

Pupil premium strategy statement **REVIEW OF 2016-17**

1. Summary information					
School	St Matthew's Primary School				
Academic Year	2016-17	Total PP budget	£385,535	Date of most recent PP Review	N/A
Total number of pupils	825	Number of pupils eligible for PP	289 (inc 7 LAC)	Date for next internal review of this strategy	Sept '17

2a. Current attainment (July 2016) Based on RAISEonline (Unvalidated October 2016)		
End KS2 117 pupils – not including discounted pupils	<i>Pupils eligible for PP (St Matthew's)</i>	<i>All pupils nationally</i>
% achieving expected standard in reading, writing and maths combined	21%	53%
% making progress in reading (85/117 with KS1 data)	-4.83	0
% making progress in writing (85/117 with KS1 data)	-0.67	0
% making progress in maths (85/117 with KS1 data)	-3.68	0

2b. Current attainment (July 2016) Based on RAISEonline (Unvalidated October 2016)		
End KS1 118 pupils	<i>Pupils eligible for PP (St Matthew's)</i>	<i>All pupils nationally</i>
% achieving expected standard in reading	73%	78%
% achieving expected standard in writing	62%	70%
% achieving expected standard in maths	65%	77%

2c. Current attainment (July 2016)		
End FS 117 pupils	<i>Pupils eligible for PP (St Matthew's)</i>	<i>All pupils nationally</i>
% achieving expected standard in reading (expected or exceeded)	70%	77%
% achieving expected standard in writing (expected or exceeded)	65%	72%
% achieving expected standard in maths (expected or exceeded)	70%	80%
% achieving a Good Level of Development	65%	69%

2d. Current attainment (July 2016) Internal school assessment information

Proportion of pupils eligible for Pupil Premium working at the 'expected standard' compared to previous year
(nb indication only – not directly comparable due to change in assessment measures)

Y1 (35 PP children)	FS @ exp +	Y1 @ exp +	Difference
Reading	54%	63%	+9%
Writing	54%	63%	+9%
Maths	66%	75%	+9%

Current attainment (July 2016) Internal school assessment information

Proportion of pupils eligible for Pupil Premium working at the 'expected standard' compared to previous year
(nb indication only – not directly comparable due to change in assessment measures)

Y3 (35 PP children)	Y2 2b+	Y3 @ exp +	Difference
Reading	68%	88%	+20%
Writing	65%	78%	+13%
Maths	78%	90%	+12%

Current attainment (July 2016) Internal school assessment information

Proportion of pupils eligible for Pupil Premium working at the 'expected standard' compared to previous year
(nb indication only – not directly comparable due to change in assessment measures)

Y4 (45 PP children)	Y3 2a+	Y4 @ exp +	Difference
Reading	89%	87%	-2%
Writing	83%	78%	-5%
Maths	83%	76%	-7%

Current attainment (July 2016) Internal school assessment information

Proportion of pupils eligible for Pupil Premium working at the 'expected standard' compared to previous year
(nb indication only – not directly comparable due to change in assessment measures)

Y5 (57 children)	Y4 3b+	Y5 @ exp +	Difference
Reading	71%	88%	+7%
Writing	58%	67%	+9%
Maths	71%	77%	+7%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	All subjects - Progress from starting points for lower attaining pupils eligible for PP is slower than for those with middle or higher prior attainment
B.	Maths - Progress from starting points in maths for higher prior attaining pupils eligible for PP is slower than for other pupils
C.	Writing - Progress from starting points in writing for some higher prior attaining pupils eligible for PP is slower than for other pupils
D.	Oral language skills are low for many pupils, including those eligible for PP. This impacts on reading and writing skills throughout the school.
E.	Opportunities to experience the world beyond the locality are limited for many pupils eligible for PP. This impacts on aspirations, English skills and awareness of opportunities available in later life
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for pupils eligible for PP improve on current levels (2015-16 PP attendance 95.5%)
G.	The School deprivation indicator of 0.26 is higher than national (0.21). Some families eligible for PP at St Matthew's Primary face challenges such as health, bereavement, asylum/immigration/Home Office status, food and fuel poverty, housing issues including evictions and homelessness, antisocial behaviour, mental health, Child Protection and families under police protection
H.	Many families at St Matthew's Primary are not eligible to receive public funding, therefore not eligible for FSM or PP. PP funding is also use to support these pupils where necessary

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children eligible for PP with low starting points make good progress in reading, writing and maths (book scrutiny, provision maps, PEP targets for LAC, planning scrutiny, lesson observations, half-termly pupil progress discussions)	Teachers articulate high standards for these pupils. Pupils are tracked as a focus group and provision designed to allow steps of progress bespoke to individuals.
B.	Children eligible for PP with high prior attainment make quick progress in maths and achieve age related expectations (book scrutiny, provision maps, PEP targets for LAC, planning scrutiny, lesson observations, half-termly pupil progress discussions)	Teachers articulate high standards for these pupils. Pupils are tracked as a focus group and provision designed to allow steps of progress bespoke to individuals.
C.	Writing - Progress from starting points in writing for some middle prior attaining pupils eligible for PP is slower than for other pupils	Teachers articulate high standards for these pupils. Pupils are tracked as a focus group and provision designed to allow steps of progress bespoke to individuals.
D.	Pupils broaden their vocabulary and are exposed to a variety of good quality texts (planning scrutiny, book scrutiny, lesson observations, pupil interviews, pupil outcomes, half-termly pupil progress discussions)	Pupils make rapid progress in reading and writing across the school so that all pupils eligible for PP reach the age related expectation. Phonics screening check results for PP exceed National 'other' pupils.
E.	All pupils eligible for PP are exposed to a range of additional experiences focussing on future opportunities- out of school events, in-school visitors, enhanced trips and visits and sporting opportunities. In addition, pupils will develop emotional resilience and coping skills to improve mental health and understanding of the power of the mind. (Pupil feedback, parental feedback, interviews with pupils, lesson observations, planning	Pupils can positively describe opportunities experienced and can describe future aspirations. Pupils will be excited by their learning.

	scrutiny, half-termly pupil progress discussions)	
F.	Attendance for PP pupils improves (attendance monitoring)	Attendance improves to 96% on average for PP pupils. Pupils eligible for PP arrive promptly for school.
G.	Pupils with challenging home circumstances are supported to thrive in school. Attendance is good and pupils are able to make good progress, to achieve age related expectations. Parents are supported to enable their children to thrive. (Family worker monitoring, Safeguarding Lead monitoring, attendance monitoring, lesson observations, half-termly pupil progress discussions, book scrutiny, planning scrutiny)	Attendance for these families is 96%. Pupils arrive promptly for school. Teachers articulate high standards for these pupils. Relationships between adults and pupils at school are good. Pupils are supported on a daily basis where needed.
H.	Families in need, but with no recourse to public funds are supported and pupils attend school promptly (attendance monitoring)	Attendance for these families is 96%. Pupils arrive promptly for school. Relationships between adults and pupils at school are good. Pupils are supported on a daily basis where needed.

3. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	REVIEW (SEPTEMBER 2017)
<p>A. Progress from starting points for lower attaining pupils – Reading, Writing and Maths</p> <p>B. Maths – progress for higher prior attainment pupils</p> <p>C. Writing – progress for middle prior attainment pupils</p> <p>D. Oral language</p> <p>E. Aspiration and awareness</p> <p>F. Attendance</p> <p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Inclusion Assistant Head (35% of salary)</p>	<p>The AH for Inclusion leads on the identification, implementation and evaluation of provision to overcome any barriers to learning for all pupils, including PP children. In recording and identification of need, the AH for Inclusion has the responsibility for ensuring PP children are not disproportionately represented on the SEND register and that their needs are met.</p> <p>Research: <i>Supporting the attainment of disadvantaged pupils</i>, DFE, Nov 15 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p><i>Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011</i>, Sutton Trust file:///U:/2016-17/Pupil%20Premium/2teachers-impact-report-final.pdf</p>	<p>Performance management – appraisal of performance. Provision maps meet the needs of PP pupils. Pupils make good progress and attain at age related expectation. Class teachers are able to plan provision appropriately to support PP pupils.</p> <p>Half termly Pupil Progress meetings. Appraisal review Lesson observations Book scrutiny Pupil interviews</p>	<p>Inclusion AH</p>	<p>Children's needs are identified and action is taken to provide the necessary support to meet these. The Provision Mapping cycle is fully embedded and focuses on the needs of individual pupils. PP children are prioritised for receiving support.</p> <p>EVIDENCE APPRAISAL REVIEW 2016-17 PROVISION MAPS PUPIL PROGRESS MEETING AGENDAS/RECORDS 16/17</p>

<p>A. Progress from starting points for lower attaining pupils – Reading, Writing and Maths</p> <p>B. Maths – progress for higher prior attainment pupils</p> <p>C. Writing – progress for middle prior attainment pupils</p> <p>D. Oral language</p> <p>E. Aspiration and awareness</p> <p>G. Deprivation issues</p>	<p>Teaching Assistants (35% of salaries)</p>	<p>Deploying TAs to work with PP children provides them with further opportunities to apply skills learnt in all areas of the curriculum.</p> <p>Activities where TAs can support learning are identified. TAs receive training weekly.</p> <p>TAs support the teacher with formative assessment and help identify next steps; ensuring that any gap are quickly plugged where agreed strategies to support and enrich are practiced.</p> <p>Small group intervention for writing and maths are planned by teachers, delivered by teachers or TAs.</p> <p>TAs also pastorally support PP pupils' and their social, moral, spiritual, cultural and emotional development on a day to day basis.</p> <p><i>EEF research on TA effectiveness is varied. At St Matthew's their support is targeted and they receive high quality training along with performance management.</i></p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants/</p>	<p>TAs trained in emotional trauma/PP potential barriers</p> <p>Middle Leaders to appraise TAs</p> <p>Class teachers to feedback regularly on effectiveness of TAs</p> <p>Half termly Pupil Progress meetings.</p> <p>Appraisal review</p> <p>Lesson observations</p> <p>Book scrutiny</p> <p>Pupil interviews</p>	<p>Year Group Leaders and link Assistant Heads</p>	<p>TAs make positive contributions to the progress of PP children through extending relationships and being able to recognise what they need (particularly in small group work). They focus on key skills developed from lessons and can assist teachers with locating appropriate resources, impacting on outcomes. Targeted support provided through the Provision Mapping process.</p> <p>PPG pupils prioritised for support.</p> <p>EVIDENCE- DISCUSSION WITH TEACHERS LESSON OBSERVATIONS PROGRESS OF PUPILS OVERTIME</p>
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<p>A. Progress from starting points for lower attaining pupils – Reading, Writing and Maths</p> <p>B. Maths – progress for higher prior attainment pupils</p> <p>C. Writing – progress for middle prior attainment pupils</p> <p>D. Oral language</p> <p>E. Aspiration and awareness</p> <p>G. Deprivation issues</p>	<p>Cover supervisors (35% of salaries)</p>	<p>Provide high quality teaching for pupils when class teachers are on PPA, CPD or absent due to illness. Cover supervisors attend all CPD training plus year group meetings and are fully involved in planning.</p> <p>No supply teachers are used. Pupils are able to access learning confidently, with trust and respect in adults teaching them.</p> <p><i>Research :</i> <i>"In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning". Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust</i> file:///U:/2016-17/Pupil%20Premium/2teachers-impact-report-final.pdf</p>	<p>Cover Supervisors trained in emotional trauma/PP potential barriers</p> <p>Class teachers to feedback regularly on effectiveness of Cover Supervisors</p> <p>Half termly Pupil Progress meetings. Appraisal review Lesson observations Book scrutiny Pupil interviews</p>	<p>Year Group Leaders and link Assistant Heads</p>	<p>Pupils are taught by experienced colleagues. Behaviour and learning expectations are consistent and the school day is stable for pupils. Ofsted June 2017 recognised that Behaviour and Safety is 'Good'.</p> <p>EVIDENCE – PUPIL PROGRESS AND ATTAINMENT DATA BEHAVIOUR LOGS LONGMEDIUM/SHORT TERM PLANNING</p>
<p>A. Progress from starting points for lower attaining pupils – Reading, Writing and Maths</p> <p>D. Oral language</p>	<p>'Catch-Up Literacy' intervention implemented</p>	<p><i>Research</i></p> <p><i>'Catch Up' Literacy intervention has been identified by the EEF as a 'promising project'. Trials at St Matthew's primary School demonstrated significant progress for pupils.</i></p> <p>https://educationendowmentfoundation.org.uk/our-work/projects/catch-up-literacy/</p>	<p>Training to be delivered in September 16 for all TAs in Y2-Y6. Implemented by Autumn 2 2016.</p> <p>Observations of sessions in action Half-termly pupil progress meetings Entry and exit data</p>	<p>Inclusion Assistant Head</p>	<p>97% of the PP children receiving Catch Up made accelerated progress in reading age as a result of, with the average gain being 24 months in 6 months.</p> <p>EVIDENCE – CATCH UP RECORDS PUPIL PROGRESS AND ATTAINMENT DATA PROVISION MAPS</p>

<p>A. Progress from starting points for lower attaining pupils – Reading, Writing and Maths</p> <p>B. Maths – progress for higher prior attainment pupils</p> <p>C. Writing – progress for middle prior attainment pupils</p> <p>D. Oral language</p> <p>E. Aspiration and awareness</p>	<p>Teacher and TA CPD</p>	<p>Teachers and TAs are equipped with the skills and knowledge of potential barriers for PP pupils and how best to support pupils and their families. Training includes attachment, emotional trauma, counselling (others TBC)</p> <p><i>Research :</i> <i>"In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning". Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust</i> file:///U:/2016-17/Pupil%20Premium/2teachers-impact-report-final.pdf</p>	<p>All training sessions in house or validated by senior leaders in advance (SLT attend out of school CPD and either cascade, or arrange trainer to deliver to whole school or groups in-house)</p> <p>Half termly Pupil Progress meetings. Appraisal review Lesson observations Book scrutiny Pupil interviews</p>	<p>SLT to lead and monitor</p>	<p>Strategies from training sessions are evident throughout the school. Provision and experiences are reactive to the needs of the pupils, with up-to-date theory and practice.</p> <p>PUPIL PROGRESS AND ATTAINMENT DATA PROVISION MAPS</p>
<p>E. Aspiration and awareness</p>	<p>'Laughology' sessions for Y6 pupils (Emotion Coaching)</p>	<p>To develop pupils' resilience, coping skills, confidence, success achievement and relationships</p> <p><i>Research</i> <i>EEF recommend Social and Emotional Learning as an effective strategy (EEF Teaching and Learning Toolkit)</i> https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Implementation planned by link Assistant Head.</p> <p>Monitoring Pupil feedback</p>	<p>Link Assistant Head</p>	<p>Observations of behaviour demonstrate pupils are happy, confident, and have strategies to resolve situations. Ideas from pupils are valued and implemented throughout the school.</p> <p>EVIDENCE BEHAVIOUR LOGS Ofsted June 2017 recognised that Behaviour and Safety is 'Good'.</p>
<p>Total budgeted cost</p>					<p>£263,024</p>

i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	REVIEW (SEPTEMBER 2017)
<p>A. Progress from starting points for lower attaining pupils – Reading, Writing and Maths</p> <p>B. Maths – progress for higher prior attainment pupils</p> <p>C. Writing – progress for middle prior attainment pupils</p> <p>D. Oral language</p>	Small group tuition	<p>Identified pupils will be supported in small groups by extending the school day. Sessions are taught by teachers or highly experienced Cover Supervisors. Focus will be subject specific and bespoke to the pupils' needs.</p> <p><i>Research</i> <i>EEF recommend Small Group Tuition as an effective strategy (EEF Teaching and Learning Toolkit)</i> https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p>	<p>Pupils identified by SLT based on prior attainment. Gaps discussed with class teachers and provision planned accordingly.</p> <p>Consideration given to size of groups and skill set of adults delivering.</p> <p>Half termly reviews of provision</p> <p>Pupil Progress meetings</p> <p>Observations</p> <p>Feedback from pupils</p>	SLT	<p>1:1 teaching sessions were provided for many children for reading, writing and Maths.</p> <p>EVIDENCE-</p> <p>Unvalidated data for KS2 shows that R,W+M combined for PP pupils increased by 24% from 21% in 2016 to 45% in 2017. Progress measures for KS2 have also increased in 2017. Reading -2.6 (-4.8 in 2016) Writing +0.9 (-0.6 in 2016) and Maths +0.17 (-3.68 in 2016)</p>
<p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Provide specific support for individual pupils from:</p> <p>Play Therapist Speech Therapist Music Therapist School Counsellor</p>	<p>The therapies at St Matthew's offer specific, focussed provision for individual pupils in order to support emotional development and remove barriers to learning. It supports families in accessing support and enables us to be responsive to children's presentation and put provision in promptly when a need is identified.</p> <p><i>Research</i> <i>EEF recommend Social and Emotional Learning as an effective strategy (EEF Teaching and Learning Toolkit)</i> https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Monitored by Assistant Heads</p> <p>Prioritising pupil need as appropriate</p> <p>Reactive to crisis situations</p> <p>Constant review during verbal feedback from therapists, pupils and class teachers</p>	Inclusion Assistant Head	<p>More children are now able to access both emotional and speech and language support. Pupil's readiness for learning has increased (as demonstrated through counselling feedback reviews) Parents have been able to access specialist advice and training on supporting emotional and speech development</p> <p>EVIDENCE –</p> <p>FEEDBACK FROM THERAPISTS CLASS TEACHER DISCUSSIONS CASE STUDIES ATTENDANCE FIGURES</p>

<p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Additional school meals and support for families in crisis (occasionally non-PP families with no access to funds)</p>	<p>Supported targeted at families in crisis. For example - School Meals, After School Club Places, Food Shopping, School Uniform.</p> <p>These actions have supported pupils to stay in school, and have their basic needs met at home.</p>	<p>Bespoke depending on individual circumstances</p> <p>All occasions where support is requested are referred to the Head teacher or Deputy Head prior to any decision</p>	<p>Head/ Deputy</p>	<p>Pupil self-esteem raised</p> <p>Fully uniformed school</p> <p>Positive relationships with parents</p> <p>EVIDENCE</p> <p>FAMILY WORKER RECORDS</p> <p>SAFEGUARDING RECORDS</p> <p>CASE STUDIES</p>
<p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Y6 Residential PGL Liddlington, Wiltshire)</p>	<p>To ensure that all PP pupils/LAC are provided with opportunities and experiences that will widen their understanding of life and opportunities beyond St Matthew's and beyond Luton.</p> <p><i>EEF Teaching and Learning Toolkit research states that "Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.</i></p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/</p>	<p>Planned in partnership with residential providers</p> <p>Observations</p> <p>Feedback from staff, pupils and families</p>	<p>SLT</p>	<p>Pupil Premium pupils were able to participate fully in both residential trips. Some pupils had additional equipment purchased to support families.</p> <p>EVIDENCE</p> <p>FAMILY WORKER RECORDS</p> <p>SAFEGUARDING RECORDS</p> <p>CASE STUDIES</p>
<p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Y5 Residential Leslie Sell Activity Centre, Bromham</p>	<p>Some pupils eligible for PP do not have opportunities to travel or experience activities beyond Luton. We believe that these pupils need to see and experience activities, events and opportunities that children from less disadvantaged families may receive. This impacts on life experiences, confidence, social skills plus all curriculum areas.</p>	<p>Year Group Leaders to ensure a range of activities are planned for</p> <p>Places for PP pupils to be prioritised</p> <p>Observations</p> <p>Participation levels</p> <p>Feedback from pupils and families</p>	<p>Link Assistant heads</p>	<p>Pupil Premium pupils attended a range of sporting and non-sporting activities that have given them an experience beyond their immediate home and school environment. Pupils talk with excitement about the opportunities they have experienced.</p> <p>EVIDENCE</p> <p>PARENT AND PUPIL FEEDBACK</p>

<p>E. Aspiration and awareness</p> <p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Extra-curricular clubs (before and after school – 35% of costs and salaries)</p>	<p>Some pupils eligible for PP do not have opportunities to experience activities before or after school, or at weekends. It is our intention to provide access to a range of clubs, free to all pupils</p> <p>http://www.nuffieldfoundation.org/news/out-school-activities-improve-children%E2%80%99s-educational-attainment</p>	<p>Places for PP pupils to be prioritised</p> <p>PP pupils encouraged to attend by class teachers</p> <p>Family workers and safeguarding lead to signpost families</p> <p>Observations</p> <p>Participation levels</p> <p>Feedback from pupils and families</p>	<p>Link Assistant Heads</p>	<p>85% of Pupil Premium pupils accessed at least one curriculum club before or after school. Many parents comment that they would be unable to offer such activities themselves due to cost.</p>
<p>E. Aspiration and awareness</p> <p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Easter school activity Club</p> <p>Supported by 'Make Lunch' charity</p> <p>https://www.makelunch.org.uk/</p>	<p>Research suggests that many families with pupils eligible for PP will struggle to provide a meal during school holidays. Pupils will also benefit from free activities during the sessions, led by school staff and supported by the charity 'Make Lunch'.</p> <p><i>EEF Teaching and Learning toolkit states "On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not."</i></p>	<p>Places for PP pupils to be prioritised</p> <p>PP pupils encouraged to attend by class teachers</p> <p>Family workers and safeguarding lead to signpost families</p> <p>Observations</p> <p>Participation levels</p> <p>Feedback from pupils and families</p>	<p>Community Assistant Head</p>	<p><i>Holiday clubs were established at St Matthew's three years ago and offer our children and families an affordable, safe, fun, holiday experience. The club is open to all children and families, but Pupil Premium children are a target group, as the club not only provides activities but also food (breakfast) to enable the offer of school meals to continue during long holiday periods.</i></p> <p>EVIDENCE</p> <p>FEEDBACK FROM PARENTS AND PUPILS</p> <p>FEEDBACK FROM 'MAKE LUNCH' CHARITY</p>
<p>E. Aspiration and awareness</p> <p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Summer school activity club</p> <p>Supported by 'Make Lunch' charity</p> <p>https://www.makelunch.org.uk/</p>	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/summer-schools/</p>			
<p>E. Aspiration and awareness</p> <p>G. Deprivation issues</p>	<p>Additional LAC training for Designated Teacher, Safeguarding Lead plus teachers with LAC pupils</p>	<p>LAC DT and Safeguarding Lead to proactively seek training and CPD regarding all elements of LAC support. Training delivered to teachers and support staff with LAC include emotional trauma, emotion coaching, PEP expectations and attachment.</p>	<p>Liaison with Virtual Schools and external agencies</p> <p>Needs of LAC pupils are met within and beyond the classroom</p> <p>LAC DT/ Safeguarding Lead able to support and advise pupils and teachers of LAC pupils</p> <p>LAC DT able to create appropriate PEP and LAC documentation</p> <p>Feedback from carers, pupils and Virtual Schools</p>	<p>Deputy Head</p>	<p>All LAC children were fully supported to participate in the life of the school. Ofsted (June 2017) stated "Foster parents and parents whose children have complex emotional, communication or learning needs confirmed that the school excels in the quality of care, guidance and support it provides, not only for their children, but for them too."</p> <p>EVIDENCE –</p> <p>FEEDBACK FROM HILLINGDON COUNCIL, CENTRAL BEDS COUNCIL, LUTON COUNCIL, LAC. REVIEWS. PEP MEETINGS</p>

<p>A. Progress from starting points for lower attaining pupils – Reading, Writing and Maths</p> <p>B. Maths – progress for higher prior attainment pupils</p> <p>C. Writing – progress for middle prior attainment pupils</p> <p>D. Oral language</p> <p>E. Aspiration and awareness</p> <p>F. Attendance</p> <p>G. Deprivation issues</p> <p>H. Families with no recourse to public</p>	<p>1:1 conferencing with Y1 pupils in receipt of Pupil Premium that did not attain GLD</p>	<p>Trial Identified pupils appear to have limited support for school work at home. By engaging parents 1:1 (in addition to regular consultations) the intention is to establish a relationship and identify ways to involve parents further, through personalised support.</p> <p>The intention is to use the 'Structured Conversations' model from Achievement for All.</p>	<p>'Structured conversations' model to be used Pupils identified from data Sessions initiated at a convenient time for parents/carers Suggestions implemented following discussion</p> <p>Feedback from parents and teachers Half-termly Pupil Progress meetings</p>	<p>Year 1 Team Leader</p>	<p>Pupils in Year 1 made good progress in all areas. In reading 81% of Pupil Premium pupils attained the expected standard for the end of Y1. 70% of the pupils in Y1 attained 'expected at the end of Foundation Stage in July 2016.</p> <p>EVIDENCE- Y1 PHONIC SCREEN OUTCOMES</p>
Total budgeted cost					<p>£63,500</p>

i. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	REVIEW (SEPTEMBER 2017)
<p>E. Aspiration and awareness</p> <p>F. Attendance</p> <p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	Safeguarding Officer (35% of salary)	To ensure that all children are safeguarded at all times and that relevant statutory duties are fully understood and implemented.	Performance management of Safeguarding Lead	Inclusion Assistant Head	<p>Ofsted's inspection reported that the school's safeguarding is effective and documentation and record keeping are exemplary. Children were also reported to have said that they feel safe at school. Children are attending school regularly and attendance is consistently in line with national average. All meetings are attended with regards to our Looked after children, CIN meetings, EHA meetings, Child Protection Conferences & reviews and core group meetings. There are regular meetings with the parents involved in such cases to offer support or to sign post them to the right agencies. Parents are provided with opportunities to attend workshops and receive relevant information to equip them to safeguard their own children at home. Foster parents and parents whose children have a high level of need confirmed in Ofsted's inspection that school excel in quality of care, guidance and support that it provides holistically for the whole family.</p>

<p>E. Aspiration and awareness</p> <p>F. Attendance</p> <p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Family workers x 2 Family worker assistant x 1 (35% of salaries)</p>	<p>The Family Team are an integral link in the chain of support that St Matthew's provides for our families. By ensuring there is assistance for the issues that may face the families of our children, and by keeping them buoyant with intervention from our team of Family Workers, we naturally provide another layer of provision for our children. A wide spectrum of support is offered from housing to benefits, from relationships to parenting, from general well-being to domestic violence and a whole host of other issues. The Family Centre offers a range of courses, one to one support, group support, family facing events and professional/pastoral signposting to other organisations who could help.</p> <p>Research https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/66113/121214_Working_with_troubled_families_FINAL_v2.pdf</p>	<p>Performance management of Family Team</p>	<p>Inclusion Assistant Head</p>	<p>Children are in school, they have the correct uniform, they arrive on time, their families have food, and they are safe. All of these basic needs have to be addressed before children can begin to learn. EVIDENCE- FAMILY WORKER RECORDS CASE STUDIES PARENT FEEDBACK</p>
<p>F. Attendance</p>	<p>Attendance Officer (35% of salary) Plus EWO service (100%)</p> <p>Attendance and Punctuality. 1:1 conferencing with parents to identify barriers to attendance and punctuality.</p>	<p>Improved attendance and punctuality rate impacts upon standards.</p> <p>"Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school." (Supporting the attainment of disadvantaged pupils, DFE, Nov 15)</p> <p>National Audit Office, Improving school attendance in England;</p> <p>"Better attendance at school by pupils improves their educational achievements and, in turn, their lives and prospects. Even a small reduction in absence would result in many pupils receiving greater benefit from their education." https://www.nao.org.uk/report/improving-school-attendance-in-england/</p>	<p>Performance management of Attendance Officer</p>	<p>Deputy Head</p>	<p>Attendance of Pupil Premium families was monitored. Pupils with attendance concerns were challenged and supported to attend punctually.</p> <p>EVIDENCE – ATTENDANCE FIGURES</p>

G. Deprivation issues	Provide free fruit for KS2 pupils	Promoting healthy lifestyles and impact of diet on learning. Extension of FS/KS1 free fruit strategy – paid for by school budget http://www.nhs.uk/Livewell/5ADAY/Pages/Schoolscheme.aspx	Fruit ordered and distributed appropriately – systems in place	Admin staff	KS2 pupils had access to a variety of fruit and vegetables, encouraging a healthy lifestyle and supplementing fruit and vegetables provided at home.
G. Deprivation issues	Safeguarding Breakfast Club (free)	Provide a nutritious breakfast in a supportive and welcoming environment for pupils in need. Recommended in The School Food Plan http://whatworkswell.schoolfoodplan.com/articles/category/18/breakfast-clubs EEF https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment/ Case studies on impact http://whatworkswell.schoolfoodplan.com/site/article-files/8dde766a-6498-49e1-934d-6f1066691b2b.pdf	Pupils identified quickly Pupils encouraged to attend and families signposted	Safeguarding Lead	Select pupils are offered a healthy and nutritious breakfast in a calm and safe environment. Pupils have a positive start to the school day and enter their classrooms ready to face the day. EVIDENCE – SAFEGUARDING OFFICER RECORDS OBSERVATIONS
Total budgeted cost					£60,000