

Pupil Premium strategy statement- REVIEW OF SPENDING 2017-2018

1. Summary information					
School	St Matthew's Primary School				
Academic Year	2017-18	Total PP budget	£367,940	Date of most recent PP Review	N/A
Total number of pupils	834 (Jan Census 2017)	Number of pupils eligible for PP	276 (inc 8 LAC, 1 Armed Forces Jan Census 2017)	Date for next internal review of this strategy	July 2018

2a. Current attainment (July 2017) Based on ASP (Unvalidated October 2017)		
End KS2 119 pupils – not including discounted pupils	<i>Pupils eligible for PP (St Matthew's Ever 6 FSM)</i>	<i>All pupils nationally</i>
% achieving expected standard in reading, writing and maths combined	45% (21% 2016)	61%
% making progress in reading (85/119 with KS1 data)	-2.69 (-4.83 2016)	0
% making progress in writing (85/117 with KS1 data)	+0.97 (-0.67 2016)	0
% making progress in maths (85/117 with KS1 data)	+0.18 (-3.68 2016)	0

2b. Current attainment (July 2017) Based on ASP (Unvalidated October 2017)		
End KS1 119 pupils	<i>Pupils eligible for PP (St Matthew's)</i>	<i>All pupils nationally</i>
% achieving expected standard in reading	67% (73% 2016)	76.5%
% achieving expected standard in writing	62% (62% 2016)	68.9%
% achieving expected standard in maths	74% (65% 2016)	73.1%

2c. Current attainment (DAISI Scorecard October 2017 EYFS Outcomes July 2016)		
End FS 118 pupils	<i>Pupils eligible for PP (St Matthew's)</i>	<i>All pupils nationally</i>
% achieving expected standard in reading (expected or exceeded)	(70% 2016)	
% achieving expected standard in writing (expected or exceeded)	(65% 2016)	

% achieving expected standard in maths (expected or exceeded)	(70% 2016)	
% achieving a Good Level of Development	67% (57% 2016)	72%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Reading – Progress of disadvantaged pupils at the end of KS2 in 2017 was lower than other pupils for middle and high prior attainers. Particularly Boys -all Prior Attainment groups, English as a first language boys, and high prior attaining boys.
B.	Writing – Progress of disadvantaged girls was less than boys at the end of KS2 2017. Progress of disadvantaged pupils with English as a first language was less than EAL disadvantaged pupils. Disadvantaged English pupils who were high prior attainers made less progress than other prior attainers.
C.	Maths – Disadvantaged girls made less progress than other pupils by the end of KS2 2017, English speaking, disadvantaged girls made slower progress than other girls: particularly girls with SEND and low prior attainment. Disadvantaged boys with low prior attainment made slower progress than 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 (issues which also require action outside school, such as low attendance rates)

F.	Attendance rates for pupils eligible for PP improve on current levels (2015-16 PP attendance 95.5%, maintained at 95.5% ASP October 2017)
G.	The School deprivation indicator of 0.3 is higher than national (0.2) (Ref OFSTED IDSR Nov '17). 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.	Reading -Progress of all disadvantaged will at least match the progress of other pupils. Disadvantaged boys, English speaking boys and high attaining boys will be closely monitored. (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.	Writing – Progress of disadvantaged girls at least matches the progress of other pupils. Disadvantaged English speaking girls will make at least the same progress as other pupils.. Disadvantaged high prior attainers will make at least the same progress as other pupils with high prior attainment. (Book scrutiny, provision maps, PEP targets for LAC, planning scrutiny,	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.

	lesson observations, half-termly pupil progress discussions).	
C.	Maths – Progress of disadvantaged girls will at least match the progress of other pupils. Disadvantaged girls with SEND and/or low prior attainment will make expected progress. Disadvantaged boys with low prior attainment will make expected progress. (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.
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 scrutiny, half-termly pupil progress discussions)	Pupils can positively describe opportunities experienced and can describe future aspirations. Pupils will be excited by their learning.
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

2017/18

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 2018
<p>A. Reading progress</p> <p>B. Writing progress</p> <p>C. Maths progress</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 (33% 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><i>Research:</i> <i>Supporting the attainment of disadvantaged pupils, DFE, Nov 15</i> 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, Sutton Trust</i> 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>Headteacher</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 individuals. PP children are prioritised for receiving support. 48% of children on the SEN Register are PP</p>

<p>A. Reading progress</p> <p>B. Writing progress</p> <p>C. Maths progress</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>Teaching Assistants (33% 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> 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 were trained to be responsive to pupils emotional needs (Inside I'm Hurting' training, LAC training). Behaviour incidents dealt with in a fair and consistent manner that allowed pupils to feel supported.</p> <p>Learning was supported by teaching assistants including administering 'Catch Up' interventions for English and Maths plus additional Accelerated Reader sessions.</p>
<p>A. Reading progress</p> <p>B. Writing progress</p> <p>C. Maths progress</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>Cover supervisors (33% 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.</p> <p>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".</i> <i>Improving the impact of teachers on pupil achievement in the UK – interim findings</i> <i>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.</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>Pupils have received teaching from consistent adults who are well known to them. The focus on emotional and social wellbeing has continued, allowing pupils to be focussed on their learning when their class teacher is away from the class for CPD or PPA.</p>

<p>A. Reading progress</p> <p>B. Writing progress</p> <p>C. Maths progress</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>Teacher and TA CPD</p> <p>Some examples : 20/10/17 Dr Cathy Weston (Parental Engagement) http://www.keystone-aspire.com/my-philosophy/</p> <p>20/12/17 Me and You Education (Radicalisation and Extremism) http://meandyoueducation.co.uk/</p> <p>3/1/18 Sue Bolton (Mindfulness) https://bemindful.co.uk/teacher-profile/635/</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.</p> <p>Training includes attachment, emotional trauma, Parental Engagement</p> <p>Research : "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 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>A full programme of CPD was delivered to teachers. Evaluation slips available.</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>Research EEF recommend Social and Emotional Learning as an effective strategy (EEF Teaching and Learning Toolkit) 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>Majority of pupils were able to demonstrate key elements of HCS strands</p> <p>Feedback by two facilitators identified success, observed in pupil behaviour and engagement</p> <p>Pupils' feedback was positive; including targeted pupils with barriers to learning</p> <p>Impacted on preparation for Y6 SATs week – processing emotions in lead before</p>

Total budgeted cost £263,024

ii. 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 2018
<p>A. Reading progress</p> <p>SEE SCHOOL IMPROVEMENT PLAN PRIORITY 4, STRANDS B+C</p>	<p>Y6 1:1 Tuition - Reading</p>	<p>Identified pupils will be supported 1:1 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 1:1 Tuition as an effective strategy (EEF Teaching and Learning Toolkit)</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	<p>Pupils identified by SLT based on prior attainment. Gaps discussed with class teachers and provision planned accordingly. Consideration given to size of groups and skill set of adults delivering.</p> <p>Half termly reviews of provision Pupil Progress meetings Observations Feedback from pupils</p>	<p>SLT</p>	<p>Identified 33 out of 116 who demonstrated gaps in knowledge and understanding In reading</p> <p>Whole cohort's progress was -3.5 ; >-5 points from floor targets</p> <p>1:1 tuition team strategically organised to supplement targeted pupils with skills needed to consolidate gaps (over one or two sessions)</p>
<p>A. Reading progress</p> <p>SEE SCHOOL IMPROVEMENT PLAN PRIORITY 4, STRANDS B+C</p>	<p>KS1 1:1 Tuition - Reading</p>				<p>Ratios of 1:1 modified to suit needs of bespoke group with i.e. greater depth – group of four (who all made good or better progress – teacher assessment)</p>

<p>B. Writing progress</p> <p>SEE SCHOOL IMPROVEMENT PLAN PRIORITY 4, STRANDS B+C</p>	<p>Y6 Writing 1:1 Tuition</p>			<p>Identified 28 out of 116 who demonstrated gaps in knowledge and understanding in writing</p> <p>Whole cohort's progress was -0.7; >-7 points from floor targets</p> <p>1:1 tuition team strategically organised to supplement targeted pupils with skills needed to consolidate</p>
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<p>C. Maths progress</p> <p>SEE SCHOOL IMPROVEMENT PLAN PRIORITY 4, STRANDS B+C</p>	<p>Y6 Maths 1:1 Tuition</p>			<p>gaps (over one or two sessions)</p> <p>Ratios of 1:1 modified to suit needs of bespoke group with i.e. greater depth – group of four (who all made good or better progress – teacher assessment)</p> <p>Identified 31 out of 116 who demonstrated gaps in knowledge and understanding In Maths</p> <p>Whole cohort's progress was -1.8; >-5 points from floor targets</p> <p>1:1 tuition team strategically organised to supplement targeted pupils with skills needed to consolidate gaps (over one or two sessions)</p> <p>Ratios of 1:1 modified to suit needs of bespoke group with i.e. greater depth – group of four (who all made good or better progress – teacher assessment)</p>
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<p>A – Reading Progress (Y4,Y5, Y6)</p> <p>SEE SCHOOL IMPROVEMENT PLAN PRIORITY 4, STRANDS B+C</p>	<p>Accelerated Reader implemented across Y4, Y5 and Y6 Pupils in receipt of Pupil Premium Funding will receive additional support to access texts and have a love of reading encouraged.</p>	<p>Research 'Accelerated Reader' has been identified by the EEF as a 'promising project'.</p>	<p>Termly Star Reading tests will demonstrate good gains on scaled scores and reading ages.</p>	<p>Deputy Head</p>	<p>Pupils in years 4-6 have made good progress with their engagement in reading. See AR assessment information for more detail.</p>
<p>A. Reading progress B. Writing progress D. Oral language</p> <p>SEE SCHOOL IMPROVEMENT PLAN PRIORITY 4, STRANDS B+C</p>	<p>'Catch-Up Literacy' intervention implemented</p>	<p>Research 'Catch Up' Literacy intervention has been identified by the EEF as a 'promising project'.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</p>	<p>Observations of sessions in action Half-termly pupil progress meetings Entry and exit data</p>	<p>Inclusion Assistant Head</p>	<p>PP children have been prioritised to receive the Catch Up Literacy Intervention this academic year. 67% of the PP children receiving Catch Up made accelerated progress in reading age as a result of this, with the average gain being 22 months in 10 months.</p>
<p>C. Maths progress D. Oral Language</p> <p>SEE SCHOOL IMPROVEMENT PLAN PRIORITY 4, STRANDS B+C</p>	<p>'Catch-Up Numeracy' intervention implemented</p>	<p>Research 'Catch Up' Numeracy intervention has been identified by the EEF as a 'promising project'.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p>	<p>Training to be undertaken by staff in Spring term 2018.</p> <p>Observations of sessions in action Half-termly pupil progress meetings Entry and exit data</p>	<p>Inclusion Assistant Head</p>	<p>PP children have been prioritised to receive the Catch Up Intervention this academic year. 93% of the PP children receiving Catch Up made accelerated progress in number age as a result of this, with the average gain being 24 months in 5 months of intervention.</p>

<p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Provide specific support for individual pupils from: 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 Prioritising pupil need as appropriate Reactive to crisis situations</p> <p>Constant review during verbal feedback from therapists, pupils and class teachers</p>	<p>Inclusion Assistant Head</p>	<p>PP children are prioritised for support with the therapists working in school 60% of the children who received therapy in the last academic year are PP.</p> <p>Evaluation provided from the therapists show a reduction in core scores of anxiety following the intervention.</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 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>This has helped many families stay afloat without which they would have sank. EG A single mum was able to use the after school club to enable her to work where otherwise she would not have been able to; until her Childcare element of the Tax Credits had come through.</p> <p>No recourse to public funds has an impact on families in many ways. In this case school dinners take a massive burden off the parents. Helps children feel the same as their peers.</p> <p>The quality of packed lunches of these children is very poor. Some families have been picked up by seeing the children's packed lunches.</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>Planned in partnership with residential providers</p> <p>Observations Feedback from staff, pupils and families</p>	<p>SLT</p>	<p>80% of Y6 Pupil Premium pupils attended the residential free of charge. All benefitted hugely. See children's reviews and feedback for more information.</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>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/</p>			
<p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Enrichment activities – extraordinary sessions and visits for PP pupils (for example – Diving Lessons, Carnival, social events with partnership schools, sporting events, theatre visits, 'Young Voices' choir)</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 Places for PP pupils to be prioritised</p> <p>Observations Participation levels Feedback from pupils and families</p>	<p>Link Assistant heads</p>	<p>Pupils engaged in a variety of additional activities</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 – 33% 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 PP pupils encouraged to attend by class teachers Family workers and safeguarding lead to signpost families Observations Participation levels Feedback from pupils and families</p>	<p>Link Assistant Heads</p>	<p>80% of pupil premium pupils have attended school clubs free of charge, both before and after school.</p>

E. Aspiration and awareness G. Deprivation issues H. Families with no recourse to public funds	Easter school activity Club Supported by 'Make Lunch' charity https://www.makelunch.org.uk/	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'. <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> https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/summer-schools/	Places for PP pupils to be prioritised PP pupils encouraged to attend by class teachers Family workers and safeguarding lead to signpost families Observations Participation levels Feedback from pupils and families	Community Assistant Head	Luton Foodbank was used instead of 'Make Lunch' to fund breakfast and food activities with families during Easter and the summer. Children and families could take part and eat what they made. Foodbank gave food parcels and advice during the sessions There was good attendance from all the target families. Opportunities to make referrals for food from foodbank, shoes, uniform and coats from Level Trust helped out families immensely.
E. Aspiration and awareness G. Deprivation issues H. Families with no recourse to public funds	Summer school activity club Supported by 'Make Lunch' charity https://www.makelunch.org.uk/	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/summer-schools/			
E. Aspiration and awareness G. Deprivation issues	Additional LAC training for Designated Teacher, Safeguarding Lead plus teachers with LAC pupils	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.	Liaison with Virtual Schools and external agencies Needs of LAC pupils are met within and beyond the classroom LAC DT/ Safeguarding Lead able to support and advise pupils and teachers of LAC pupils LAC DT able to create appropriate PEP and LAC documentation Feedback from carers, pupils and Virtual Schools	Deputy Head	LAC pupils continued to be well supported both pastorally and in their learning. All PEP targets are being met. Virtual School feedback overwhelmingly positive.
Total budgeted cost					£63,500

iii. Other approaches					
Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	Review September

	action/approach	for this choice?	implemented well?		2018
E. Aspiration and awareness F. Attendance G. Deprivation issues H. Families with no recourse to public funds	Safeguarding Officer (33% 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	100% of staff have received level 1 Safeguarding training including MDSA's, site team and office based staff, which is completed annually. FGM, Prevent & CSE training has also been undertaken by staff. Alongside this training there has been reading workshops on the school's Safeguarding Policy and the new revised Keeping Children Safe in Education document 2018. Impact and Implementation of this training has been reflected in the number of referrals and concern forms received.
E. Aspiration and awareness F. Attendance G. Deprivation issues H. Families with no recourse to public funds	Family worker (33% of salary)	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. Research https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/66113/121214_Working_with_troubled_families_FINAL_v2.pdf	Performance management of Family Team	Inclusion Assistant Head	The family team has decreased since May 2017 however the assistance to families has not. The Freedom Programme is not being run as a group but 1;1 support is still offered to those who need it. The courses are not been run by FW due to workload however Luton Adult Learning has supported to deliver a variety of courses to families. Family facing events such as Movie Nights, Pantos, workshops are still run with good success.
F. Attendance SEE SCHOOL	Attendance Officer (33% of salary) Plus EWO service (100%)	Improved attendance and punctuality rate impacts upon standards.	Performance management of Attendance Officer	Deputy Head	Families with poor attendance are monitored , challenged

<p>IMPROVEMENT PLAN PRIORITY 4, STRAND A</p>	<p>Attendance and Punctuality. 1:1 conferencing with parents to identify barriers to attendance and punctuality.</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>and supported. FFT data demonstrates that PP pupils (2018 Y6 cohort) absence was 3% compared to 4% national. Persistent absence for the same cohort of PP pupils was 4% compared to 12% nationally.</p>
<p>G. Deprivation issues</p>	<p>Provide free fruit for KS2 pupils</p>	<p>Promoting healthy lifestyles and impact of diet on learning. Extension of FS/KS1 free fruit strategy – paid for by school budget</p> <p>http://www.nhs.uk/Livewell/5ADAY/Pages/Schoolscheme.aspx</p>	<p>Fruit ordered and distributed appropriately – systems in place</p>	<p>Admin staff</p>	<p>Pupils have continued to receive free fruit and vegetables, contributing to their overall health and wellbeing.</p>
<p>G. Deprivation issues</p>	<p>Safeguarding Breakfast Club (free)</p>	<p>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</p> <p>EEF https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment/</p> <p>Case studies on impact http://whatworkswell.schoolfoodplan.com/site/article-files/8dde766a-6498-49e1-934d-6f1066691b2b.pdf</p>	<p>Pupils identified quickly Pupils encouraged to attend and families signposted</p>	<p>Safeguarding Lead</p>	<p>Families needs are identified and support is offered to families to overcome any barriers. There is an average of 4% increase in attendance despite a change in circumstances for two of the children. 3 of the children's attendance has increased to 100% Children with very complex issues who previously attended the club, one of whom had fixed term exclusion are now able to settle into the school day without the need for the club.</p>
<p>Total budgeted cost</p>					<p>£60,000</p>

APPENDIX 1: School Improvement Plan Priority 4 -Pupil Premium Focus

