

# Pupil Premium strategy statement 2019-2020

1. Summary information					
School	St Matthew's Primary School				
Academic Year	2019-20	Total PP budget	£304,680	Date of most recent PP Review	N/A
Total number of pupils	823 <small>Jan 2019 Census</small>	Number of pupils eligible for PP	226 (27%) (inc 2 LAC)	Date for next internal review of this strategy	July 2020

2a. KS2 OUTCOMES (July 2019) Based on ASP (Validated December 2019)		
End KS2 2019 - 48 pupils eligible for Pupil Premium	<i>Pupils eligible for Pupil Premium</i>	<i>All pupils nationally</i>
% achieving expected standard in reading, writing and maths combined	65% 2019 (21% 2016, 45% 2017, 38% 2018)	65% 2019
% making progress in reading (45/48 PP pupils with KS1 data)	-0.13 2019 (-4.83 2016, -2.69 2017, -3.68 2018)	0
% making progress in writing (45/48 PP pupils with KS1 data)	+0.94 2019 (-0.67 2016, +0.97 2017, -1.81 2018)	0
% making progress in maths (45/48 PP pupils with KS1 data)	+0.38 2019 (-3.68 2016, +0.18 2017, -1.84 2018)	0

2b. KS1 OUTCOMES (July 2019) Based on DAISI (Unvalidated August 2019)		
End KS1 2019 - 25 pupils eligible for Pupil Premium	<i>Pupils eligible for Pupil Premium</i>	<i>All pupils locally (DAISI 2019)</i>
% achieving expected standard in reading	72% 2019 (73% 2016, 67% 2017, 70% 2018)	70.6%
% achieving expected standard in writing	64% 2019 (62% 2016, 62% 2017, 67% 2018)	64.4%
% achieving expected standard in maths	68% 2019 (65% 2016, 74% 2017, 73% 2018)	72.5%

2c. EYFS OUTCOMES (July 2019) Based on DAISI (Unvalidated August 2019)		
End EYFS 2019 - 19 pupils eligible for Pupil Premium	<i>Pupils eligible for Pupil Premium</i>	<i>All pupils locally (DAISI 2019)</i>
% achieving expected standard in reading (expected or exceeded)	63.2% 2019 (70% 2016, 66.7% 2017, 65% 2018)	73.3%
% achieving expected standard in writing (expected or exceeded)	57.9% 2019 (65% 2016, 72.2% 2017, 65% 2018)	70.3%
% achieving expected standard in number (expected or exceeded)	68.4% 2019 (70% 2016, 77.8% 2017, 70% 2018)	76.8%
% achieving a Good Level of Development	57.9% 2019 (57% 2016, 67% 2017, 65% 2018)	68.4%

1. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	Reading – Attainment and progress at the end of KS2
<b>B.</b>	Writing – Attainment and progress at the end of KS2
<b>C.</b>	Maths – Attainment and progress at the end of KS2
<b>D.</b>	Oral language skills are low for many pupils, including those eligible for PP; both EAL and non EAL pupils
<b>E.</b>	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
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance rates for pupils eligible for PP are lower than for non-Pupil Premium pupils
<b>G.</b>	The School deprivation indicator of 0.3 is higher than national (0.2) (Ref OFSTED IDSR Nov '18). 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
<b>H.</b>	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>
<b>A.</b>	Reading -Progress of all disadvantaged will at least match the progress of other pupils. (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>B.</b>	Writing – Progress of all disadvantaged pupils at least matches the progress of other pupils. (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>C.</b>	Maths – Progress of all disadvantaged pupils at least matches the progress of other pupils.. (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>D.</b>	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.
<b>E.</b>	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)	
<b>F.</b>	Attendance for PP pupils improves (attendance monitoring)	Attendance improves to 96% on average for PP pupils. Pupils eligible for PP arrive promptly for school.
<b>G.</b>	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 Manager 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.
<b>H.</b>	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

2019/20

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 July 2020
<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 (27% of salary)</p>	<p>The AH for Inclusion supports the Deputy Headteacher in 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>  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> <p><i>Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust</i>  <a href="file:///U:/2016-17/Pupil%20Premium/2teachers-impact-report-final.pdf">file:///U:/2016-17/Pupil%20Premium/2teachers-impact-report-final.pdf</a></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>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 (27% 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 gaps 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 (see attached document relating to individual year groups)</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.</i></p> <p><i>Teaching assistants are fully trained to lead pupil interventions such as Catch-Up Literacy, Catch Up Numeracy and SoundsWrite</i>  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants/</a></p>	<p>TAs trained in emotional trauma/PP potential barriers</p> <p>Class teachers to feedback regularly on effectiveness of TAs</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>	
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<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 (27% of salaries)</p>	<p>Provide high quality teaching (following direction and planning from a qualified teacher) 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. 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> "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 <a href="file:///U:/2016-17/Pupil%20Premium/2teachers-impact-report-final.pdf">file:///U:/2016-17/Pupil%20Premium/2teachers-impact-report-final.pdf</a></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>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>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 and brain development as well as subject knowledge for specific subjects.</p> <p><i>Research :</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 <a href="file:///U:/2016-17/Pupil%20Premium/2teachers-impact-report-final.pdf">file:///U:/2016-17/Pupil%20Premium/2teachers-impact-report-final.pdf</a></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>	
<b>Total budgeted cost</b>					£227,253

**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 July 2020
<p>A. Reading progress</p>	<p>1:1 Reading for 7 Y1 pupils 1:1 Reading for 13 Y2 pupils  1:1 Reading for 7 Y3 pupils</p>	<p>In 2019</p> <ul style="list-style-type: none"> <li>• 7/19 disadvantaged pupils at the end of EYFS did not attain 'expected' in reading.</li> <li>• 13/18 disadvantaged pupils at the end of Y1 did not pass the phonic screening check</li> </ul>			

		<ul style="list-style-type: none"> <li>• 7/25 disadvantaged pupils at the end of KS1 did not attain 'expected' in reading.</li> </ul> <p>The progress of these pupils in all areas of learning will be impeded if they do not become fluent readers rapidly.</p>			
A. Reading progress	Y6 1:1 Tuition - Reading	<p>Identified pupils will be supported 1:1 by extending the school day. Sessions are taught by teachers or highly experienced Cover Supervisors.</p> <p>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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></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</p> <p>Pupil Progress meetings</p> <p>Observations</p> <p>Feedback from pupils</p>	SLT	
A. Reading progress	KS1 1:1 Tuition - Reading				
B. Writing progress	Y6 Writing 1:1 Tuition				
C. Maths progress	Y6 Maths 1:1 Tuition				
A. Reading progress B. Writing progress D. Oral language	'Catch-Up Literacy' intervention implemented	<p><i>Research</i>  <b>'Catch Up' Literacy intervention has been identified by the EEF as a 'promising project'.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</a></p>	<p>Observations of sessions in action</p> <p>Half-termly pupil progress meetings</p> <p>Entry and exit data</p>	Inclusion Assistant Head	

<p>C. Maths progress D. Oral Language</p>	<p>'Catch-Up Numeracy' intervention implemented</p>	<p>Research <b>'Catch Up' Numeracy intervention has been identified by the EEF as a 'promising project'.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</a></p>	<p>Observations of sessions in action Half-termly pupil progress meetings Entry and exit data</p>	<p>Inclusion Assistant Head</p>	
<p>G. Deprivation issues 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>G. Deprivation issues 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><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	<p>Planned in partnership with residential providers</p> <p>Observations Feedback from staff, pupils and families</p>	<p>SLT</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>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 – 27% 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 Pupil Premium pupils.</p> <p><a href="http://www.nuffieldfoundation.org/news/out-school-activities-improve-children%E2%80%99s-educational-attainment">http://www.nuffieldfoundation.org/news/out-school-activities-improve-children%E2%80%99s-educational-attainment</a></p>	<p>Places for PP pupils to be prioritised PP pupils encouraged to attend by class teachers Family workers and Safeguarding Manager to signpost families Observations Participation levels Feedback from pupils and families</p>	<p>Link Assistant Heads</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>Play Therapist Music therapist</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> <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>Monitored by Assistant Head Prioritising pupil need as appropriate through provision mapping process and Pupil Premium meetings Reactive to crisis situations</p> <p>Constant review during verbal feedback from therapists, pupils and class teachers</p>	<p>Inclusion Assistant Head</p>	
<b>Total budgeted cost</b>					£42,594

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review July 2020</b>
E. Aspiration and awareness F. Attendance G. Deprivation issues H. Families with no recourse to public funds	Safeguarding Manager (27% 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 Manager	Inclusion Assistant Head	
E. Aspiration and awareness F. Attendance G. Deprivation issues H. Families with no recourse to public funds	Family worker (27% 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 <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/66113/121214_Working_with_troubled_families_FINAL_v2.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/66113/121214_Working_with_troubled_families_FINAL_v2.pdf</a>	Performance management of Family Team	Deputy Head	
F. Attendance	Attendance Officer (27% of salary) Plus EWO service (100%)  Attendance and Punctuality. 1:1 conferencing with parents to identify barriers to attendance and punctuality.	Improved attendance and punctuality rate impacts upon standards.  "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)  National Audit Office, Improving school attendance in England;  "Better attendance at school by pupils improves their educational achievements and, in turn, their lives and prospects. Even a small reduction in	Performance management of Attendance Officer	Deputy Head	

		absence would result in many pupils receiving greater benefit from their education." <a href="https://www.nao.org.uk/report/improving-school-attendance-in-england/">https://www.nao.org.uk/report/improving-school-attendance-in-england/</a>			
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  <a href="http://www.nhs.uk/Livewell/5ADAY/Pages/Schoolscheme.aspx">http://www.nhs.uk/Livewell/5ADAY/Pages/Schoolscheme.aspx</a>	Fruit ordered and distributed appropriately – systems in place	Admin staff	
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 <a href="http://whatworkswell.schoolfoodplan.com/articles/category/18/breakfast-clubs">http://whatworkswell.schoolfoodplan.com/articles/category/18/breakfast-clubs</a>  EEF <a href="https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment/">https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment/</a>  Case studies on impact <a href="http://whatworkswell.schoolfoodplan.com/site/article-files/8dde766a-6498-49e1-934d-6f1066691b2b.pdf">http://whatworkswell.schoolfoodplan.com/site/article-files/8dde766a-6498-49e1-934d-6f1066691b2b.pdf</a>	Pupils identified quickly Pupils encouraged to attend and families signposted	Safeguarding Manager	
<b>Total budgeted cost</b>					£40,815
<b>OVERALL TOTAL</b>					£310,662