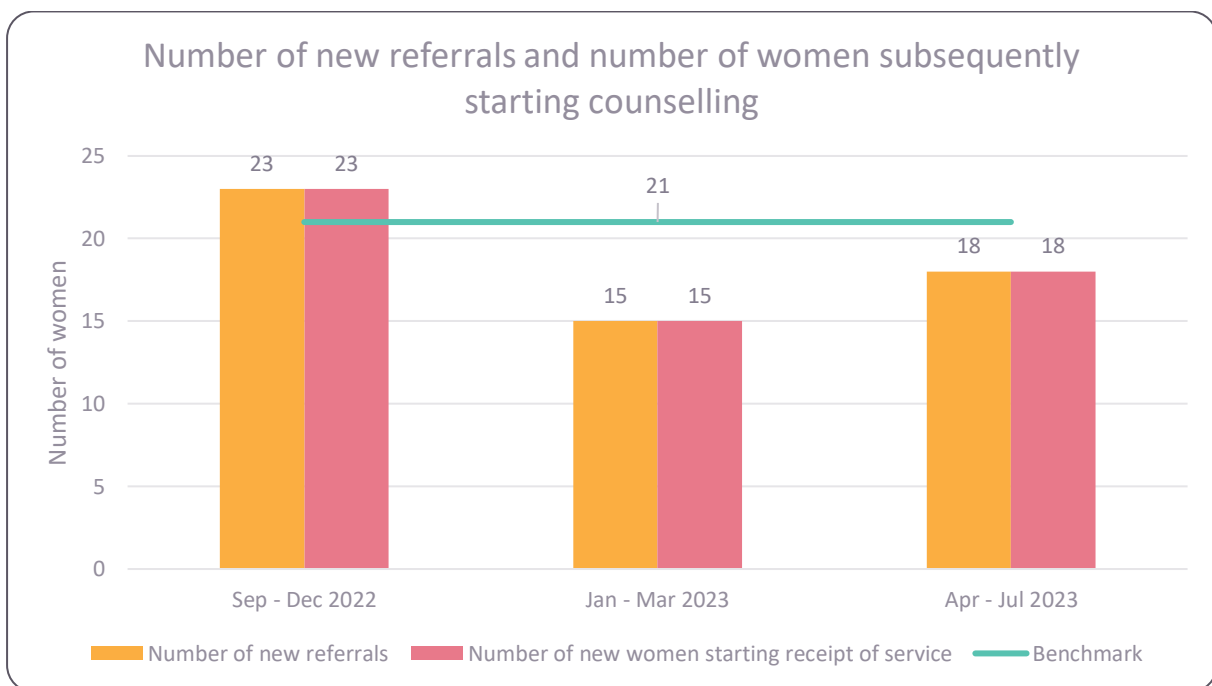


Figure 22: Number of new referrals and number of women subsequently starting counselling from September 2022 to July 2023. Benchmark: number of referrals (n=21) made to the same organisations in April – June 2022

Of the mothers who attended Open Space therapy groups (n=13) and Bright Start counselling sessions (n=9), 92% and 100% respectively showed a ‘considerable’ amount of clinical improvement in their mental and emotional wellbeing. Changes in the number of women showing clinical improvement over time can be seen plotted in Figure 23 below (n=8).

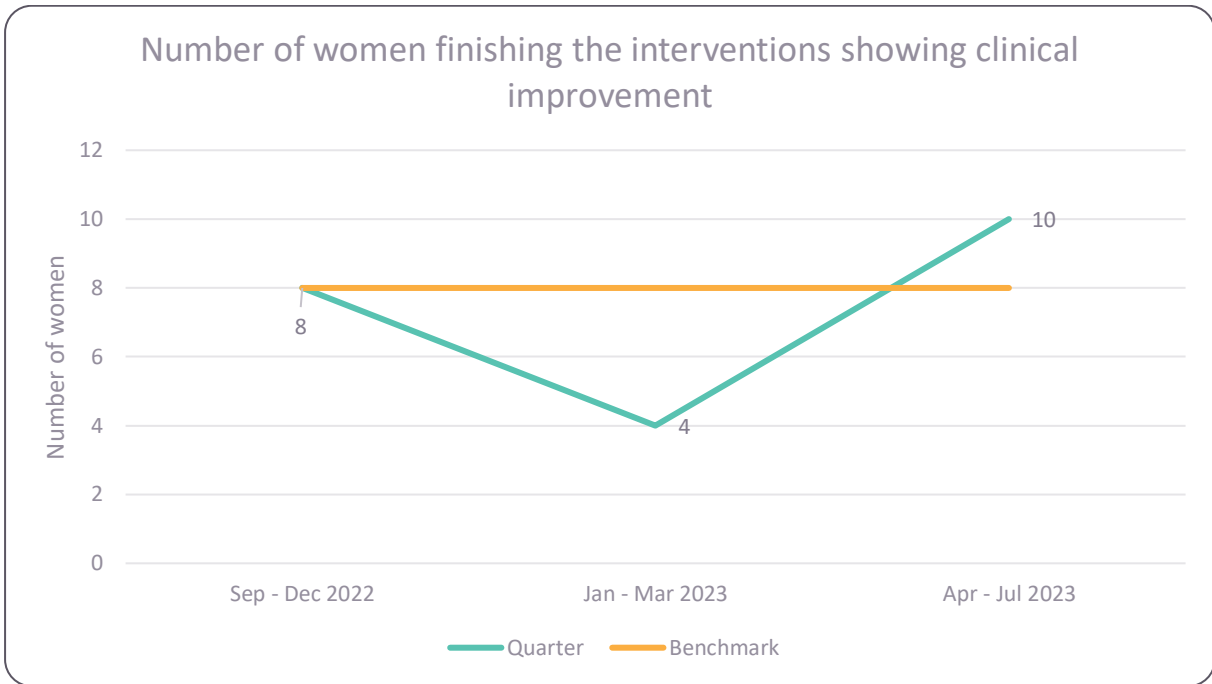


Figure 23: Number of women who finished the intervention and also showed clinical improvement from September 2022 to July 2023. n=22. Benchmark: number of women showing clinical improvement from the same organisations in April – June 2022, n=8

**Key finding: Feedback from mothers and service providers shows that the PEWP programme provided a vital source of support and place for mothers to feel seen and heard.**

Feedback from mothers who received 1:1 counselling support through the Bright Start Trauma Counselling service, indicated that the programme provided a pivotal source of support for them during difficult times. Many mothers expressed that the service gave them a dedicated space and time to notice and explore patterns of behaviours that they had developed in response to periods of stress and trauma in their lives. It was noted that this dedicated space allowed them to process such behaviours and trauma and understand ways of breaking these patterns. Another mother commented that following the sessions, she felt calmer in her life, and that, although she was experiencing one of the “hardest times” of her life, she felt empowered to put herself first.

**bb** My therapist has been absolutely incredible. I have never connected with someone in such a way before or felt comfortable enough to. I will never forget her and will always be thankful for her listening to me”

**- Mother in receipt of Bright Start Trauma Counselling**





Mothers attending the Open Space therapy sessions had equally positive feedback to provide. Several mothers shared that the sessions had helped them to better understand their emotions and feelings, while also developing acceptance for negative feelings they were experiencing. The group nature of the therapy also clearly provided a safe space in which mothers were able to share their stories and experiences with others, finding solace in shared experiences in a “no judgement, calm



[the sessions were] really helpful and beneficial in self-reflecting. Was able to make connections with others even with very different circumstances”

- **Mother in receipt of Open Space**

and kind atmosphere and a safe” space. Another woman expressed “I feel more supported and happier about life now. I loved the group!!!”

The Bright Start service is clearly popular and meeting a need that is otherwise not addressed in these women’s lives. One mother expressed that although she

understood the reasonings behind only receiving ten sessions (as this allowed counsellors to assist other women in need), she would have appreciated further sessions. Suggestions for improvement made by counselling service providers echoed this sentiment, where they reported that an increasing number of mothers were requiring an additional five sessions on top of the ten sessions provided, and that an increase in funding would be appreciated to meet this demand.

## 4.4 Conclusion

For Language for Life, over the last two years, **practitioners' confidence in using the WellComm toolkit and identifying children's needs has notably increased**, as indicated by survey responses and interview data. The **proportion of children moving into 'Green' has increased**, signifying better support provided by early years practitioners. There's an observable trend of more children transitioning into 'Green' and fewer into 'Red' over the years, especially among those receiving Early Years Pupil Premium (EYPP). The number of children referred to a speech and language therapist has notably increased, **showing a 160% rise over two years due to improved identification of developmental needs**. Red children have shown progress while waiting for specialist support due to effective intervention by the settings. The programme has bolstered practitioner confidence and skill in using the WellComm toolkit, leading to faster speech and language progress for children in all areas.

In the Early Nurture Service’s first year, detailed Thrive toolkit data was unavailable; however, it has shown **promising progress in children's development at two settings**, highlighting improvements in children's "Thinking" skills following intervention. Feedback from staff, although from a small sample, **endorsed Thrive's effectiveness in enhancing wellbeing and supporting children's Social, Emotional, and Mental Health (SEMH) needs**. Challenges were encountered in implementing training due to staff availability, but successful interventions, particularly with at-risk children, underscored the **initiative's potential for growth** and the promise of networking among providers in the subsequent year.



Data from 2022/23 for the Perinatal Emotional Wellbeing Partnership shows consistent referral numbers to Open Space and Bright Start compared to the previous year, with both services able to accommodate all referrals. For mothers with baseline and final assessment data, significant clinical improvement in mental and emotional wellbeing was observed through Open Space and Bright Start, with **92% and 100% respectively showing considerable improvement in various mental health outcomes**. Feedback from mothers receiving 1:1 counselling highlighted the programs as vital support, providing a **dedicated space to recognise and address trauma-related behaviours**. Mothers praised both Bright Start and Open Space for aiding their emotional understanding and creating a safe, supportive environment for sharing experiences. While the services received positive feedback, there were requests for more sessions, reflecting a **growing demand for extended support**, prompting suggestions for increased funding to cater to this need.



## Part 5: Nutritious Food Programme

The following section outlines the findings coming out of the three main sub-strands of the Nutritious Food Programme: additional free school meals funded by St John's Foundation at six of the PEP schools, FareShare South West, and the Health Improvement Officer for Food Poverty.

It is important to note that many parts of this strand are not *entirely* funded by the St John's Foundation and the impact of some of the sub strands spreads beyond the scope of BaNES. The exact details of the Fund's impact are laid out in each section.

### 5.1 Free school meals provided by the Foundation Fund

The Fund introduced a new element of the Nutritious Food programme in 2022/23; funding free school meals for pupils who were not eligible for government funded FSM. From January to July, **St John's awarded £73,421 to provide 27,414 free school lunches to 367 pupils who had not been eligible for FSMs.**

Between St John's starting to fund additional free school meals in January 2023 until the end of the summer term 2023, the number of pupils accessing warm lunches in the eligible PEP schools increased by 73.4%.

### 5.2 FareShare South West

FareShare South West is a charity that aims to stop food from being wasted while also delivering food to people living in poverty. From September 2022 to August 2023, FareShare South West redistributed close to **120 tonnes of food in the BaNES region. This is the equivalent of 283,976 meals and is worth £402,108.**

In the academic year 2022/23, the Fund supported FareShare South West with a grant of £30,00 towards a total £75,558 project budget, therefore contributing 40% of the total budget. Therefore, proportionately, **St John's funded the direct redistribution of slightly over 47 tonnes of food, across over 113,000 meals, worth a value of around £160,843.**

The graph below shows which months the most food was distributed (March 2023) and the month where least food was distributed (April 2023). Generally, more food was redistributed throughout the autumn and winter months but was being accessed consistently.

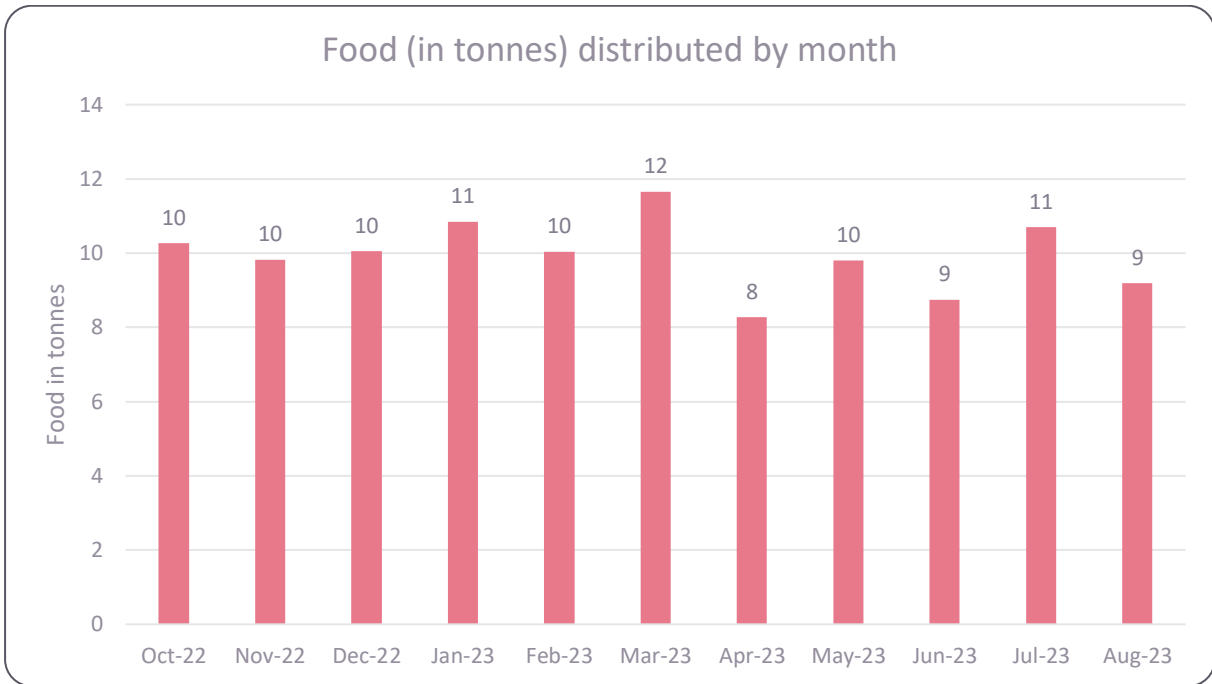


Figure 24: The total number of tonnes, rounded to a whole number, distributed by FareShare South West every month between October 2022 and August 2023. October 2022 to August 2023 n = 109 tonnes.

**Key finding: Slightly less food was distributed by FareShare South West this year (2022/23) than last year (2021/22).**

In 2022/23, 119.27 tonnes of food were distributed by FareShare South West, whilst in 2021/22, 125.26 tonnes of food were distributed. The graph below shows the quantity of food distributed in each calendar month in 2021/22 compared to 2022/23.

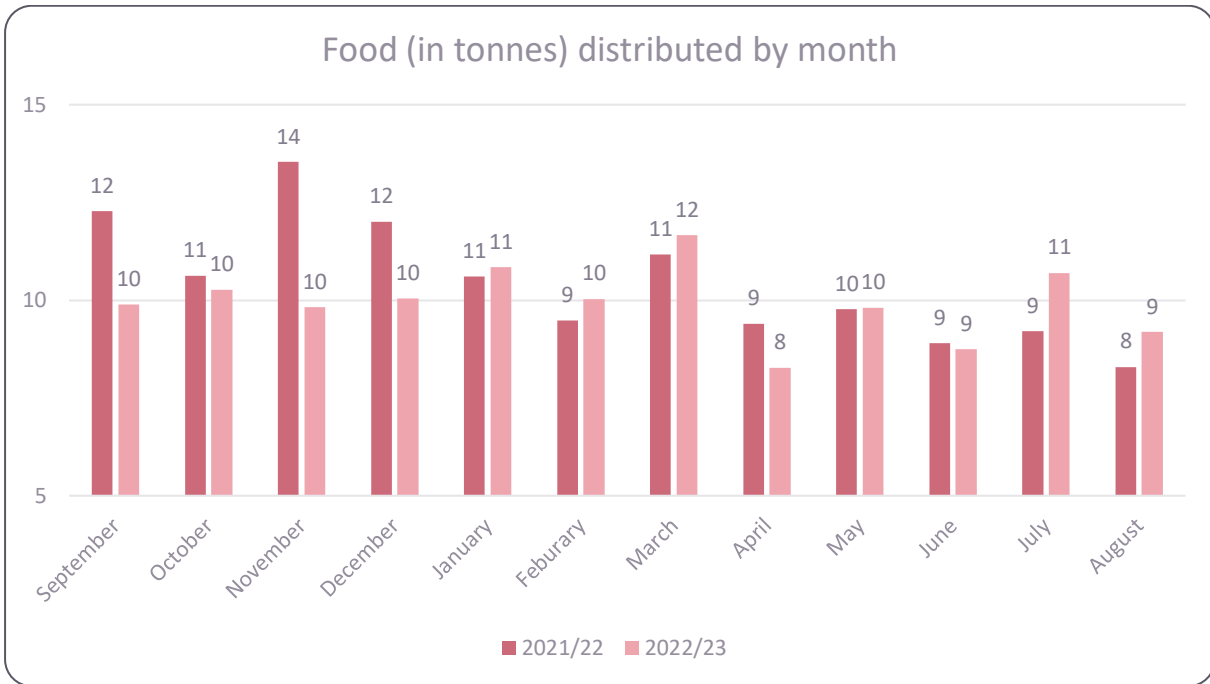


Figure 25: The total number of tonnes, rounded to a whole number, distributed by FareShare South West every month between September to August, for 2022 and 2023. September 2021 to August 2022 n = 125 tonnes. September 2022 to August 2023 n = 119 tonnes.

Considering the focus on whether children and families have access to affordable and nutritious food initiatives, the graph below breaks down the kinds of foods that people are accessing through the redistribution. It shows that for every month of the 2022/23 academic year, **fruit and vegetables were the largest proportion of food (by kg) redistributed**. This indicates that children and families are having greater access to and consuming healthy and nutritious food.

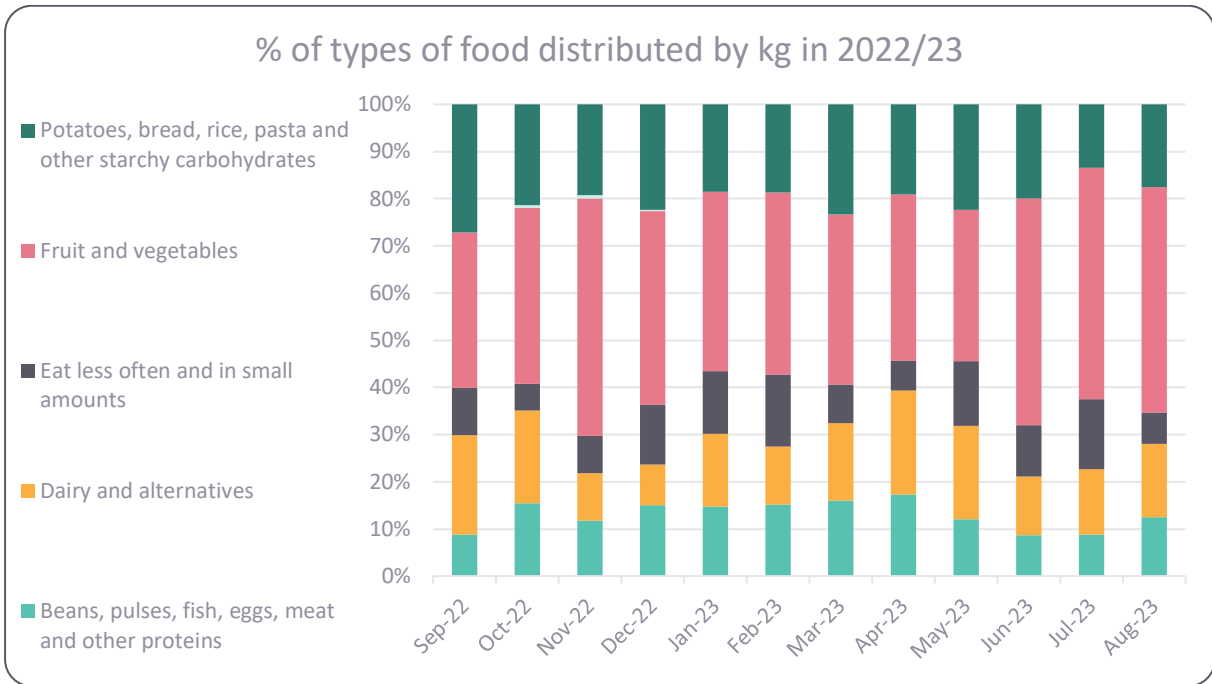


Figure 26: The type of food that FareShare South West has distributed by month as a percentage of the total food they distributed within that month. Potatoes, bread, rice etc in kg etc. n = 22,351. Fruit and vegetables n = 44,597. 'Eat less often and in small amounts' n = 11,579. Dairy and alternatives n = 17,231.50. Bean, pulses, fish etc n = 14,402.

The following figures outline the types of settings to which the food was distributed to over the past 2022/23 year. Figure 27 below shows that food services, day centres, and drop-in centres received the largest proportions of food.

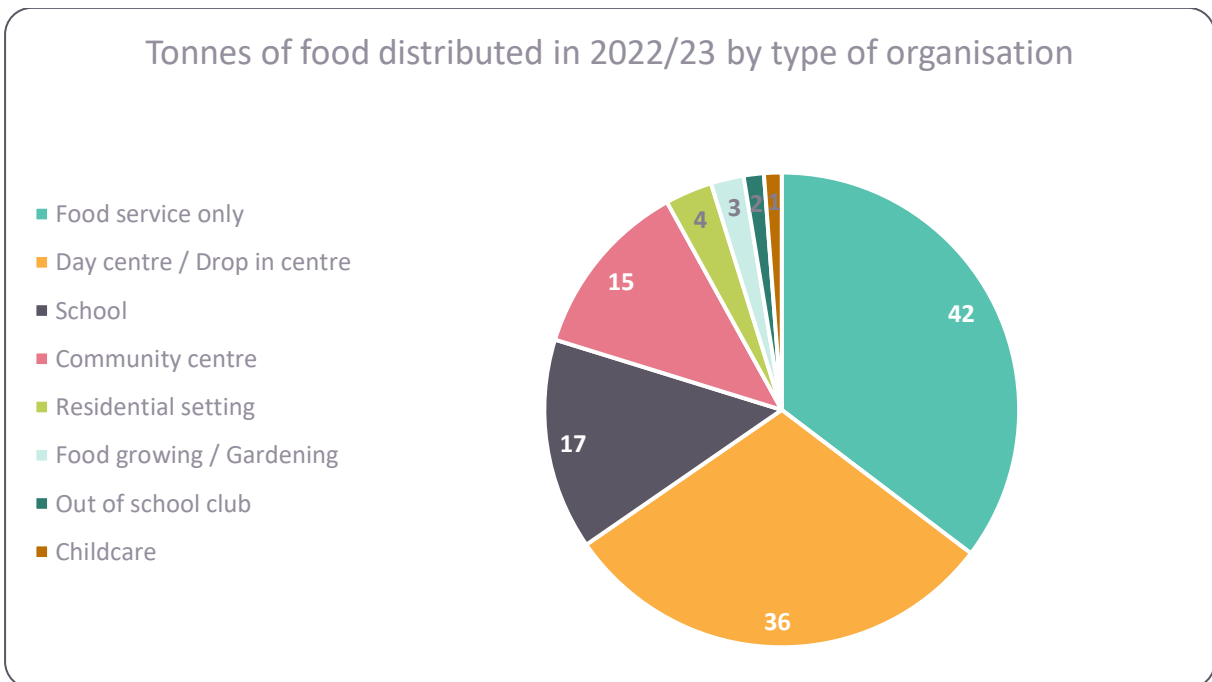


Figure 27: Tonnes of food distributed in 2022/23 by type of organisation. Food distributed n = 119 tonnes.



Figure 28 below shows how many individuals were reached by each type of organisation in 2022/23. It is clear that **food distributed by schools reached the largest number of beneficiaries** out of all the settings.

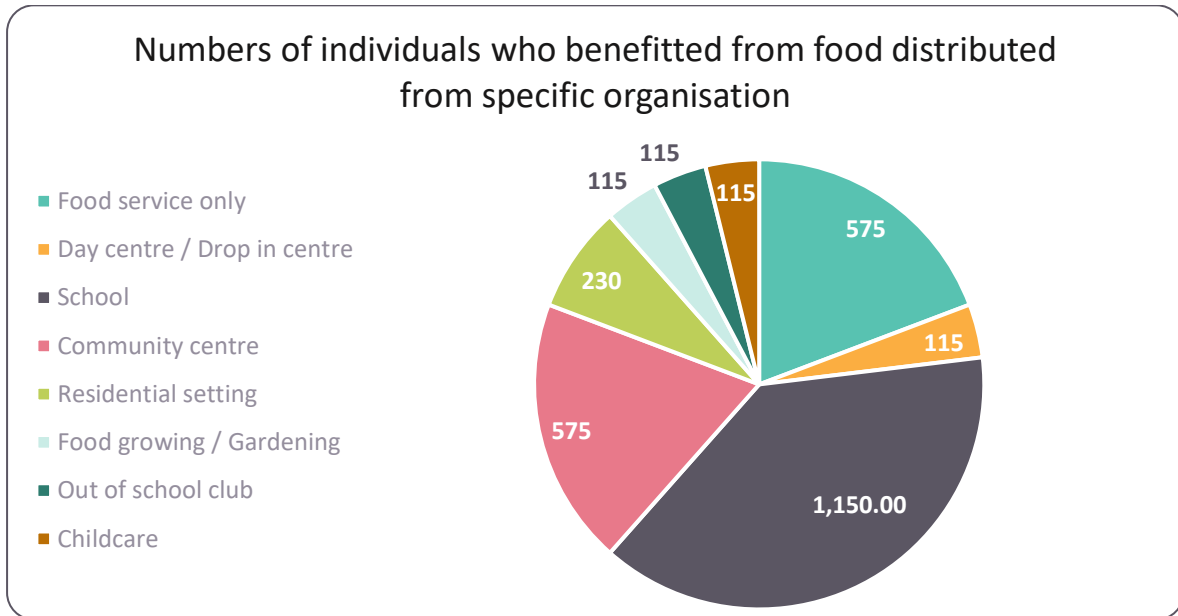


Figure 28: Number of individuals reached in 2022/23 by type of organisation. People who have benefitted n = 2990.

Figure 29 below shows that **children under 18 made up almost half of the total beneficiaries of the food distributed** in 2022/23 by FareShare South West. This is in line with figures shown in Figure 29, where schools had the greatest proportion of beneficiaries.





### Number of types of individuals who benefitted from distributed food

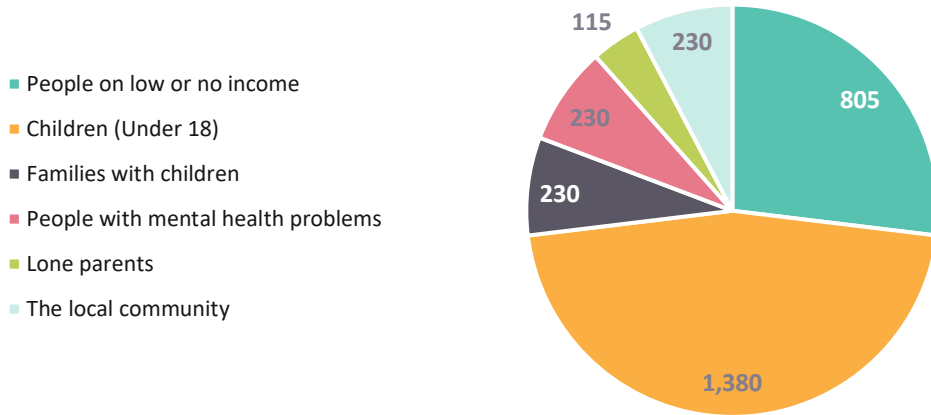


Figure 29: Number of individuals reached in 2022/23 by type of individual. People who have benefitted n = 2990.

Figure 30 below shows the quantity (in tonnes) of food that different groups of beneficiaries received. Most food distributed **was received by people on low or no income**. It is hard to assess whether this has had a positive contribution to children and families having access to nutritious food; there is no way to ascertain whether this category exclude people on low income *and* who have children.

### Tonnes of food distributed to each type of beneficiary

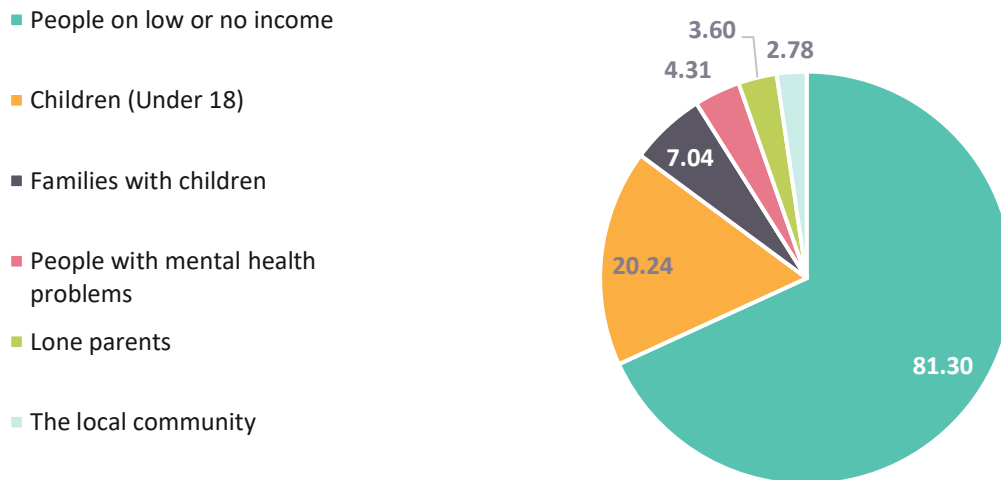




Figure 30: The amount of food in tonnes distributed to each type of beneficiary. Tonnes of food  $n = 119$ .

## 5.3 Health Improvement Officer for Food Poverty

The Fund helps to fund a Health Improvement Officer (HIO) role in the BaNES Council Public Health team. So far, they have awarded £73,096 of funding to the role. The role is to focus on food insecurity across the life-course. The role has a wider remit than the St John's Foundation Nutritious Food Programme but is wholly funded by them. Working closely with colleagues in Public Health and across other council teams, this role has helped to facilitate the raised profile of money and food within council strategy and policy to improve the response and support around poverty and inequalities.

The HIO sees how important it is that food is core to all areas of council strategy, not least in relation to sustainability, resilience, and inequalities. Their role has enabled some progress in this direction, by **weaving connections within and between the council, the Affordable Food Network and wider supporting organisations in BaNES** while consistently advocating for strategic direction and resource to support this work.

Through those connections and membership of the national Feeding Britain network, the HIO has been able to support Affordable Food Network members with their funding applications, sharing best practice and working more effectively, in collaboration, as a network. The HIO works closely with Clean Slate, Citizens' Advice as close strategic and operational partners in the work around food insecurity. Along with Department for Work and Pensions, Welfare Support, BaNES Employment and Skills team and Youth Connect Southwest, they are active members of the Income Maximisation group that St John's Co-chairs.

The sections below focus on delivery data of delivery partners that the HIO helps coordinate and support and how they are contributing to increasing access to affordable, nutritious food initiatives as well as reducing the need for crisis food provisions.

### 5.3.1 Healthy Start Uptake

This is an NHS scheme that helps women who are pregnant or have young children and receiving benefits, buy foods such as milk or fruit. When analysing the data around Healthy Start, there are two parts to be examining:

- The proportion of uptake of the Healthy Start vouchers will provide information around whether children and families have **access to affordable, nutritious food initiatives**.
- The total number of eligible recipients will provide information around **the state of the need for crisis food provision** (and whether it is being reduced).

#### **Key finding: BaNES area has a 71% uptake rate of Healthy Start vouchers, putting it in the top 12% of Local Authorities**

In the BaNES area, there is a 71% uptake rate; this puts the areas in the top 12% of LAs. The Figure below gives some additional national context to how the BaNES LA is increasing access to affordable



and nutritious food initiatives. The data shows **that BaNES is performing better than the average LA** and only 7 percentage points behind the LA with the highest uptake which is promising.

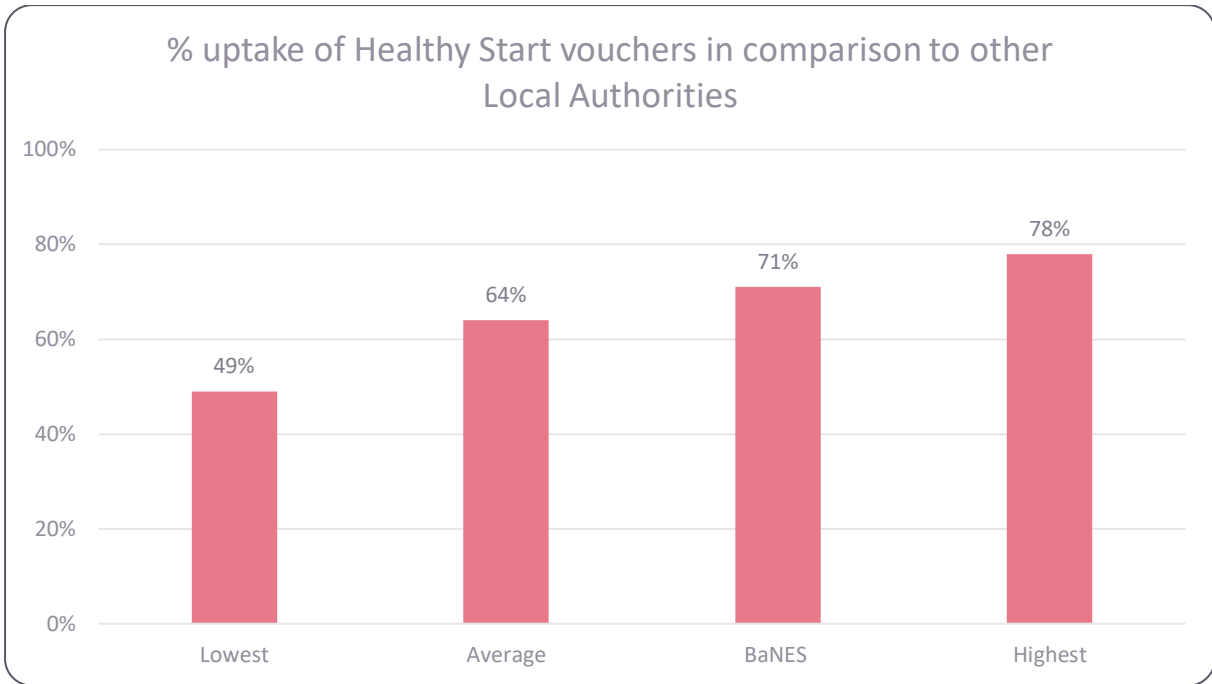


Figure 31: The percentage of uptake of Healthy Start vouchers from the areas with lowest uptake, average uptake, uptake in BaNES, and area with highest uptake. BaNES n = 1065. Data on n for sample size for Lowest, Avera, and Highest was unavailable.

It is worth examining and comparing Healthy Start data between 2021 and 2023. Figure 32 below shows the percentage uptake and total number of eligible recipients from postcode districts BA1, BA2, BA3, BS31, BS39, BS40, from January 2021 to May 2021 and January 2023 to May 2023. These postcodes were chosen as they capture the whole of the BaNES region. It shows promising progress from 2021 to 2023 in the proportion of eligible recipients taking up the Healthy Start vouchers; in May 2021 53% of eligible recipients took the vouchers, whilst this year, in May 2023, 71% of eligible recipients took the vouchers. **This shows families and children do seem to have increased access to affordable and nutritious food initiatives.** From the same period in 2021 to 2023, however, the number of eligible recipients has increased suggesting the need for crisis food has not decreased; in May 2021 there were 1052 eligible recipients, but this had slightly increased to 1065 eligible recipients in May 2023.

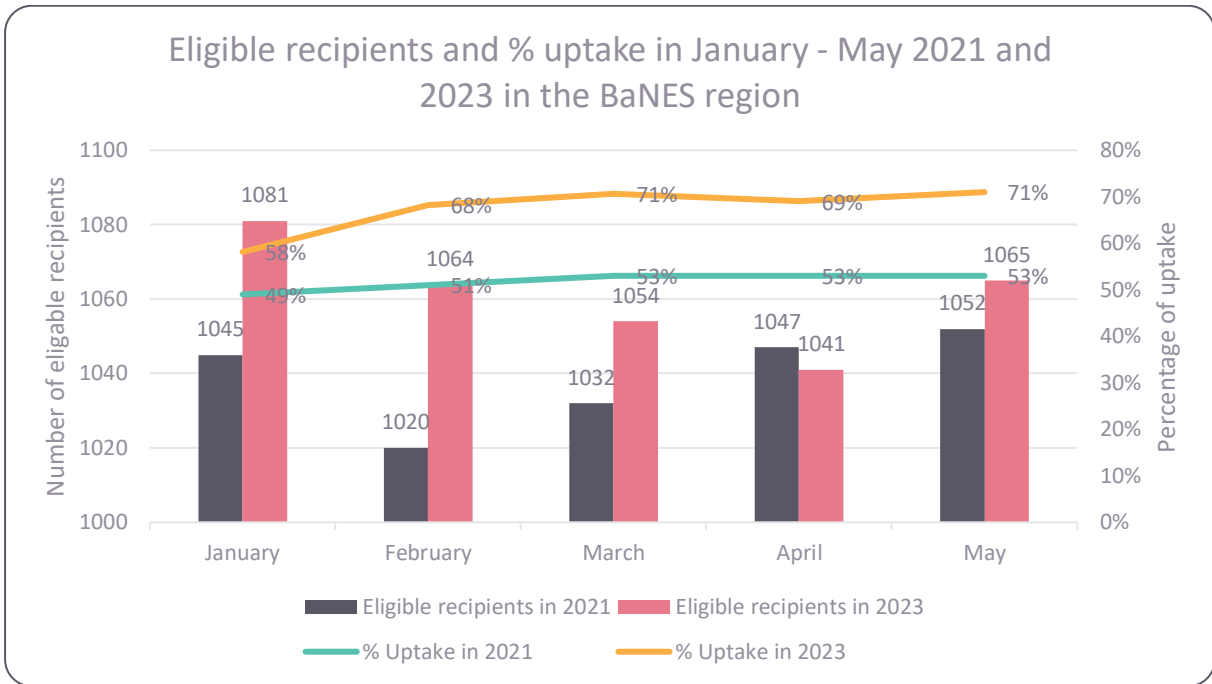


Figure 32: Total number of eligible Healthy Start voucher recipients in the period of January – May, both in 2021 and 2023, and the percentage uptake of Healthy Start vouchers in January – May, both in 2021 and 2023, in the BaNES region. N calculation not possible as recipients across months and years are likely to heavily overlap.

The data above needs to be caveated with the information that the set of postcodes represented above covers the whole of BaNES, but some parts of the postcode districts fall outside of BaNES. The table below highlights what percentage of each postal district falls within BaNES.

Postal District	% of Postal District in BaNES
<b>BA1</b>	100%
<b>BA2</b>	94%
<b>BA3</b>	53%
<b>BS31</b>	100%
<b>BS39</b>	100%
<b>BS40</b>	37%



### 5.3.2 Feeding Britain

Feeding Britain is a UK-wide network consisting of 80 regional and local partnerships, including the BaNES Fair Food Alliance. It addresses hunger and its root causes. Over 2022/23, the HIO presented to the Feeding Britain network about projects completed in the BaNES area which have influenced practice in other parts of the UK.

### 5.3.3 Affordable Food Network (AFN)

**Key finding: Every week, the AFN reaches around 2,800 members in the community.**

The Affordable Food Network is a network in BaNES that is coordinated by the HIO. This network consists of a range of affordable food providers. There are five main affordable food providers across this network (Oasis, Mercy in Action, Peasedown Hive, Keynsham Children's Centre, Weston Hub and Café) who provide food across seven different venues. They support 700 people a week. On average, each visitor is usually supporting another three household members, meaning **these providers serve around 2,800 members in the community a week.**

In 2023, a new pantry has opened in Curo. This serves social housing tenants and St Martin's Garden School, a school that is part of the PEP strand of the St John's Foundation Fund. Around 440 people visit weekly, and it is estimated that **they serve around 1,760 beneficiaries a week.**

The Affordable Schools programme currently engages five secondary schools, 13 primary schools and one special school. This comprises of almost 1/5 of BaNES schools. This is having an impact further afield as the programme is being replicated in Wiltshire based on the strength of the BaNES model.

### 5.3.4 BaNES Fair Food Alliance (FFA)

The Fair Food Alliance engages in a broad range of activities relating to food that appear to increase families and children's access to affordable and nutritious food. Over 2023, they contributed towards 4,200 people receiving affordable food every week. They also facilitated strategic conversations through the Affordable Food network, informing the AFN action plan and Feeding Britain's activity.

## 5.4 Conclusion

In 2022/23 the Nutritious Food Programme has widened its impact on children and families in the BaNES area. From January 2023 to July 2023, St John's Foundation funded £73,420.60 worth of warm school lunches across BaNES, **resulting in 73.4% of PEP school pupils accessing free warm lunches in school.** FareShare South West continues to distribute over 100 tonnes of nutritional food to families and children in need. The HIO role has been pivotal in supporting and coordinating a range of networks, programmes and activities increasing families' and children's access to nutritious food initiatives. Notably, between May 2021 and May 2023, **the Healthy Start vouchers has seen an**



**increase of 18 percentage points in uptake from those eligible.** The HIO highlighted that there has been a shift over time away from an emergency or crisis support to food poverty to a more holistic aim of addressing financial wellbeing and food insecurity in its widest sense.

## Part 6: Summary and conclusion

This report has presented the findings of a comprehensive evaluation of the three strands that make up the Foundation Fund. The length and scope of the evaluation captures the complex nature of the



Fund and its many different moving parts. In this conclusion we bring together the overarching themes from the evaluation to answer the three underlying research questions. The section ends with recommendations regarding programme design.

## 6.1 Conclusion

### Research Question 1: Is the Foundation Fund increasing the access under-served children in BaNES have to additional interventions and support?

The evaluation of the PEP has shown conclusively **that the Foundation Fund has increased the access under-served children in BaNES have to additional interventions and support**. All the Headteachers from the PEP schools emphasised the significant role St John's Foundation has played in ensuring they have the capacity and expertise to support under-served pupils. Children in the PEP schools now have access to a wide range of programmes and interventions, from speech and language therapy to Forest School and additional reading support. All children in the PEP schools also now have access to a warm meal every day.

The EY strand has also been highly successful in increasing the access EY children have to specialist support. Through the implementation of the WellComm Toolkit, the LfL programme has ensured that **children with speech and language needs are increasingly being identified earlier and more accurately**. Although in its infancy, the ENS is already increasing the capacity of nursery settings to identify children with developmental needs, whilst the PEWP has ensured that counselling services are adequately staffed so that the needs of new mothers in under-served communities are met.

The NFP strand has increased the access under-served communities in BaNES have to healthy and nutritious food. The HIO role funded by St John's Foundation **has been instrumental in building networks across BaNES that increase the reach of food provision services**. Healthy Start uptake data shows that the number of children receiving vouchers between May 2021 and May 2023 has increased by 18 percentage points.

### Research Question 2: Is the Foundation Fund improving the outcomes of under-served children in BaNES?

The evaluation of the PEP shows there have been some improvements in the outcomes of under-served pupils, and that the **Foundation Fund played an instrumental role** in this change. Findings suggest that the attainment outcomes of KS1 PP pupils in PEP schools are improving particularly in phonics and reading, but at KS2, the outcomes of PP pupils are declining in reading and maths.

In the EY strand, the use of the WellComm toolkit and implementation of the Thrive approach has increased the proportion of children receiving targeted support and this support is leading to an improvement in outcomes. In 2022/23, 90% of mothers who received therapy support as part of the PEWP showed considerable improvement in their mental and emotional health needs.





## Research Question 3: Is the Foundation Fund leading to long-term systemic change across BaNES?

By increasing their capacity to support their staff and provide much needed specialist provision to their most vulnerable pupils, the Foundation Fund has put the seven PEP schools on a **more stable, sustainable footing**. There is evidence that systemic change is beginning to emerge as in some cases **the attainment gap is decreasing, and more under-served pupils are meeting age related expectations than before**. It is notable that the PEP has been most impactful in KS1, particularly in improving phonics outcomes.

It is evident that the EY strand is already having a **systemic impact on EY settings**. The LfL team have been so successful in implementing their interventions in the pilot settings that they now feel ready to take a step back, confident in the knowledge that their work will continue independently of them. Meanwhile, the ENS is changing the mindset of **nursery staff who now see themselves as skilled professionals who can play an active role in identifying SEMH needs**. The PEWP continues to **challenge cycles of disadvantage** by helping new mothers and their babies in under-served communities to thrive.

The impact of the HIO has been felt at a strategic level. The HIO has led a shift in focus away from emergency or crisis support for food poverty to a more holistic aim of **addressing financial wellbeing and food insecurity in its widest sense**. Furthermore, by providing food universally, **the Fund has created shared experiences between children and their families**; whilst hard to measure, we know that these are vital to leading a rich and fulfilling life and therefore goes a long way to changing the outcomes of under-served communities in the long term.

## 6.2 Recommendations

Based on the findings in this report, we recommend the following:

### Recommendations for the Primary Empowerment Programme

- Findings suggest that support from Brighter Futures and the use of the Thrive toolkit has been critical in improving the capacity of schools to support children with SEMH needs. St John's Foundation should **encourage Brighter Futures to create a 'strategy for sustainability'** that maps out how the impact of the interventions can be maintained.
- Since the 'train the tutor' scheme ran by White Rose Education has been so successful, other delivery partners could consider also adopting a **'train the trainer'** approach. This would be one way of ensuring that knowledge and expertise is not lost in the long-term.
- Since all schools highly value the support from the PEP and want to see these interventions continue in the long term, we suggest that they work collaboratively. It might be that collectively, they can formulate **innovative ideas for how to continue to fund these programmes** in the future.
- Since the PEP appears to have been more effective at improving the outcomes of pupils in KS1 than in KS2, the Fund could **either decide to focus all its efforts on KS1 only**, and track



outcomes at KS2. Alternatively, it could work closely with Headteachers to **diagnose problems at KS2** and implement appropriate interventions.

- Continue to **fund the PEP for at least another year**. The qualitative data shows that during the first year the schools were focused on establishing the interventions, and it was only in year 2 that they become embedded. It is likely that it will be in years 3 and 4 that longer-term impact will be evidenced. Reducing support too early in the implementation process, (i.e., before there has been cultural and policy change in schools and teachers have the skills and expertise to lead interventions themselves), will mean that gains made will be lost.
- In line with sector wide challenges, high turnover of school staff is a major barrier in achieving systemic change. St John's Foundation could consider working with the Headteachers of PEP schools – perhaps through a Headteacher discussion forum – on ways to tackle this issue. It may be that some of the Fund could be put towards an **intervention to support teacher wellbeing**.

## Recommendations for Early Years

- Encourage **LfL practitioners to share their experiences** on setting up and implementing the programme with others working across the Fund. LfL has been highly successful, and it is likely that others could benefit from knowing more about their approach.
- **Continue to fund the ENS until it becomes fully embedded** in the nursery settings. Ensure that the ENS is focused on training and track changes in the confidence levels and skillset of nursery staff. Whilst this presents challenges as nursery staff are paid by the hour and do have time ringfenced for CPD, training must be the focus if the programme is going to be successful in the long-term. Again, a 'train the trainer' approach might be effective here.

## Recommendations for Nutritious Food and Safe Places

- Continue to **support the HIO to implement change at a strategic level**. The work completed so far has begun to shift the focus away from providing emergency food provisions towards thinking about how to tackle the root causes of food poverty. This is a success as it means that those involved are starting to lead structural, systemic change. As the BaNES local authority appears to be alone in leading this joined up approach, it is of vital importance that St John's Foundation continue to fund this role.
- Moving forward, we suggest that St John's Foundation work with the schools to think about whether universal free meals is the best way to tackle food poverty, or if there are other ways to help the most vulnerable families in BaNES. Whilst the policy is **effective at tackling stigma and reducing shame, it is not improving outcomes for the most vulnerable who already receive school meals**. There may be other more impactful approaches; for example, schools could provide a hot meal for the families of under-served children one evening a week, thereby bringing hard-to-reach families into the school whilst tackling food poverty.



This is just one suggestion and the Headteachers would have the best idea of what is possible and most needed.

Finally, as the Foundation Fund heads into its third year, we think there is an opportunity to share learnings at a **Foundation Fund Conference** where delivery partners would share knowledge, and expertise more widely. Disseminating the insights acquired from the evaluation of the Foundation Fund to a wider audience means that St John's Foundation can widen their impact and the scope of the influence; ultimately, these types of events could share learnings from the evaluation of the Foundation Fund with a wider audience and could help narrow the attainment gap beyond BaNES.

## Appendix 1: Methodology

### Research Questions

This evaluation framework is underpinned by the following research questions (RQs):

- ▶ **RQ1.** Is the Foundation Fund increasing the access under-served children in BaNES have to additional interventions and support?
- ▶ **RQ2.** Is the Foundation Fund improving the outcomes of under-served children in BaNES?
- ▶ **RQ3.** Is the Foundation Fund leading to long-term systemic change across BaNES?

Central to the research questions is St John's Foundation's aim to improve the educational and life outcomes of under-served children in BaNES. In this evaluation, 'under-served pupils' is defined as pupils with pupil premium status, which means they have had access to Free School Meals (FSM) in the past six years.

### Evaluation Design

The three RQs guided the outcomes that were measured, and the data collected. The tables below show the outcomes linked to each research question, and the data collection tool used.

**RQ1. Is the Foundation Fund increasing the access under-served children in BaNES have to additional interventions and support?**

Strand	Outcome	Measurement
PEP	<ul style="list-style-type: none"> <li>Under-served children have increased access to additional interventions and support</li> </ul>	<ul style="list-style-type: none"> <li>1:1 interviews with Headteachers from PEP schools</li> <li>1:1 interviews with organisations (Delivery Partners) delivering interventions in PEP schools</li> </ul>
	<ul style="list-style-type: none"> <li>School leadership gains support &amp; resources to implement interventions effectively</li> </ul>	
	<ul style="list-style-type: none"> <li>Children have increased access to additional speech &amp; language support</li> </ul>	<ul style="list-style-type: none"> <li>PEP Speech and Language Practitioner Data</li> </ul>
EY	<ul style="list-style-type: none"> <li>Children have increased access to additional speech &amp; language support</li> </ul>	<ul style="list-style-type: none"> <li>Referral data and practitioner surveys from LfL team</li> <li>WellComm Speech and Language assessment data</li> <li>PEWP delivery data</li> <li>ENS delivery data</li> <li>Thrive practitioner/teacher survey</li> </ul>
	<ul style="list-style-type: none"> <li>Early identification of children’s needs improves, and support is strengthened</li> </ul>	
	<ul style="list-style-type: none"> <li>Early Years workforce in key geographical areas is upskilled</li> </ul>	
NFP & SP	<ul style="list-style-type: none"> <li>Children &amp; families have access to affordable, nutritious food initiatives</li> </ul>	<ul style="list-style-type: none"> <li>SHU survey to track changes in pupil health outcomes (in 2022 and 2024 only)</li> <li>Collection of secondary Healthy Start Voucher data.</li> <li>Interview with Milly Carmichael (BaNES council) to gather insights from food partners, clubs + pantries.</li> <li>Number of hot meals delivered</li> </ul>

**RQ2. Is the Foundation Fund improving the outcomes of under-served children in BaNES?**



Strand	Outcome	Measurement
PEP	<ul style="list-style-type: none"> <li>Children meet age-related expectations at key transition points</li> </ul>	<ul style="list-style-type: none"> <li>KS1 and KS2 SATS Scores</li> <li>Year 1 phonics scores</li> </ul>
	<ul style="list-style-type: none"> <li>Children improve their study skills, including self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Emotion Regulation Questionnaire: 10-item scale designed to measure respondents' tendency to regulate their emotions</li> </ul>
	<ul style="list-style-type: none"> <li>Children's resilience improves</li> </ul>	<ul style="list-style-type: none"> <li>GRIT-S scale: 8-item scale designed to measure respondents' reliance/grit</li> </ul>
	<ul style="list-style-type: none"> <li>Children's anxiety is reduced, and wellbeing improves</li> </ul>	<ul style="list-style-type: none"> <li>Short Warwick-Edinburgh Mental Wellbeing Scale: 7-item scale designed to measure respondents' wellbeing</li> <li>Thrive practitioner survey</li> </ul>
	<ul style="list-style-type: none"> <li>Children's self-efficacy &amp; aspirations improve</li> </ul>	<ul style="list-style-type: none"> <li>MSLQ Self-Efficacy Scale: 9-item scale designed to measure respondents' self-efficacy</li> </ul>
	<ul style="list-style-type: none"> <li>Children's metacognition improves</li> </ul>	<ul style="list-style-type: none"> <li>MSLQ Metacognition Scale: 9-item scale designed to measure respondents' metacognition</li> </ul>
	<ul style="list-style-type: none"> <li>Classrooms become a more effective learning space</li> <li>Family engagement with education and youth services improves</li> </ul>	<ul style="list-style-type: none"> <li>1:1 interviews with Headteachers from PEP schools</li> </ul>
	EY	<ul style="list-style-type: none"> <li>Children's speech and language improves</li> </ul>
<ul style="list-style-type: none"> <li>Children's mother's mental health improves</li> </ul>		<ul style="list-style-type: none"> <li>PEWP KPI data: number of participants showing 'clinical improvement'</li> </ul>



**RQ3. Is the Foundation Fund leading to long-term systemic change across BaNES?**

Strand	Outcome	Measurement
PEP	<ul style="list-style-type: none"> <li>The attainment gap is reduced and eventually eliminated</li> </ul>	<ul style="list-style-type: none"> <li>SATS scores (% point gap between DA and non-DA pupils achieving age related expectations)</li> </ul>
	<ul style="list-style-type: none"> <li>Children’s mental and physical health improves</li> </ul>	<ul style="list-style-type: none"> <li>Survey data (gathered via the ImpactEd platform)</li> <li>School Health Survey data</li> </ul>
	<ul style="list-style-type: none"> <li>School attendance improves &amp; exclusions are reduced</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and exclusions records (IE Platform and National data)</li> <li>Number of persistent absences (IE Platform data)</li> </ul>
	<ul style="list-style-type: none"> <li>There is increased enrolment in low attaining schools</li> </ul>	<ul style="list-style-type: none"> <li>Proportion of unfilled school places</li> </ul>
	<ul style="list-style-type: none"> <li>Collaboration between schools improves</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group with Headteachers from PEP schools</li> </ul>
EY	<ul style="list-style-type: none"> <li>There is improved joined up working between services that work with pre-school children and their families</li> </ul>	<ul style="list-style-type: none"> <li>LfL practitioner survey</li> <li>1:1 interviews with LfL practitioners</li> <li>1:1 interviews with ENS practitioners</li> </ul>
	<ul style="list-style-type: none"> <li>There is an expanded network of support around pre-school children and families that can be operated at scale (in relevant areas)</li> </ul>	
NF&SP	<ul style="list-style-type: none"> <li>Need for crisis food provision is reduced and eventually eliminated</li> </ul>	<ul style="list-style-type: none"> <li>Change in the amount of crisis food distributed.</li> <li>Healthy Start Voucher uptake.</li> <li>1:1 interview with the St John’s funded Health Improvement Officer (BaNES council).</li> <li>Report on HIO role.</li> <li>Additional quantitative data provided by BaNES council.</li> </ul>



## Data Analysis

This evaluation used the following analysis methods:

**Descriptive statistics:** Descriptive statistics were used to evaluate the impact of the programme on the key outcomes. Collecting data at two time points (baseline and endline data) allowed us to measure change over the course of the programme for each specific outcome. We looked at change within-year (September 2022 – August 2023) and, in some cases, over the course of two years (September 2021 – August 2023).

**Statistical analysis (t-tests):** A t-test was performed on pre/post data to identify whether there was a significant difference between the baseline and final scores for each outcome. When reporting on statistical significance, we use the standard social science convention of a 'significant' p-value being less than 0.05. This means that the likelihood of observing changes at least as severe as those observed, if it were, in fact, the case that the intervention had no impact, is less than 0.05 (i.e. highly improbable). This supports the rejection of the hypothesis that the intervention has no impact, but it does not mean that the probability of the intervention having no impact is, itself, less than 0.05. If a finding is not statistically significant, this does not rule out an effect, but means that we cannot confidently say that the changes observed were not due to random chance.

**Thematic coding:** The qualitative data was analysed using a deductive thematic approach, meaning that we systematically 'coded' the data to find common themes and presented these, drawing on examples where appropriate. Exploring and framing specific themes within the analysis, several specific teacher experiences or stories that came out of the interviews have been highlighted in the report as well.

**Benchmarking:** Wherever possible, we compared results to relevant BaNES regional and national benchmarks in the analysis in order to contextualise the results. Comparing to a pre-existing national benchmark provides us with a means of contextualising results against national trends and helps us to understand how significant any observed differences were. National and regional benchmarks were derived from government datasets, whilst the 'ImpactEd benchmarks' were derived from data collected from a sample of over 100,000 pupils nationally who have completed the surveys on the ImpactEd platform.

The table below shows the analysis approach taken for each piece of data collected.



Strand	Data	Approach to analysis	Benchmarks / Comparison Data
PEP	KS1 and KS2 SATS Results  Phonics data	<p><b>Descriptive statistics</b> were used to calculate:</p> <ul style="list-style-type: none"> <li>Percentage point change in the number of pupils and PP pupils achieving age related expectations (ARE) in year-1 phonics, and KS1 and KS2 SATS in reading and maths. *</li> <li>Attainment gap and percentage point change in attainment gap in year-1 phonics, and KS1 and KS2 SATS in reading and maths.**</li> </ul> <p><b>T-tests</b> were used to see if the change was statistically significant.</p>	<ul style="list-style-type: none"> <li>% of pupils (all pupils, PP pupils and non-PP pupils) achieving ARE in year 1 phonics and KS1 and KS2 SATS in reading and maths in BaNES and nationally</li> </ul>
	Pupil survey data	<p><b>Descriptive statistics</b> were used to calculate:</p> <ul style="list-style-type: none"> <li>Average baseline and endline scores</li> <li>Percentage point change in overall scores</li> </ul> <p><b>T-tests</b> were used to see if the change was statistically significant.</p>	<ul style="list-style-type: none"> <li>National benchmarks for KS2 pupils (from the ImpactEd platform)</li> </ul>
	Attendance and Exclusions	<ul style="list-style-type: none"> <li>Overall % of attendance scores calculated by each pupil's daily AM and PM attendance scores over the course of 2021/22 and 2022/23 academic years.</li> <li>This was aggregated to create an overall average for each school, split by PP and non-PP pupils.</li> </ul> <p><b>T-tests</b> were used to see if any differences between PP and non-PP pupils was statistically significant.</p>	<ul style="list-style-type: none"> <li>2021/22 school attendance data</li> <li>National attendance data sourced from the DfE</li> </ul>
	1:1 interviews with Headteachers and Delivery Partners	<p><b>Thematic coding</b> was used to:</p> <ul style="list-style-type: none"> <li>Identify themes relating to key outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Trends in qualitative data from 2021/22</li> </ul>





Strand	Data	Approach to analysis	Benchmarks / Comparison Data
	Thrive practitioner/teacher survey	Descriptive statistics were used to analyse the: <ul style="list-style-type: none"> <li>• Number of schools using Thrive</li> <li>• % of teachers confident using Thrive</li> <li>• % of teachers feeling confident they are meeting the needs of vulnerable children</li> </ul>	
EY	LfL practitioner surveys	<b>Descriptive statistics</b> were used to calculate: <ul style="list-style-type: none"> <li>• Average baseline and endline scores from Summer 2021, Summer 2022 and Summer 2023</li> <li>• Percentage point change in overall scores</li> </ul>	<ul style="list-style-type: none"> <li>• 2021/22 practitioner survey data</li> </ul>
	WellComm toolkit assessment screening data	<ul style="list-style-type: none"> <li>• Proportion of children in Red, Amber and Green categories from baseline to final across the last two years (2021/22 and 2022/23)</li> <li>• % moving into Amber or Green categories from first screening to second WellComm screening</li> <li>• Additional sub-group analysis by Early Years Pupil Premium (EYPP) status)</li> </ul>	<ul style="list-style-type: none"> <li>• 2021/22 WellComm screening data</li> </ul>
	LfL referral numbers	<ul style="list-style-type: none"> <li>• Number of children who were successfully referred to a speech and language therapist</li> </ul>	<ul style="list-style-type: none"> <li>• 2021/22 referral data</li> </ul>
	LfL, ENS and PEWP focus group / interviews	<ul style="list-style-type: none"> <li>• Coding of data according to key outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse trends from 2021/22</li> </ul>
	PEWP KPI Data	<ul style="list-style-type: none"> <li>• Number of referrals who received support</li> <li>• Number of patients who completed the intervention</li> </ul>	<ul style="list-style-type: none"> <li>• 2021/22 PEWP KPI data</li> </ul>
	Thrive ENS practitioner/teacher survey	<ul style="list-style-type: none"> <li>• Number of settings using Thrive</li> <li>• % of nursery staff confident using Thrive</li> <li>• % of nursery staff feeling confident they are meeting the needs of vulnerable children</li> </ul>	



Strand	Data	Approach to analysis	Benchmarks / Comparison Data
NFP & SP*	Healthy Start Voucher Data	<ul style="list-style-type: none"> <li>• % of uptake in January - May 2023</li> <li>• Total number of eligible recipients for the Healthy Start Vouchers from January - May 2023</li> </ul>	<ul style="list-style-type: none"> <li>▶ Comparisons with January – May 2021</li> <li>▶ Contextual information on other LAs and their Healthy Start uptake rates</li> </ul>
	FareShare South West	<ul style="list-style-type: none"> <li>• Total amount of food distributed in tonnes and KGs</li> <li>• % of food distributed by type of food, by type of setting, and by type of beneficiary</li> </ul>	<ul style="list-style-type: none"> <li>▶ Comparison with 2021/22 data</li> </ul>
	Hot meals delivered	<ul style="list-style-type: none"> <li>• % of pupils in PEP schools who received a hot meal from Government funded FSM</li> <li>• % of pupils who received a hot meal from the St John’s Foundation funded free school meals</li> <li>• % of pupils who did not receive either the government FSM or the Fund free school meals free school meals</li> </ul>	<ul style="list-style-type: none"> <li>▶ N/A as 2022/23 was the first year that this programme was delivered</li> </ul>
	Focus group / interviews / reports	<ul style="list-style-type: none"> <li>• Coding of data according to key outcomes</li> </ul>	



\* Age-related expectations (ARE) in primary school are based on what a child should have learned, or be able to do, at the end of each Key Stage. If a child is meeting age related expectations, then they are on track with the rest of the children in the country. A child is considered to have met age related expectations if they achieved 32 or more in their year 1 phonics assessment, or 100 or above in their KS1 or KS2 SATs.

\*\* In this evaluation the attainment gap is defined as the percentage point difference between the proportion of PP and non-PP pupils achieving ARE. An attainment gap greater than 0 means that more non-PP pupils are achieving ARE than PP pupils, whilst an attainment gap less than 0 means that more PP pupils are achieving ARE than non-PP pupils. For instance, if the attainment gap has changed by +17 percentage points between 2022 and 2023, this means that the difference between the proportion of PP and non-PP pupils achieving ARE has increased by 17 percentage points in favour of non-PP pupils.

## Sample

This section contains details on the sample used to evaluate each of the programme strands.

### Primary Empowerment Programme (PEP)

Demographic, pupil survey, attendance and exclusions data were collected on pupils across the seven PEP schools.

The following table shows the total number of pupils and number of PP and non-PP pupils data collected from in each school in 2021/22 and 2022/23.



School	2021/22			2022/23		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP
Castle Primary School	254	109 (43%)	145 (57%)	250	98 (39%)	152 -61%
Roundhill Primary School	222	114 (51%)	108 (49%)	224	106 (47%)	118 -53%
St Keyna Primary School	208	79 (38%)	129 (62%)	203	76 (37%)	127 -63%
St Martin's Garden Primary School	169	87 (51%)	82 (49%)	147	78 (53%)	69 -47%
St Mary's CofE Primary School	124	50 (40%)	74 (60%)	114	44 (39%)	70 -61%
St Michael's Junior Church School	142	94 (66%)	48 (34%)	149	101 (68%)	48 -32%
Twerton Infant School	86	61 (71%)	25 (29%)	89	58 (65%)	31 -35%
<b>Total</b>	<b>1205</b>	<b>594</b> (49%)	<b>611</b> (51%)	<b>1176</b>	<b>561</b> (48%)	<b>615</b> -52%



For attendance data, we pulled all data on average attendance scores for each pupil in KS1 and KS2 from the seven PEP schools over the course of 2021/22 and 2022/23. The following table outlines the number of pupils whose attendance data contributed to this analysis.

	2021/22						2022/23					
	Key Stage 1			Key Stage 2			Key Stage 1			Key Stage 2		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
<b>Castle Primary School</b>	91 (21%)	29 (14%)	62 (27%)	326 (21%)	160 (21%)	166 (21%)	92 (22%)	30 (16%)	62 (27%)	296 (20%)	134 (19%)	162 (22%)
<b>Roundhill Primary School</b>	65 (15%)	37 (18%)	28 (12%)	314 (20%)	154 (20%)	160 (20%)	75 (18%)	33 (18%)	42 (19%)	300 (21%)	148 (21%)	152 (21%)
<b>St Keyna Primary School</b>	58 (13%)	22 (11%)	36 (16%)	300 (19%)	114 (15%)	186 (23%)	58 (14%)	21 (11%)	37 (16%)	290 (20%)	110 (15%)	180 (24%)
<b>St Martin's Garden Primary School</b>	94 (22%)	44 (21%)	50 (22%)	244 (16%)	130 (17%)	114 (14%)	N/A	N/A	N/A	182 (13%)	106 (15%)	76 (10%)
<b>St Mary's CofE Primary School</b>	41 (9%)	15 (7%)	26 (11%)	166 (11%)	70 (9%)	96 (12%)	35 (9%)	14 (8%)	21 (9%)	142 (10%)	52 (7%)	90 (12%)
<b>St Michael's Junior Church School</b>	N/A	N/A	N/A	207 (13%)	137 (18%)	70 (9%)	N/A	N/A	N/A	243 (17%)	167 (23%)	76 (10%)
<b>Twerton Infants School</b>	86 (20%)	61 (29%)	25 (11%)	N/A	N/A	N/A	93 (23%)	60 (22%)	33 (33%)	N/A	N/A	N/A
<b>Total</b>	<b>435 (100%)</b>	<b>208 (100%)</b>	<b>227 (100%)</b>	<b>1557 (100%)</b>	<b>765 (100%)</b>	<b>792 (100%)</b>	<b>409 (100%)</b>	<b>183 (100%)</b>	<b>226 (100%)</b>	<b>1453 (100%)</b>	<b>717 (100%)</b>	<b>736 (100%)</b>

Note: St Martin's Garden Primary, the attendance data for KS1 in 2022/23 was not available at this time, and therefore omitted from this analysis.

For attendance national benchmarks, data was sourced from the Department of Education website<sup>18</sup> on nationwide statistics associated with school absences. From this data, we were able to determine the national average benchmark on all primary school average attendance scores. We also calculated the local average attendance scores for the BaNES area, though this benchmark was the same as the national average, and we therefore did not include it within the graphs. Furthermore, to obtain a benchmark for PP pupils, we created a benchmark obtained from pupils eligible for Free School Meals (FSM). The DfE national datasets do not publish data relating to PP status, and so in the absence of this data, we have taken FSM as a proxy for PP for attendance benchmarking. From 2021/22 to 2022/23, there were no changes in the average attendance rates of either FSM or non-FSM pupils (i.e. the gap between FSM and non-FSM pupils remained the same), and the benchmark used in this analysis therefore covers both academic years.

30-minute 1:1 interviews were conducted with Headteachers from the following PEP schools:

- Castle Primary School
- Roundhill Primary School
- St Keyna Primary School
- St Mary's CofE Primary School
- St Michael's Junior Church School
- Twerton Infant School

As we were unable to conduct an interview with the Headteacher from St Martin's Garden, the 'St John's Headteacher report'<sup>19</sup> written by the Headteacher in May 2023 was used instead.

In addition, 30-minute 1:1 interviews were conducted with Delivery Partners (delivery staff or programme leads) from the following organisations:

- Brighter Futures
- HCRG
- Bristol City Council
- White Rose Education
- Voice 21

As we were unable to conduct an interview with Ruth Miskin, we asked the Head of Delivery and Impact at St John's to provide a summary of the work of that delivery partner in the PEP schools.

## Early Years

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<sup>18</sup> <https://explore-education-statistics.service.gov.uk/data-catalogue>

<sup>19</sup> In Summer 2023, Headteachers from each PEP school submitted a written report directly to St John's, outlining successes and areas of improvement noticed in their school as a result of the foundation fund.

## Language for Life

For the **practitioner survey**, the LfL team distributed this during the Summer of 2021, right before early years practitioners fully embarked on working with LfL. Across all questions in the survey, an average of 67 early years practitioners completed this survey. In Summer 2022, after one year of working with the LfL team and embedding the WellComm tool into their settings, practitioners completed the survey again, with an average of 49 completed responses across all questions. A third survey was completed by practitioners in Summer 2023, after two years of working with Language for Life, with 15 total completed surveys.

Number of completed LfL practitioner surveys		
Summer 2021	Summer 2022	Summer 2023
67	49	15

No additional data related to respondent age, gender or years working in early years settings were collected, meaning that we could not match these survey responses across the years. The fluctuations in respondent sample size from Summer 2021 through to Summer 2023 could be down to several reasons. In year 2 (Summer 2022), the LfL team held a face to face 'end of year' project celebration, where most practitioners who attended completed the survey there and then, whereas during the second year (Summer 2023), the end of year celebration was held online. Furthermore, due to a widespread feeling amongst practitioners of being overwhelmed during the spring and summer period in 2023, the LfL team suspect that this contributed to a low number of responses in Summer 2023.

In 2021/22, a total of 22 settings participated in the LfL programme, while in 2022/23, this number decreased to 21 settings, as one setting withdrew due to financial difficulties.

For the WellComm tool screening data, we collected data from 2021/22 and 2022/23 from all settings involved in the LfL programme. The below table shows the breakdown of number of children who received screenings and those identified as EYPP.

	2021/22		2022/23	
	Count	Percentage	Count	Percentage
<b>EYPP</b>	36	13%	35	6%
<b>non-EYPP</b>	249	87%	545	94%
<b>Total</b>	285	100%	580	100%

It is important to note however that over both 2021/22 and 2022/23, the selection box on the WellComm screening wizard for EYPP was labelled as "Pupil Premium" instead of "Early Years Pupil Premium". This seems to have caused some considerable confusion to early years practitioners when they inputted details of the children because many children who are known to be in receipt of EYPP were not indicated so on the WellComm screening wizard. It is therefore important to keep this in mind when interpreting the results by EYPP, that the number of EYPP children is likely much higher than what is indicated above.

In 2021/22, 10 children were referred to speech and language therapists, while in 2022/23, 26 children were referred to speech and language therapists.

To gather further qualitative insights, we also spoke with a member of the LfL delivery team for a 1:1 30-minute interview.

### **Early Nurture Service**

Screening data from the Thrive toolkit was collected from two early years settings, across three classes. It is important to note that the ENS started in the 2022/23 academic year, and so this year has been spent helping settings find their bearings with the tool and interventions. Considering this, only a small sample of data was available. The data collected was nevertheless useful and is reported on within this document to give an overview of the progress made in the first year.

Further qualitative information was collected from a 1:1 interview that we held with the Service Lead at the Early Nurture Outreach Service, as well as a one-off staff confidence and feedback survey administered to 12 early years practitioners across six settings in May and June 2023.

### **Perinatal Emotional Wellbeing Partnership Programme**

Referral and service data was collected from two organisations working as part of the PEWP programme. Across the 2022/23 academic year, 56 mothers were referred to one of these two organisations, while 24 completed the service and intervention prescribed to them. It is important to note one of the delivery partners within PEWP, Bluebell, went into liquidation over 2022/23.

Both PEWP organisations provided us with qualitative feedback comments from mothers on their experiences of the programmes. All this data was thematically analysed to produce an overview of the mothers' experiences and journeys.

## **Nutritious Food and Safe Places**

### **Free school meal initiative**

Data on the number of pupils accessing the free school meals was collected across the six eligible PEP schools between January 2023 and July 2023, these were:

- St Martin's Garden Primary
- Castle Primary School
- Roundhill Primary School
- St Keyna Primary School
- St Mary's CofE Primary School
- St Michael's Junior Church School

This data was then put into the context of the total number of pupils in each school, and how many were already receiving government funded Free School Meals (FSMs).

### **FareShare South West**

Data on how many tonnes of food was distributed by a range of organisations within the FareShare South West network was collected from September 2022 and August 2023. Categories of food were



provided by FareShare South West as follows: 'Beans, pulses, fish, eggs, meat and other proteins', 'Dairy and alternatives', 'Eat less often and in small amounts', 'Fruit and vegetables', 'Oil & Spreads', and 'Potatoes, bread, rice, pasta and other starchy carbohydrates'. The category of 'Not applicable' was excluded in data analysis as it did not relate to food. The category of 'Oils & spreads' was also excluded from data as it was a miniscule proportion in all of the months it was distributed. Although there was no additional data contextualising the category of 'Eat less often and in small amounts', it has been kept in as a sizeable proportion of food distributed fell into this category.

### **Healthy Start voucher data**

Data on the uptake of the Healthy Start voucher scheme was collected from January 2023 to May 2023. Data from June 2023 onwards was unavailable at the time of writing this report. The total number of eligible recipients for vouchers was collected, as well as the number of those who claimed those vouchers. The percentage of uptake by recipients was then calculated with these two numbers. It was not possible to calculate the sample size either by month or by year, as a good proportion of recipients in one year, or one month, are known to also receive the vouchers in the previous year, or previous month, and we did not collect the data on the number of new recipients for 2022/23 or by month.

Assigned samples sizes (n) for data used to compare the success of BaNES Healthy Start uptake rate was not possible as this data was not made available.

### **Interview with, and report on, the Health Improvement Officer role**

In 2022/23, an interview was conducted with the Health Improvement Officer (HIO) and was accompanied by a report by the HIO's manager. Both were codified, then thematically analysed, to produce an overview of the impact that the role was having in BaNES and beyond.

# Appendix 2: PEP individual school breakdown reports

## Castle Primary School

### Key Stage 1 Attainment outcomes

**Key finding: Castle Primary saw an 8 percentage point decrease in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE declined by 17 percentage points and the attainment gap increased by 14 percentage points.**

Between 2022 and 2023, Castle Primary School saw a decrease of 8 percentage points in the proportion of pupils achieving ARE in the end of Year 1 phonics assessment. As seen in Figure 33 below, in 2022, 81% of pupils achieved ARE, whilst in 2023, 73% of pupils achieved ARE. This change was not statistically significant ( $p=0.09$ ,  $n=92$ ).

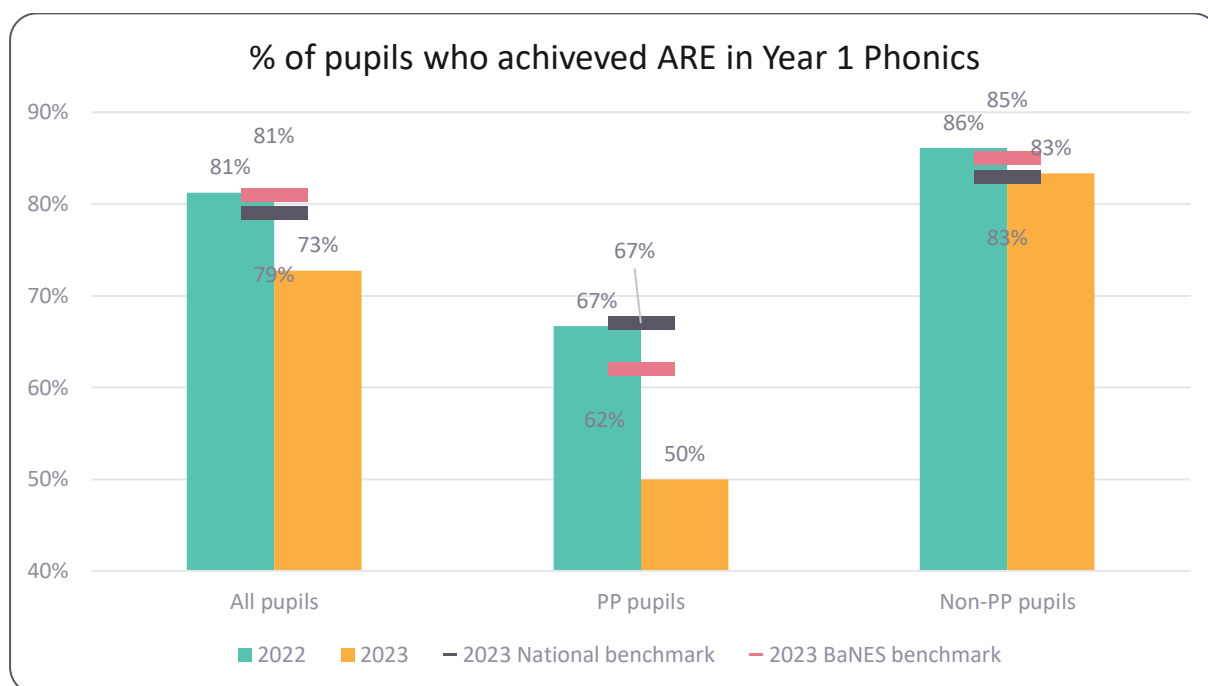


Figure 33: 2022: All pupils ( $n=48$ ), PP ( $n=12$ ), non-PP ( $n=36$ ). 2023: All pupils ( $n=44$ ), PP ( $n=14$ ), non-PP ( $n=30$ ). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

Figure 33 also shows the proportion of PP and non-PP pupils achieving ARE in phonics in 2022 and 2023. Results show that the attainment gap increased by 14 percentage points, from +19 percentage points in 2022 to +33 percentage points in 2023.

**Key finding: Castle Primary saw a 12 percentage point increase in the proportion of pupils achieving ARE in their KS1 reading SATs. The proportion of PP pupils achieving ARE increased by 23 percentage points and the attainment gap decreased by 16 percentage points.**

In KS1 SATS a very different picture emerges. We find that between 2022 and 2023, the proportion of pupils achieving ARE in reading increased by 12 percentage points, rising from 58% in 2022 to 70% in 2023. This change was not statistically significant ( $p=0.22$ ,  $n=93$ ).

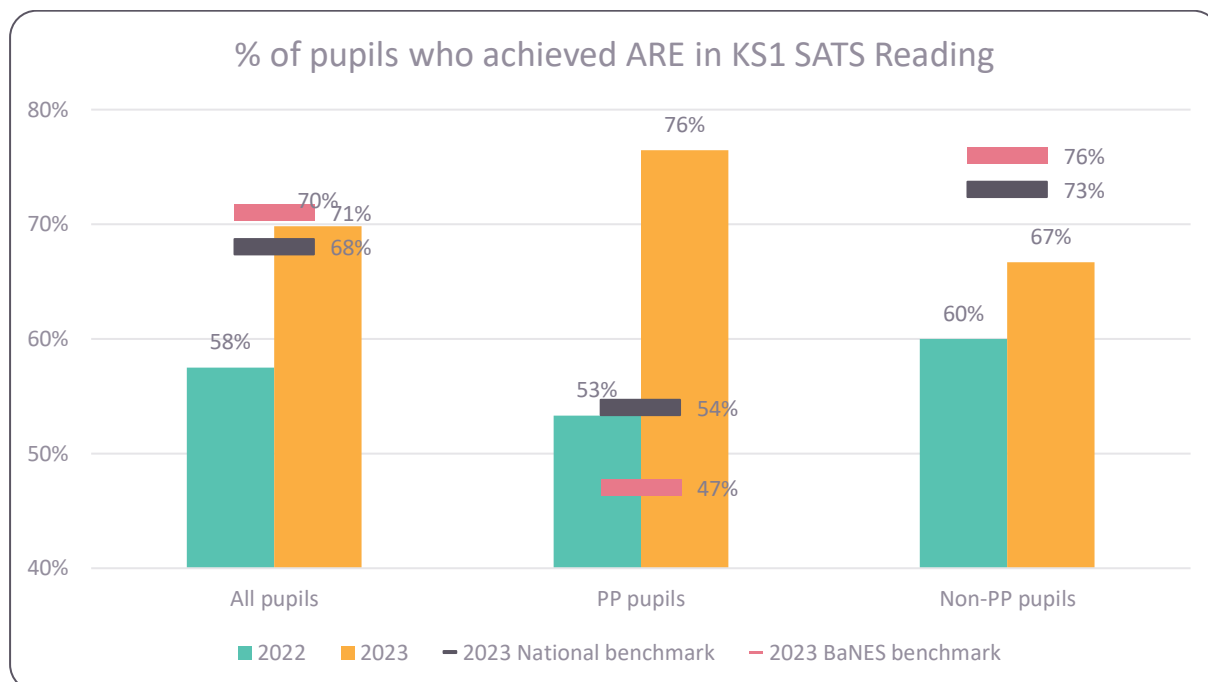


Figure 34: 2022: All pupils ( $n=40$ ), PP ( $n=15$ ), non-PP ( $n=25$ ). 2023: All pupils ( $n=53$ ), PP ( $n=17$ ), non-PP ( $n=36$ ). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

As seen in Figure 34 above, the attainment gap in KS1 reading decreased by 16 percentage points, from +7 in 2022 to -10 in 2023.

**Key finding: Castle Primary saw a 23 percentage point increase in the proportion of pupils achieving ARE in their KS1 maths SATs. The proportion of PP pupils achieving ARE increased by 25 percentage points and the attainment gap decreased by 3 percentage points.**

In KS1 maths the proportion of pupils achieving ARE increased by 23 percentage points between 2022 and 2023, rising from 43% in 2022 to 66% in 2023. This is seen in Figure 35 below. This change was statistically significant ( $p=0.02$ ,  $n=93$ ).

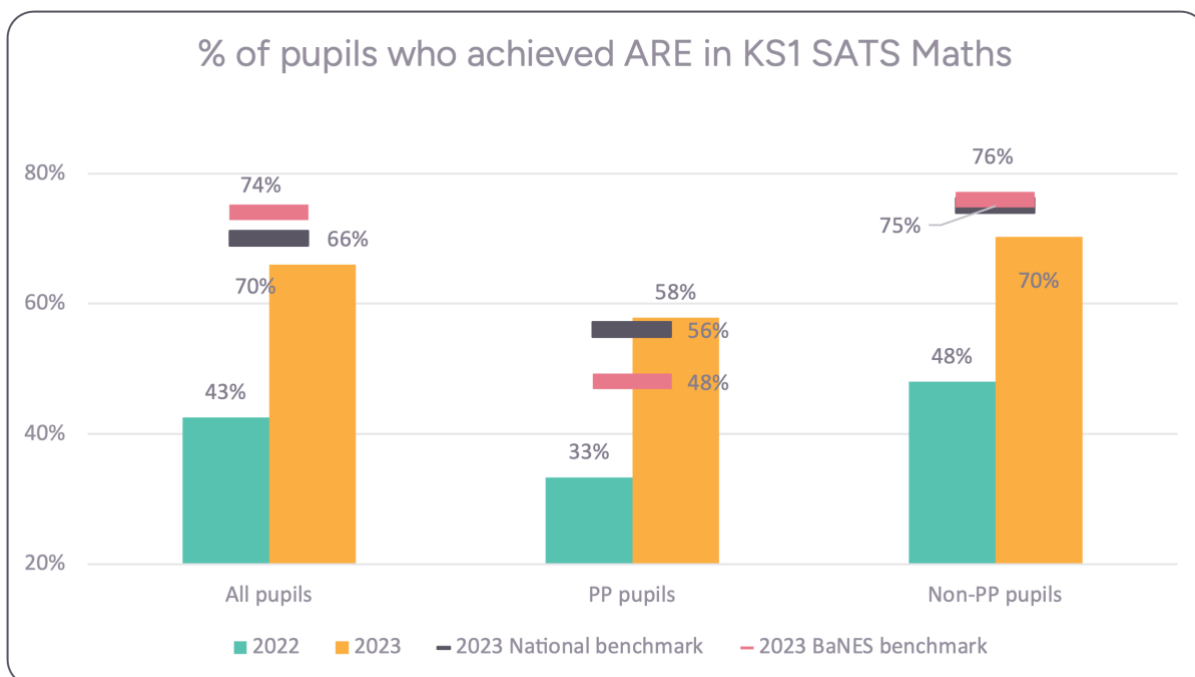


Figure 35: 2022: All pupils (n=40), PP (n=15), non-PP (n=25). 2023: All pupils (n=53), PP (n=17), non-PP (n=36). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils. This benchmark will be updated when the PP data is released in February 2024.

Like KS1 reading, in KS1 maths, the attainment gap also shrank between 2022 and 2023, but by a lot less (3 percentage points). We can see from Figure 35 above that the gap between PP and non-PP achieving ARE in maths in 2022 was +15 percentage points, whilst in 2023, it was +12 percentage points.

## Key Stage 2 Attainment outcomes

**Key finding: Castle Primary saw a 4 percentage point decrease in the proportion of pupils achieving ARE in their KS2 reading SATs. The proportion of PP pupils achieving ARE decreased by 11 percentage points and the attainment gap increased by 13 percentage points.**

When we look at KS2 SATs results, we find that between 2022 and 2023, Castle Primary School saw a decrease of 4 percentage points in the proportion of pupils achieving ARE in reading. Figure 36 below shows that in 2022, 72% of pupils achieved ARE, whilst in 2023, 68% of pupils achieved ARE. This change was not statistically significant ( $p=0.52$ ,  $n=88$ ).

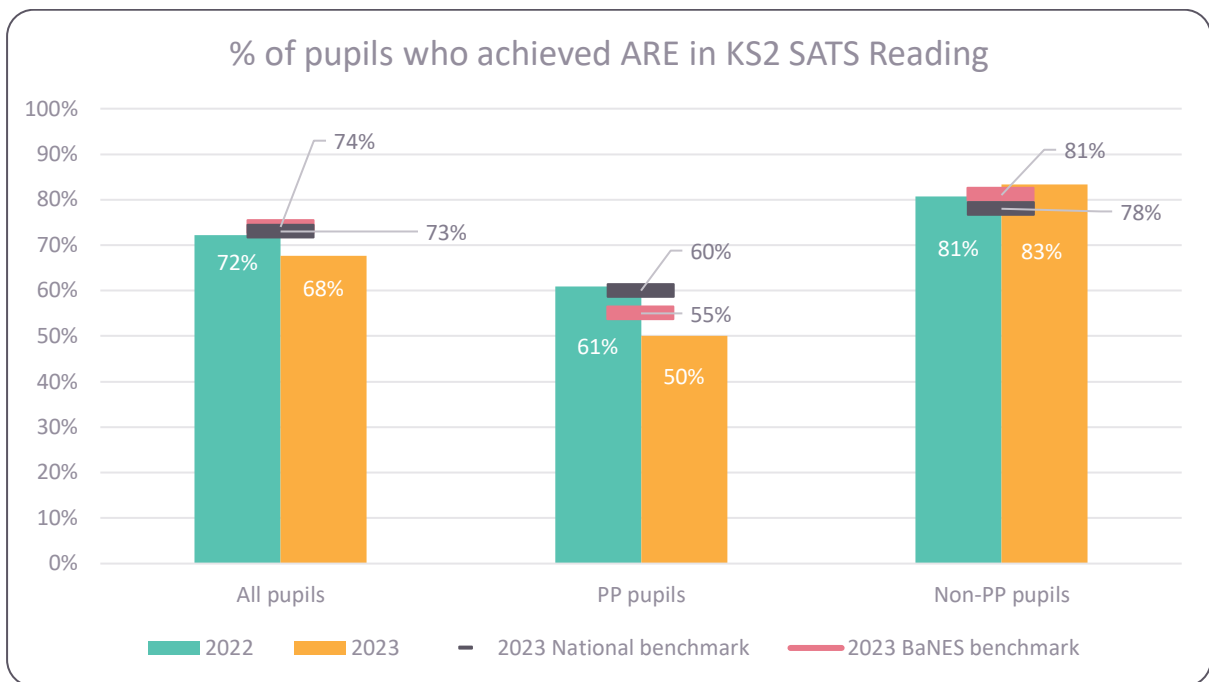


Figure 36: 2022: All pupils (n=54), PP (n=23), non-PP (n=31). 2023: All pupils (n=34), PP (n=16), non-PP (n=18).

Figure 36 also shows the proportion of PP and non-PP pupils achieving ARE in reading 2022 and 2023. Results show that the attainment gap in KS2 reading increased by +13 percentage points, rising from 20% in 2022 to 33% in 2023.

**Key finding: Castle Primary saw a 2 percentage point increase in the proportion of pupils achieving ARE in their KS2 maths SATs. The proportion of PP pupils achieving ARE decreased by 20 percentage points and the attainment gap increased by 41 percentage points.**

In KS2 Maths, between 2022 and 2023, Castle Primary School saw a slight increase of 2 percentage points in the proportion of pupils achieving ARE. In Figure 37 below, we see that in 2022, 69% of pupils achieved ARE, whilst in 2023, 71% of pupils achieved ARE. This change was not statistically significant ( $p=0.77$ ,  $n=84$ ).

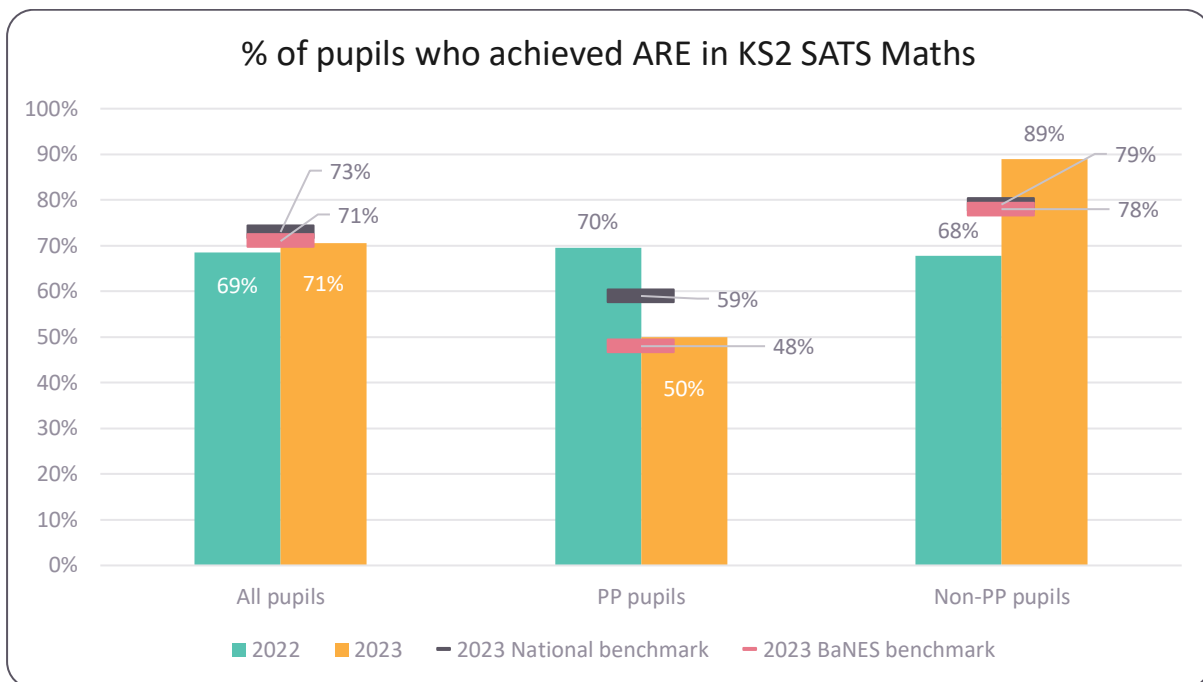


Figure 37: 2022: All pupils (n=54), PP (n=23), non-PP (n=31). 2023: All pupils (n=34), PP (n=16), non-PP (n=18).

Between 2022 and 2023, the attainment gap in KS2 maths at Castle Primary increased substantially, by 41 percentage points, rising from -2 percentage points in 2022 to +39 percentage points in 2023.

Therefore, whilst the proportion of pupils achieving ARE remained relatively consistent in maths and reading between 2022 and 2023, we find that the attainment gap widened across both subjects, with maths being a particular concern.

## Key Stage 2 non-cognitive outcomes

**Key finding: The non-cognitive outcomes of pupils at Castle Primary decreased on average by 7 percentage points. Whilst PP pupils tended to start with lower average scores than non-PP pupils, they saw less of a decline in outcomes overall; PP outcomes fell by 2 percentage points compared to a fall of 10 percentage points in the outcomes of non-PP pupils.**

At Castle Primary School, emotion regulation levels fell on average by 9 percentage points, with PP pupils experiencing a decrease of 6 percentage points and non-PP pupils experiencing a decrease of 11 percentage points. This change was statistically significant ( $p=0.03$ ,  $n=41$ ).

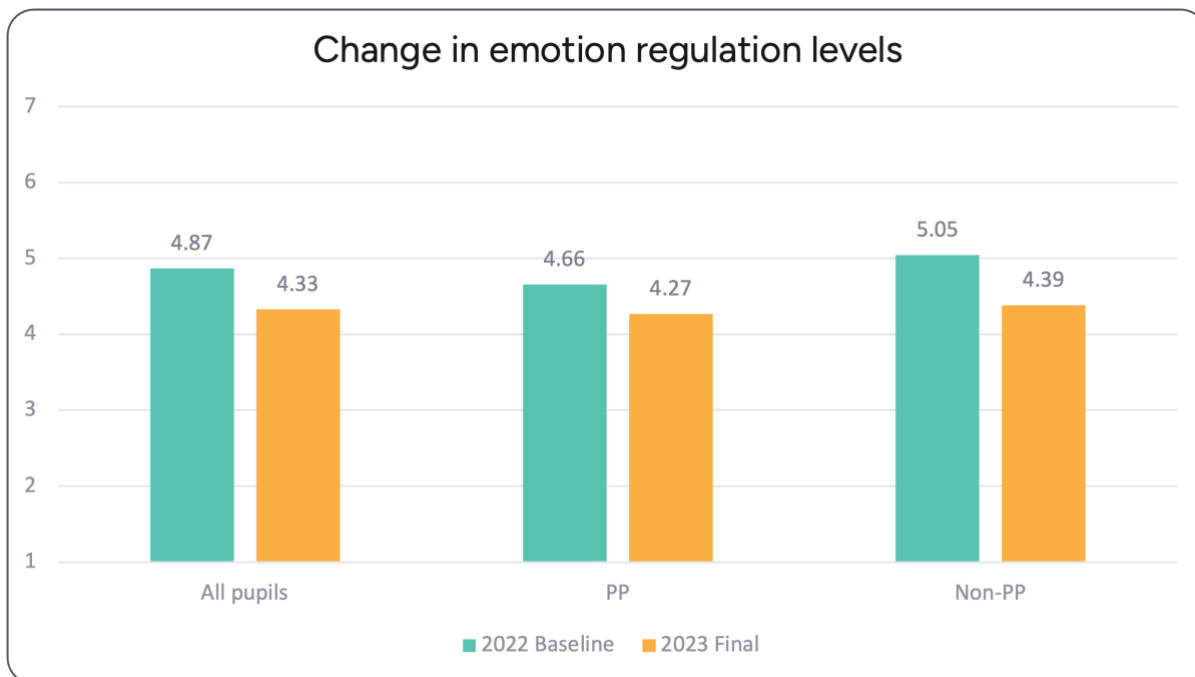


Figure 38: All matched pupils (n=41), all matched PP (n=19), all matched non-PP (n=22). Since emotion regulation is a measure specific to this evaluation only, we do not have a national benchmark.

Average grit scores of pupils at Castle Primary increased overall by 1 percentage point. This change was not statistically significant ( $p=0.86$ ,  $n=40$ ). Gains were made by PP pupils, whose grit scores increased by 10 percentage points. Non-PP pupils on the other hand, saw a decrease of 7 percentage points.

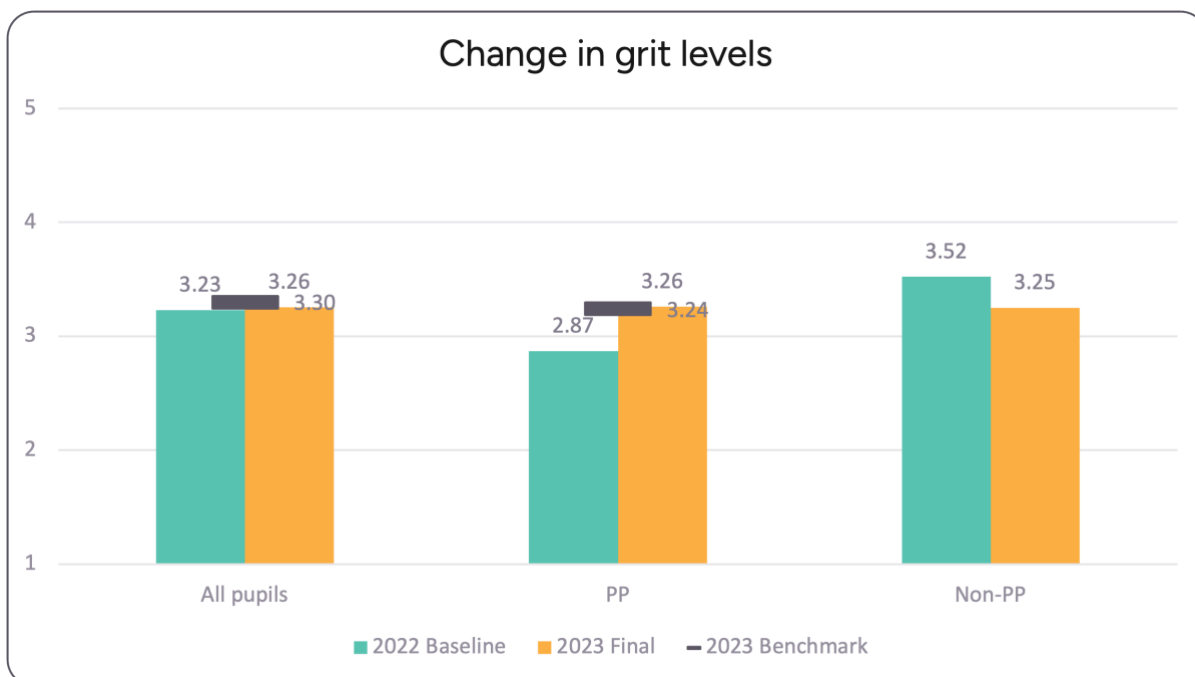


Figure 39: All matched pupils (n=40), all matched PP (n=18), all matched non-PP (n=22). Please note that we do not have a benchmark for non-PP pupils.

Wellbeing scores of pupils at Castle Primary decreased on average by 8 percentage points. Non-PP pupils saw the largest fall of 13 percentage points, whilst PP pupil scores only fell by 3 percentage points. This change was statistically significant ( $p=0.03$ ,  $n=40$ ).

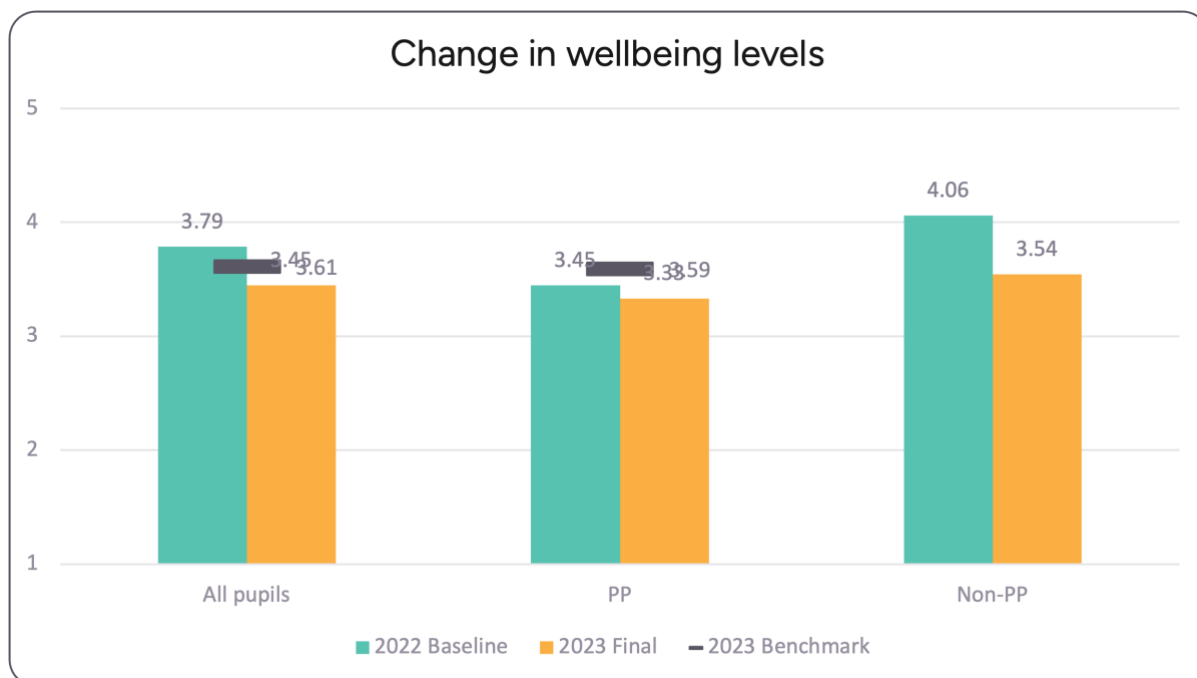


Figure 40: All matched pupils ( $n=40$ ), all matched PP ( $n=18$ ), all matched non-PP ( $n=22$ ). Please note that we do not have a benchmark for non-PP pupils.

Average self-efficacy scores declined by 9 percentage points. Similarly, to wellbeing, non-PP pupils saw the largest fall of 13 percentage points, whilst PP pupil scores only fell by 3 percentage points. This change was statistically significant ( $p=0.03$ ,  $n=40$ ).



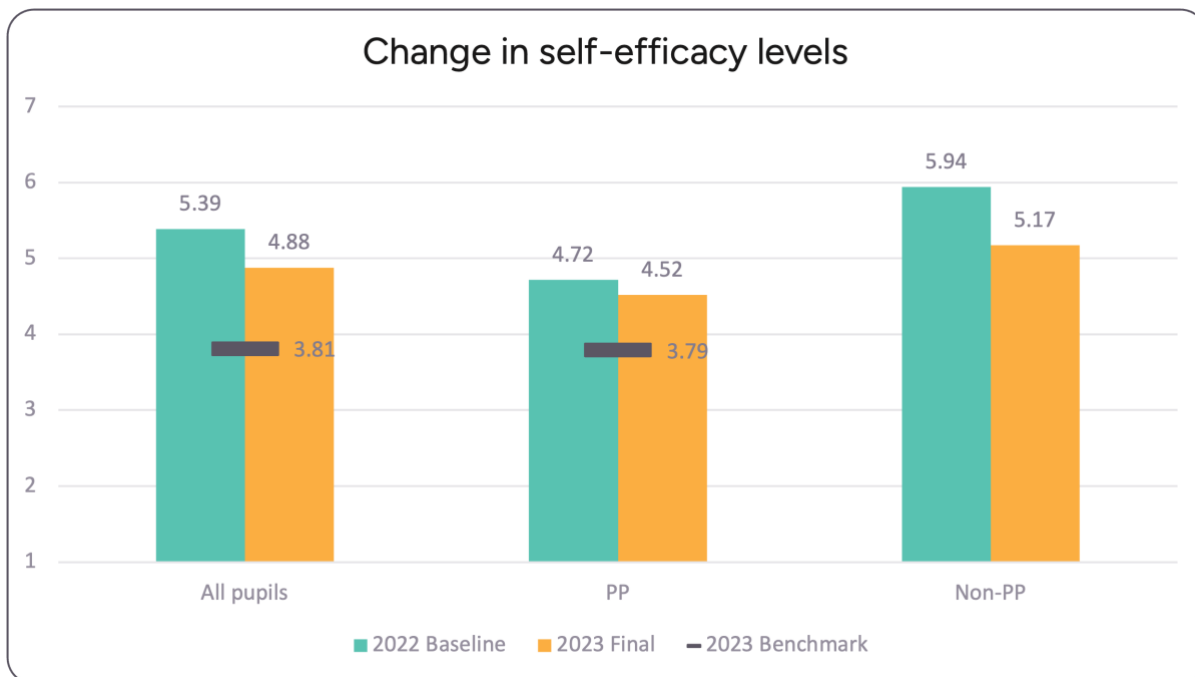


Figure 41: All matched pupils (n=40), all matched PP (n=18), all matched non-PP (n=22). Please note that we do not have a benchmark for non-PP pupils.

Metacognition scores fell overall by 8 percentage points. This change was statistically significant ( $p=0.04$ ,  $n=38$ ).

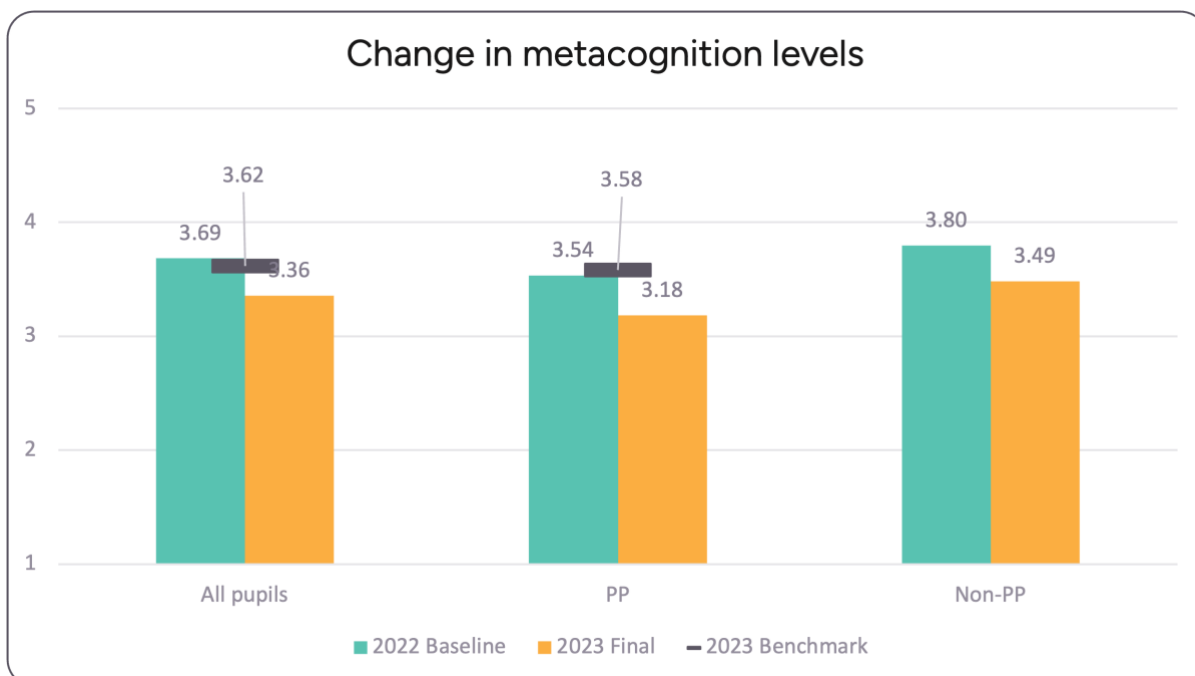


Figure 42: All matched pupils (n=38), all matched PP (n=16), all matched non-PP (n=22). Please note that we do not have a benchmark for non-PP pupils.

The change observed in metacognition scores was relatively similar across the two sub-groups, with PP pupils experiencing a decrease of 9 percentage points and non-PP pupils experiencing a decrease of 8 percentage points.

In Figure 43 below we see the percentage point change between 2022 and 2023 of PP and non-PP pupils. We can clearly see that in all measures apart from wellbeing, PP pupils did better than non-PP pupils, by which we mean, although they experienced a decrease in outcomes, it was less of a decline than their non-PP peers. This suggests that the targeted interventions are helping to counteract some of the negative changes (i.e., social and emotional issues brought on by COVID-19) experienced by these under-served children.

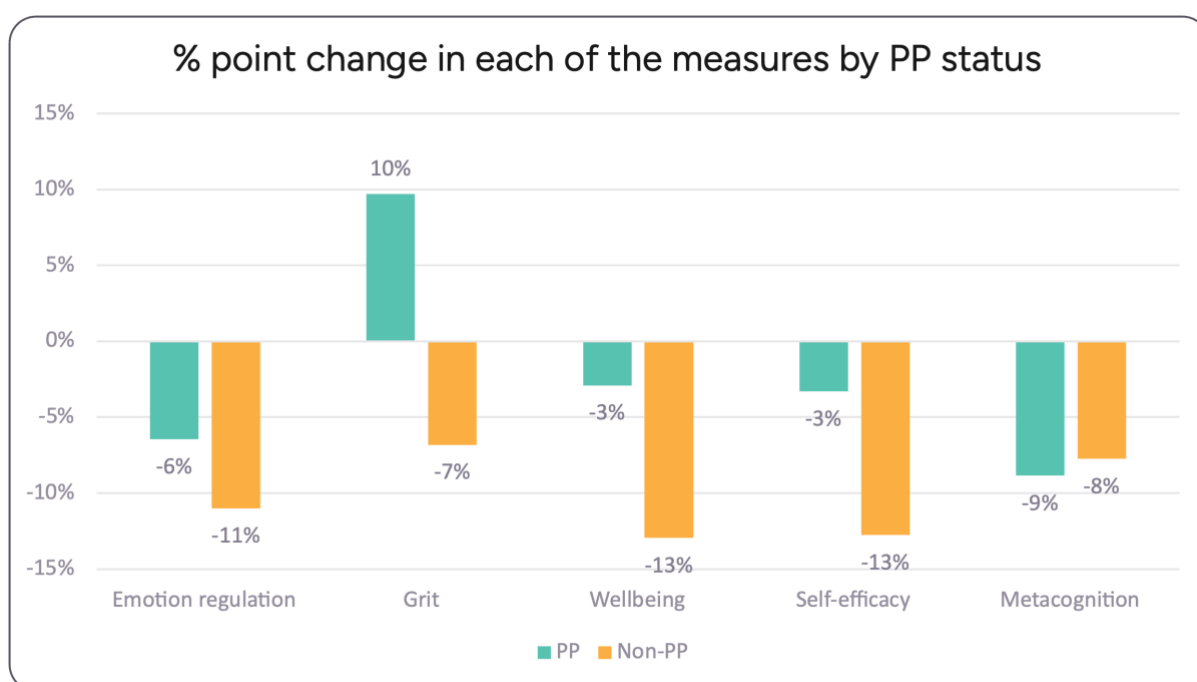


Figure 43: All matched pupils (n=38), all matched PP (n=16), all matched non-PP (n=22). Please note that we do not have a benchmark for non-PP pupils.

## Attendance

**Key finding: Overall, attendance levels for PP pupils at Castle Primary remain at the national FSM benchmark, while attendance levels for non-PP pupils remain stable at the national non-FSM benchmark. The attendance rate gap between the two groups has remained more or less stable.**

Attendance rates have remained relatively stable at Castle Primary over the 2021/22 and 2022/23 academic years. Figure 44 below indicates that the **average attendance rates for both non-PP pupils and pupils eligible for PP have remained in line with the national average** of attendance for pupils eligible for FSM as well as non-FSM pupils.

As we can see, the gap between average attendance rates for PP pupils in Key Stage 1 has widened over the past 2 years, where in 2021/22 the average gap was 1.98%, while in 2022/23 it grew to 2.39%. Both changes are statistically significant ( $p < 0.05$ ), which indicates that the differences in average attendance rates between PP pupils and non-PP pupils is likely related to active variables, and not due to chance. However, the gap has been decreasing amongst Key Stage 2 pupils over the two years, where in 2021/22 PP pupils were on average, absent 3.02% ( $p < 0.05$ ) more than non-PP

pupils, but in 2022/23, this gap had decreased by 0.95 percentage points to 2.07%, although this difference is not statistically significant ( $p=0.18$ ).

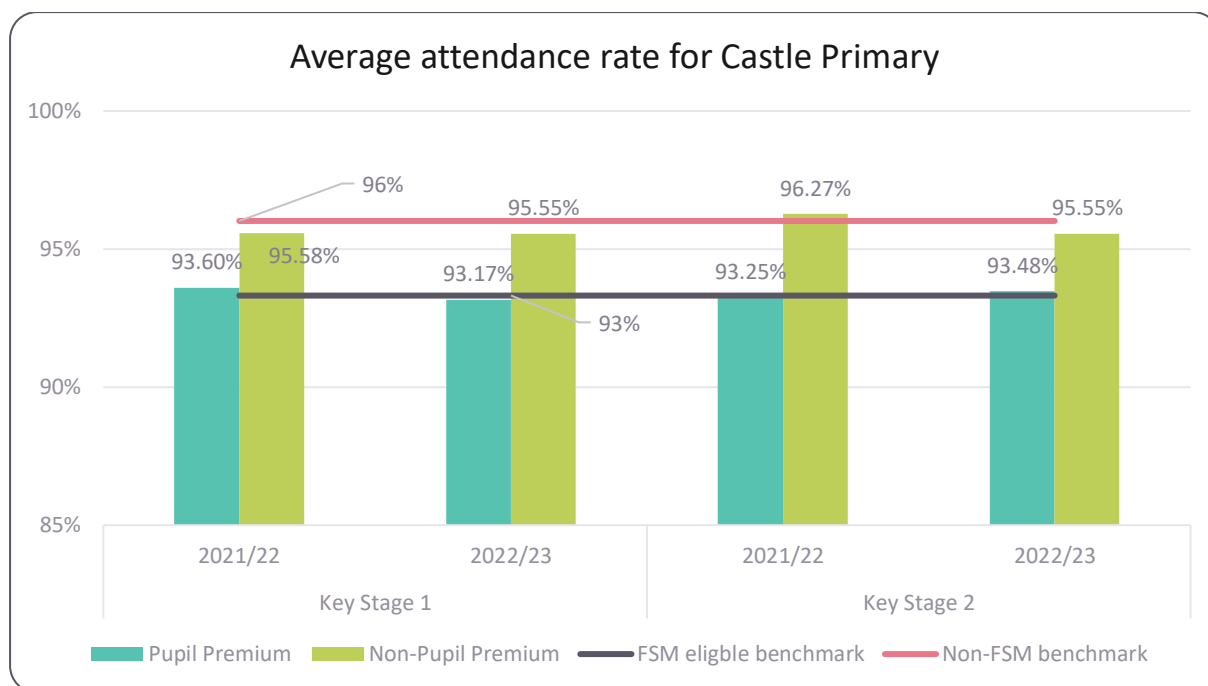


Figure 44: Average attendance rates for Castle Primary over 2021/22 and 2022/23 academic years.

## Free School Meals

From January to July, St John’s awarded £14,242 to provide 5,626 free school lunches to 68 pupils who had not been eligible for Government funded FSMs at Castle Primary.

The graph below shows that 29.27% of pupils at PEP schools were already eligible for FSMs and that St John’s was able to fund free warm lunches for another 20.73% of pupils at Castle Primary. It also shows the percentage of children at the school who were not recipients of any form of free school meal, labelled ‘Not impacted’.

Percentage breakdown of FSM pupils, SJF FSM pupils, and pupils not impacted at Castle

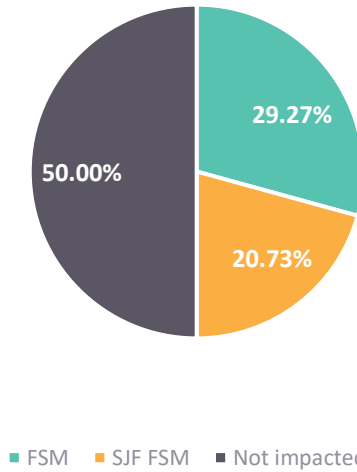


Figure 45: A percentage breakdown of pupils at Castle Primary who received Government Funded FSMs, those who received S. John’s Foundation free school meals, and those who did not receive any form of free school meals from January 2023 – July August 2023. All pupils n= 328. FSM pupils n = 96. SJF FSM n = 68. Not impacted pupils n = 164.

Through St John’s funding additional free school meals, the number of pupils accessing warm lunches at Castle Primary increased by 70.8%.

The graph below illustrates that since St John’s started to fund additional free school meals, demand grew from January to March and remained relatively stable from April until July.

Number of FSMs funded by SJF at Castle Primary across the average school day in a particular month

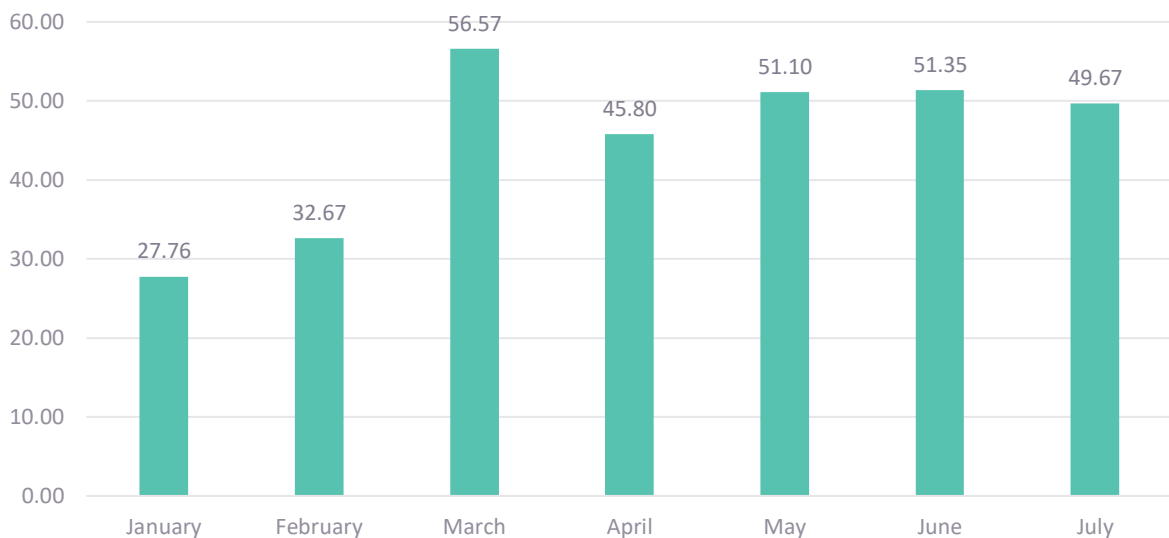


Figure 46: The average number of free school meals funded by St. John’s foundation at Castle Primary on the average day in each month from January 2023 to July 2023. January 2023 – July 2023 n = 5626.

# St Martin's Garden Primary School

## Key Stage 1 Attainment outcomes

**Key finding: St Martin's Garden saw a 3 percentage point increase in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE increased by 23 percentage points and the attainment gap decreased by 26 percentage points.**

Between 2022 and 2023, St Martin's Garden saw an increase of 2 percentage points in the proportion of pupils achieving ARE in the end-of-year one phonics assessment. As seen in Figure 47 below, in 2022, 68% of pupils achieved ARE, whilst in 2023, 71% of pupils achieved ARE. This change was not statistically significant ( $p=0.70$ ,  $n=49$ ).

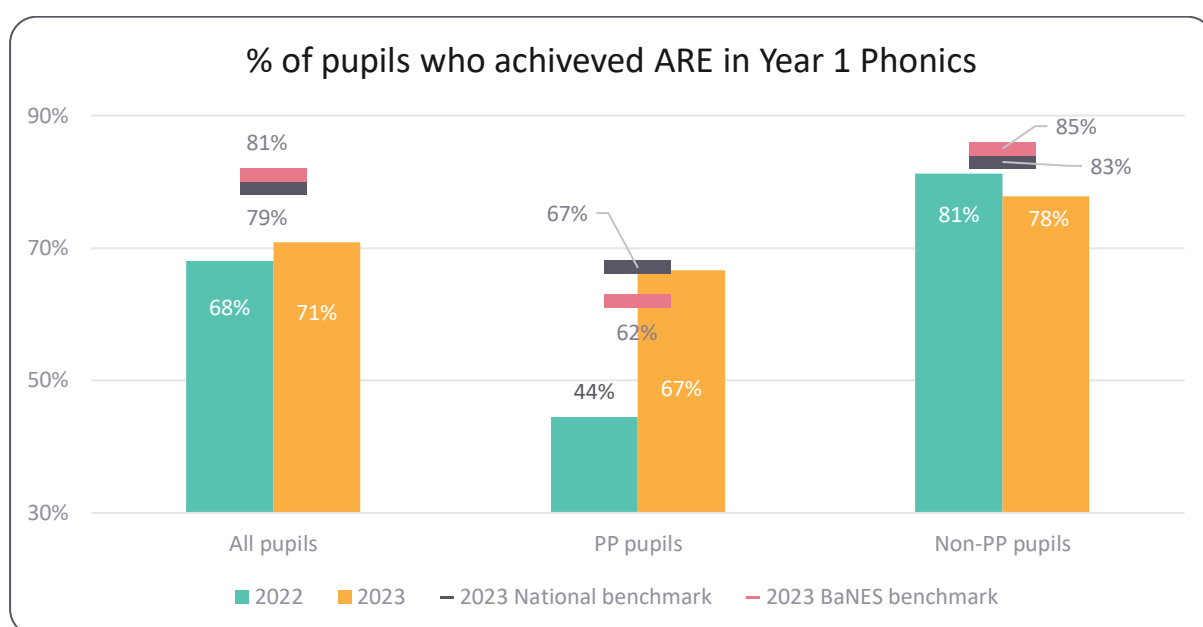


Figure 47: 2022: All pupils ( $n=25$ ), PP ( $n=9$ ), non-PP ( $n=16$ ). 2023: All pupils ( $n=24$ ), PP ( $n=15$ ), non-PP ( $n=9$ ). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

Figure 47 also shows the proportion of PP and non-PP pupils achieving ARE in phonics in 2022 and 2023. Results show that the attainment gap decreased by 26 percentage points, from +37 percentage points in 2022 to +11 percentage points in 2023.

**Key finding: St Martin's Garden saw a 20 percentage point increase in the proportion of pupils achieving ARE in their KS1 reading SATs. The proportion of PP pupils achieving ARE increased by 12 percentage points and the attainment gap increased by 14 percentage points.**

In KS1 reading SATs, we find that between 2022 and 2023, the proportion of pupils achieving ARE in reading increased by 20 percentage points, rising from 36% in 2022 to 56% in 2023. This change was

not statistically significant ( $p=0.13$ ,  $n=47$ ). This is a success, but in 2023, the school remains 12 percentage points below the national benchmark, as seen in Figure 48 below.

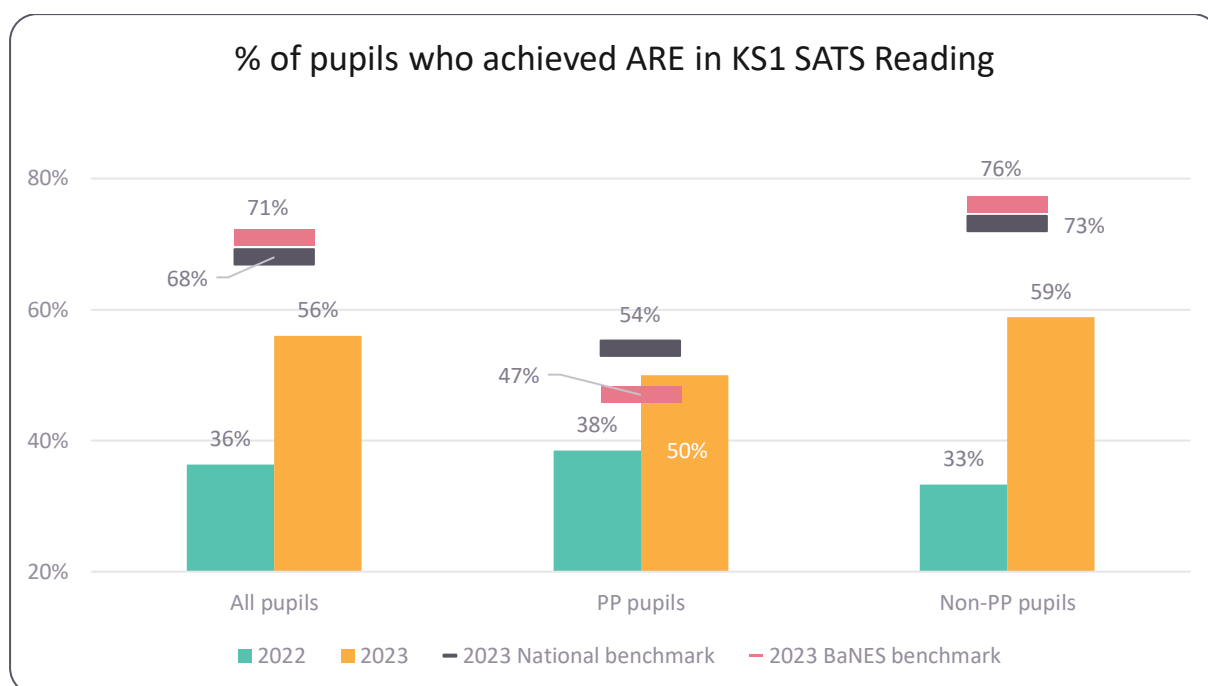


Figure 48: 2022: All pupils ( $n=22$ ), PP ( $n=13$ ), non-PP ( $n=9$ ). 2023: All pupils ( $n=25$ ), PP ( $n=8$ ), non-PP ( $n=17$ ). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

The attainment gap in KS1 reading increased by 14 percentage points, from -5 in 2022 to +9 in 2023.

**Key finding: St Martin’s Garden saw a 2 percentage point increase in the proportion of pupils achieving ARE in their KS1 maths SATs. The proportion of PP pupils achieving ARE decreased by 16 percentage points and the attainment gap increased by 31 percentage points.**

In KS1 maths, the proportion of pupils achieving ARE increased by just 2 percentage points between 2022 and 2023, from 50% in 2022 to 52% in 2023. This change was not statistically significant ( $p=0.70$ ,  $n=47$ ).

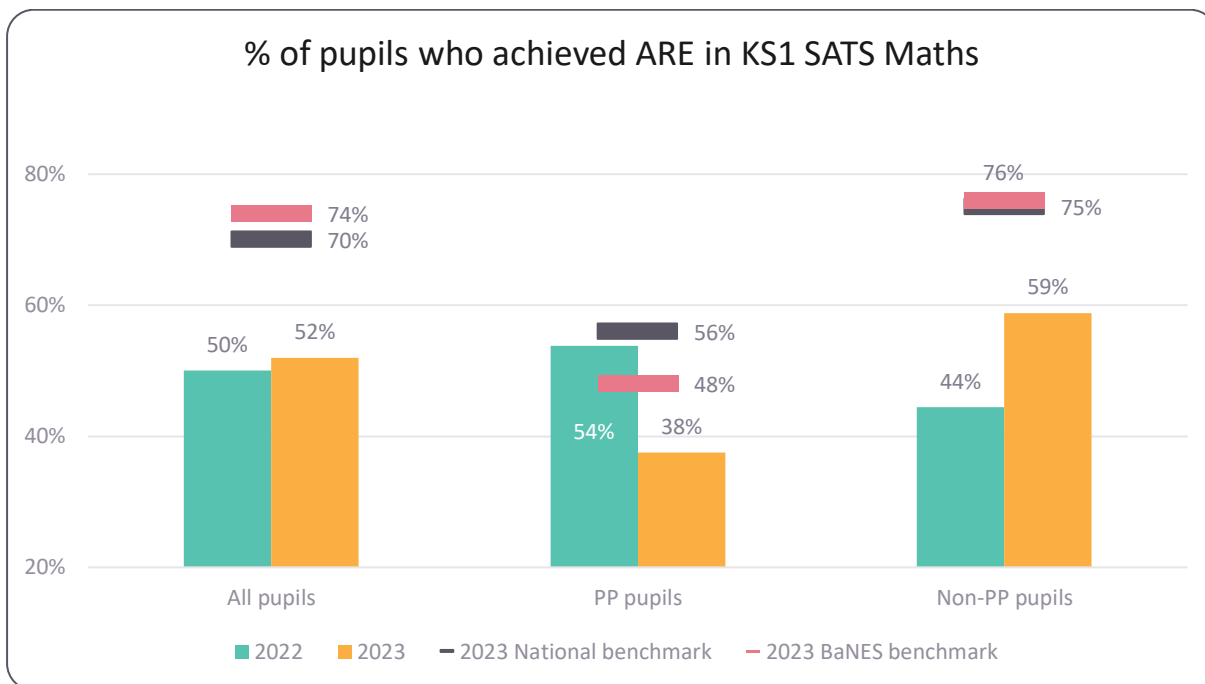


Figure 49: 2022: All pupils (n=22), PP (n=13), non-PP (n=9). 2023: All pupils (n=25), PP (n=8), non-PP (n=17). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils. This benchmark will be updated when the PP data is released in February 2024.

Like KS1 reading, in KS1 maths, the attainment gap also increased between 2022 and 2023. We can see from Figure 49 above that the gap between PP and non-PP achieving ARE in maths in 2022 was -10 percentage points in 2022, and this rose to +21 percentage points in 2023.

## Key Stage 2 Attainment outcomes

**Key finding: St Martin’s Garden saw a 12 percentage point decrease in the proportion of pupils achieving ARE in their KS2 reading SATs. The proportion of PP pupils achieving ARE decreased by 15 percentage points and the attainment gap increased by 8 percentage points.**

When we look at KS2 reading SATs results, we find that between 2022 and 2023, St Martin’s Garden saw a decrease of 12 percentage points in the percentage of pupils achieving ARE. Figure 50 below shows that in 2022, 66% of pupils achieved ARE, whilst in 2023, 52% of pupils achieved ARE. This change was not statistically significant ( $p=0.30$ ,  $n=56$ ).

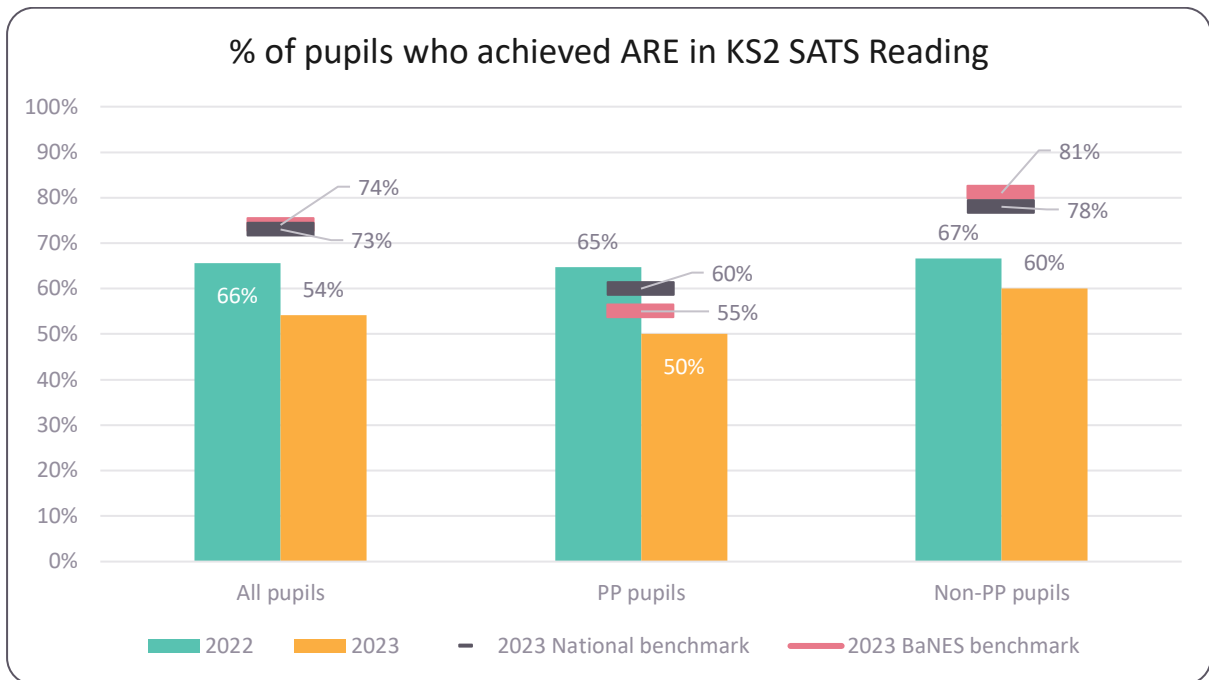


Figure 50: 2022: All pupils (n=22), PP (n=13), non-PP (n=9). 2023: All pupils (n=25), PP (n=16), non-PP (n=9).

Figure 50 also shows the proportion of PP and non-PP pupils achieving ARE in reading 2022 and 2023. Results show that the attainment gap in KS2 reading increased by 8 percentage points, from +2 percent in 2022 to +10 percent in 2023.

**Key finding: St Martin’s Garden saw a 22 percentage point increase in the proportion of pupils achieving ARE in their KS2 maths SATs. The proportion of PP pupils achieving ARE increased by 12 percentage points and the attainment gap increased by 25 percentage points.**

In KS2 Maths, between 2022 and 2023, St Martin’s Garden saw an increase of 22 percentage points in the proportion of pupils achieving ARE. In Figure 51 below, we see that in 2022, 38% of pupils achieved ARE, whilst in 2023, 60% of pupils achieved ARE. This change was not statistically significant ( $p=0.13$ ,  $n=56$ ).



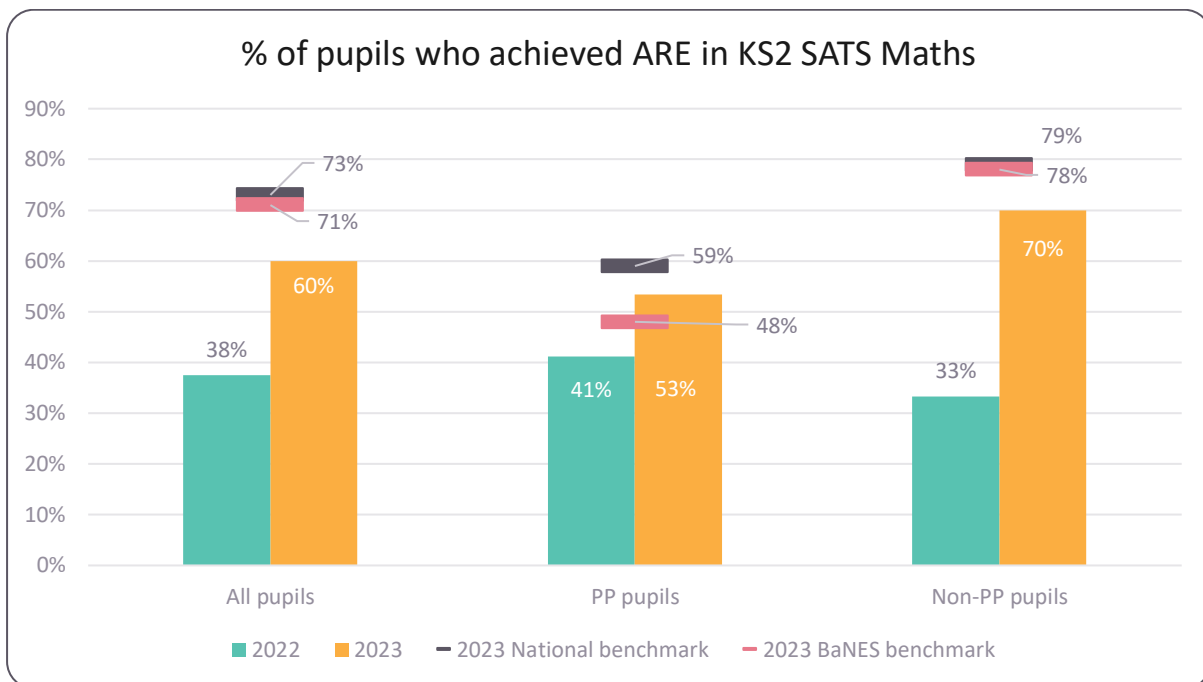


Figure 51: 2022: All pupils (n=22), PP (n=13), non-PP (n=9). 2023: All pupils (n=25), PP (n=16), non-PP (n=9).

Between 2022 and 2023, the attainment gap in KS2 maths at St Martin’s Garden increased substantially, by 25 percentage points, from -8 percentage points in 2022 to +17 percentage points in 2023.

## Key Stage 2 non-cognitive outcomes

Pupils at St Martin’s Garden did not complete the KS2 surveys in the autumn or summer terms of 2021/22. Therefore, the analysis below shows change over time between the autumn and summer terms 2022/23. It is therefore within-year change, rather than longitudinal change (i.e., change observed over more than 1 academic year).

**Key finding: Between the Autumn and Summer terms of 2023, the non-cognitive outcomes of pupils at St Martin’s Garden increased on average by 5 percentage points. PP pupils experienced an average 5 percentage point increase, whilst non-PP pupils experienced an average 6 percentage point increase.**

In 2022/23, on average, pupils at St Martin’s Garden saw an increase of 2 percentage points in their emotion regulation levels. However, PP pupils experienced a decrease of 1 percentage point, whilst non-PP pupils saw an increase of 6 percentage points. This change was not statistically significant ( $p=0.45$ ,  $n=41$ ).

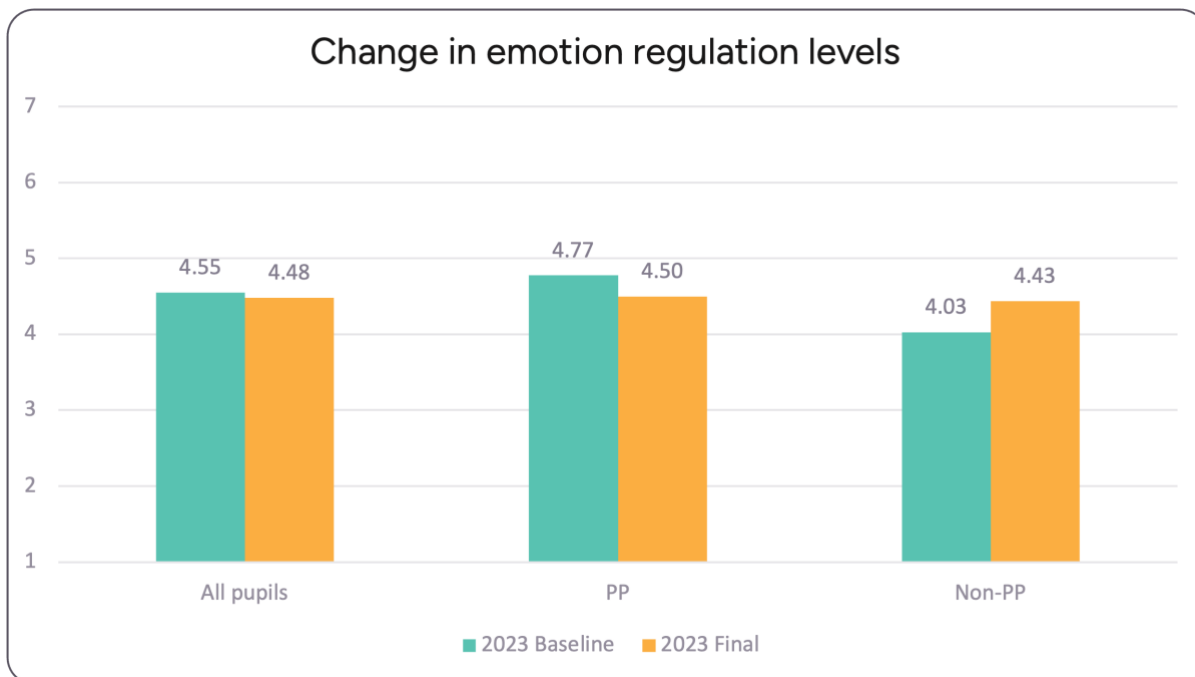


Figure 52: All matched pupils (n=41), all matched PP (n=27), all matched non-PP (n=14). Since emotion regulation is a measure specific to this evaluation only, we do not have a national benchmark.

Average grit scores of pupils at St Martin’s Garden increased overall by 3 percentage points. This change was not statistically significant ( $p=0.17$ ,  $n=41$ ). The biggest gains were made by non-PP pupils, whose grit scores increased by 5 percentage points. PP pupils on the other hand, saw an increase of just 2 percentage points.

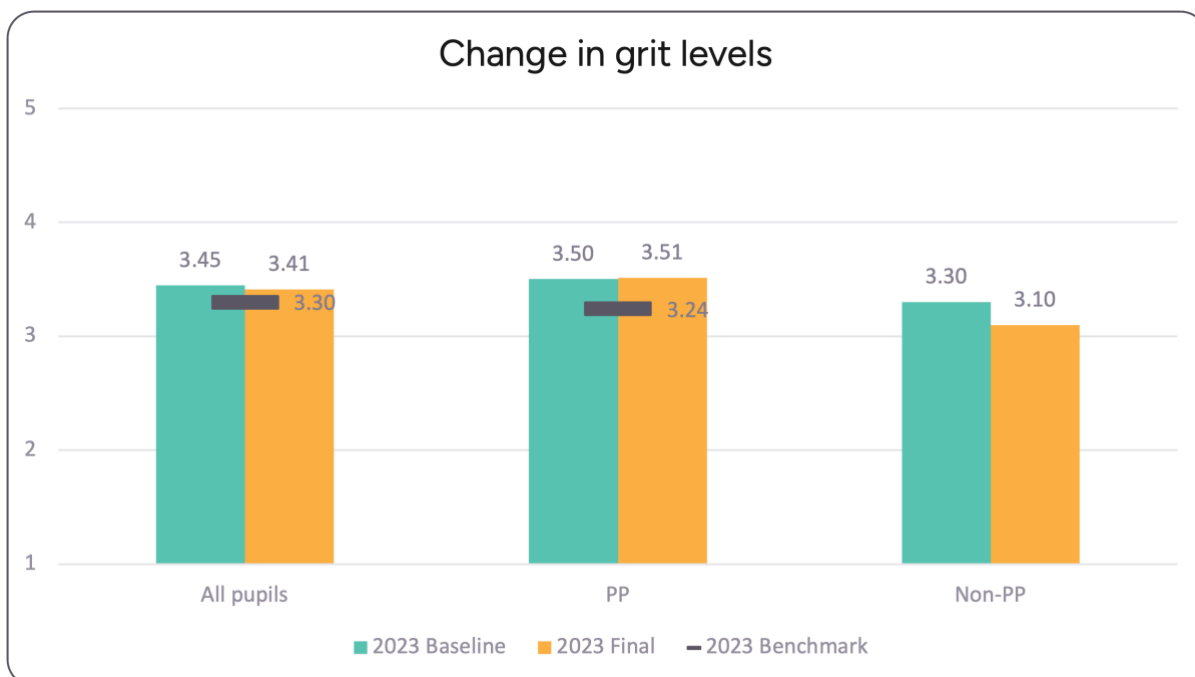


Figure 53: All matched pupils (n=40), all matched PP (n=27), all matched non-PP (n=13). Please note that we do not have a benchmark for non-PP pupils.

Wellbeing scores of pupils at St Martin’s Garden increased on average by 8 percentage points. PP pupils saw the largest increase of 9 percentage points, whilst non-PP pupil scores increased by 8 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=40$ ).

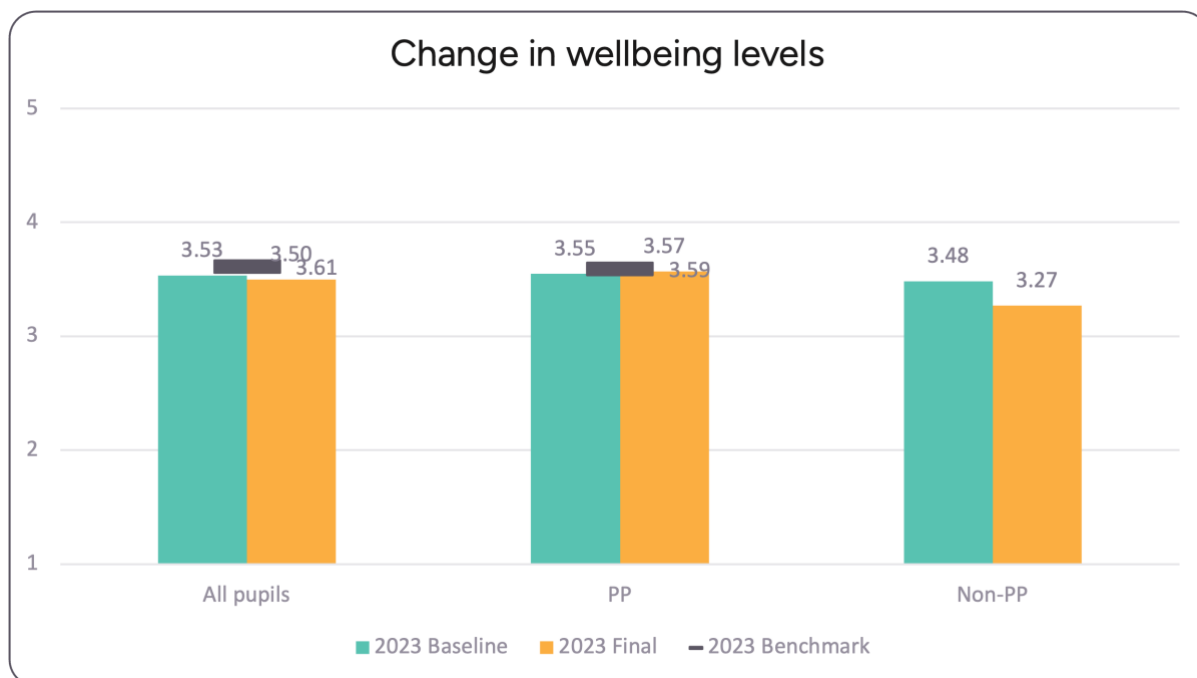


Figure 54: All matched pupils ( $n=40$ ), all matched PP ( $n=27$ ), all matched non-PP ( $n=13$ ). Please note that we do not have a benchmark for non-PP pupils.

Average self-efficacy scores also increased, by 7 percentage points overall. This change was statistically significant ( $p=0.01$ ,  $n=40$ ). PP pupils saw the largest increase of 8 percentage points, whilst non-PP pupil scores increased by 5 percentage points.

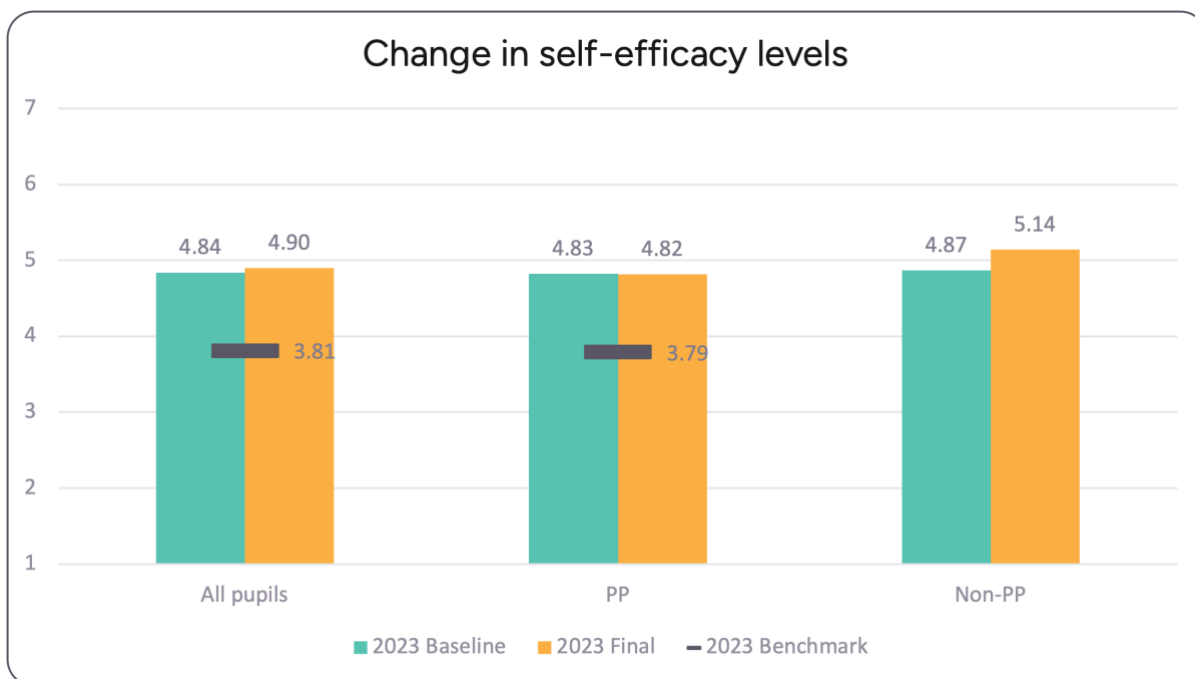


Figure 55: All matched pupils (n=40), all matched PP (n=27), all matched non-PP (n=13). Please note that we do not have a benchmark for non-PP pupils.

Metacognition scores increased overall by 7 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=38$ ). Again, PP pupils made greater gains than non-PP pupils, increasing their average metacognition scores by 8 percentage points compared to 4.

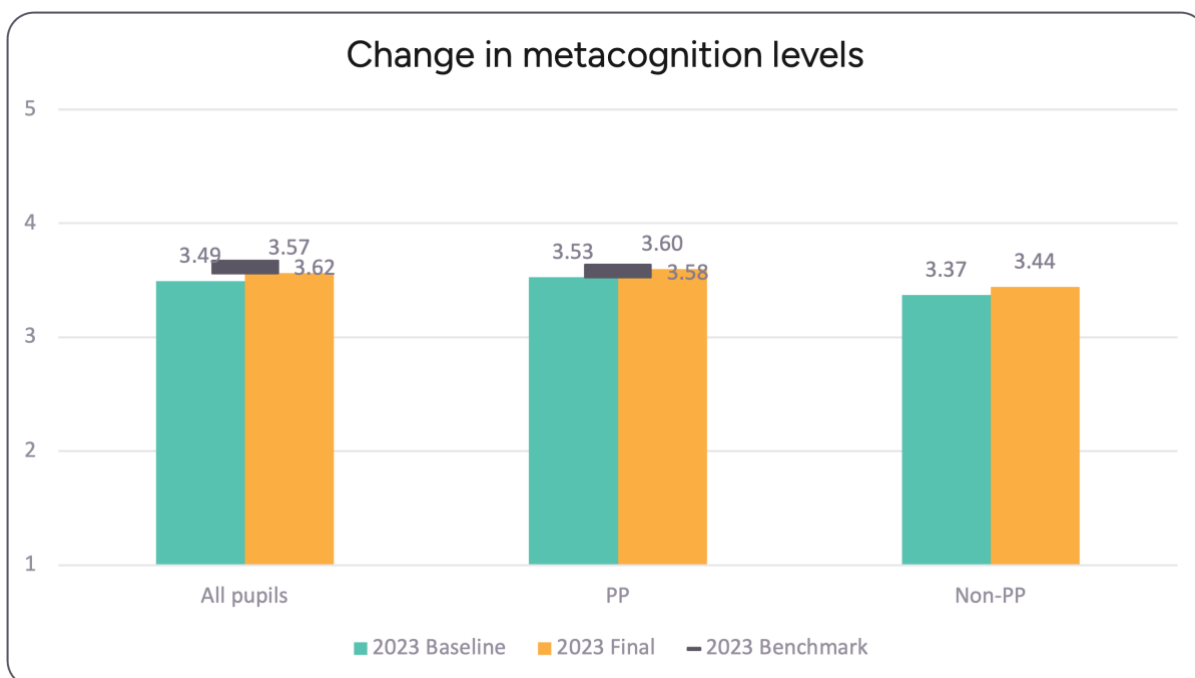
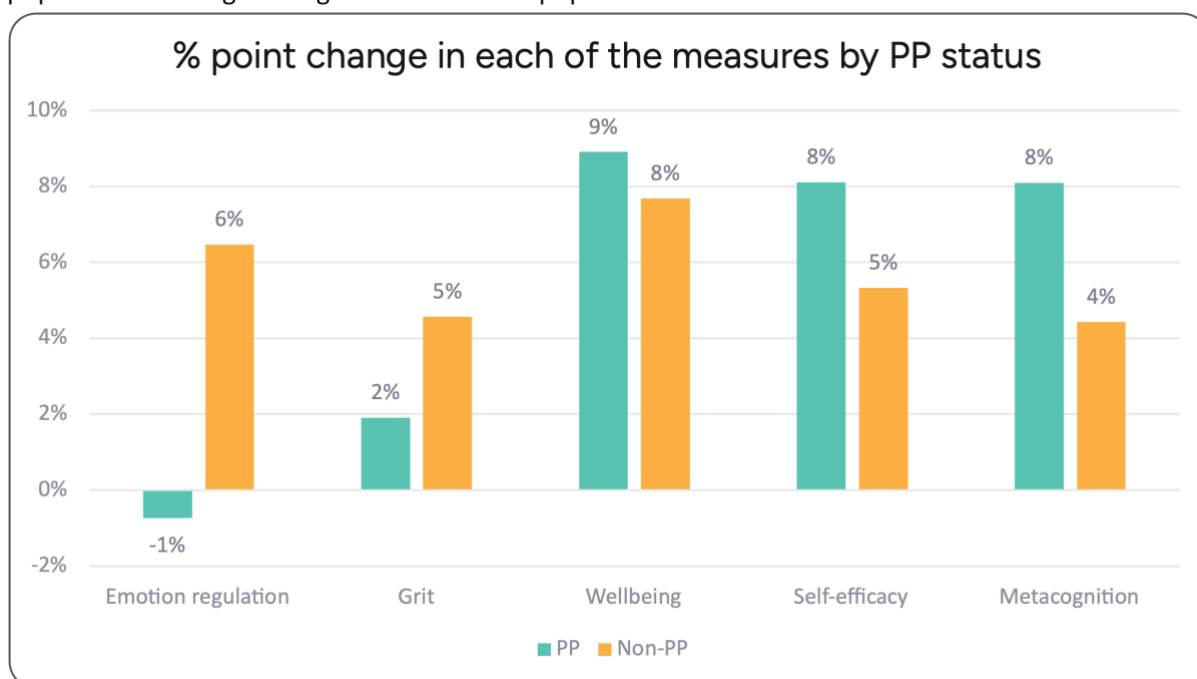


Figure 56: All matched pupils (n=38), all matched PP (n=27), all matched non-PP (n=11). Please note that we do not have a benchmark for non-PP pupils.

When we look at the percentage point change of PP and non-PP pupils across measures, we can see that St Martin’s Garden were very successful in increasing the non-cognitive outcomes of their pupils

between the Autumn and Summer terms of 2022/23. Furthermore, in three out of five measures, PP pupils have made greater gains than non-PP pupils. Since



these gains will be helping to close the attainment gap in the long term.

Figure 58: All matched pupils (n=38), all matched PP (n=27), all matched non-PP (n=11).

## Attendance

**Key finding: The average attendance rates for St Martin’s Garden Primary have generally remained slightly below the national average for both FSM and non-FSM pupils, with some positive improvements, such as a rise in KS2 PP pupils' attendance by 1.77 percentage points from 2021/22 to 2022/23.**

Average attendance rates for St Martin’s Garden Primary show that pupils have more or less consistently remained a little below the national average for both FSM and non-FSM pupils. However, some positive progress can be seen, where for example, KS2 PP pupils’ average attendance score increased by 1.77 percentage points from 85.61% in 2021/22 to 87.38% in 2022/23. These changes, however, were not statistically significant ( $p=0.42$ ), meaning that this increase in attendance could be due to chance rather than any specific intervention received by the pupils. A similar trend can be seen for non-PP pupils in KS2.

Overall, pupil attendance for St Martin’s Garden Primary has remained below the national average. It is worth noting however that for this report, we were unable to obtain attendance data for KS1 pupils in 2022/23.

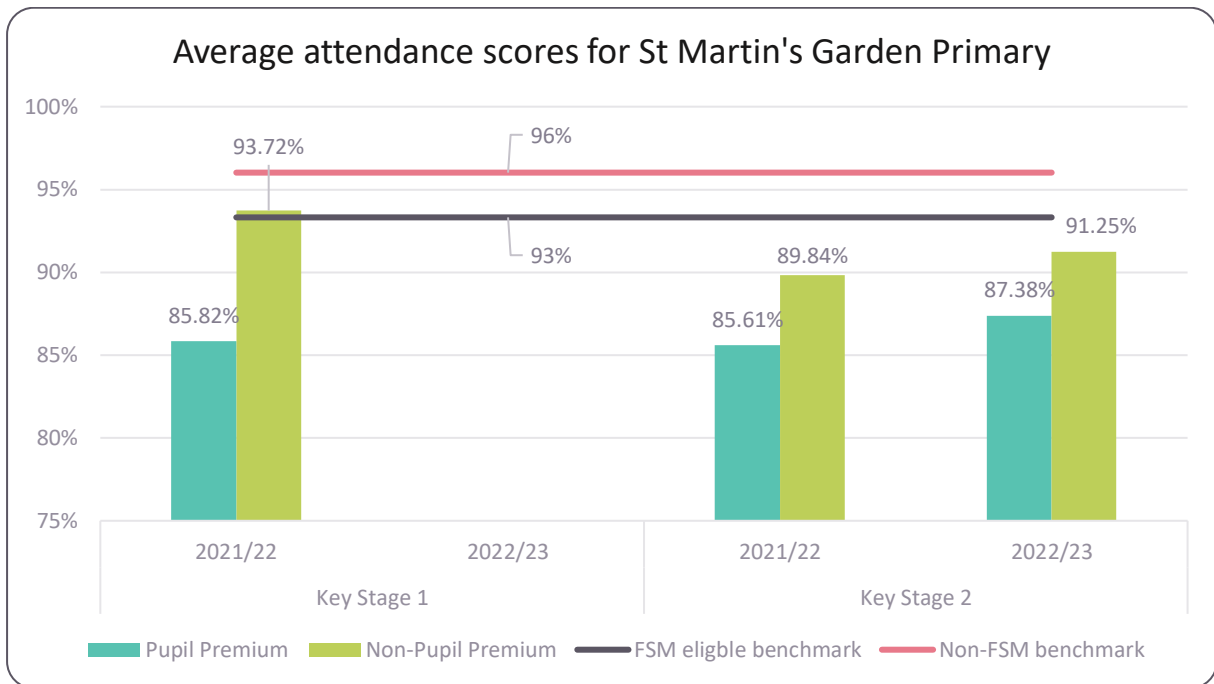


Figure 59: Average attendance rates for St Martin’s Garden Primary over 2021/22 and 2022/23 academic years.

## Free School Meals

From January to July, St John’s awarded £3,163 to provide 1,346 free school lunches to 57 pupils who had not been eligible for FSM at St Martin’s Garden.

The graph below shows that 50.75% of pupils at St Martin’s were already eligible for FSM and that St John’s was able to fund free warm lunches for a further 28.36% of pupils. It also shows the percentage of children at the school who were not recipients of any form of free school meal, labelled ‘Not impacted’.

Percentage breakdown of FSM pupils, SJF FSM pupils, and pupils not impacted at St Martin's

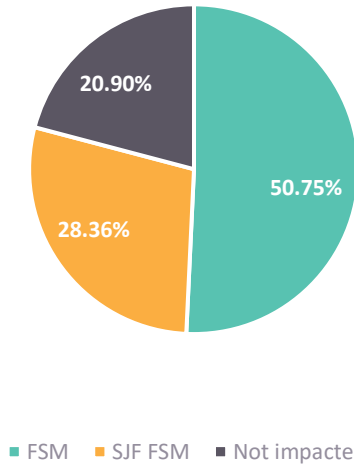


Figure 60: A percentage breakdown of pupils at St Martin's Garden who received Government Funded FSMs, those who received St John's Foundation free school meals, and those who did not receive any form of free school meals from January 2023 – July August 2023. All pupils n = 201. FSM pupils n = 102. SJF FSM n = 57. Not impacted pupils n = 42.

Through St John's funding of additional free school meals, the number of pupils accessing warm lunches at St Martin's increased by 55.82%.

The graph below illustrates that since St John's started funding additional free school meals at St Martin's from June of 2023.

St Martin's number of meals (per day)

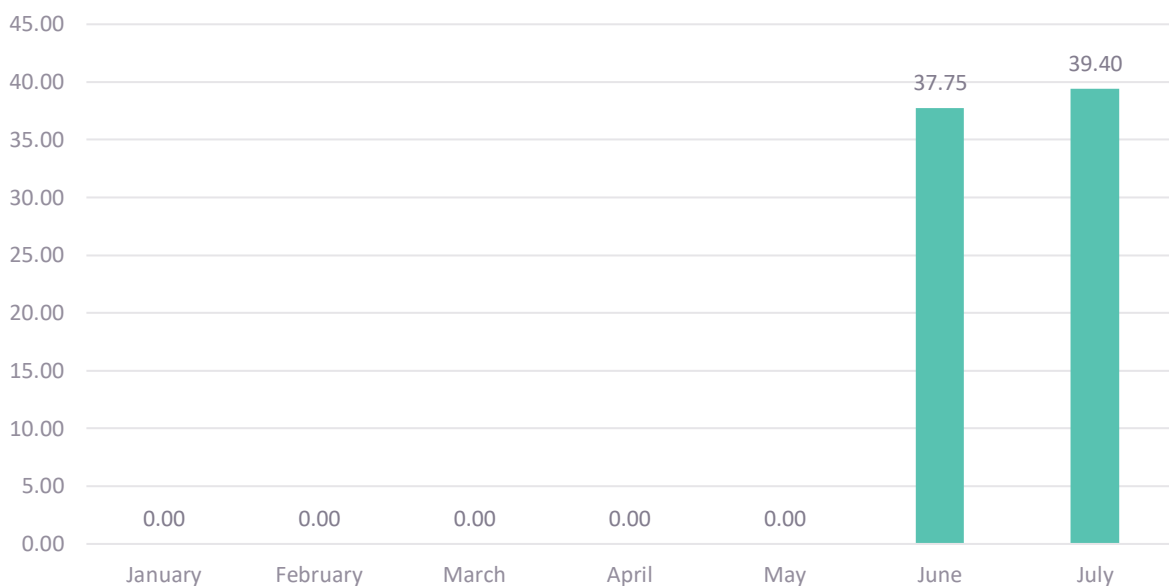


Figure 61: The average number of free school meals funded by St John's foundation at Castle Primary on the average day in each month from January 2023 to July 2023. January 2023 – July 2023 n = 1346.

# St Keyna Primary School

## Key Stage 1 Attainment outcomes

**Key finding: St Keyna saw a 3 percentage point increase in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE increased by 14 percentage points and the attainment gap decreased by 19 percentage points.**

Between 2022 and 2023, St Keyna saw an increase of 3 percentage points in the percentage of pupils achieving ARE in the end-of-year one phonics assessment. As seen in Figure 62 below, overall levels are very high; in 2022, 93% of pupils achieved ARE, whilst in 2023, 96% of pupils achieved ARE. This change was not statistically significant ( $p=0.68$ ,  $n=52$ ).

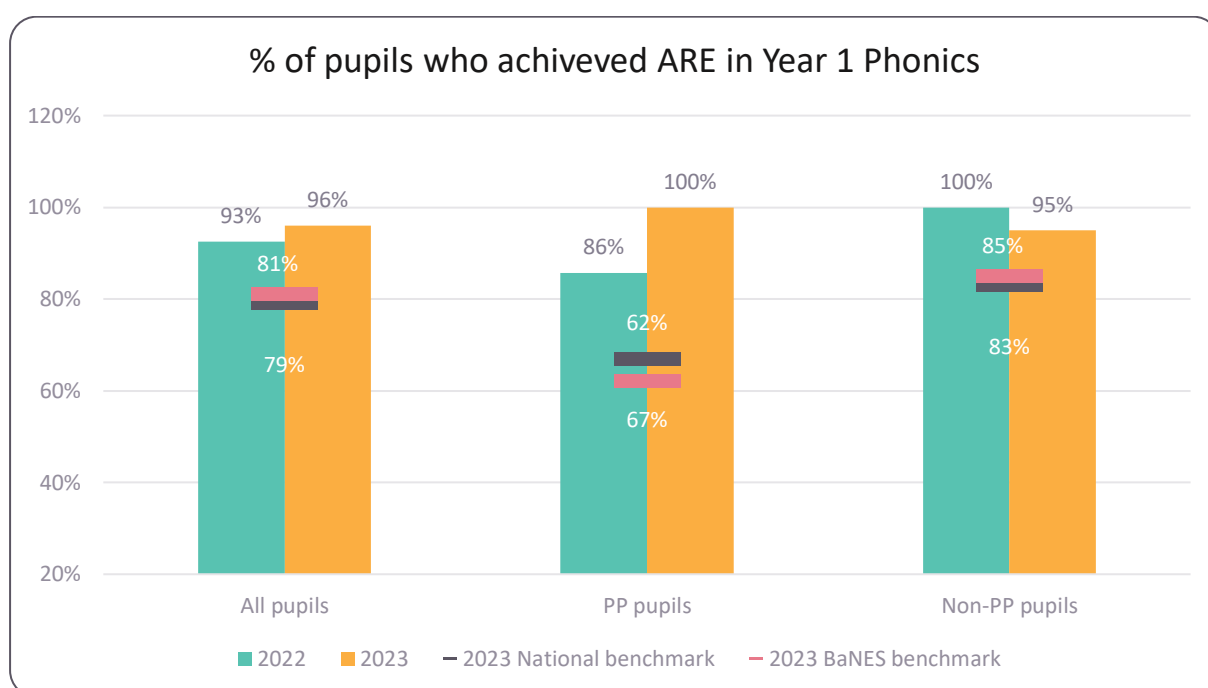


Figure 192: 2022: All pupils ( $n=29$ ), PP ( $n=8$ ), non-PP ( $n=21$ ). 2023: All pupils ( $n=25$ ), PP ( $n=5$ ), non-PP ( $n=20$ ). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

Results show that the attainment gap in phonics decreased by 19 percentage points, from +14 percentage points in 2022 to -5 percentage points in 2023. The school should be commended as it is performing a long way above the national average in phonics and substantially reducing the attainment gap.

**Key finding: St Keyna saw a 14 percentage point increase in the proportion of pupils achieving ARE in their KS1 reading SATs. The proportion of PP pupils achieving ARE increased by 8 percentage points and the attainment gap increased by 16 percentage points.**



In KS1 SATS, we also see that the school is performing in line with, or above, the national average. In reading, between 2022 and 2023, the proportion of pupils achieving ARE increased by 14 percentage points, rising from 72% in 2022 to 86% in 2023. This change was not statistically significant ( $p=0.20$ ,  $n=58$ ).

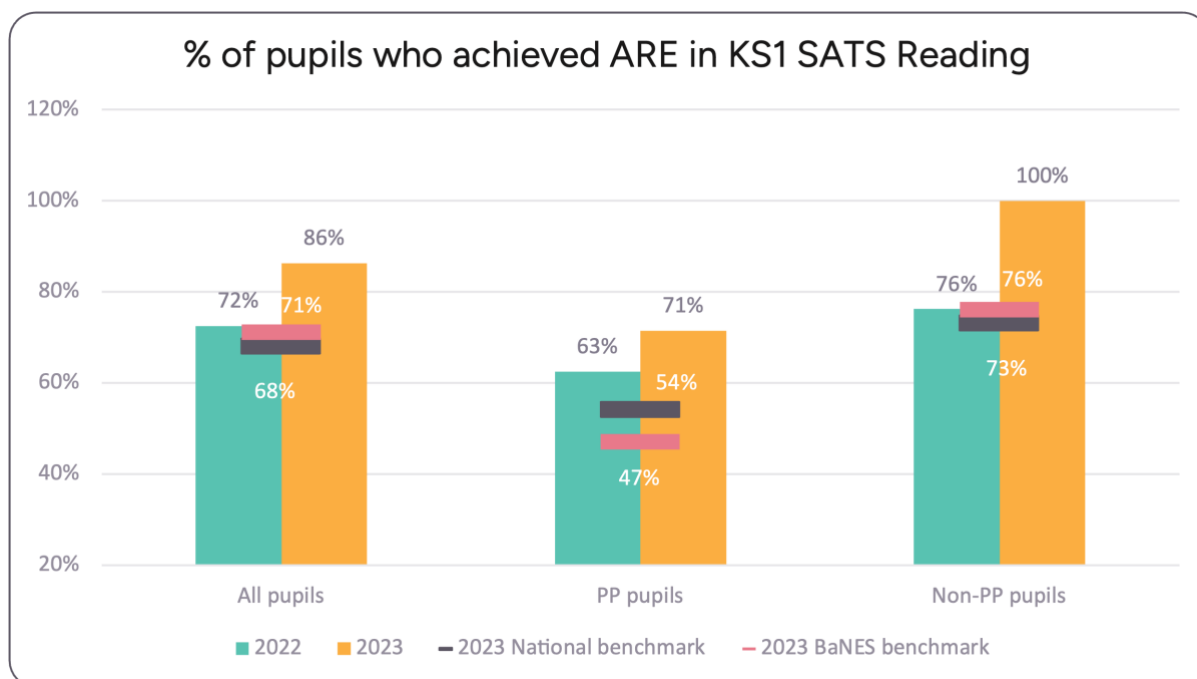


Figure 63: 2022: All pupils ( $n=29$ ), PP ( $n=8$ ), non-PP ( $n=21$ ). 2023: All pupils ( $n=29$ ), PP ( $n=14$ ), non-PP ( $n=15$ ). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

However, the attainment gap in KS1 reading increased by 16 percentage points, from +13 in 2022 to +29 in 2023. This means that on average PP pupils were more likely to achieve ARE than non-PP pupils in 2023.

**Key finding: St Keyna saw a 4 percentage point increase in the proportion of pupils achieving ARE in their KS1 maths SATs. The proportion of PP pupils achieving ARE increased by 1 percentage point and the attainment gap increased by 13 percentage points.**

Outcomes in KS1 maths were very similar. Between 2022 and 2023, the proportion of pupils achieving ARE increased by just 4 percentage points, from 79% in 2022 to 83% in 2023. This is seen in Figure 64 below. This change was not statistically significant ( $p=0.74$ ,  $n=58$ ).

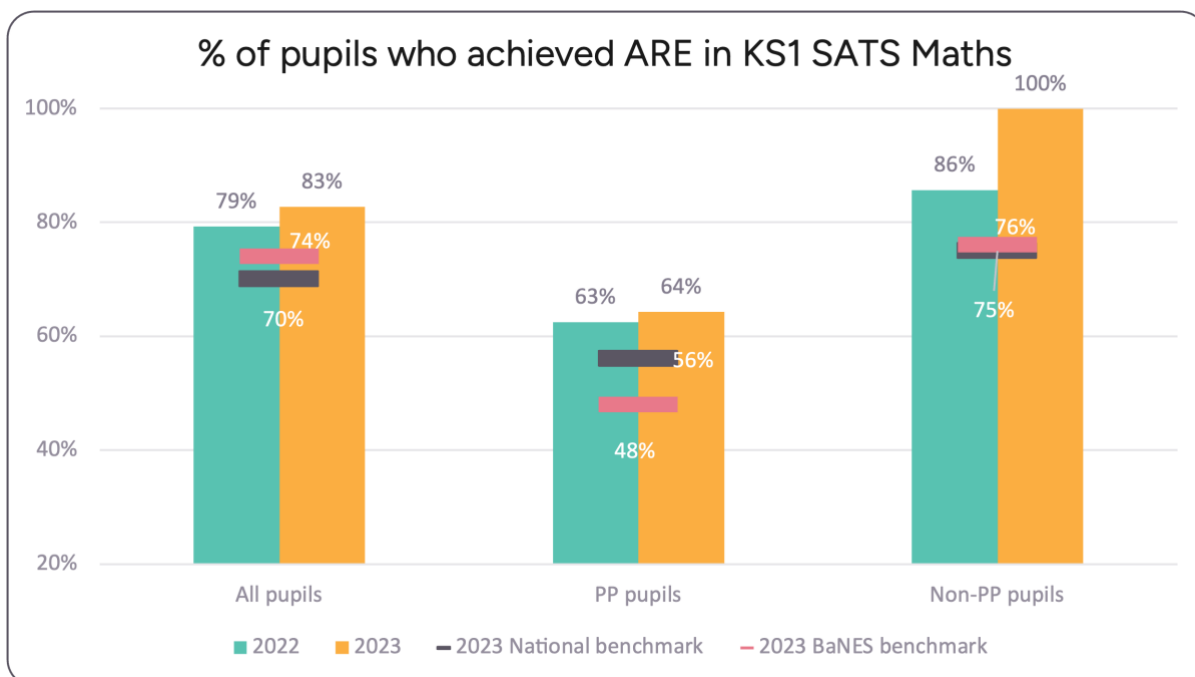


Figure 64: 2022: All pupils (n=29), PP (n=8), non-PP (n=21). 2023: All pupils (n=29), PP (n=14), non-PP (n=15). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils. This benchmark will be updated when the PP data is released in February 2024.

Like KS1 reading, in KS1 maths, the attainment gap also decreased between 2022 and 2023. We can see from Figure 64 above that the gap between PP and non-PP achieving ARE in maths in 2022 was +23 percentage points, whilst in 2023, it was + 36 percentage points. Whilst the outcomes of KS1 pupils at St Keyna are relatively very high, the school may want to consider its support for PP pupils in both reading and maths.

## Key Stage 2 Attainment outcomes

When we look at KS2 SATs results, a somewhat similar picture emerges. We find that on the whole the school is performing well and has increased outcomes overall.

**Key finding: St Keyna saw a 1 percentage point decrease in the proportion of pupils achieving ARE in their KS2 reading SATs. The proportion of PP pupils achieving ARE decreased by 13 percentage points and the attainment gap increased by 16 percentage points.**

In KS2 reading between 2022 and 2023, St Keyna saw a slight decrease of 1 percentage point in the percentage of pupils achieving ARE. Figure 65 below shows that in 2022, 77% of pupils achieved ARE, whilst in 2023, 76% of pupils achieved ARE. This change was not statistically significant ( $p=0.77$ ,  $n=77$ ).

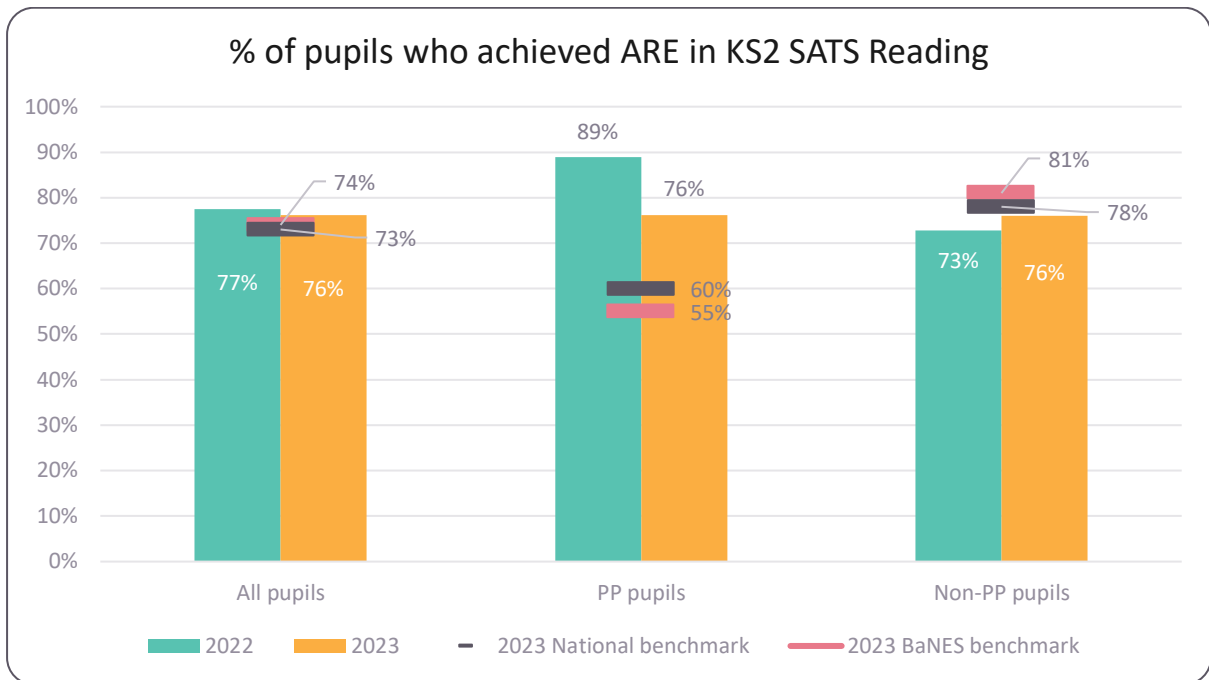


Figure 65: 2022: All pupils (n=31), PP (n=9), non-PP (n=22). 2023: All pupils (n=46), PP (n=21), non-PP (n=25).

Results also show that the attainment gap in KS2 reading increased by 16 percentage points, from -16 percent in 2022 to 0 percent in 2023. This means that in the latest set of results, the same proportion of PP pupils achieved ARE compared to non-PP pupils.

**Key finding: St Keyna saw a 13 percentage point increase in the proportion of pupils achieving ARE in their KS2 maths SATs. The proportion of PP pupils achieving ARE decreased by 5 percentage points and the attainment gap increased by 30 percentage points.**

In KS2 Maths, between 2022 and 2023 St Keyna saw an increase of 13 percentage points in the percentage of pupils achieving ARE. In Figure 66 below, we see that in 2022, 61% of pupils achieved ARE, whilst in 2023, 74% of pupils achieved ARE. This change was not statistically significant ( $p=0.31$ ,  $n=77$ ).

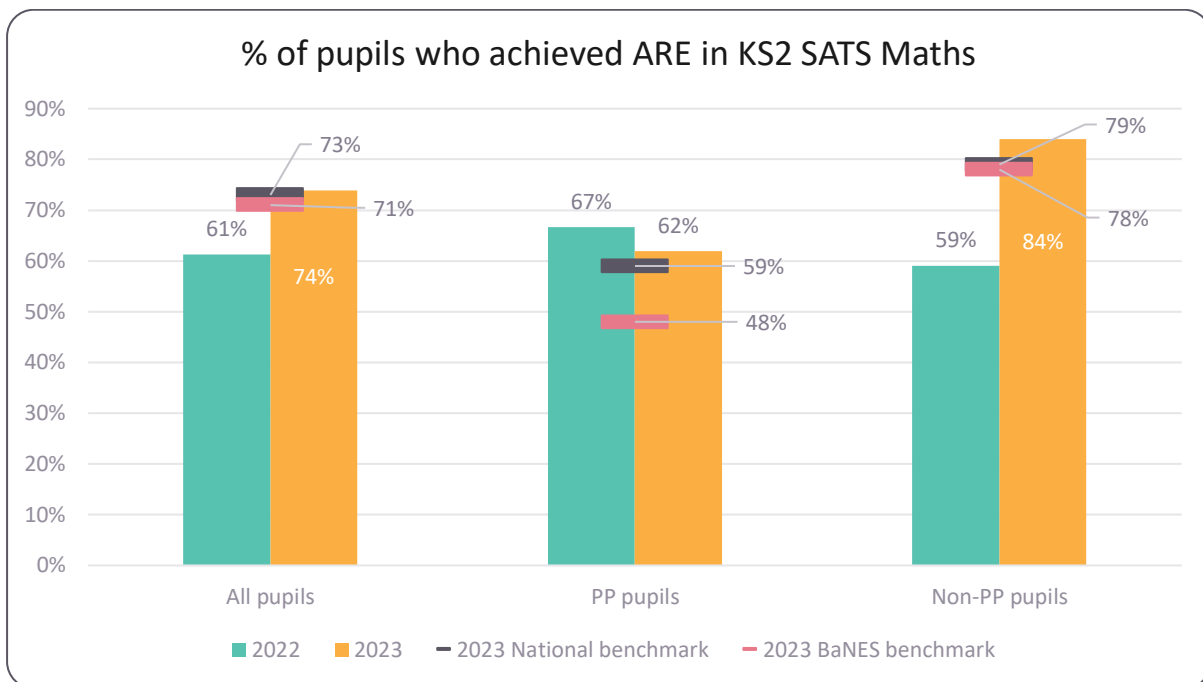


Figure 66: 2022: All pupils (n=31), PP (n=9), non-PP (n=22). 2023: All pupils (n=46), PP (n=21), non-PP (n=25).

Between 2022 and 2023, the attainment gap in KS2 maths at St Keyna increased substantially, by 30 percentage points, from -8 percentage points in 2022 to +22 percentage points in 2023.

Whilst the school is doing very well in its KS2 results, it needs to keep a close eye on the outcomes of PP pupils to ensure they do not fall further behind their non-PP counterparts.

## Key Stage 2 non-cognitive outcomes

**Key finding: The non-cognitive outcomes of pupils at St Keyna decreased on average by 6 percentage points. PP pupils experienced an average 4 percentage point decrease, whilst non-PP pupils experienced an average 7 percentage point decrease.**

Between 2022 and 2023, the average emotion regulation levels of KS2 pupils at St Keyna fell by 7 percentage points. This change was statistically significant ( $p=0.03$ ,  $n=91$ ).

As seen in Figure 67 below, PP pupils experienced a decrease of just 3 percentage points, whilst non-PP pupils saw a decrease of 10 percentage points.

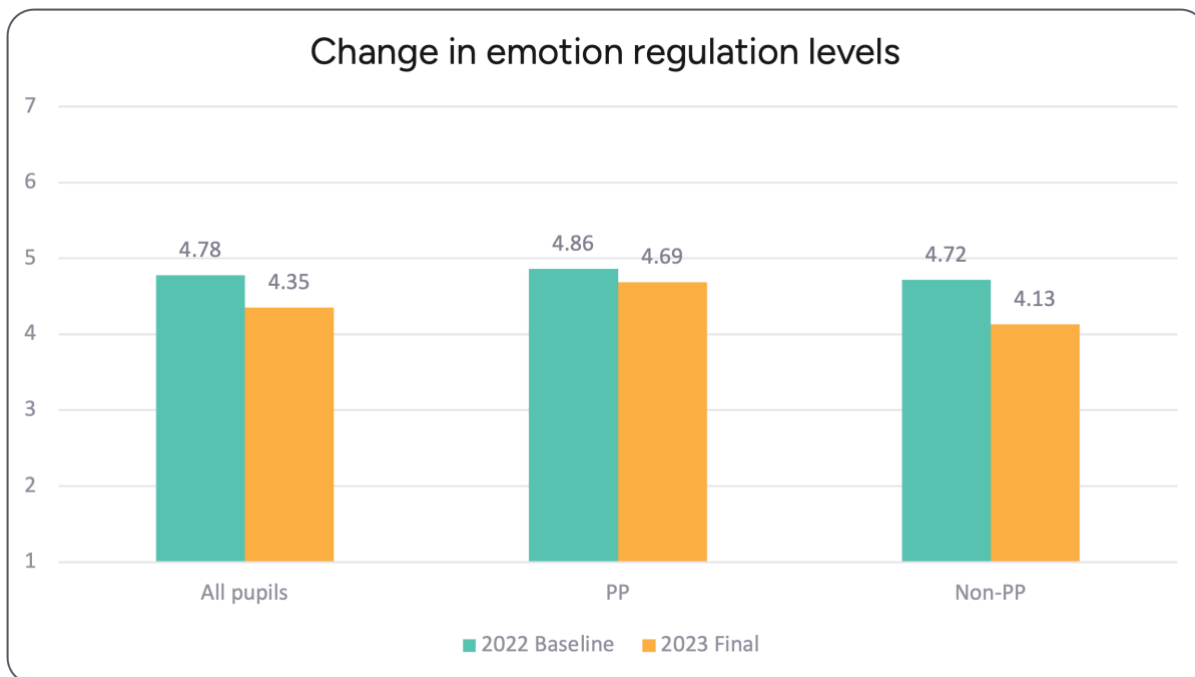


Figure 67: All matched pupils (n=91), all matched PP (n=36), all matched non-PP (n=55). Since emotion regulation is a measure specific to this evaluation only, we do not have a national benchmark.

Average grit scores of pupils at St Keyna decreased by just 1 percentage point. This change was not statistically significant ( $p=0.54$ ,  $n=91$ ). Change was relatively similar across both sub-groups with PP pupils' average grit scores remaining the same and non-PP pupils' average grit scores decreasing by just 2 percentage points.

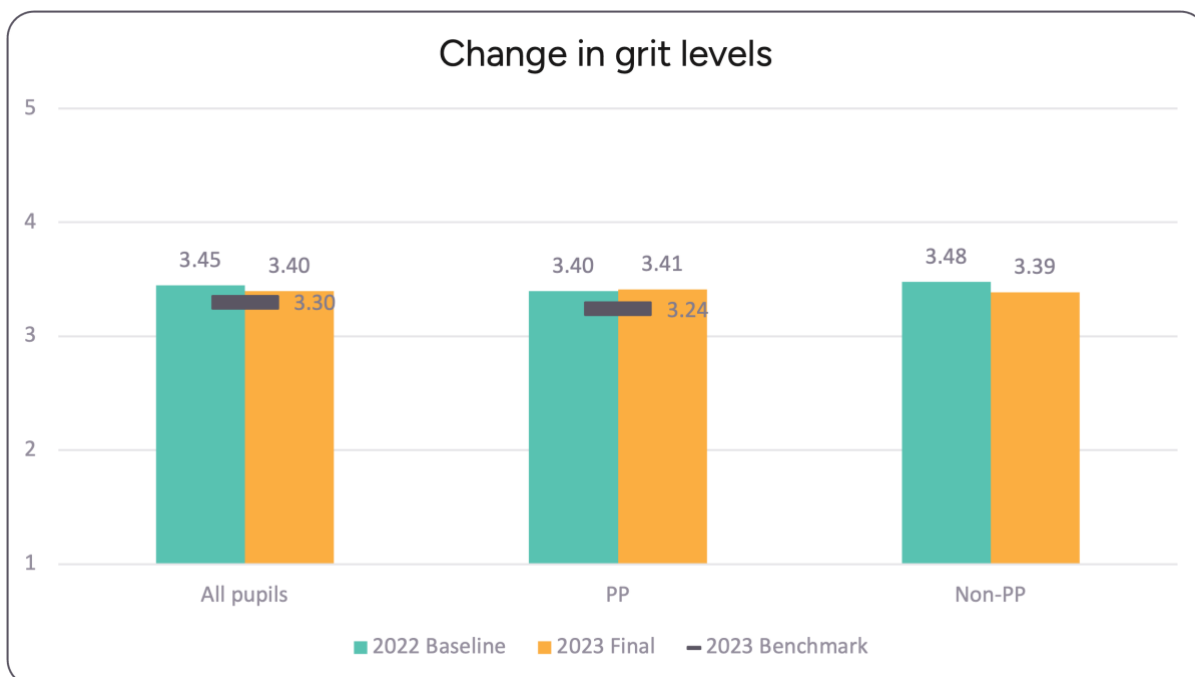


Figure 68: All matched pupils (n=91), all matched PP (n=36), all matched non-PP (n=55). Please note that we do not have a benchmark for non-PP pupils.

Wellbeing scores of pupils at St Keyna decreased on average by 5 percentage points. This change was statistically significant ( $p=0.02$ ,  $n=90$ ). PP pupils saw the largest decrease of 6 percentage points, whilst non-PP pupil scores decreased by 4 percentage points.

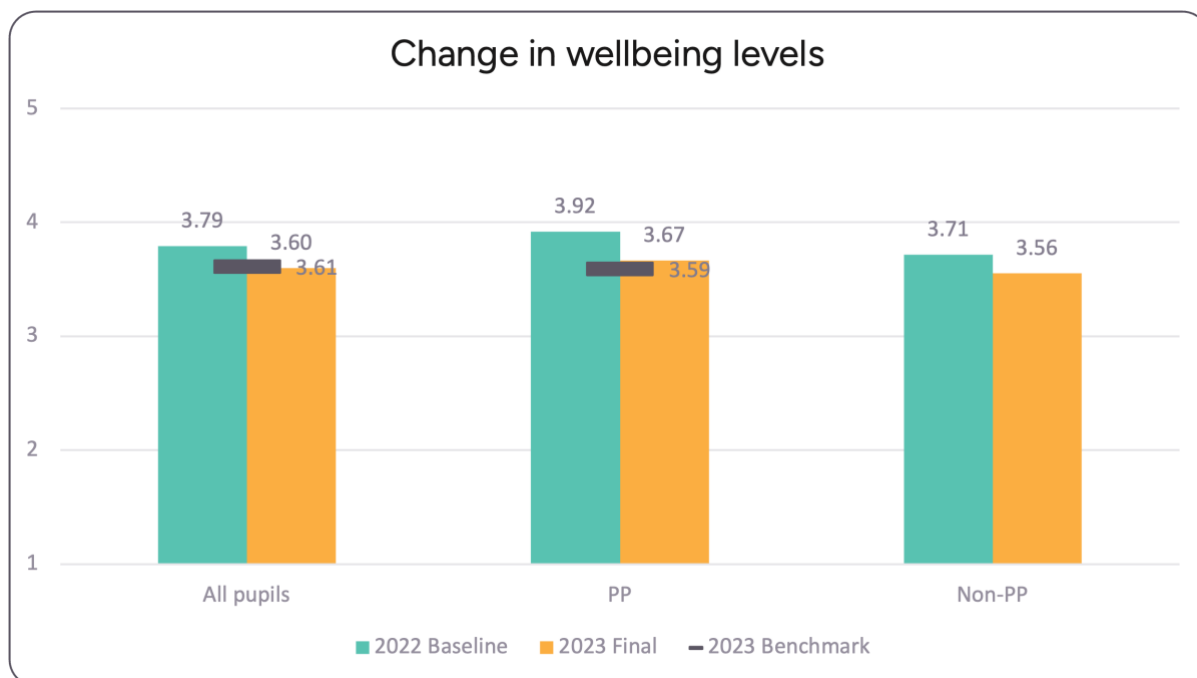


Figure 69: All matched pupils ( $n=90$ ), all matched PP ( $n=35$ ), all matched non-PP ( $n=55$ ). Please note that we do not have a benchmark for non-PP pupils.

Average self-efficacy scores also decreased, by 7 percentage points overall. This change was statistically significant ( $p=0.01$ ,  $n=90$ ). Non-PP pupils saw the largest decrease of 8 percentage points, whilst PP pupil scores decreased by 6 percentage points.

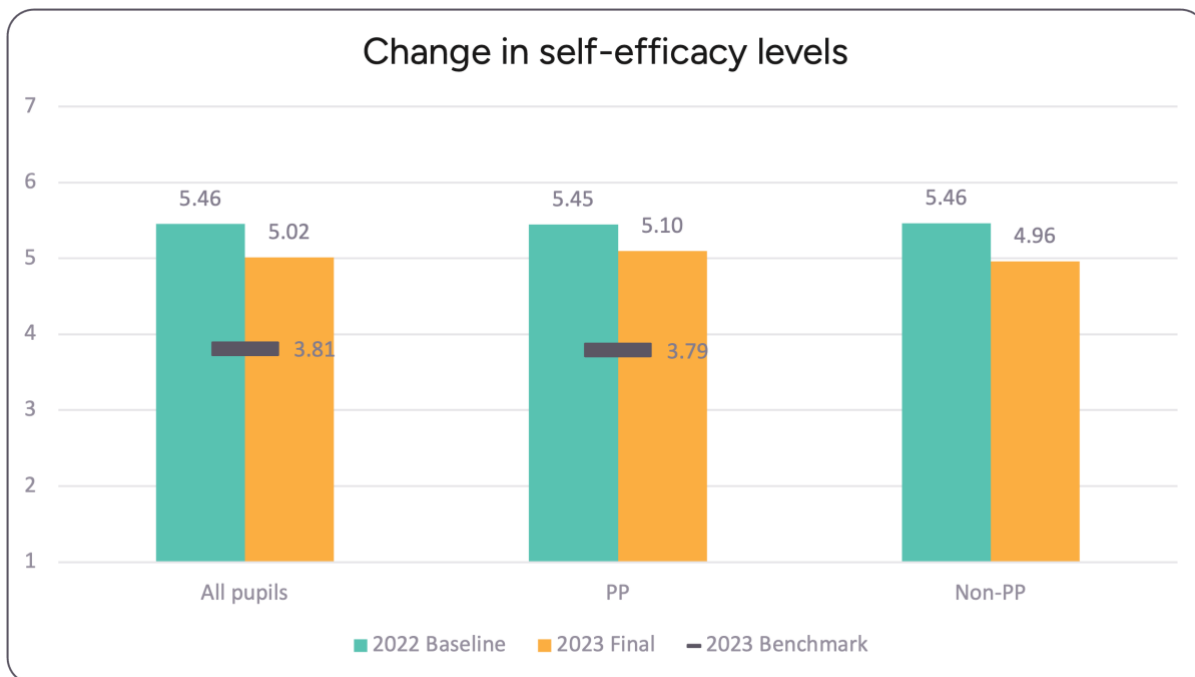


Figure 70: All matched pupils (n=90), all matched PP (n=35), all matched non-PP (n=55). Please note that we do not have a benchmark for non-PP pupils.

Following a similar trend, metacognition scores decreased overall by 10 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=90$ ).

Again, non-PP pupils saw a greater decline in their average scores compared to PP pupils, their average scores decreasing by 12 percentage points compared to 8.

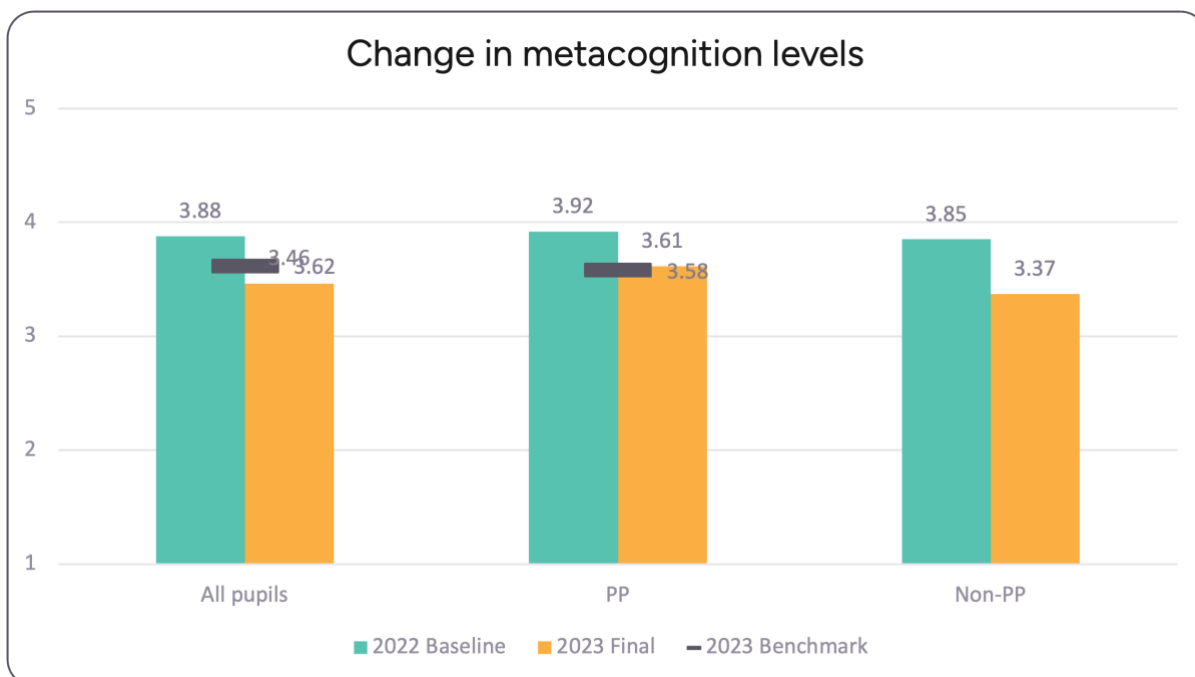


Figure 71: All matched pupils (n=90), all matched PP (n=35), all matched non-PP (n=55). Please note that we do not have a benchmark for non-PP pupils.

Figure 72 below shows the percentage point change between 2022 and 2023 of PP and non-PP pupils. We can see that the non-cognitive outcomes of pupils at St Keyna worsened over the two years. However, on a more positive note, we find that in four out of the five measures, PP pupils experienced less of a decline than non-PP pupils, suggesting that targeted interventions are lessening negative external forces (i.e., those caused by COVID-19) for this particularly vulnerable group.

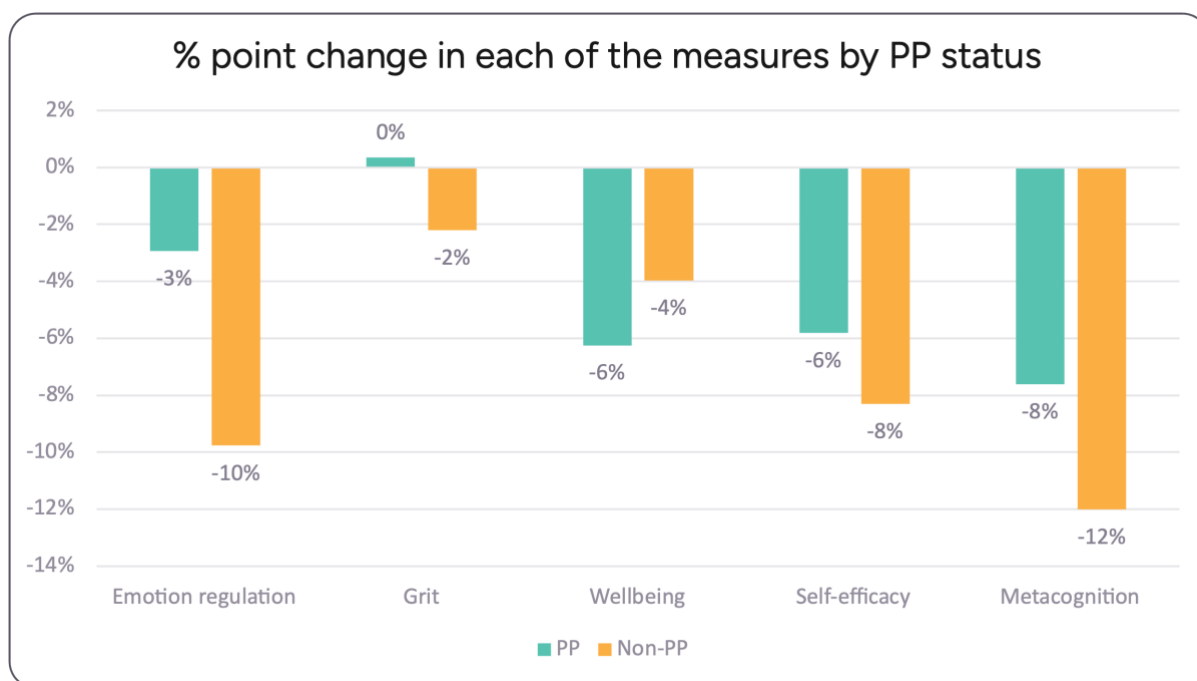


Figure 72: All matched pupils (n=90), all matched PP (n=35), all matched non-PP (n=55).

## Attendance

**Key finding: Attendance levels for PP pupils in KS2 remain below the national FSM attendance benchmark, while that for non-PP pupils has remained just below the non-FSM national benchmark. Although PP pupils remain below their peers in attendance scores, this gap significantly shrunk for KS2 pupils in 2022/23 by 1 percentage point.**

Average attendance rates over the past two years have remained more or less in line with the national average for non-PP pupils. However, pupils eligible for Pupil Premium have on average had a notably lower attendance rate than the average FSM benchmark, particularly for KS2 pupils. As can be seen in Figure 73 below, KS1 pupils have remained just below the national average attendance rate of their FSM peers. However, KS2 pupils have shown considerably lower average attendance rate compared to their non-PP pupils as well as the national benchmarks. It must be noted however that **this gap shrunk by a statistically significant 1.30 percentage points ( $p < 0.05$ )**, from being 6.76 percentage points behind their peers in 2021/22 to 5.47 percentage points behind their peers in 2022/23.



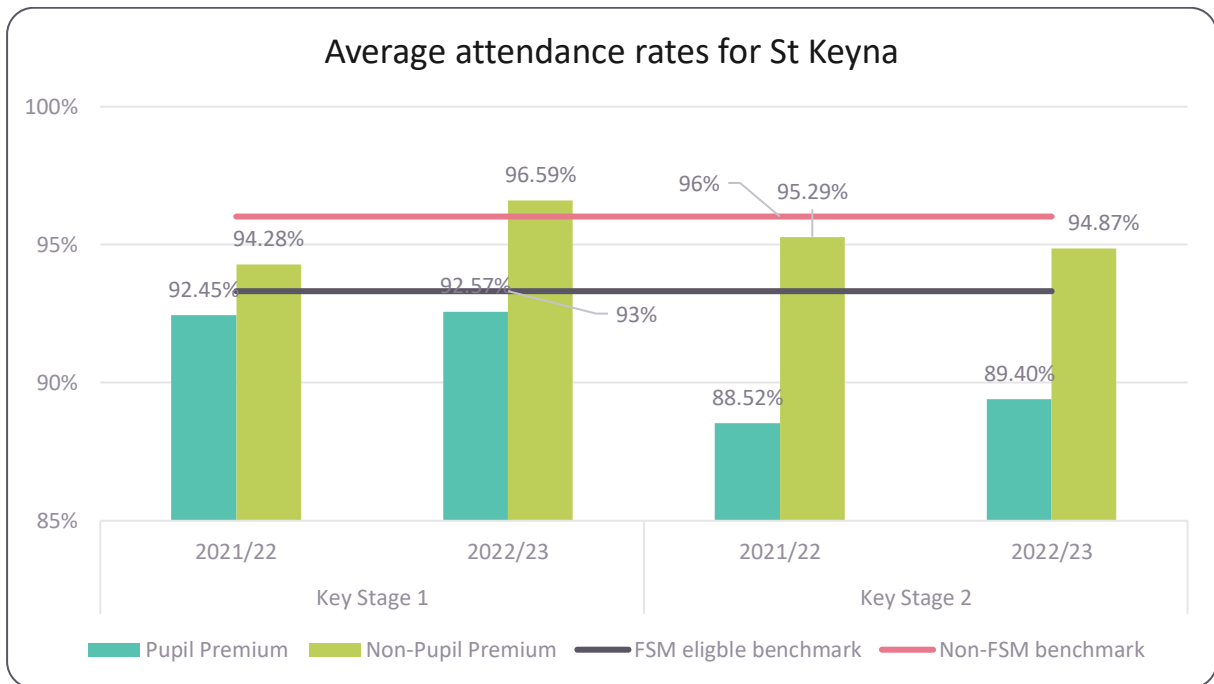


Figure 73: Average attendance rates for St Keyna Primary over 2021/22 and 2022/23 academic years.

## Free School Meals

From January to July, St John’s Foundation Fund funded £20,810.40 additional free warm lunches across 8,004 meals to 65 pupils who had not been eligible for FSMs at St Keyna’s Primary School.

The graph below shows that 29.06% of pupils at St Keyna’s were already eligible for government funded FSM and that St John’s was able to fund free warm lunches for another 24.53% of pupils. It also shows the percentage of children at the school who were not recipients of any form of free school meal, labelled ‘Not impacted’.

Percentage breakdown of FSM pupils, SJF FSM pupils, and pupils not impacted at St. Keyna's Primary School

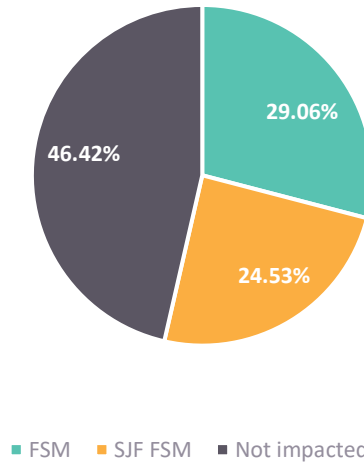


Figure 74: A percentage breakdown of pupils at St. Keyna's Primary who received Government Funded FSMs, those who received S. John's Foundation free school meals, and those who did not receive any form of free school meals from January 2023 – July August 2023. All pupils n = 265. FSM pupils n = 77. SJF FSM n = 65. Not impacted pupils n = 123.

Through St John's funding of additional free school meals, the number of pupils accessing warm lunches at St Keyna increased by 84.41% which is almost doubling the number of pupils in receipt of a warm lunch.

The graph below illustrates that since St John's started to fund additional free school meals at St. Keyna's, there had been a steady uptake throughout, with May being the month with the highest uptake and impact.

# St Michael's Junior Church School

## Key Stage 2 Attainment outcomes

**Key finding: St Michael's saw a 2 percentage point decrease in the proportion of pupils achieving ARE in their KS2 reading SATs. The proportion of PP pupils achieving ARE stayed the same and the attainment gap decreased by 6 percentage points.**

In KS2 reading between 2022 and 2023, St Michael's saw a slight decrease of 2 percentage points in the percentage of pupils achieving ARE. Figure 75 below shows that in 2022, 39% of pupils achieved ARE, whilst in 2023, 37% of pupils achieved ARE. This change was not statistically significant ( $p=0.88$ ,  $n=77$ ).

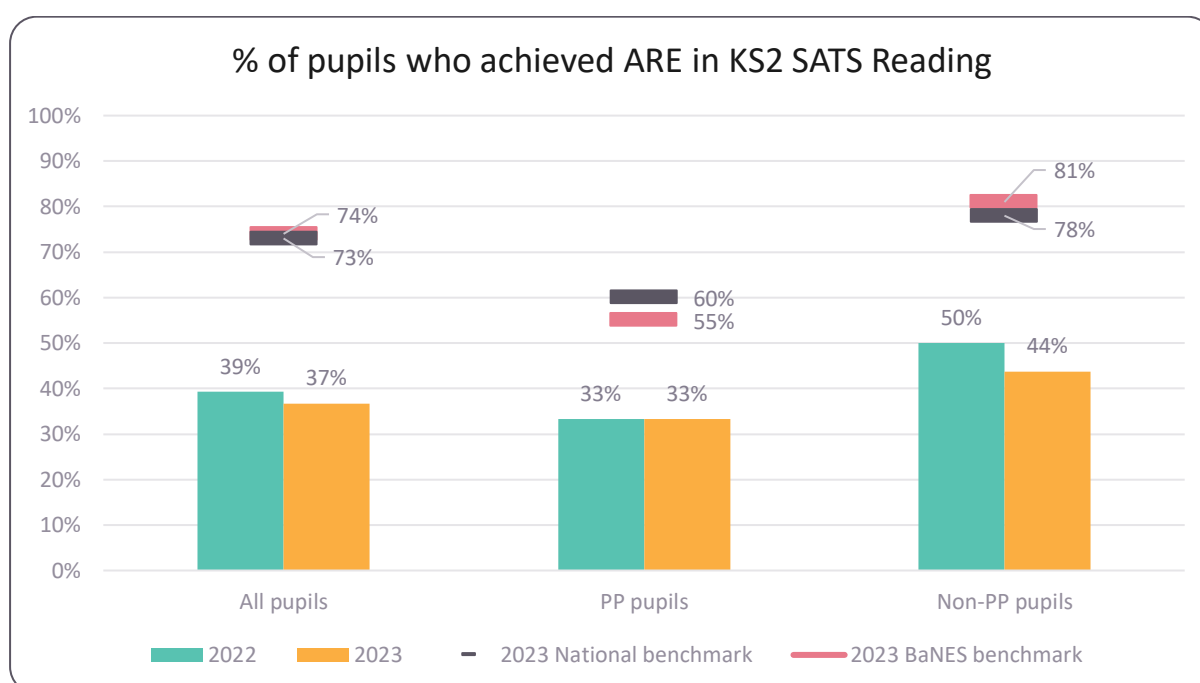


Figure 75: 2022: All pupils (n=28), PP (n=18), non-PP (n=10). 2023: All pupils (n=49), PP (n=33), non-PP (n=16).

Results also show that the attainment gap in KS2 reading decreased by 6 percentage points, from +17 percent in 2022 to +11 percent in 2023.

**Key finding: St Michael's saw a 3 percentage point increase in the proportion of pupils achieving ARE in their KS2 maths SATs. The proportion of PP pupils achieving ARE increased by 1 percentage point and the attainment gap increased by 9 percentage points.**

In KS2 Maths, between 2022 and 2023 St Michael's saw an increase of 3 percentage points in the percentage of pupils achieving ARE. In Figure 76 below, we see that in 2022, 21% of pupils achieved ARE, whilst in 2023, 24% of pupils achieved ARE. This change was not statistically significant ( $p=0.73$ ,  $n=77$ ).

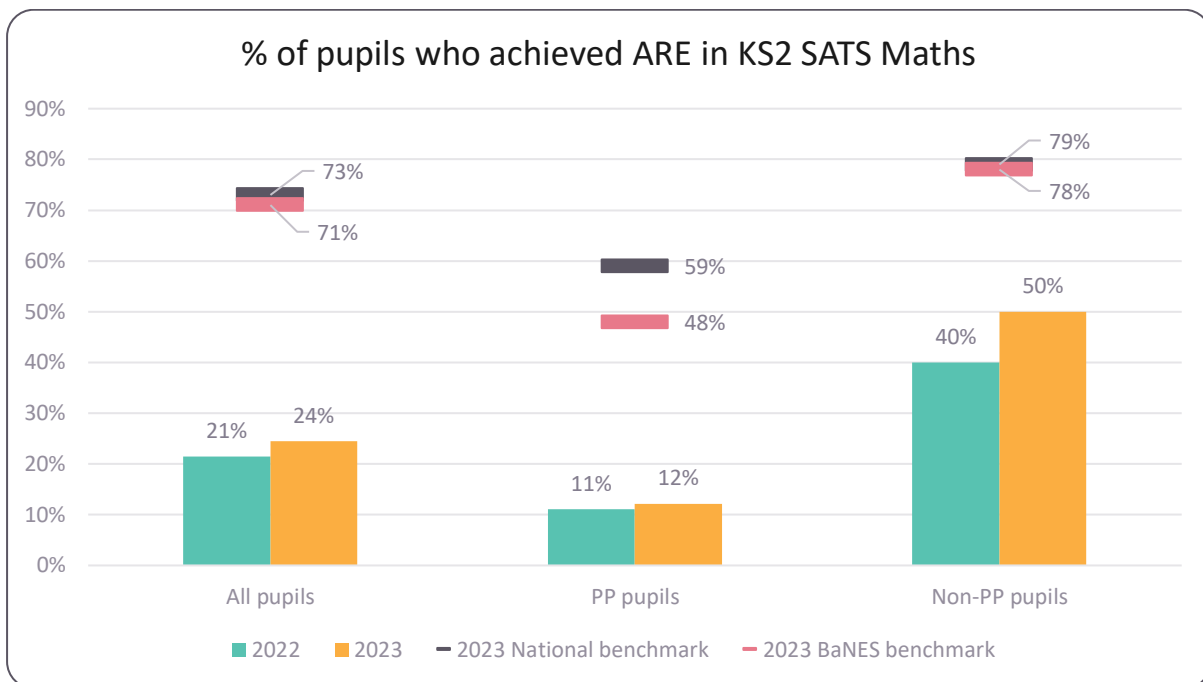


Figure 76: 2022: All pupils (n=28), PP (n=18), non-PP (n=10). 2023: All pupils (n=49), PP (n=33), non-PP (n=16).

Between 2022 and 2023, the attainment gap in KS2 maths at St Michael’s increased by 9 percentage points, from +29 percentage points in 2022 to +38 percentage points in 2023.

## Key Stage 2 non-cognitive outcomes

**Key finding: The non-cognitive outcomes of pupils at St Michael’s decreased on average by 10 percentage points. PP pupils experienced an average 10 percentage point decrease, whilst non-PP pupils experienced an average 12 percentage point decrease.**

Between 2022 and 2023, the average emotion regulation levels of KS2 pupils at St Michael’s fell by 10 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=90$ ).

As seen in Figure 77 below, PP pupils experienced a decrease of 18 percentage points, whilst non-PP pupils saw a decrease of 17 percentage points.

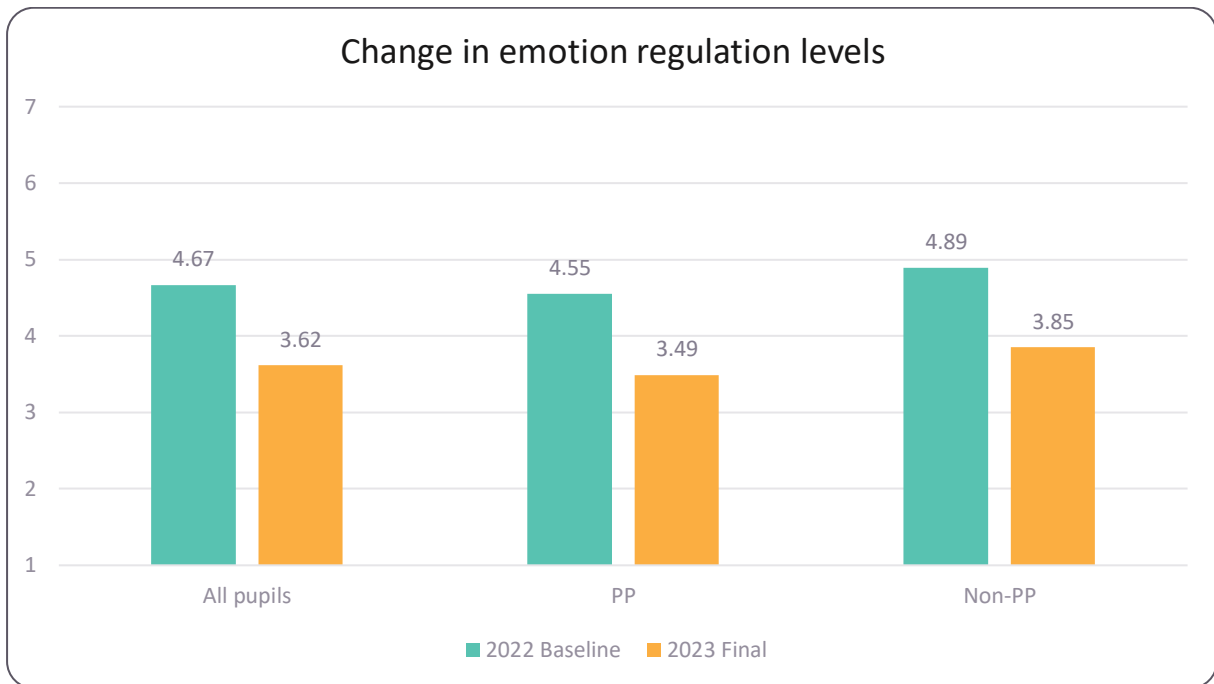


Figure 77: All matched pupils (n=90), all matched PP (n=59), all matched non-PP (n=31). Since emotion regulation is a measure specific to this evaluation only, we do not have a national benchmark.

Average grit scores of pupils at St Michael’s decreased by 3 percentage points. This change was not statistically significant ( $p=0.16$ ,  $n=90$ ). PP pupils’ grit levels remained the same, whilst non-PP pupils saw a decrease of 9 percentage points.

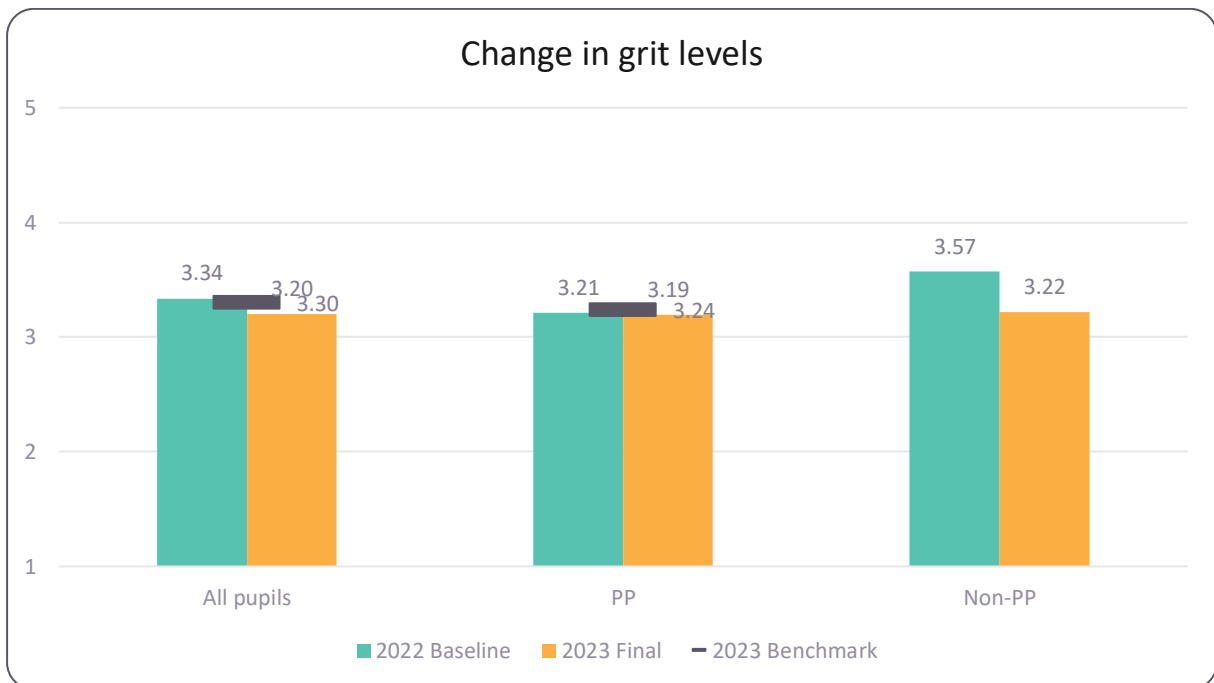


Figure 78: All matched pupils (n=90), all matched PP (n=59), all matched non-PP (n=31). Please note that we do not have a benchmark for non-PP pupils.

Wellbeing scores of pupils at St Michael’s decreased on average by 11 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=89$ ). Non-PP pupils saw the largest decrease of 10 percentage points, whilst PP pupil scores decreased by 10 percentage points.

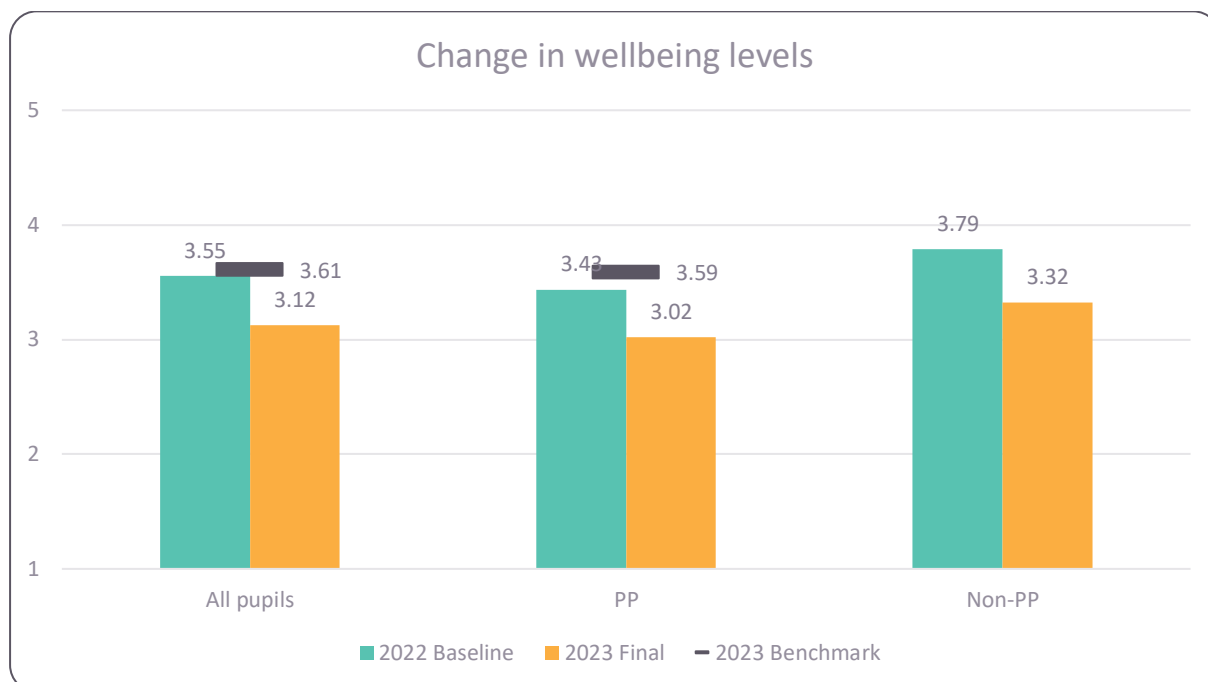


Figure 79: All matched pupils ( $n=89$ ), all matched PP ( $n=59$ ), all matched non-PP ( $n=30$ ). Please note that we do not have a benchmark for non-PP pupils.

Average self-efficacy scores decreased by 10 percentage points overall. This change was statistically significant ( $p=0.01$ ,  $n=89$ ). Non-PP pupils saw a decrease of 11 percentage points, whilst PP pupil scores decreased by 10 percentage points.

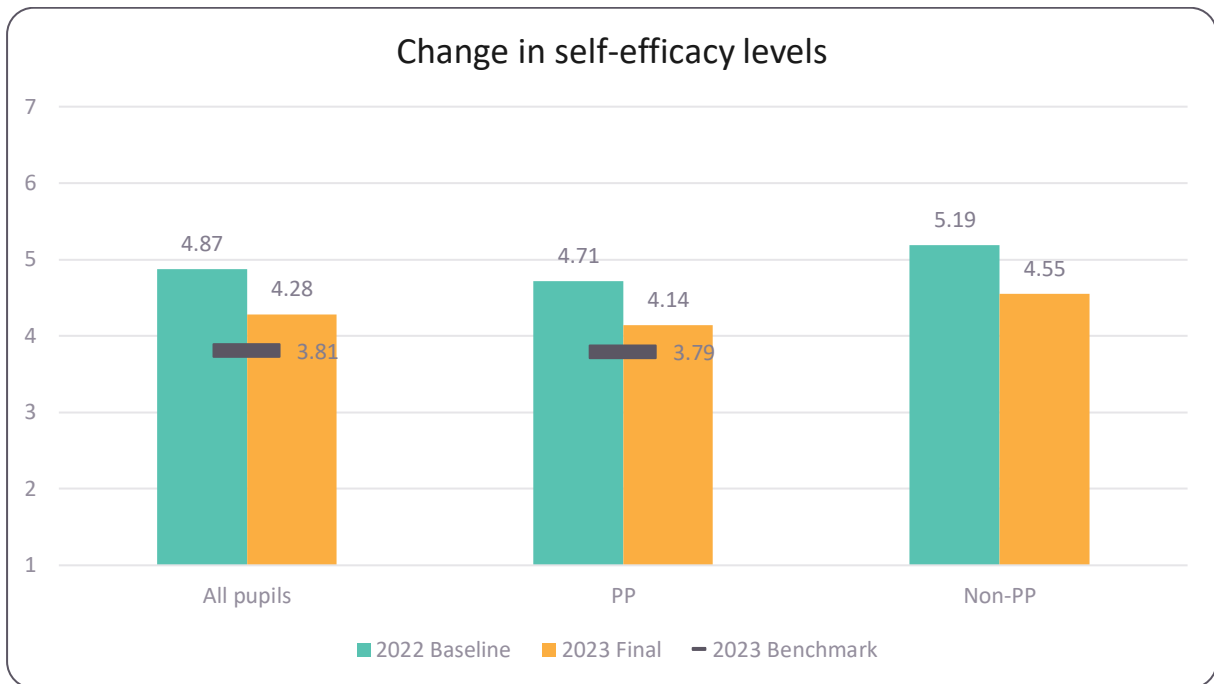


Figure 80: All matched pupils (n=89), all matched PP (n=59), all matched non-PP (n=30). Please note that we do not have a benchmark for non-PP pupils.

Following a similar trend, metacognition scores decreased overall by 11 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=87$ ). PP and non-PP pupils' scores both decreased by 11 percentage points.

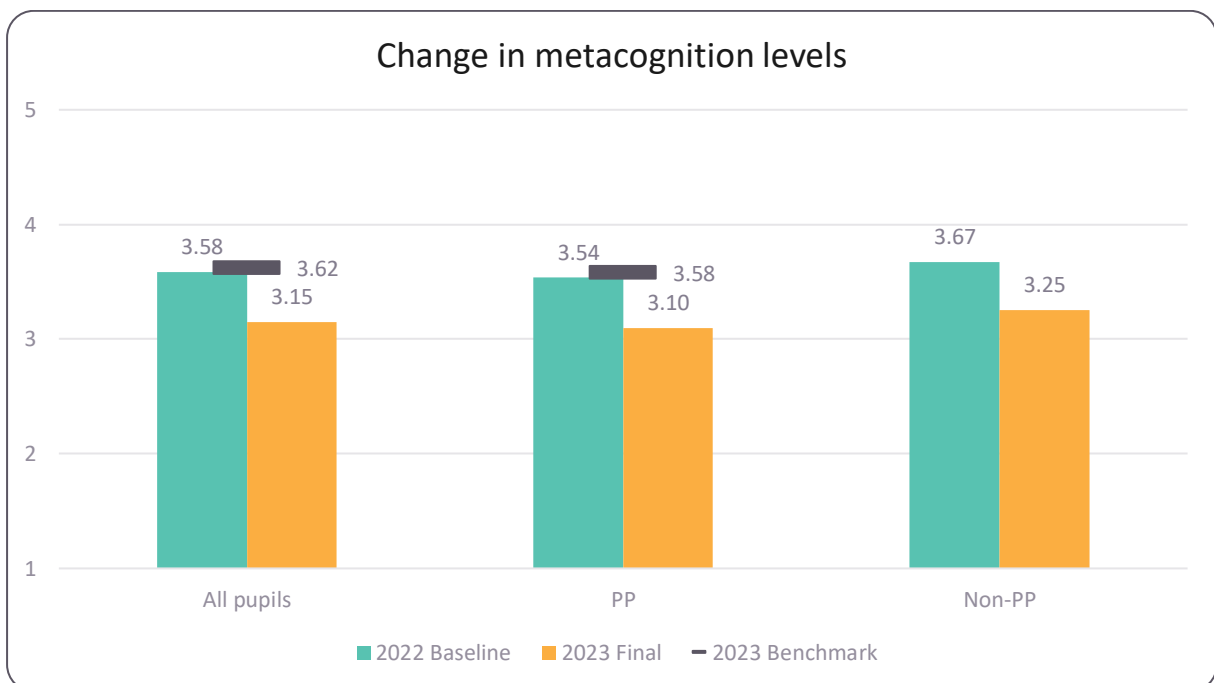


Figure 81: All matched pupils (n=87), all matched PP (n=57), all matched non-PP (n=30). Please note that we do not have a benchmark for non-PP pupils.

Figure 82 below shows the percentage point change between 2022 and 2023 of PP and non-PP pupils. We can see that the non-cognitive outcomes of pupils at St Michael’s got worse over the two years across all measures. In three of the five measures, grit, wellbeing and self-efficacy, PP pupils experienced less of a decline than non-PP pupils, suggesting that targeted interventions may be lessening negative external forces (i.e., those caused by COVID-19) for this particularly vulnerable group to some extent.

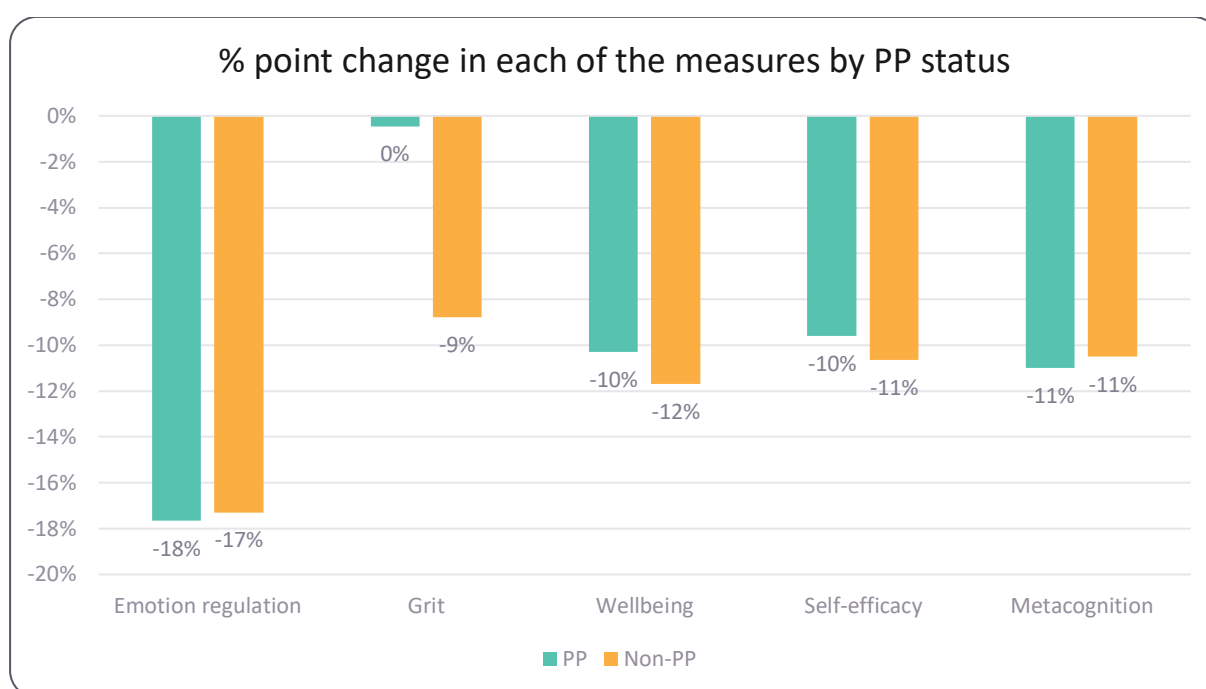


Figure 82: All matched pupils (n=87), all matched PP (n=57), all matched non-PP (n=30).

## Attendance

**Key finding: Attendance rates for non-PP pupils have gradually improved, nearing the national average for non-FSM pupils, while the attendance gap between PP and non-PP pupils widened significantly by 1.57 percentage points.**

Over the course of the last two years, we can see that average attendance rates for pupils attending St Michael’s primary has slowly been increasing for non-PP pupils. Though this group is nevertheless still slightly below the national average for non-FSM pupils, the difference has been closing, where in 2022/23 they are only 0.79 percentage points below the benchmark, compared to 2.25 percentage points in 2021/22. For PP pupils, the picture is slightly different however, where we can see that the gap between PP and non-PP pupils has grown slightly over the two years.



While in 2021/22 PP pupils were 3.68 percentage points behind their non-PP peers, in 2022/23 PP pupils were 5.25 percentage points behind their peers. Both differences are statistically significant, indicating that the differences were not due to chance. It is worth noting however, that St Michael's has a larger number of PP pupils (2021/22 n= 137; 2022/23 n=167) than non-PP pupils (2021/22 n=70, 2022/23 n=76), and that these sample sizes must therefore be kept in mind when interpreting the results.

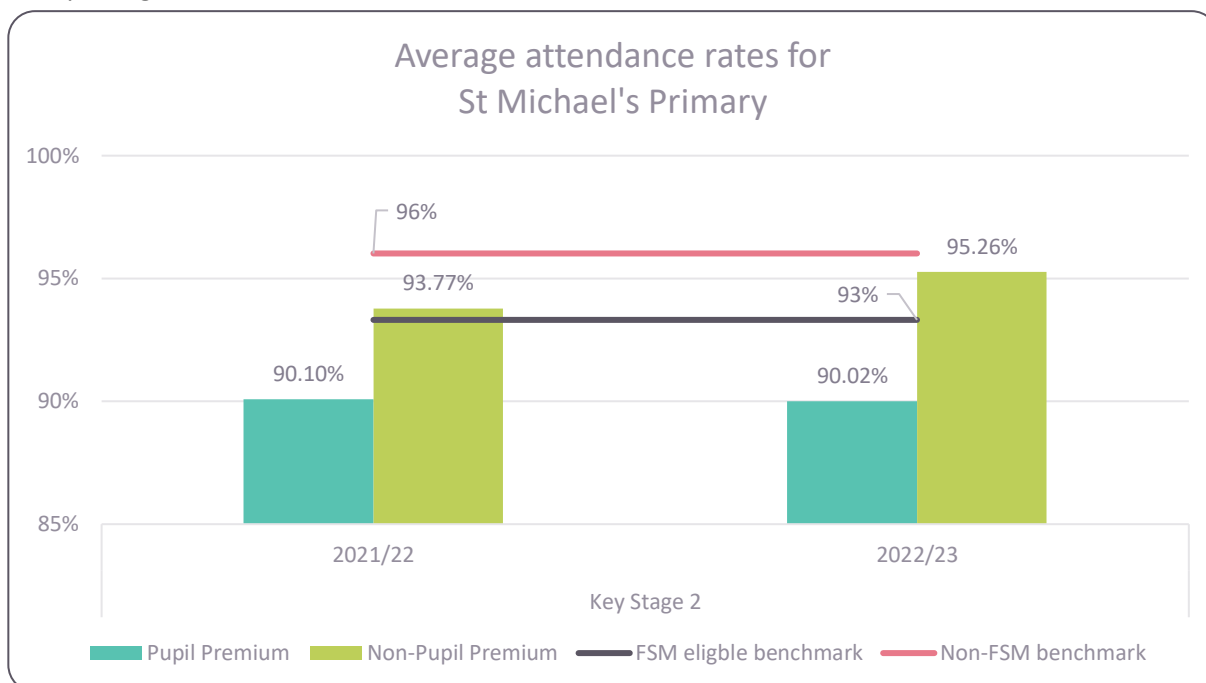


Figure 83: Average attendance rates for St Michael's Primary over 2021/22 and 2022/23 academic years.

## Free School Meals

From January to July, St John's awarded £7,185 to provide 2661 free school lunches to 36 pupils who had not been eligible for FSM at St Michael's.

The graph below shows that 71.03% of pupils at St Michael's were already eligible for FSM and that St John's was able to fund free warm lunches for another 24.83% of pupils. It also shows the percentage of children at the school who were not recipients of any form of free school meal, labelled 'Not impacted'.

Percentage breakdown of FSM pupils, SJF FSM pupils, and pupils not impacted at St. Michael's

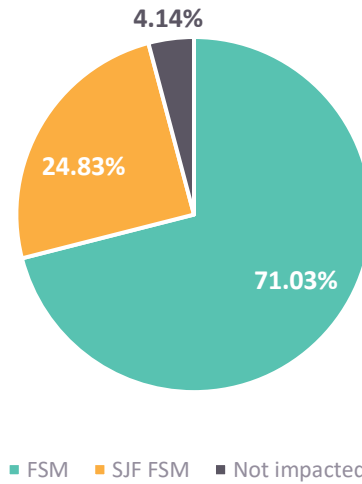


Figure 84: A percentage breakdown of pupils at St Michael's who received Government Funded FSMs, those who received St John's Foundation free school meals, and those who did not receive any form of free school meals from January 2023 – July August 2023. All pupils n = 145. FSM pupils n = 103. SJF FSM n = 36. Not impacted pupils n = 6.

Through St John's funding of additional free school meals, the number of pupils accessing warm lunches at St Michael's increased by 34.95%. The graph below illustrates that since St John's started to fund additional free school meals at St. Michael's, the average daily uptake has fluctuated slightly but remained at an overall consistent level.

Number of FSMs funded by SJF across at St. Michael's on the average school day in a particular month

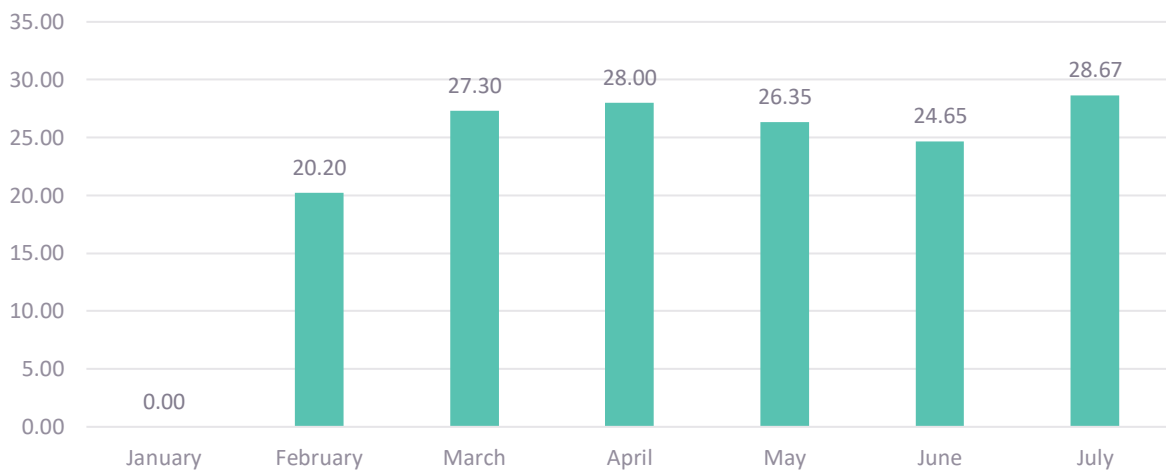


Figure 85: The average number of free school meals funded by S. John's foundation at St Michael's on the average day in each month from January 2023 to July 2023. January 2023 – July 2023 n = 2661.

# St Mary's CofE Primary School

## Key Stage 1 Attainment outcomes

**Key finding: St Mary's saw a 15 percentage point increase in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE increased by 16 percentage points and the attainment gap decreased by 1 percentage point.**

Between 2022 and 2023, St Mary's saw an increase of 15 percentage points in the percentage of pupils achieving ARE in the end-of-year one phonics assessment. As seen in Figure 86 below, whilst 2022 scores were low, 2023 levels were high; in 2022, 67% of pupils achieved ARE, whilst in 2023, 82% of pupils achieved ARE. This change was not statistically significant ( $p=0.17$ ,  $n=32$ ).

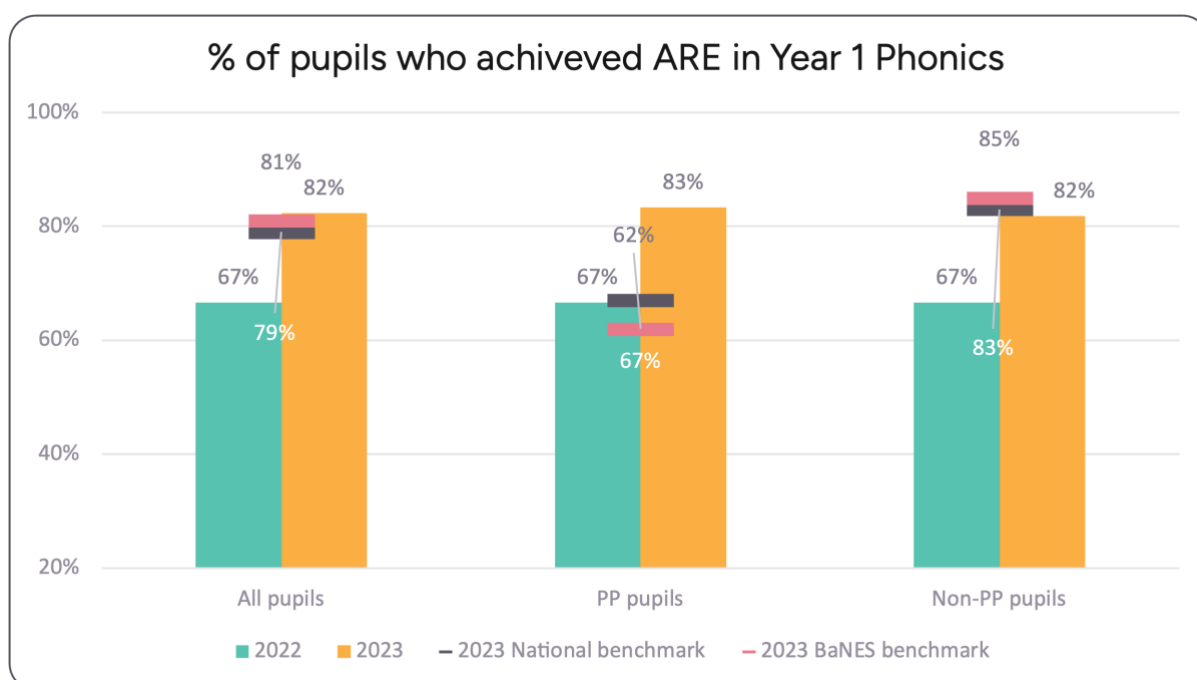


Figure 86: 2022: All pupils ( $n=15$ ), PP ( $n=6$ ), non-PP ( $n=9$ ). 2023: All pupils ( $n=17$ ), PP ( $n=6$ ), non-PP ( $n=11$ ). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

The overall results of PP and non-PP in 2022 and 2023 was remarkably similar. As we can see from Figure 86 above, the proportion of PP pupils achieving ARE rose from 76% to 83%, whilst the proportion of non-PP pupils achieving ARE rose from 67% to 82%. This means that the attainment gap was 0 in 2022, and just -1 percentage point in 2023. We can see that results of non-PP pupils are now in line with national levels, whilst results of PP pupils are well above.

In KS1 SATS, the picture is less positive, as the outcomes of pupils decreased and remain well below national levels.

**Key finding: St Mary's saw a 17 percentage point decrease in the proportion of pupils achieving ARE in their KS1 reading SATS. The proportion of PP pupils**

**achieving ARE decreased by 8 percentage points and the attainment gap decreased by 9 percentage points.**

In reading, between 2022 and 2023, the proportion of pupils achieving ARE decreased by 17 percentage points, rising from 50% in 2022 to 33% in 2023. This change was not statistically significant ( $p=0.38$ ,  $n=38$ ).

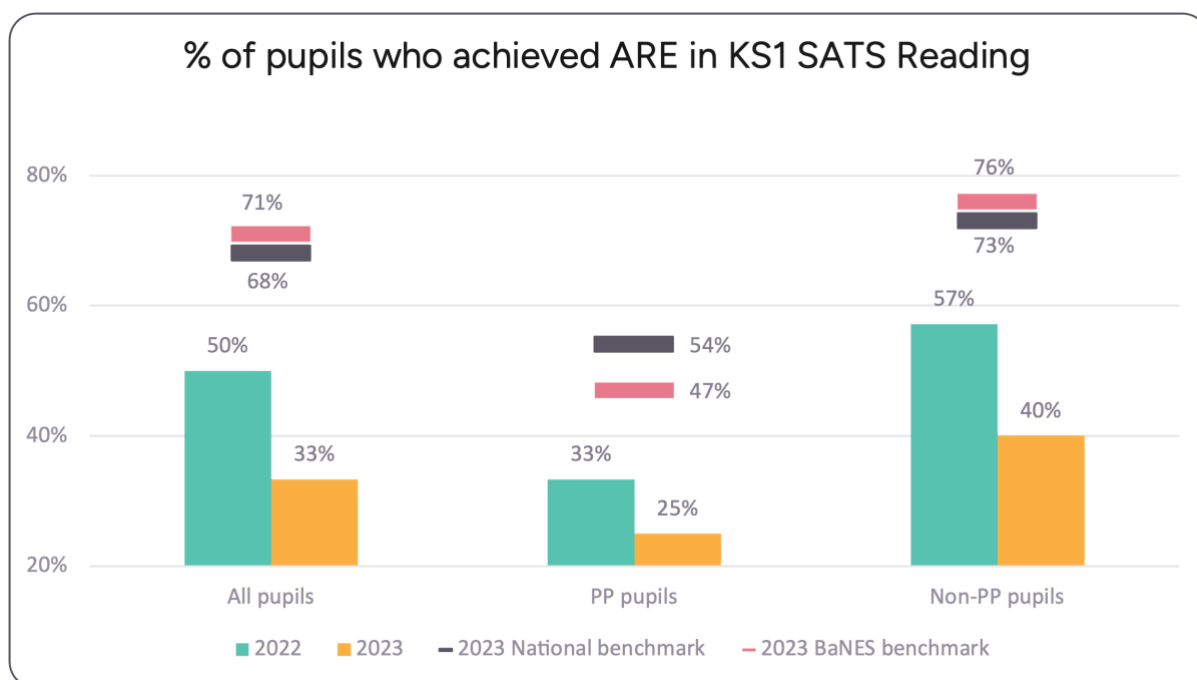


Figure 87: 2022: All pupils ( $n=20$ ), PP ( $n=6$ ), non-PP ( $n=14$ ). 2023: All pupils ( $n=18$ ), PP ( $n=8$ ), non-PP ( $n=10$ ). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

On the positive side, the attainment gap in KS1 reading decreased by 9 percentage points, from +24 in 2022 to +15 in 2023.

**Key finding: St Mary’s saw a 26 percentage point decrease in the proportion of pupils achieving ARE in their KS1 maths SATs. The proportion of PP pupils achieving ARE decreased by 25 percentage points and the attainment gap increased by 4 percentage points.**

Outcomes in KS1 maths were very similar. Between 2022 and 2023, the proportion of pupils achieving ARE decreased by just 26 percentage points, from 65% in 2022 to 39% in 2023. This change was not statistically significant ( $p=0.56$ ,  $n=38$ ).

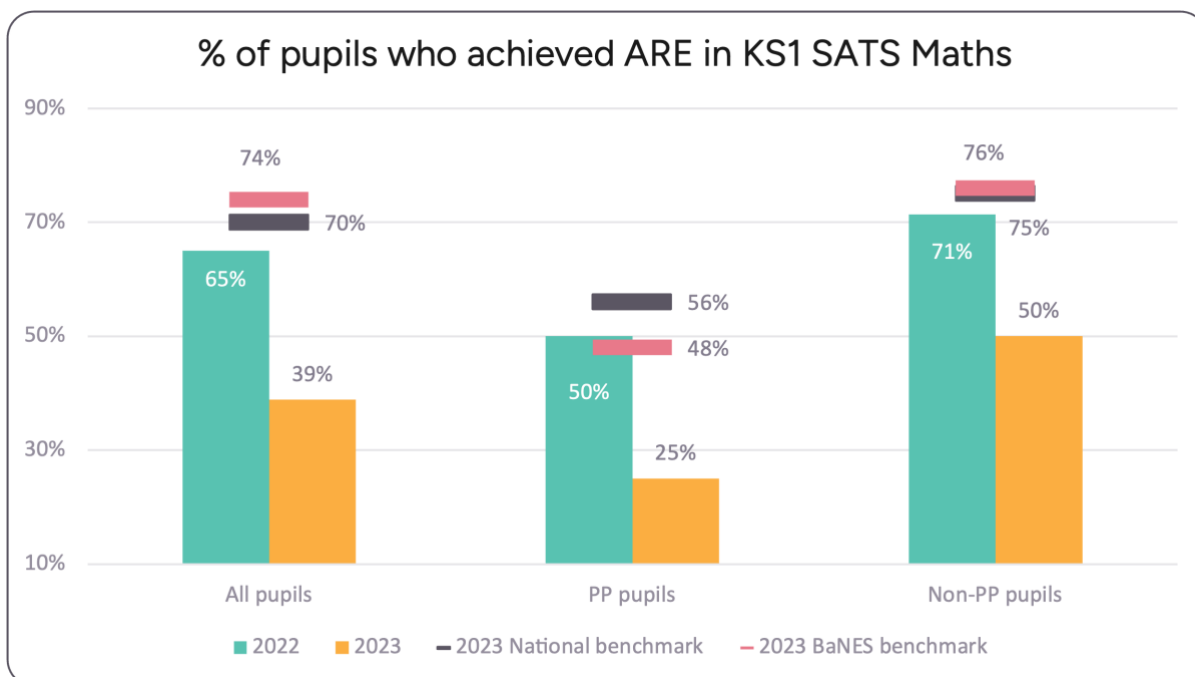


Figure 88: 2022: All pupils (n=20), PP (n=6), non-PP (n=14). 2023: All pupils (n=18), PP (n=8), non-PP (n=10). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils. This benchmark will be updated when the PP data is released in February 2024.

Unlike KS1 reading, the attainment gap in maths increased, but only slightly (4 percentage points). We can see from Figure 88 above that the gap between PP and non-PP achieving ARE in maths in 2022 was +21 percentage points, whilst in 2023, it was + 25 percentage points.

Whilst changes in the phonics outcomes of pupils at St Mary’s are very positive, the low proportion of pupils achieving ARE in their KS1 SATs is worrying.

## Key Stage 2 Attainment outcomes

KS2 results look very similar; we see a fall in results between 2022 and 2023, and the school is performing a long way below the national average.

**Key finding: St Mary’s saw a 5 percentage point increase in the proportion of pupils achieving ARE in their KS2 reading SATs. The proportion of PP pupils achieving ARE increased by 50 percentage points, and the attainment gap decreased by 77 percentage points.**

In reading between 2022 and 2023, St Mary’s saw a decrease of 30 percentage points in the percentage of pupils achieving ARE. Figure 89 below shows that in 2022, 63% of pupils achieved ARE, whilst in 2023, 33% of pupils achieved ARE. This change was not statistically significant ( $p=0.99$ ,  $n=37$ ).

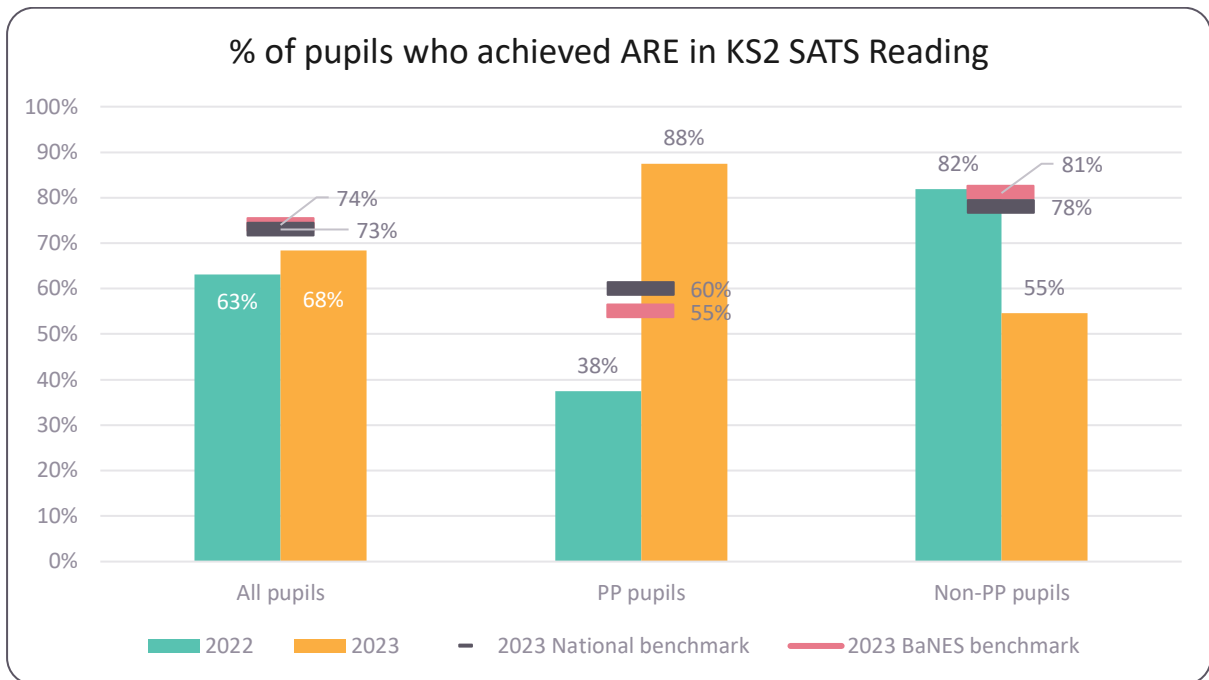


Figure 89: 2022: All pupils (n=19), PP (n=8), non-PP (n=11). 2023: All pupils (n=18), PP (n=8), non-PP (n=10).

Results show that the attainment gap in KS2 reading decreased by 77 percentage points, from +44 percent in 2022 to -33 percent in 2023.

**Key finding: St Mary’s saw a 16 percentage point decrease in the proportion of pupils achieving ARE in their KS2 maths SATs. The proportion of PP pupils achieving ARE remained the same and the attainment gap decreased by 27 percentage points.**

In KS2 Maths, between 2022 and 2023 St Mary’s saw a decrease of 16 percentage points in the percentage of pupils achieving ARE. In Figure 90 below, we see that in 2022, 63% of pupils achieved ARE, whilst in 2023, 47% of pupils achieved ARE. This change was not statistically significant ( $p=0.11$ ,  $n=37$ ).

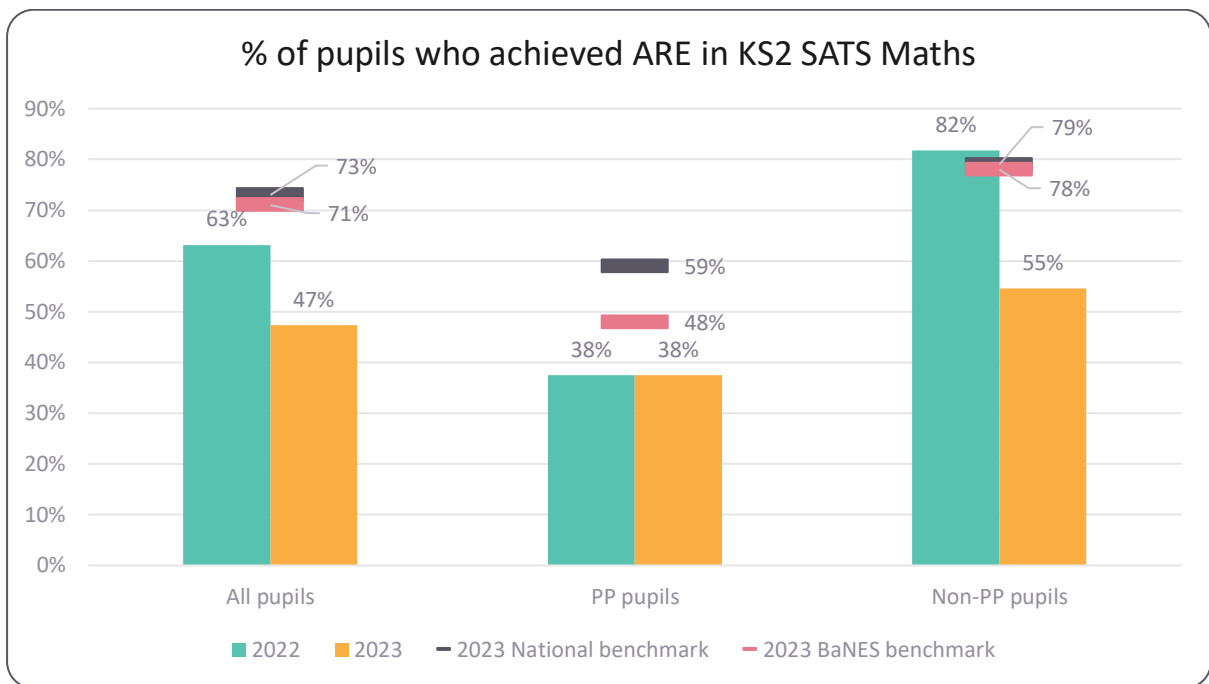


Figure 90: All pupils (n=19), PP (n=8), non-PP (n=11). 2023: All pupils (n=18), PP (n=8), non-PP (n=10).

Between 2022 and 2023, the attainment gap in KS2 maths at St Mary’s decreased by 27 percentage points, from +44 percentage points in 2022 to +17 percentage points in 2023.

Whilst the school has been successful in reducing the attainment gap at KS2, the fall in the proportion of pupils achieving ARE between 2022 and 2023 is concerning.

### Key Stage 2 non-cognitive outcomes

Some positive changes were observed in the non-cognitive outcomes of pupils at St Mary’s.

**Key finding: The non-cognitive outcomes of pupils at St Mary’s remained relatively stable, decreasing on average by just 2 percentage points. PP pupils’ outcomes remained the same, whilst non-PP pupils experienced an average 3 percentage point decrease.**

Between 2022 and 2023, the average emotion regulation levels of KS2 pupils at St Mary’s stayed the same. Unsurprisingly, this was not statistically significant ( $p=0.97$ ,  $n=49$ ).

As seen in Figure 91 below, PP pupils experienced an increase of 3 percentage points, whilst non-PP pupils saw a decrease of 3 percentage points.

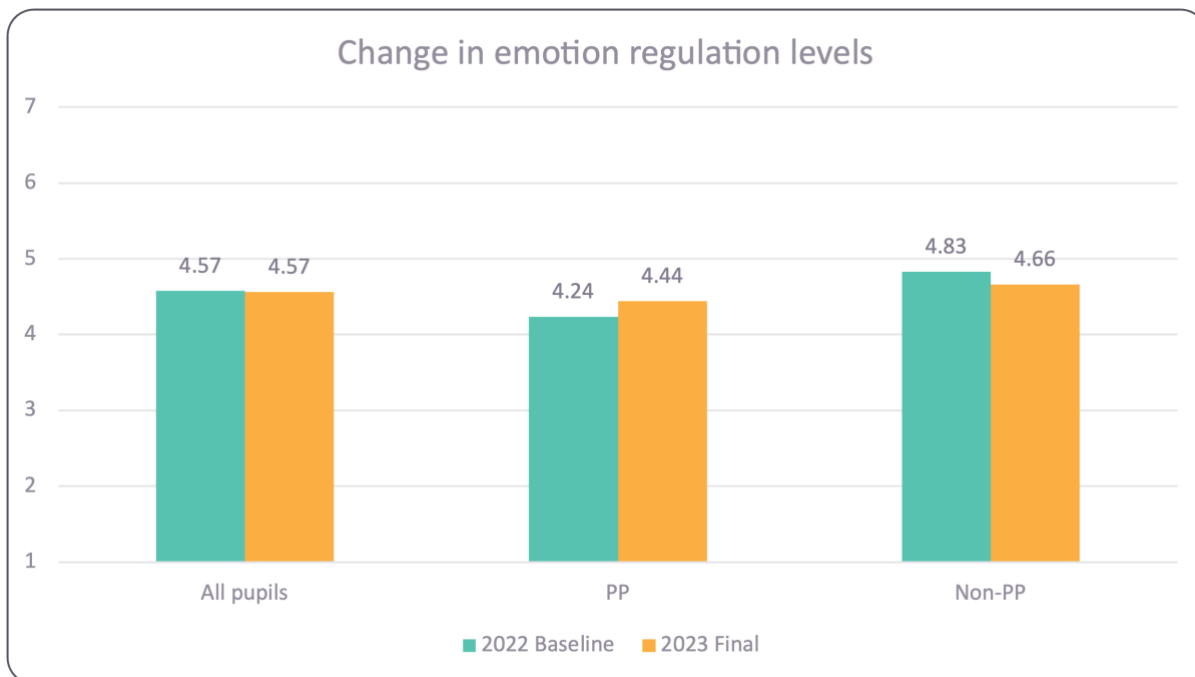


Figure 91: All matched pupils (n=49), all matched PP (n=21), all matched non-PP (n=28). Since emotion regulation is a measure specific to this evaluation only, we do not have a national benchmark.

Average grit scores of pupils at St Mary’s increased by 2 percentage points. This change was not statistically significant ( $p=0.48$ ,  $n=49$ ). PP pupils saw an increase in their grit levels of 5 percentage points, whilst non-PP pupils saw a decrease of 1 percentage point.

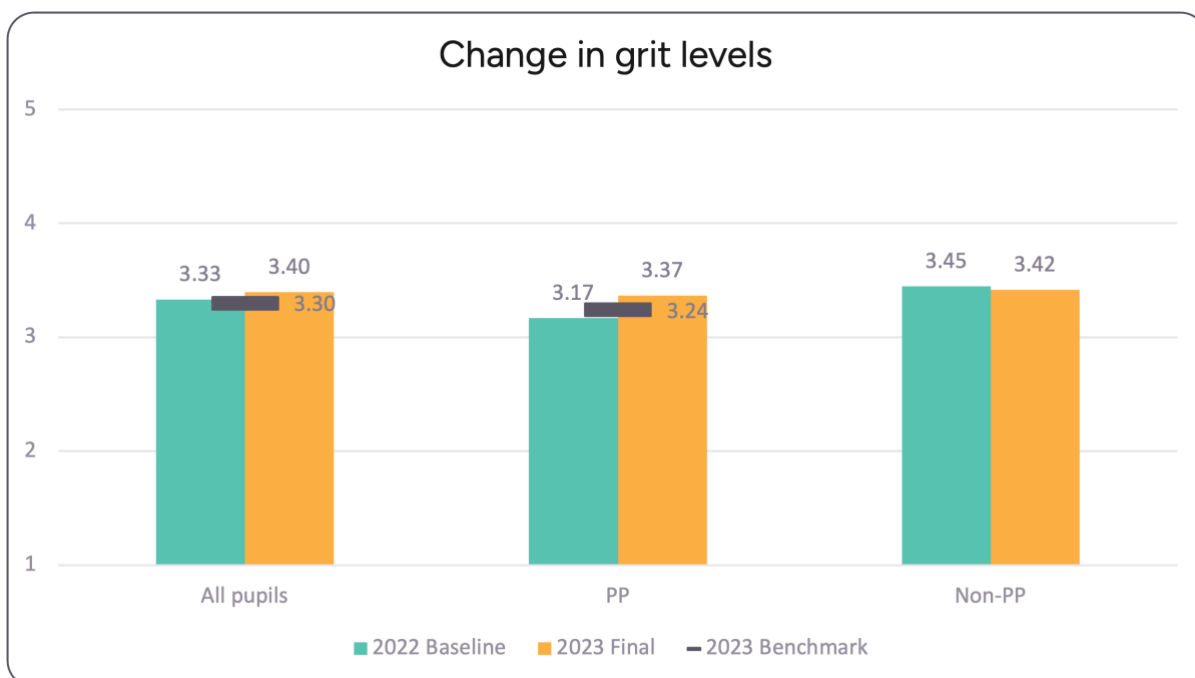


Figure 92: All matched pupils (n=49), all matched PP (n=21), all matched non-PP (n=28). Please note that we do not have a benchmark for non-PP pupils.



The average wellbeing levels of pupils at St Mary’s decreased by 4 percentage points. PP pupils saw the largest decrease of 5 percentage points, whilst non-PP pupil scores decreased by 4 percentage points. This change was not statistically significant ( $p=0.17$ ,  $n=49$ ).

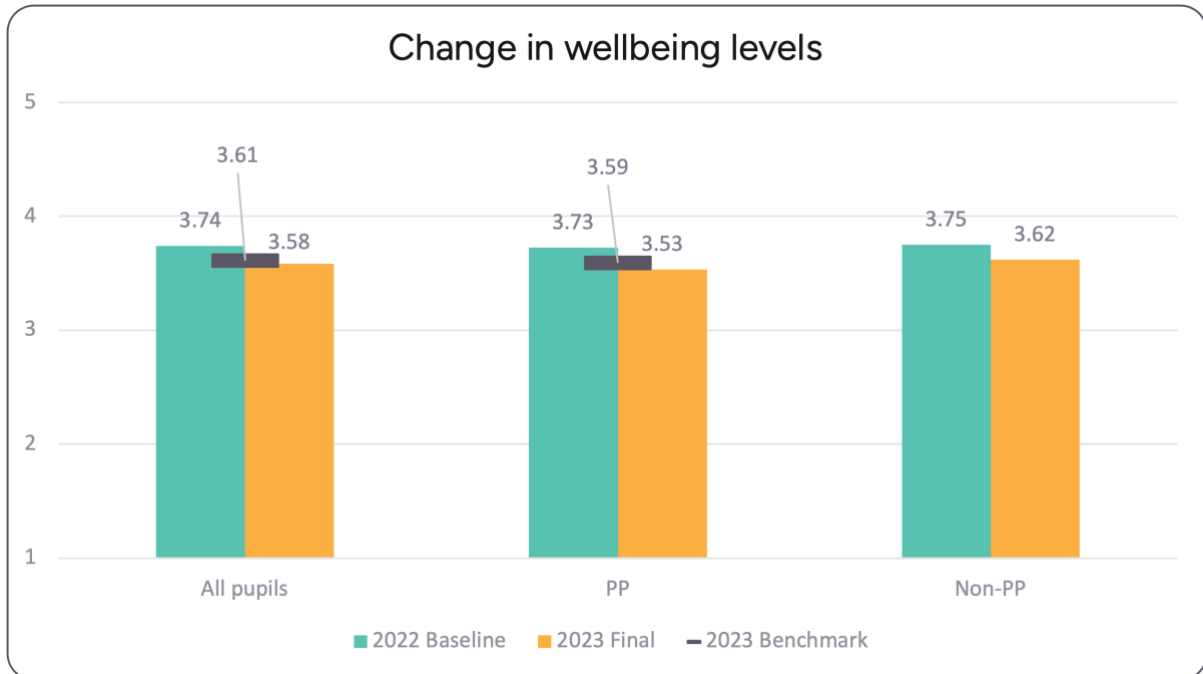


Figure 93: All matched pupils ( $n=49$ ), all matched PP ( $n=21$ ), all matched non-PP ( $n=28$ ). Please note that we do not have a benchmark for non-PP pupils.

Average self-efficacy scores also decreased; by 4 percentage points overall. Non-PP pupils saw the largest decrease of 5 percentage points, whilst PP pupil scores decreased by 4 percentage points. This change was not statistically significant ( $p=0.19$ ,  $n=49$ ).

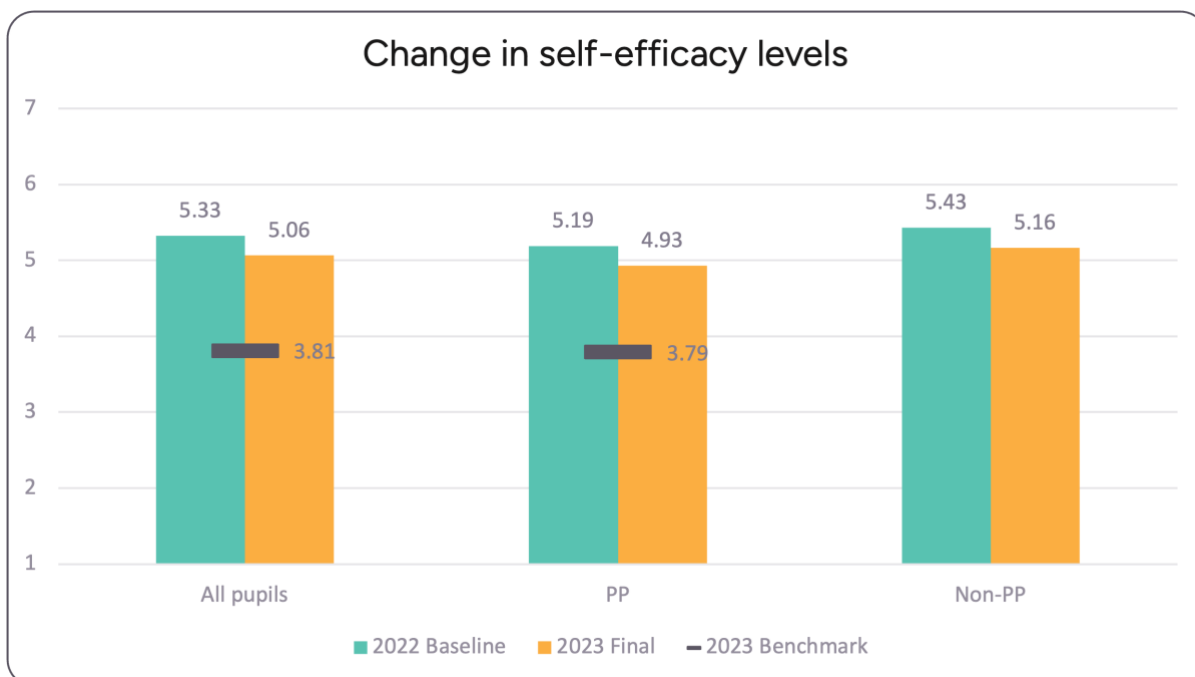


Figure 94: All matched pupils (n=49), all matched PP (n=21), all matched non-PP (n=28). Please note that we do not have a benchmark for non-PP pupils.

Metacognition levels of pupils at St Mary's decreased overall by just 1 percentage point. This change was not statistically significant ( $p=66$ ,  $n=48$ ). PP pupils' average scores increased by 1 percentage point. Conversely, non-PP pupils' average scores decreased by 3 percentage points.

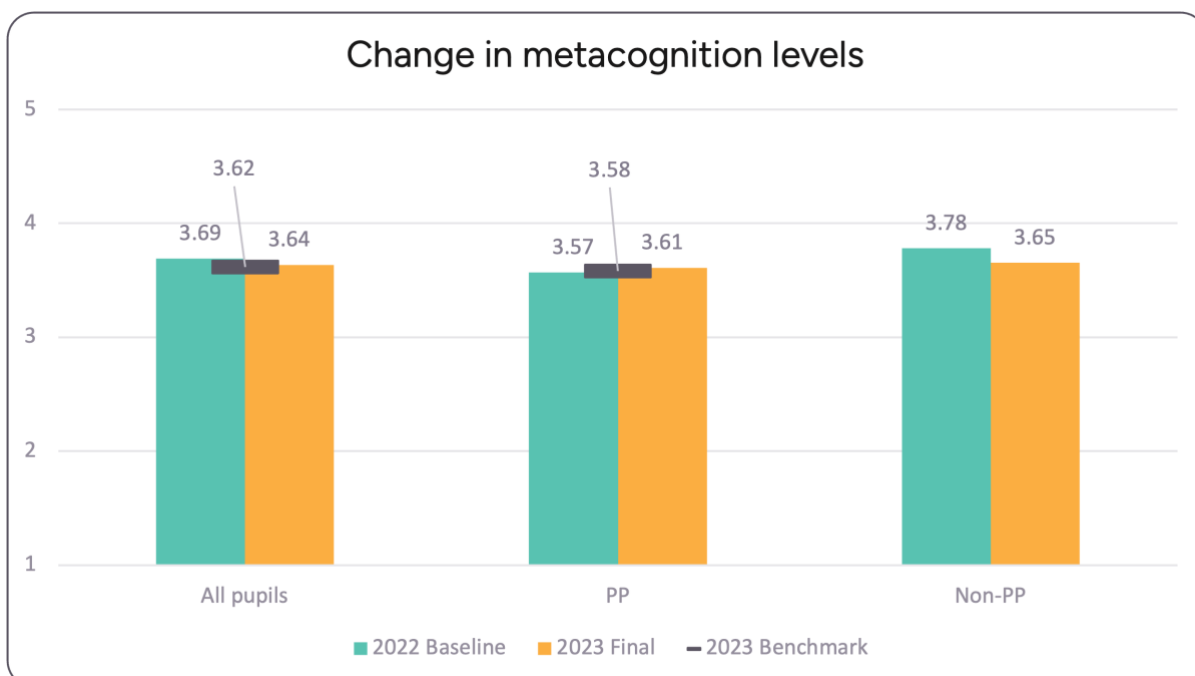


Figure 95: All matched pupils (n=48), all matched PP (n=21), all matched non-PP (n=27). Please note that we do not have a benchmark for non-PP pupils.

When we compare percentage point change between 2022 and 2023 of PP and non-PP pupils across measures, we find that there is no clear pattern in the changes in non-cognitive outcomes. Whilst PP

pupils did better than non-PP pupils in four out of the five measures, the differences between the groups varied hugely across the measures. It is extremely positive that PP pupils have increased their levels of emotion regulation, grit and metacognition, whilst wellbeing and self-efficacy are areas of concern for both PP and non-PP pupils.

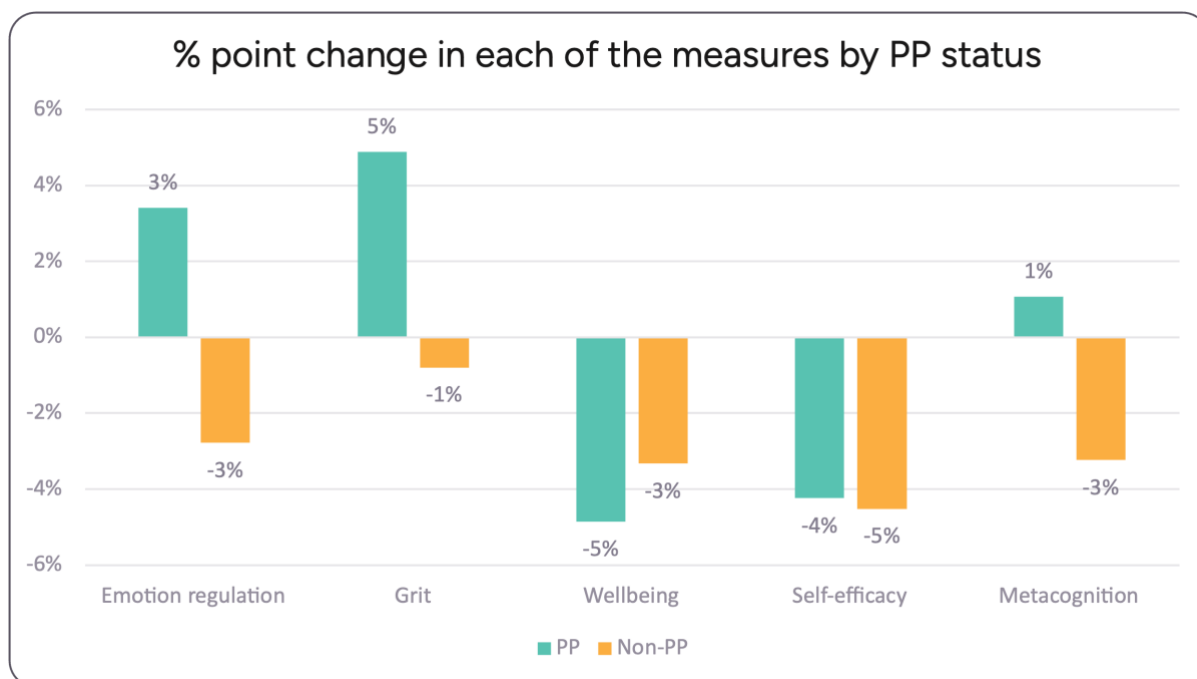


Figure 96: All matched pupils (n=48), all matched PP (n=21), all matched non-PP (n=27).

## Attendance

**Key finding: Attendance rates have remained more or less stable, with both PP and non-PP pupils sitting in between the national benchmarks for FSM and non-FSM pupils.**

The average attendance rates for both PP and non-PP pupils at St Mary’s shows that overall, there have been very minor differences between the two groups over the last two academic years. For instance, in 2021/22, KS1 pupils eligible for PP attended school on 94.26% average, while their non-PP peers attended school at a 94.52% average rate. This difference between the two groups has however grown somewhat. This can be seen in 2021/22 and 2022/23 for both KS1 and KS2 pupils, where for KS1 pupils, **the attendance rate gap has grown by 6.41 percentage points in 2022/23**, and by 2.39 percentage points for KS2 pupils in 2022/23. Only this latter gap of 2.39 percentage points is statistically significant ( $p < 0.05$ ). Throughout this however, PP pupils have remained more or less at the same mark as the national benchmark, **indicating that they are performing at similar rates to national pool of FSM related peers.**

When interpreting these Figures however, it is important to note that the sample sizes for KS1 pupils are relatively small (2021/22 PP n=61, non-PP n=25; 2022/23 PP n=14, non-PP n=21), and must therefore be kept in mind, as outliers have a greater influence over a smaller sample size.

## Free School Meals

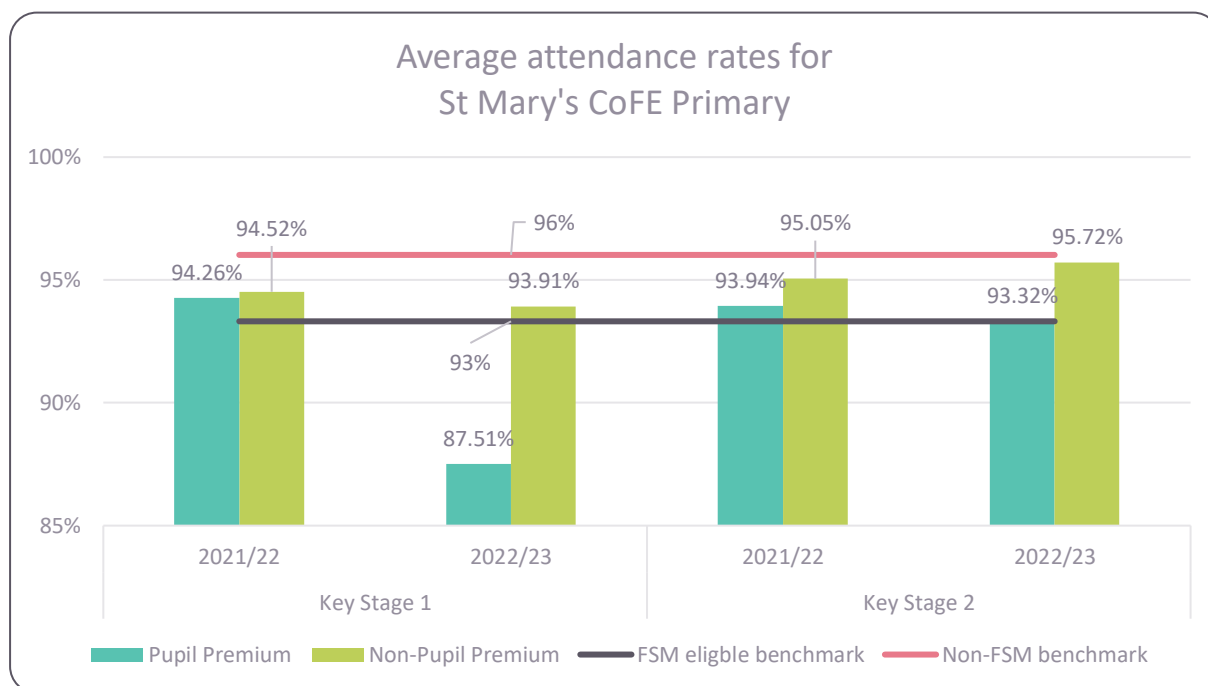


Figure 97: Average attendance rates for St Mary's Primary over 2021/22 and 2022/23 academic years.

From January to July, St John's awarded £7,566 to provide 2910 free school lunches to 53 pupils who had not been eligible for FSM at St Mary's.

The graph below shows that 31.45% of pupils at St Mary's were already eligible for government funded FSM and that St John's was able to fund free warm lunches for another 33.33% of pupils. It also shows the percentage of children at the school who were not recipients of any form of free school meal, labelled 'Not impacted'.

Percentage breakdown of FSM pupils, SJF FSM pupils, and pupils not impacted at St. Mary's

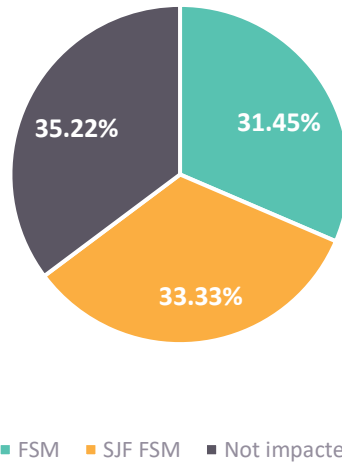


Figure 98: A percentage breakdown of pupils at St Mary's who received Government Funded FSMs, those who received St John's Foundation free school meals, and those who did not receive any form of free school meals from January 2023 – July August 2023. All pupils n = 159. FSM pupils n = 50. SJF FSM n = 53. Not impacted pupils n = 56.

Through St John's funding of additional free school meals, the number of pupils accessing warm lunches at St Mary's increased by 106%, meaning that the St John's was able to double the number of pupils at St Mary's that received free warm lunches. The graph below illustrates that since St John's started to fund additional free school meals at St Mary's, the uptake dramatically increased from February to March and then slowly decreased towards July.

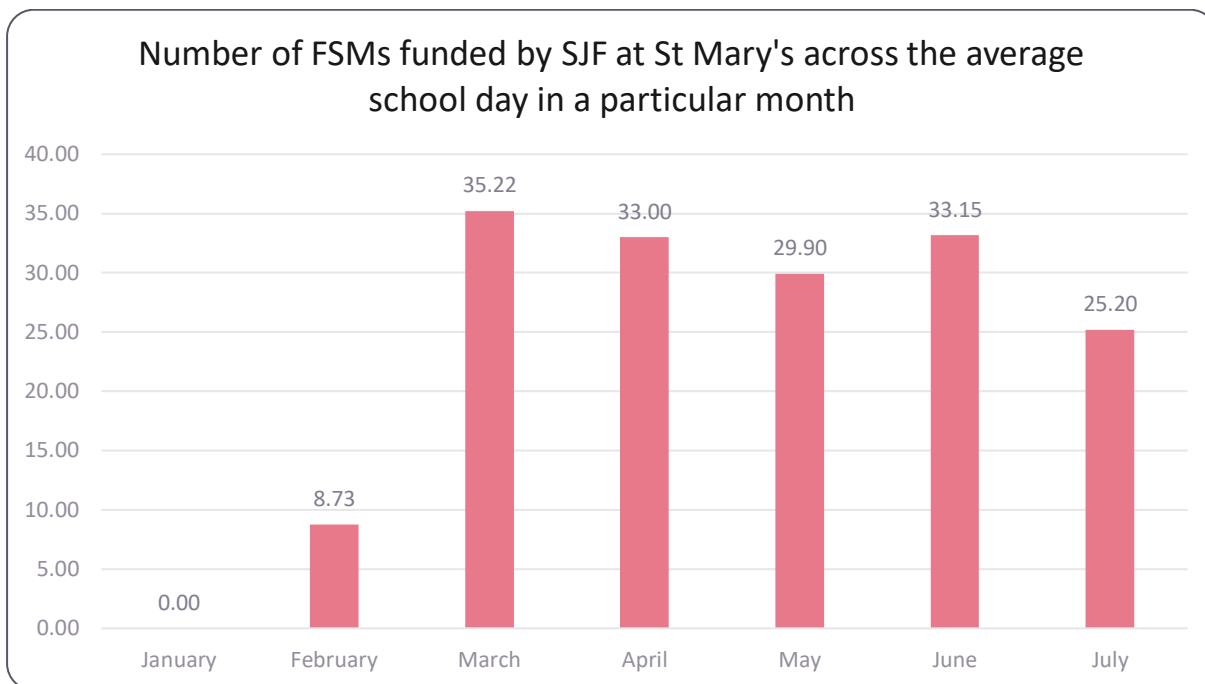


Figure 99: The average number of free school meals funded by St John's foundation at St Mary's on the average day in each month from January 2023 to July 2023. January 2023 – July 2023 n = 2910.

## Twerton Infants

### Key Stage 1 Attainment outcomes

KS1 attainment outcomes are looking extremely positive at Twerton Infants as they have made gains across the board.

**Key finding: Twerton Infants saw a 34 percentage point increase in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE increased by 25 percentage points and the attainment gap increased by 24 percentage points.**

The greatest increase in outcomes was seen in year 1 phonics tests. Between 2022 and 2023, Twerton infants doubled the proportion of pupils achieving ARE. As seen in Figure 100 below, in 2022, 34% of pupils achieved ARE, whilst in 2023, 68% of pupils achieved ARE. This change was statistically significant ( $p=0.01$ ,  $n=91$ ).

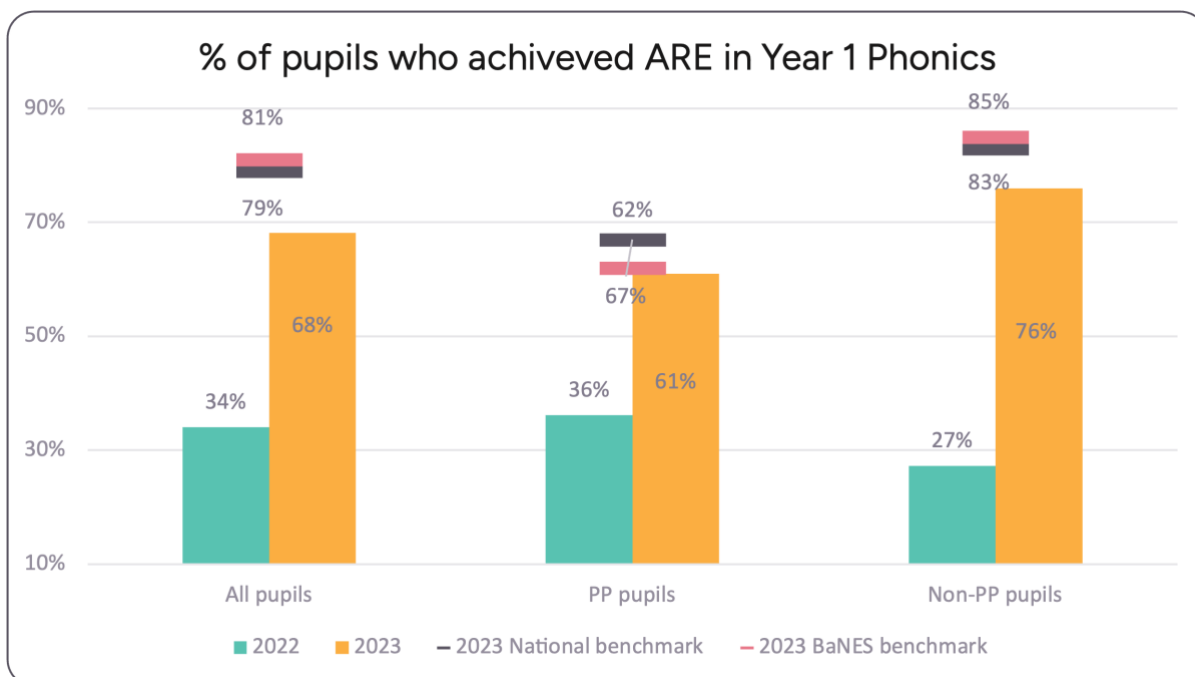


Figure 100: 2022: All pupils (n=47), PP (n=36), non-PP (n=11). 2023: All pupils (n=44), PP (n=23), non-PP (n=21). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

Figure 100 also shows the proportion of PP and non-PP pupils achieving ARE in phonics in 2022 and 2023. Results show that the attainment gap increased by 24 percentage points, from -9 percentage points in 2022 to +15 percentage points in 2023.

**Key finding: Twerton Infants saw a 7 percentage point increase in the proportion of pupils achieving ARE in their KS1 reading SATs. The proportion of PP pupils achieving ARE increased by 1 percentage point and the attainment gap increased by 26 percentage points.**

In KS1 SATs reading, between 2022 and 2023, the proportion of pupils achieving ARE increased by 7 percentage points, rising from 44% in 2022 to 51% in 2023. This change was not statistically significant ( $p=0.52$ ,  $n=79$ ).

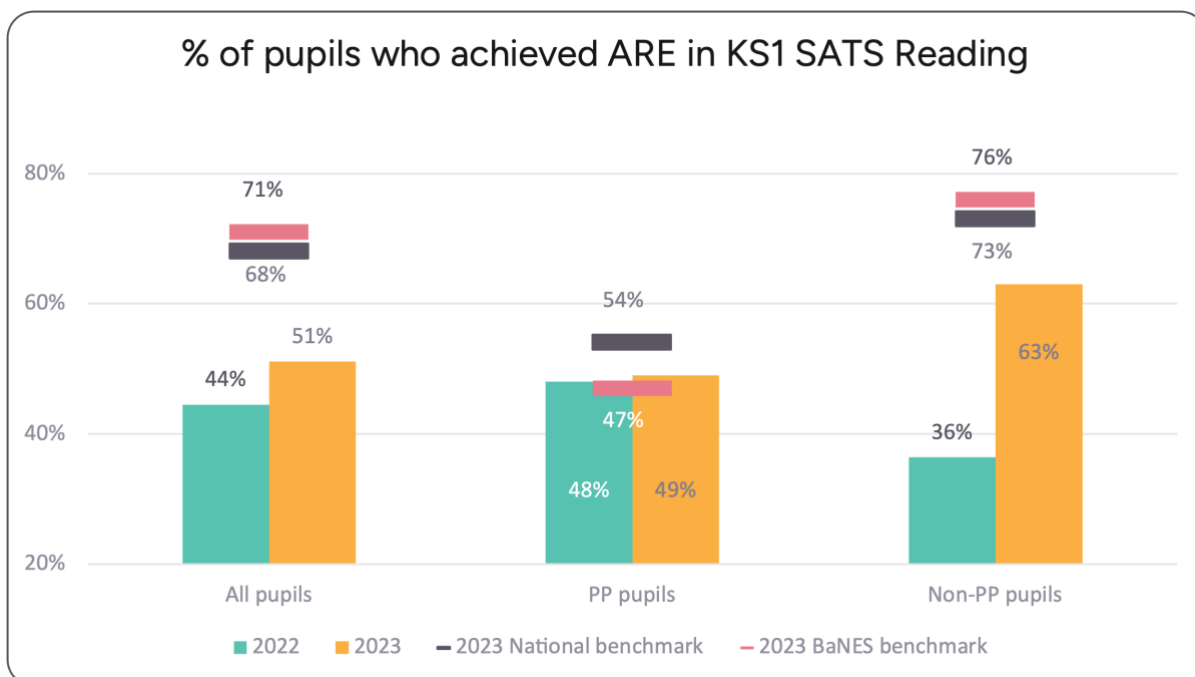


Figure 101: 2022: All pupils (n=36), PP (n=25), non-PP (n=11). 2023: All pupils (n=43), PP (n=35), non-PP (n=8). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

However, the attainment gap in KS2 reading increased by 26 percentage points, from -12 in 2022 to +14 in 2023.

**Key finding: Twerton Infants saw a 3 percentage point increase in the proportion of pupils achieving ARE in their KS1 maths SATs. The proportion of PP pupils achieving ARE increased by 4 percentage points and the attainment gap decreased by just 1 percentage point.**

In KS1 maths, between 2022 and 2023, the proportion of pupils achieving ARE increased by just 3 percentage points, from 39% in 2022 to 42% in 2023. This change was not statistically significant ( $p=0.52$ ,  $n=79$ ).



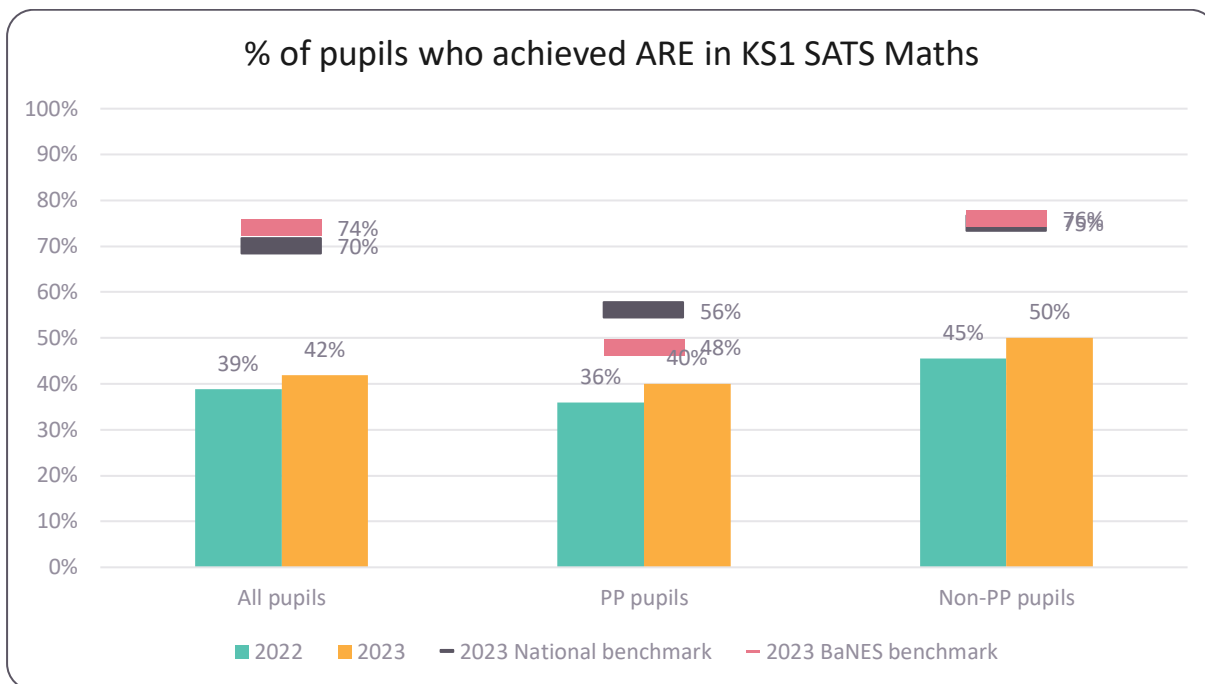


Figure 102: All pupils (n=36), PP (n=25), non-PP (n=11). 2023: All pupils (n=43), PP (n=35), non-PP (n=8). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils. This benchmark will be updated when the PP data is released in February 2024.

In KS1 maths, the attainment gap increased slightly (1 percentage point) between 2022 and 2023. We can see from Figure 102 above that the gap between PP and non-PP achieving ARE in maths in 2022 was +9 percentage points, whilst in 2023, it was + 10 percentage points.

Twerton Infants has done incredibly well in increasing the outcomes of its pupils. However, results remain below the national average, and the small increases in the attainment gap are a slight concern.

## Attendance

**Key finding: Although overall average attendance rates for pupils at Twerton Infants continue to remain below the national benchmark for both FSM and non-FSM pupils, we see that average numbers are improving and on the course to meeting national benchmarks.**

The overall average attendance rates for Key Stage 1 pupils at Twerton Infants shows that over the past two years, average attendance has increased for both PP and non-PP pupils. The rate of increased attendance has increased at almost the same rate for both groups of pupils, where non-PP pupils' average attendance increased by 1.74 percentage points over the two years, and PP pupil's attendance average increased by 1.68 percentage points.

This trend is mirrored by the gap between PP and non-PP pupils, where it has remained more or the less across both years at 5.56 and 5.62 percentage points.

However, it must be noted that pupils in both groups remain below the national average benchmark of 96% for non-FSM pupils and 93% for FSM pupils.

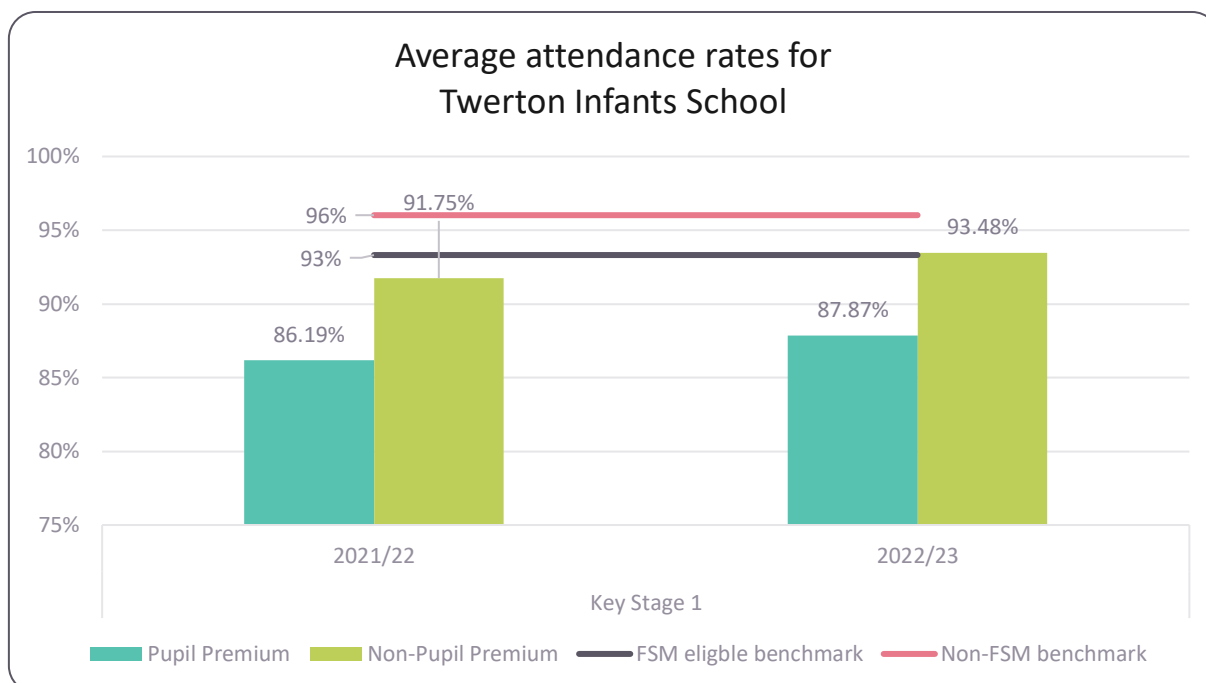


Figure 203: Average attendance rates for St Mary's Primary over 2021/22 and 2022/23 academic years.

## Roundhill Primary School

### Key Stage 1 Attainment outcomes

**Key finding: Roundhill saw a 5 percentage point decrease in the proportion of pupils achieving ARE in their Year 1 phonics assessment. The proportion of PP pupils achieving ARE decreased by 1 percentage point and the attainment gap decreased by 8 percentage points.**

Between 2022 and 2023, Roundhill saw a decrease of 5 percentage points in the percentage of pupils achieving ARE in the end-of-year one phonics assessment. As seen in Figure 104 below, in 2022, 64% of pupils achieved ARE, whilst in 2023, 53% of pupils achieved ARE. This change was not statistically significant ( $p=0.62$ ,  $n=65$ ).

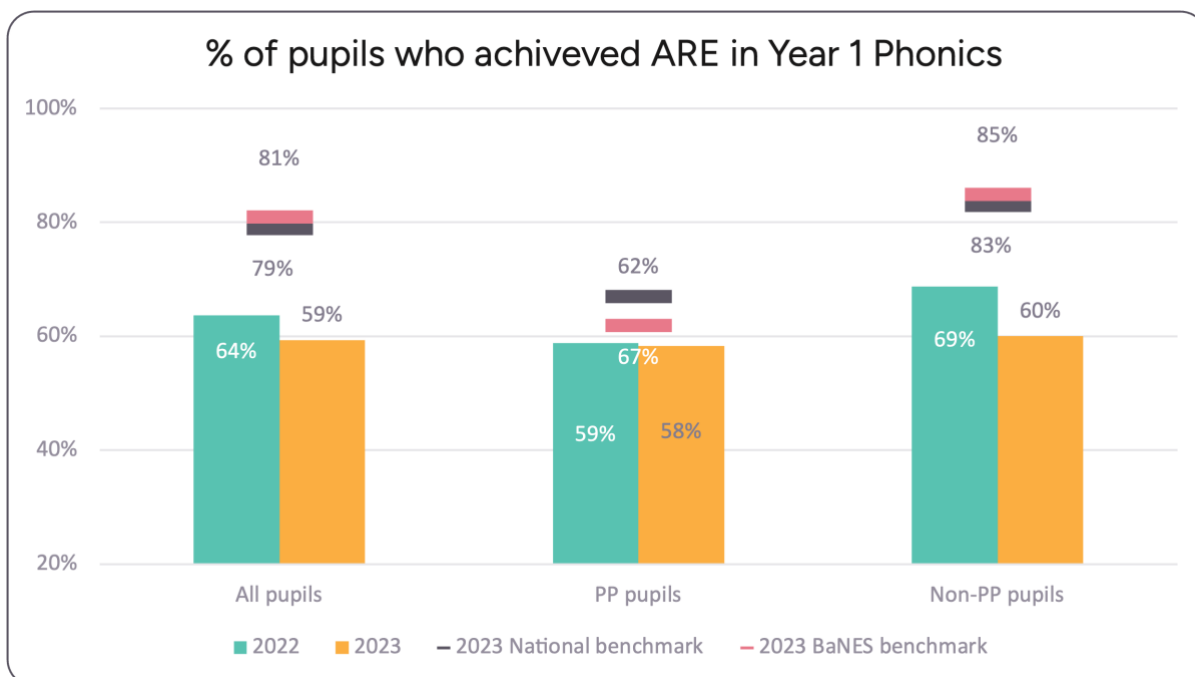


Figure 104: 2022: All pupils (n=33), PP (n=17), non-PP (n=16). 2023: All pupils (n=32), PP (n=12), non-PP (n=20). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

Figure 104 also shows the proportion of PP and non-PP pupils achieving ARE in phonics in 2022 and 2023. Results show that the attainment gap decreased by 8 percentage points, from +10 percentage points in 2022 to +2 percentage points in 2023.

**Key finding: Roundhill saw a 14 percentage point decrease in the proportion of pupils achieving ARE in their KS1 reading SATs. The proportion of PP pupils achieving ARE decreased by 5 percentage points and the attainment gap decreased by 28 percentage points.**

In KS1 SATS, we also see that overall, the school is performing below the national average, overall and for PP pupils. In reading, between 2022 and 2023, the proportion of pupils achieving ARE decreased by 14 percentage points, from 58% in 2022 to 44% in 2023. This change was not statistically significant ( $p=0.16$ ,  $n=70$ ).

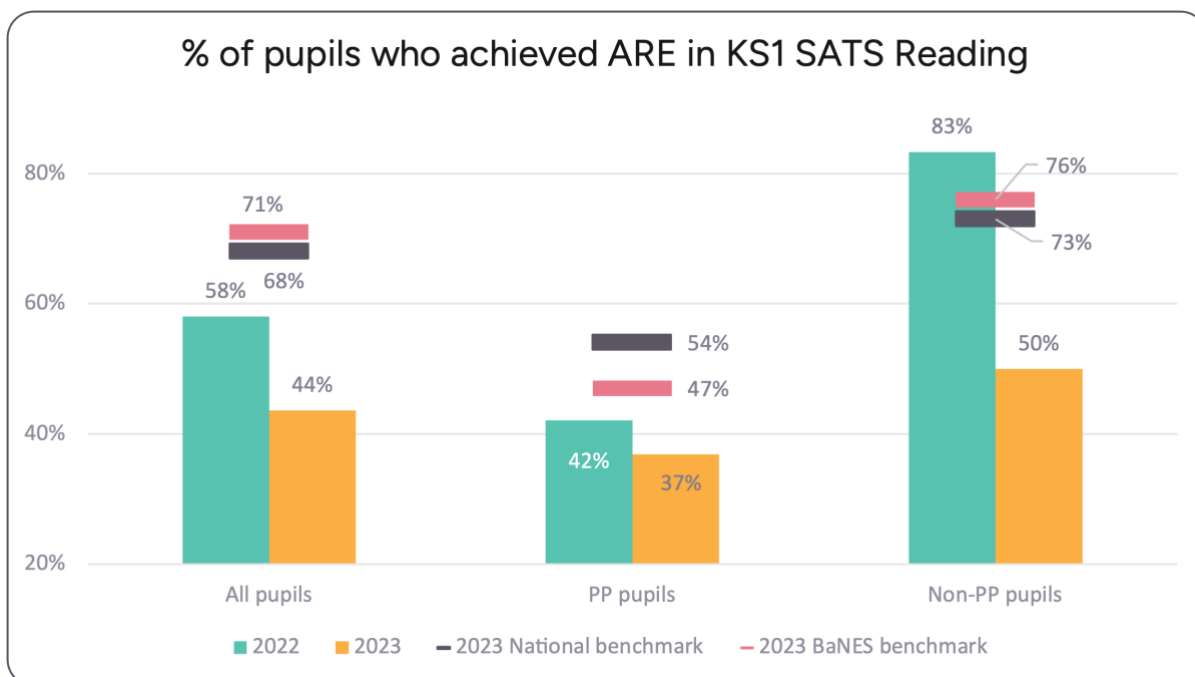


Figure 105: 2022: All pupils (n=31), PP (n=19), non-PP (n=12). 2023: All pupils (n=39), PP (n=19), non-PP (n=20). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils.

The attainment gap in KS2 reading decreased by 28 percentage points, from +41 in 2022 to +13 in 2023. This is a positive outcome for PP pupils.

**Key finding: Roundhill saw a 14 percentage point decrease in the proportion of pupils achieving ARE in their KS1 maths SATs. The proportion of PP pupils achieving ARE stayed the same, and the attainment gap decreased by 35 percentage points.**

Outcomes in KS1 maths were very similar. Between 2022 and 2023, the proportion of pupils achieving ARE decreased by 14 percentage points, from 52% in 2022 to 38% in 2023. This change was not statistically significant ( $p=0.26$ ,  $n=70$ ).

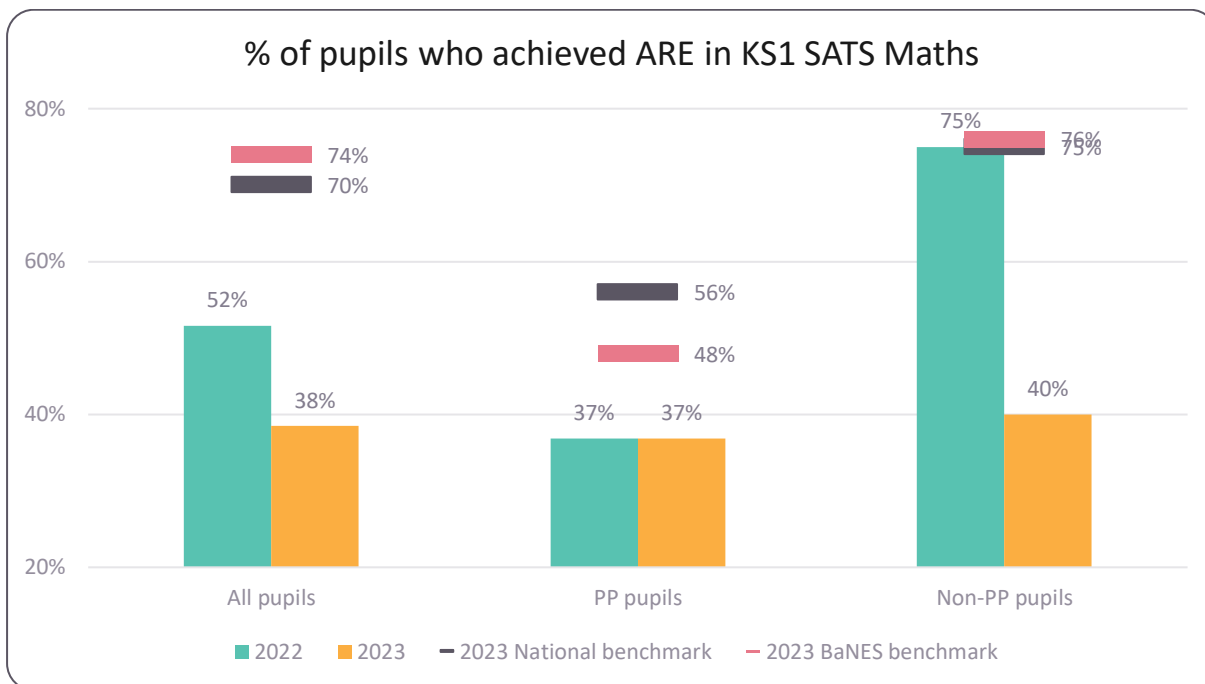


Figure 106: 2022: All pupils (n=31), PP (n=19), non-PP (n=12). 2023: All pupils (n=39), PP (n=19), non-PP (n=20). Please note that the BaNES benchmark is not a direct comparison as it is the number of FSM and non-FSM pupils achieving ARE rather than PP and non-PP pupils. This benchmark will be updated when the PP data is released in February 2024.

Like KS1 reading, in KS1 maths, the attainment gap also decreased between 2022 and 2023. We can see from Figure 106 above that the gap between PP and non-PP achieving ARE in maths in 2022 was +38 percentage points, whilst in 2023, it was +3 percentage points, a fall of 35 percentage points.

The school is still a long way below the national level, and it is concerning that outcomes have declined; however, it should celebrate its successes in closing the attainment gap across the board at KS1.

## Key Stage 2 Attainment outcomes

When we look at KS2 SATs results, a somewhat similar picture emerges. We find that results have slightly dropped, but the attainment gap has reduced.

**Key finding: Roundhill saw an 8 percentage point decrease in the proportion of pupils achieving ARE in their KS2 reading SATs. The proportion of PP pupils achieving ARE decreased by 2 percentage points and the attainment gap decreased by 16 percentage points.**

In reading between 2022 and 2023, Roundhill saw a decrease of 8 percentage points in the percentage of pupils achieving ARE. Figure 107 below shows that in 2022, 65% of pupils achieved ARE, whilst in 2023, 57% of pupils achieved ARE. This change was not statistically significant ( $p=0.40$ ,  $n=83$ ).

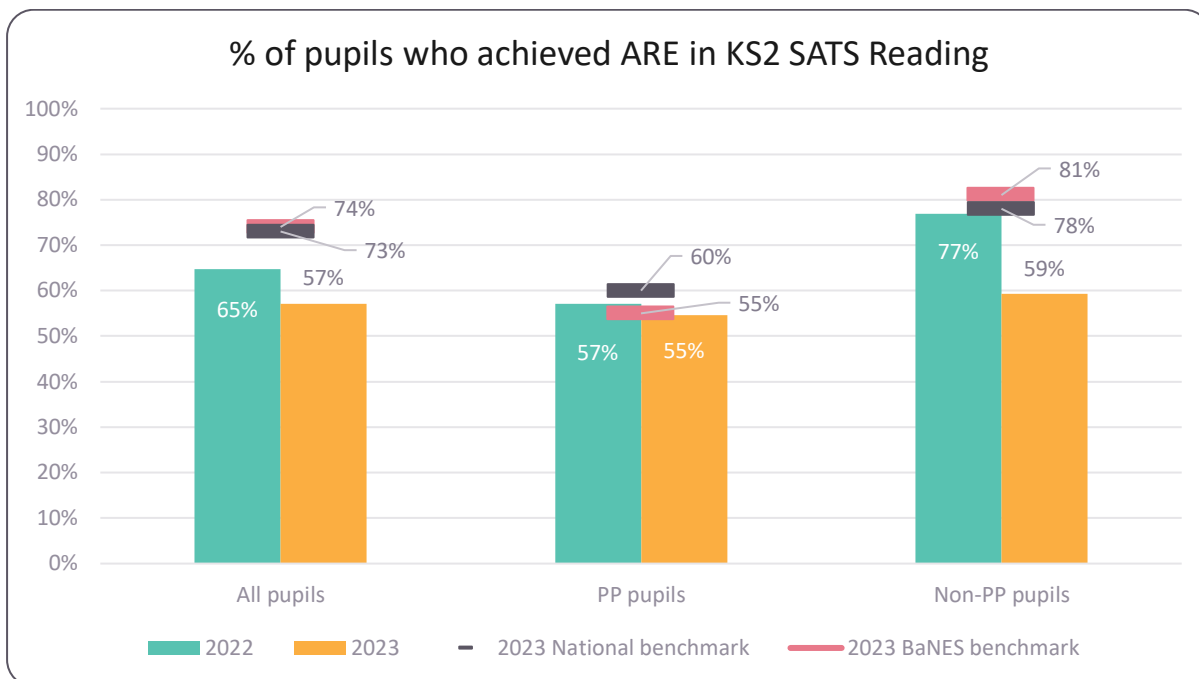


Figure 107: 2022: All pupils (n=34), PP (n=21), non-PP (n=13). 2023: All pupils (n=49), PP (n=22), non-PP (n=27).

Results also show that the attainment gap in KS2 reading decreased by -16 percentage points, from +20 percent in 2022 to +4 percent in 2023.

**Key finding: Roundhill saw a 6 percentage point decrease in the proportion of pupils achieving ARE in their KS2 maths SATs. The proportion of PP pupils achieving ARE decreased by 2 percentage points and the attainment gap decreased by 20 percentage points.**

In KS2 Maths, between 2022 and 2023 Roundhill saw a decline of 6 percentage points in the proportion of pupils achieving ARE. In Figure 108 below, we see that in 2022, 59% of pupils achieved ARE, whilst in 2023, 53% of pupils achieved ARE. This change was not statistically significant ( $p=0.26$ ,  $n=83$ ).

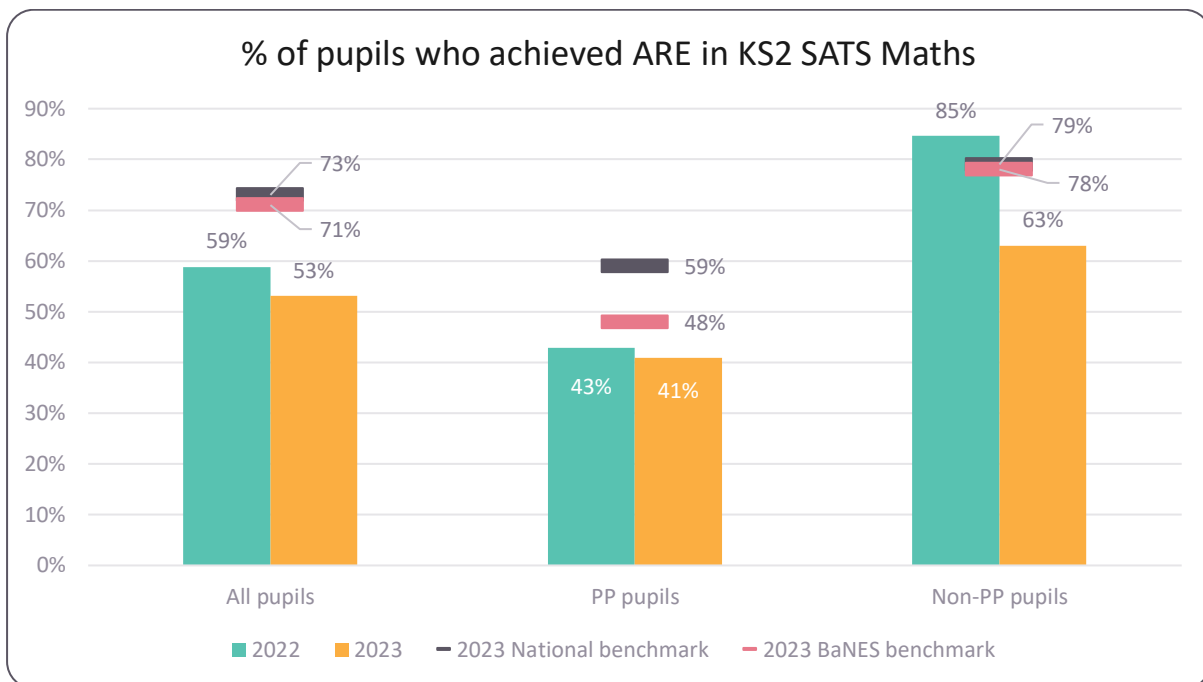


Figure 108: All pupils (n=34), PP (n=21), non-PP (n=13). 2023: All pupils (n=49), PP (n=22), non-PP (n=27).

Between 2022 and 2023, the attainment gap in KS2 maths at Roundhill decreased considerably, by 20 percentage points, from +42 percentage points in 2022 to +22 percentage points in 2023.

Thus, the same pattern emerges at KS2. Whilst the decline in pupil outcomes is worrying, the school has been successful in reducing the attainment gap, suggesting that the targeted interventions are working.

## Key Stage 2 non-cognitive outcomes

**Key finding: The non-cognitive outcomes of pupils at Roundhill decreased on average by 8 percentage points. PP pupil outcomes decreased by 12 percentage points, whilst non-PP pupil outcomes decreased an average by 6 percentage points.**

Between 2022 and 2023, the average emotion regulation levels of KS2 pupils at Roundhill fell by 16 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=86$ ). PP pupils experienced a decrease of 15 percentage points, whilst non-PP pupils saw a decrease of 16 percentage points.

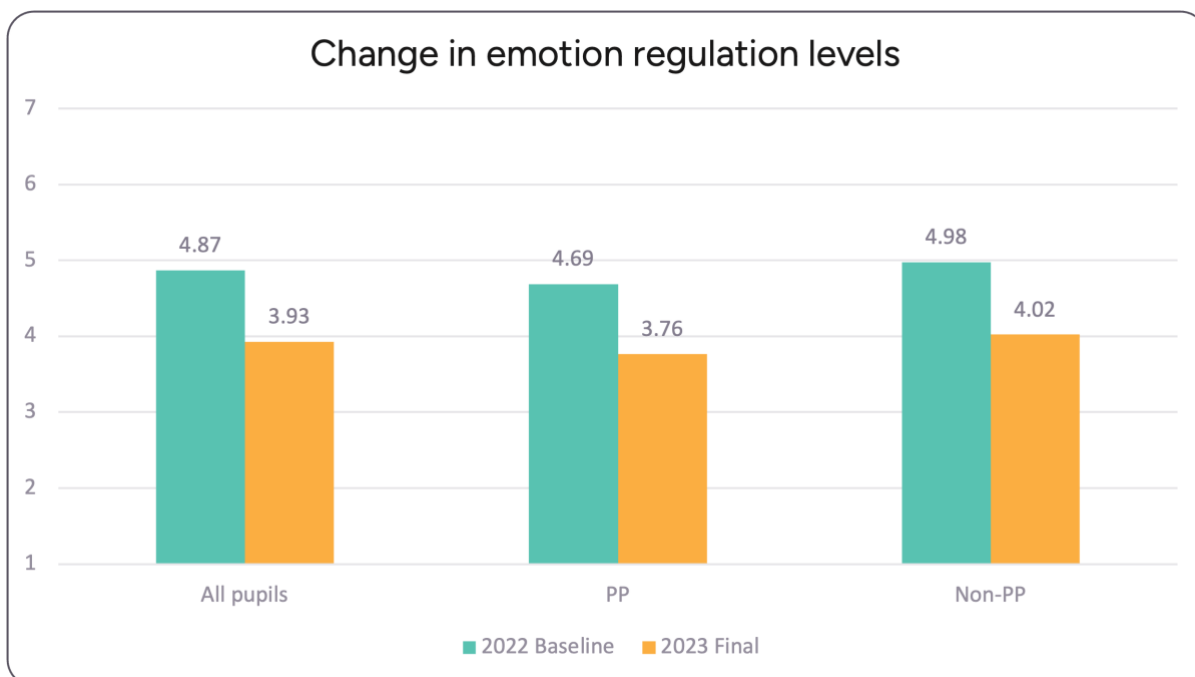


Figure 109: All matched pupils (n=86), all matched PP (n=31), all matched non-PP (n=55). Since emotion regulation is a measure specific to this evaluation only, we do not have a national benchmark.

Average grit scores of pupils at Roundhill decreased by just 2 percentage points. This change was not statistically significant ( $p=0.31$ ,  $n=85$ ). Change was the same across both sub-groups with PP and non-PP pupils' average grit scores falling by 2 percentage points.

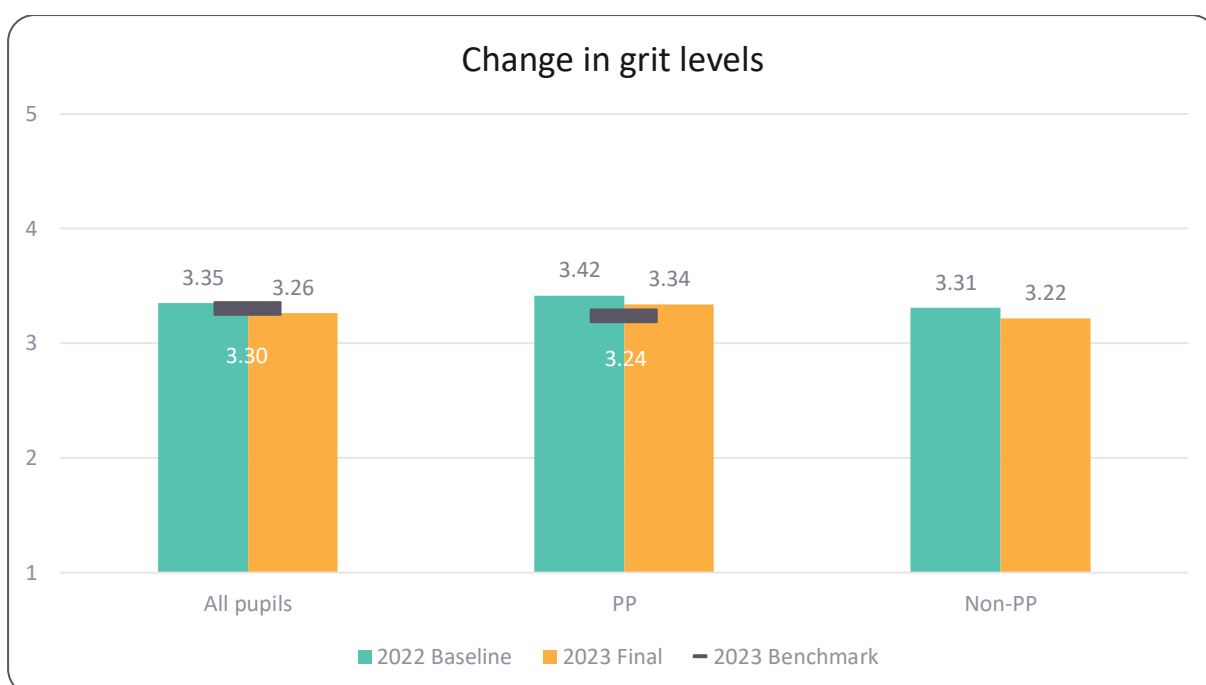


Figure 110: All matched pupils (n=85), all matched PP (n=31), all matched non-PP (n=54). Please note that we do not have a benchmark for non-PP pupils.



Wellbeing scores of pupils at Roundhill decreased on average by 6 percentage points. PP pupils saw the largest decrease of 9 percentage points, whilst non-PP pupil scores decreased by 4 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=85$ ).

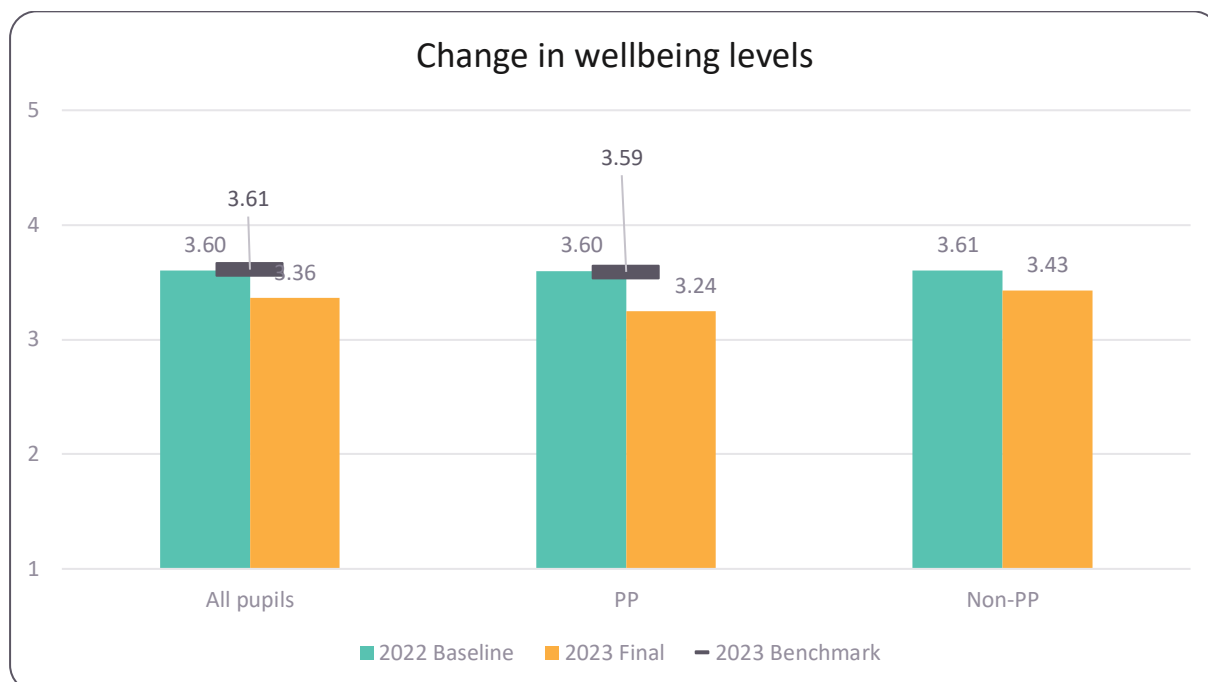


Figure 111: All matched pupils ( $n=85$ ), all matched PP ( $n=31$ ), all matched non-PP ( $n=54$ ). Please note that we do not have a benchmark for non-PP pupils.

Average self-efficacy scores also decreased; by 12 percentage points overall. PP pupils saw the largest decrease of 20 percentage points, whilst non-PP pupil scores decreased by just 7 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=85$ ).

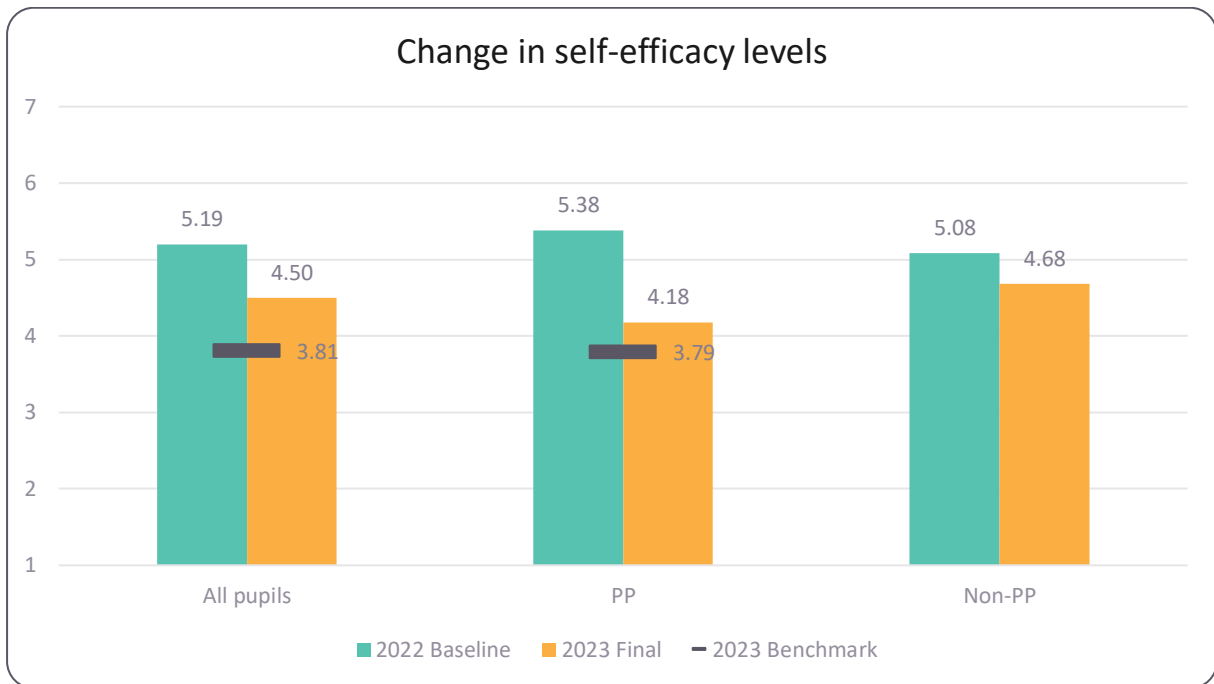


Figure 112: All matched pupils (n=85), all matched PP (n=31), all matched non-PP (n=54). Please note that we do not have a benchmark for non-PP pupils.

Following a similar trend, metacognition scores decreased overall by 7 percentage points. This change was statistically significant ( $p=0.01$ ,  $n=80$ ). Again, PP pupils saw a greater decline in their average scores compared to PP pupils, their average scores decreasing by 14 percentage points compared to just 2.

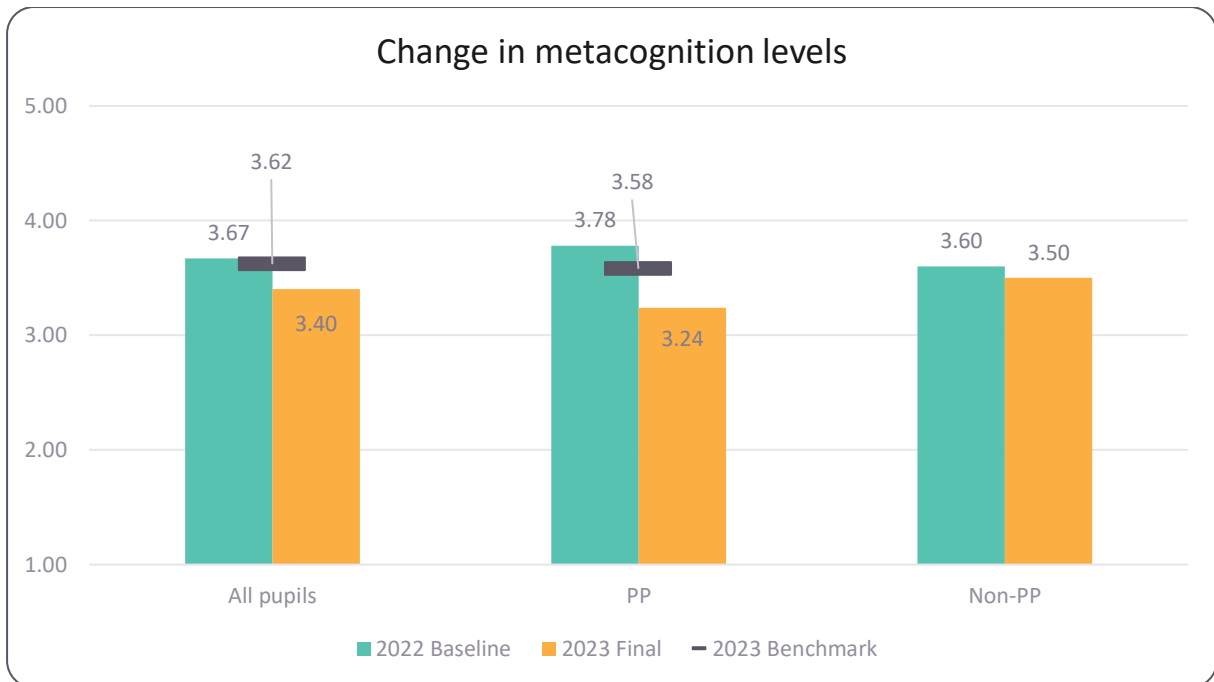


Figure 113: All matched pupils (n=80), all matched PP (n=31), all matched non-PP (n=49). Please note that we do not have a benchmark for non-PP pupils.

Figure 114 below shows the percentage point change between 2022 and 2023 of PP and non-PP pupils. We can see that the non-cognitive outcomes of pupils at Roundhill got considerably worse over the two years. Furthermore, the outcomes of PP pupils declined more than their non-PP peers in three out of the five measures.

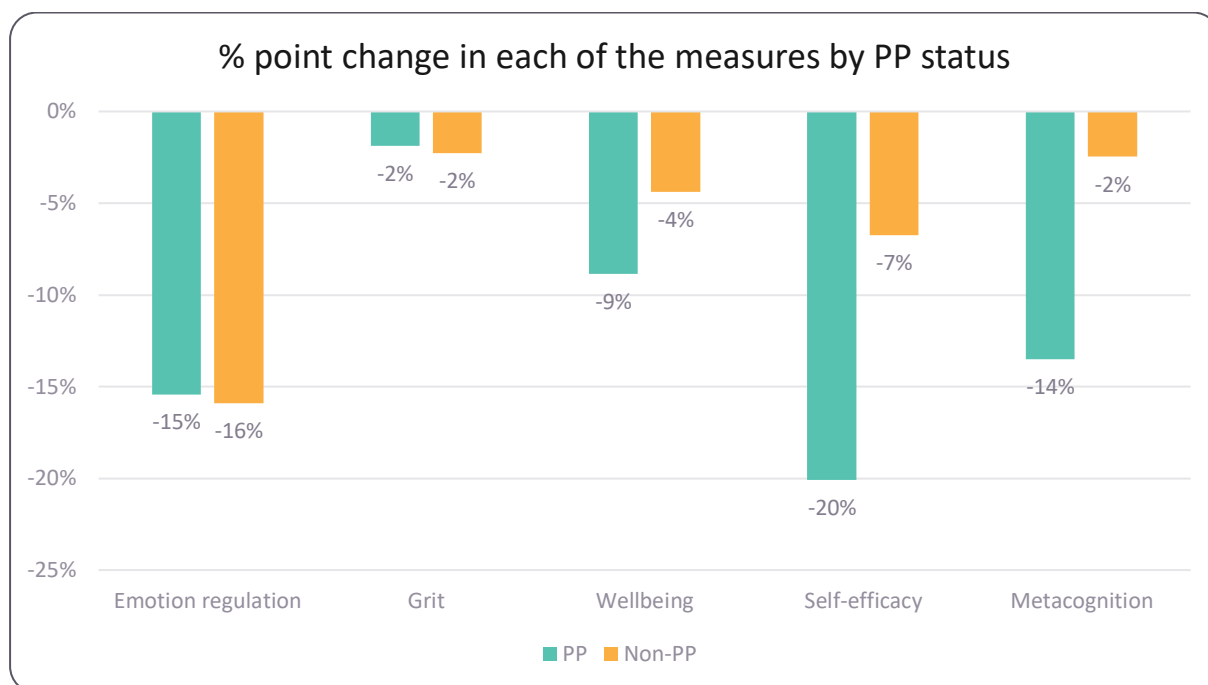


Figure 214: All matched pupils (n=80), all matched PP (n=31), all matched non-PP (n=49).

## Attendance

**Key finding: Both KS1 and KS2 pupils at Roundhill remain below national attendance benchmarks, with slight decreases in average attendance rates for both groups, and a widening gap between PP and non-PP pupils, notably significant in KS2 in 2022/23.**

Over the last two academic years, both KS1 and KS2 pupils have remained below the national benchmarks of average attendance rates. Although they have remained relatively stable, the Figure below shows that for both KS1 and KS2 pupils, average attendance rates have dropped slightly from 2021/22 to 2022/23. For instance, the average attendance rates for KS1 PP pupils have dropped by 1.51 percentage points, while for KS2 pupils, their average attendance rates have dropped by 2.93 percentage points.

Similarly, the gap of attendance rates between PP and their non-PP peers has been widening slightly. For instance, in 2021/22 the gap for KS2 pupils was 1.68% (though this gap was not statistically significant,  $p=0.13$ ), where in 2022/23, this gap had widened to a statistically significant 4.27% ( $p<0.05$ ).

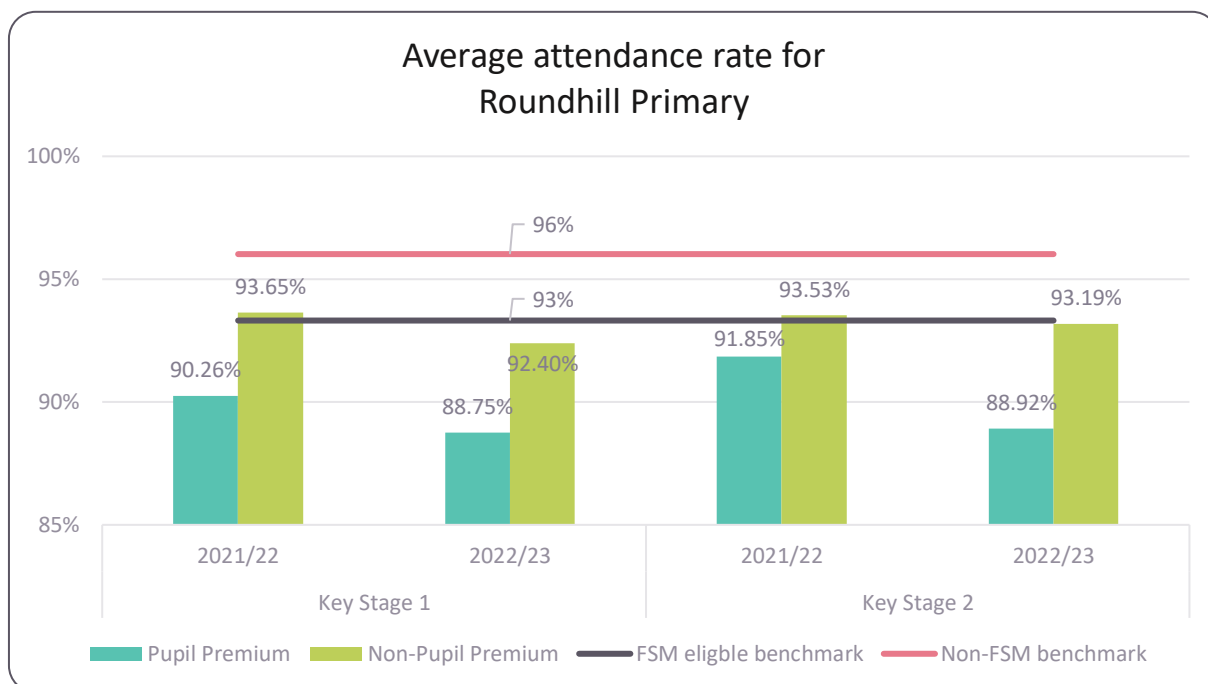


Figure 225: Average attendance rates for Roundhill Primary over 2021/22 and 2022/23 academic years.

## Free School Meals

From January to July, St John's awarded £20,454 to provide 7867 free school lunches to 88 pupils who had not been eligible for FSM at Roundhill.

The graph below shows that 46.41% of pupils at Roundhill were already eligible for government funded FSM and that St John's was able to fund free warm lunches for another 28.76% of pupils. It also shows the percentage of children at the school who were not recipients of any form of free school meal, labelled 'Not impacted'.

Percentage breakdown of FSM pupils, SJF FSM pupils, and pupils not impacted at Roundhill

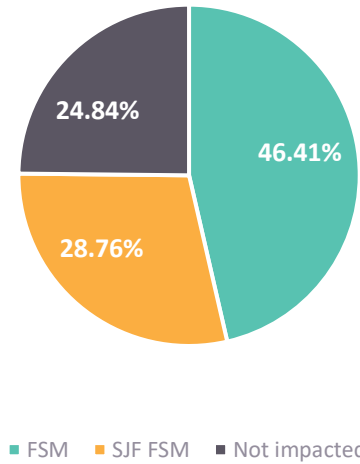


Figure 116: A percentage breakdown of pupils at Roundhill who received Government Funded FSMs, those who received St John’s Foundation free school meals, and those who did not receive any form of free school meals from January 2023 – July August 2023. All pupils n = 306. FSM pupils n = 142. SJF FSM n = 88. Not impacted pupils n = 76.

Through St John’s funding of additional free school meals, the number of pupils accessing warm lunches at Roundhill increased by 61.97%.

The graph below illustrates that since St John’s started to fund additional free school meals at Roundhill, the uptake dramatically increased across April through to July.

Number of FSMs funded by SJF at Roundhill across the average school day in a particular month

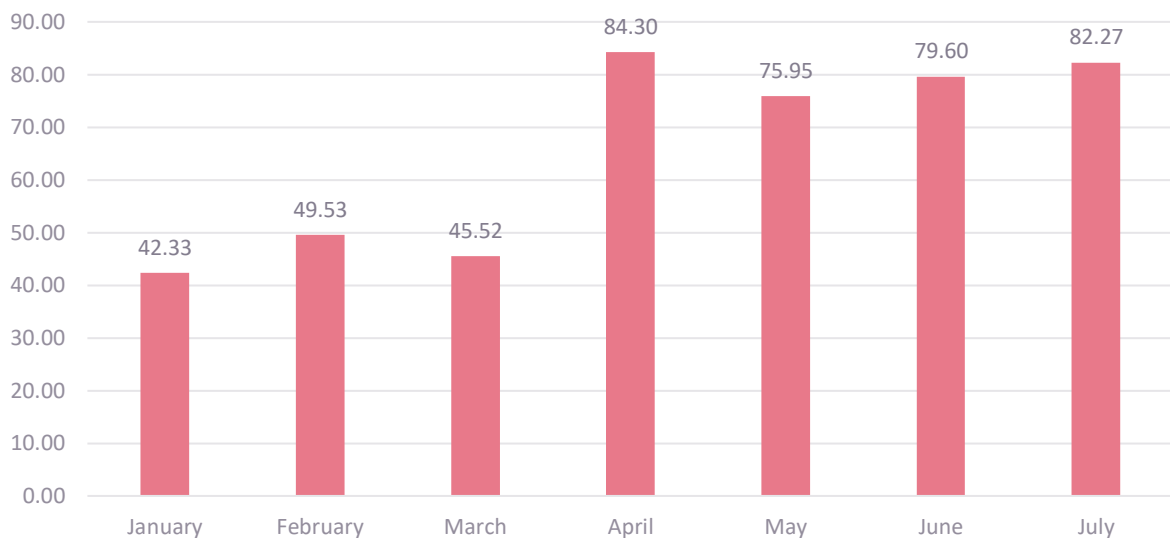


Figure 117: The average number of free school meals funded by St John’s at Roundhill on the average day in each month from January 2023 to July 2023. January 2023 – July 2023 n = 7867.



# Glossary

## Evaluation terminology

### Academic attainment

This refers to test scores in academic subjects such as maths, science, English etc. In this evaluation, we have looked at whether a pupil achieved age-related expectations at baseline (2022) and endline (2023), and then calculated the percentage point change in the proportion of pupils achieving age-related expectations.

### Academically validated measures

These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. These have been developed to ensure:

- ▶ Predictive validity. These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings.)
- ▶ Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
- ▶ Test-retest validity. The results stay the same when tests are repeated.

### Age related expectations

Age-related expectations in primary school are based on what a child should have learned, or be able to do, at the end of each Key Stage. If a child is meeting age related expectations, then they are on track with the rest of the children in the country. A child is considered to have met age related expectations if they achieved 32 or more in their year 1 phonics assessment, or 100 or above in their KS1 or KS2 SATs.

### Attainment gap

In this evaluation, the attainment gap is defined as the percentage point difference between the proportion of pupil premium (PP) and non-pupil premium (non-PP) pupils achieving age related expectations. An attainment gap greater than 0 means that more non-PP pupils are achieving ARE than PP pupils, whilst an attainment gap less than 0 means that more PP pupils are achieving ARE than non-PP pupils.

### Attendance data

Attendance data was collected using the ImpactEd platform which is able to automatically sync up to the school's Management Information Systems (MIS). To analyse change in attendance rates, we calculated the average attendance score for each pupil in 2021/22 and 2022/23 academic years. This

gave us their percentage point change in attendance between the two years, from which we could calculate changes in attendance rates at a school and programme level. In this evaluation, school attendance is used as a proxy for pupil engagement.

## **Baseline**

The initial assessment of pupils' attainment or social and emotional skills, at the start of an evaluation.

## **Change over time**

The difference between a pupil's baseline result and their final result, either for attainment or social and emotional skills. This indicates progress made during participation in the programme.

## **Control Group**

A control group is composed of students who do not participate in the programme and who closely resemble the pupils who take part in the programme in attainment and demographic traits. This evaluation does not have a control group design and uses national and regional benchmarks instead.

## **Demographic Data**

To analyse the impact of the programme across various sub-groups, we used the following information on pupils in the evaluation; age, gender, pupil premium status and SEND.

## **Early Nurture Service (ENS)**

The Early Nurture Service is a sub-strand of the Early Years strand of the Foundation Fund. Through implementing the Thrive approach, the ENS aims to build social, emotional and mental health (SEMH) capacity among nurseries, addressing growing pressure on settings from increasing numbers of children with SEMH needs.

## **Early Years**

The Early Years refers to the education of children from pre-birth to age 5. The Foundation Fund has an Early Years strand which is made up of interventions designed to support young mothers (the Perinatal Emotional Wellbeing Partnership or PEWP), the social and emotional development of pupils in nursery settings (the Early Nurture Service), and the speech and language development of pupils in reception (Language for Life).

## **Education, Health and Care Plan (EHCP)**

An Education, Health and Care plan (EHCP) is a legal document which describes a child's special educational needs. It outlines the support they need and the outcomes they would like to achieve.

## **Endline**

The final assessment of pupils' attainment or social and emotional skills at the end of an evaluation.

## **Evaluation**



An evaluation is set up to measure the impact of a particular programme. This will involve monitoring the programme over a specified period, for one or more groups, in order to evaluate the progress participants make.

### **ImpactEd benchmark**

We compared the results of participating pupils to the relevant national benchmarks in the analysis, so that we were able to compare to the national average. The 'ImpactEd benchmark' is derived from data collected from a sample of over 100,000 pupils nationally who have completed the surveys on the ImpactEd platform. Comparing to a pre-existing national benchmark provides us with a means of contextualising pupil results against national trends and helps us to understand how significant any observed differences were.

### **Language for Life**

This is a sub-strand of the Early Years strand of the Foundation Fund that supports pre-school pupils in speech & language and other areas.

### **Measures**

Academically validated surveys and research tools that are used to measure the impact of the programme on key outcomes.

### **Nutritious Food and Safe Places Programme (NF&SPP)**

This strand of the Foundation Funds aims to improve access to affordable and nutritious food in BaNES and provide safe places for pupils. Between 2021 and 2023, St John's has focused efforts on the Nutritious Food aspects of the strand.

### **Free school meals – funded by St John's**

The Fund introduced a new element of the Nutritious Food programme in 2022/23; they funded free school meals for pupils who were not currently eligible for government funded FSM. Throughout this report, FSM refers to the government funded scheme. Where written out, free school meals denotes the St John's Funded programme.

### **Outcomes**

We use outcomes to refer collectively to any social and emotional skills and academic attainment scores that are being measured over the course of an evaluation.

### **Participating pupils**

The group of pupils participating in the evaluation, and not forming part of a control group.

### **Perinatal Emotional Wellbeing Partnership programme (PEWP)**

This is a sub-strand of the Early Years strand of the Foundation Fund that provides support to new mothers experiencing mild-to-moderate mental health needs.

### **Primary Empowerment Programme (PEP)**

This strand of the Foundation Fund supports pupils in BaNES primary schools in social, emotional and academic capacities.

## **Programme**

This could be any intervention, project or programme that is run with the aim of improving pupil outcomes or life chances. In this case, programme is used to refer to one of the three strands of the Foundation Fund.

## **Regional and National Attainment Data**

Open source datasets held by the DfE were used to gather information on the proportion of pupils who achieved age-related expectations at KS1 and KS2 in BaNES and nationally. This data was used to contextualise the analysis of the 2022 and 2023 school data from the Primary Empowerment Programme. In all cases, we have used the most relevant currently available benchmark.

## **Social, Emotional and Mental Health Difficulties**

Social, Emotional and Mental Health Difficulties (SEMH) are a type of Special Educational Needs and Disabilities (SEND). Children and young people with SEMH tend to have severe difficulties in managing their emotions and behaviour.

## **Social and emotional skills**

The term ‘social and emotional skills’ refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control. They are usually contrasted with the ‘hard skills’ of cognitive ability in areas such as literacy and numeracy, which are measured by academic tests. There are various ways of referring to this set of skills, such as: non-cognitive skills, twentieth century skills and soft skills. Each term has pros and cons; we use social and emotional skills for consistency, but we recognise that it does not perfectly encapsulate each of the skills that come under this umbrella.

## **Sub-groups**

When comparing impact across a group of pupils participating in an evaluation, we usually divide this into subgroups to identify how trends varied across the sample. This supports teachers to identify pupils that need additional support, as well as those who may particularly benefit from the programme. These subgroups may be demographic, for example covering EAL pupils, Pupil Premium Pupils, boys/girls, LAC pupils. They may be age subgroups, for example comparing year groups or Key Stages. Or they may cover different schools within a trust.

## **Teaching Assistant (TA)**

Teaching assistants support teachers and help children with their educational and social development, both in and out of the classroom. Teaching assistants are also known as learning support assistants.

## **Thrive**

Thrive offers a trauma-informed, whole school, or setting approach to improving the mental health and wellbeing of children and young people. To identify pupils most in need of support, Thrive

practitioners assess pupils to understand and identify any additional social and emotional needs they may have. Pupils who are not able to demonstrate the expected social and emotional behaviours for their age group are then given additional support. Pupils are assessed again at the end of the intervention to see if they have progressed to the level expected of their age group.

## **Thrive Data**

To evaluate the impact of the Fund on the Early Years, we collected data from the Thrive initiative. The data provides information on how many pupils were working below standard expectations in 2021/22 and 2022/23, and so can be used to analyse the impact of the Thrive approach on school settings. It is important to note that the Thrive framework is age-specific, and so we expect pupils to make progress regardless of support.

## **WellComm Data**

The Language for Life (LfL) programme is using the WellComm Communication and Language toolkit to assess pupil progress on age related speech and language expectations over time. The toolkit is an evidence-based assessment and intervention tool designed to support practitioners in their work with children during the Early Years period. The toolkit uses a traffic light assessment system which records a child's speech, language, and communication development. A 'Green' assessment suggests no intervention is needed, an 'Amber' assessment indicates that extra support should be provided and 'Red' suggests the need for a referral to a Speech and Language Therapist (SLT).

# Statistical analysis terminology

## **Statistically significant**

A result has statistical significance when it is very unlikely to have occurred given the null hypothesis. In other words, if a result is statistically significant, it is unlikely to have occurred purely due to chance.

## **P Value**

A p-value is a measure of the probability that an observed result could have occurred by chance alone. The lower the p-value, the greater the statistical significance of the observed difference. Typically, a p-value of  $\leq 0.05$  indicates that the change was statistically significant. A p-value higher than 0.05 ( $> 0.05$ ) is not statistically significant and indicates strong evidence for the null hypothesis, i.e. that we cannot be confident that this change did not occur due purely to chance.

## **Percentage point change**

Percentage point change is used to show the changes in an indicator with respect to its previous standings, and quantifies the change observed in absolute terms, meaning change noted is not relative to the starting value.

# Education terminology

## **Early Years Pupil Premium (EYPP)**

The Early Years Pupil Premium (EYPP) is additional government funding for early years settings to improve the education that they provide for disadvantaged three and four-year-olds. Whether a child is eligible for EYPP funding is often used by early years settings as an indicator of disadvantage.

### **Free School Meals (FSM)**

A pupil is eligible for free school meals when their parents or carers are in receipt of government benefits. FSM status is used by schools and the government as an indicator of disadvantage.

### **Pupil Premium (PP)**

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve. Whether a child is eligible for Pupil Premium funding is often used by schools as an indicator of disadvantage.

### **Special Educational Needs and Disabilities (SEND)**

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support; this is usually shortened to SEND.

## **Measures for social and emotional skills**

The self-report measures available on the ImpactEd platform are academically validated questionnaires for measuring 'social and emotional' skills that have the biggest impact on pupil life chances and outcomes.

### **Grit**

Grit is another word for resilience and is defined as perseverance and passion for long-term goals, with an emphasis on the long-term. Pupils with high levels of grit and resilience may work persistently over years to achieve goals despite experiencing setbacks. Resilience has been related to life outcomes including higher earnings and fewer career changes (Duckworth and Quinn, 2009).

### **Metacognition**

Metacognition means 'thinking about thinking': pupils' ability to think explicitly about their own learning. It is strongly associated with academic progress and improves other skills required for learning, such as critical thinking. Metacognition enables pupils to develop strategies to plan, monitor, and evaluate their learning.

### **Motivation**

Motivation is what causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task. Intrinsic motivation has positive effects on academic performance, encouraging high-quality learning and creativity. Teaching which is focused on intrinsic goals as opposed to extrinsic goals improves test performance across all age groups.

### **Self-efficacy**

Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. Self-efficacy is correlated with higher academic achievement and persistence. It also contributes to pupil wellbeing.

## **Wellbeing**

Wellbeing refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness.