

Pupil Premium strategy statement 2020-2021

1. Summary information					
School	St Matthew's Primary School				
Academic Year	2020-21	Total PP budget	£289,740	Date of most recent PP Review	N/A
Total number of pupils	818 <small>Jan 2020 Census</small>	Number of pupils eligible for PP	216 (DfE list July 2020)= 27%	Date for next internal review of this strategy	July 2021

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	
In-school barriers	
A.	Reading – Attainment and progress at the end of KS2
B.	Writing – Attainment and progress at the end of KS2
C.	Maths – Attainment and progress at the end of KS2
D.	Oral language skills are low for many pupils, including those eligible for PP; both EAL and non EAL pupils
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 are lower than for non-Pupil Premium pupils
G.	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
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 used 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. (book scrutiny, provision maps, PEP targets for LAC, planning scrutiny, lesson learning walks, pupil progress discussions, pupil voice).	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. and groups.
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 learning walks, pupil progress discussions, pupil voice).	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 and groups.
C.	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 and groups.

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)	Curriculum areas reviewed and age appropriate vocabulary explicitly taught. 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 focusing 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 DEPENDANT ON COVID 19
F.	Attendance for PP pupils improves (attendance monitoring)	Attendance improves to 97% on average for PP pupils. Pupils eligible for PP arrive promptly for school. PP pupils attend school during Covid 19. Persistent absenteeism in PP children reduces to 10%
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 Manager monitoring, attendance monitoring, lesson observations, half-termly pupil progress discussions, book scrutiny, planning scrutiny)	Attendance for these families is 97%. 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 97%. 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

2020/2021

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 2021
<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> https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR41_1_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p><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>Performance management – appraisal of performance. Provision maps meet the needs of PP pupils. Pupils make good progress and attain at age related expectations. Class teachers are able to plan provision appropriately to support PP pupils.</p> <p>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</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></p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants/</p>	<p>TAs trained in ACEs, emotional trauma. TAs to be trained in PP potential barriers and the impact of 'disadvantage'.</p> <p>Class teachers to feedback regularly on effectiveness of TAs</p> <p>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.</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 September 2011, Sutton Trust</i> file:///U:/2016-17/Pupil%20Premium/2teachers-im pact-report-final.pdf</p>	<p>Cover Supervisors trained in emotional trauma. To be retrained in PP potential barriers</p> <p>Class teachers to feedback regularly on effectiveness of Cover Supervisors</p> <p>Bespoke training for Cover Supervisors</p> <p>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.</p> <p>Training includes attachment, emotional trauma and brain development as well as subject knowledge for specific subjects.</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 September 2011, Sutton Trust</i> file:///U:/2016-17/Pupil%20Premium/2teachers-im pact-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>Pupil Progress meetings Appraisal review Lesson observations Book scrutiny Pupil interviews</p>	<p>SLT to lead and monitor</p>	
Total budgeted cost					£220,288.68
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 2021

A. Reading progress	<p>Relaunch of reading policy to ensure clarity</p> <p>Daily reading for all PP children</p> <p>Where AR is in place teachers will guide book choices</p> <p>CPG books ordered for Y4,5 and 6 pupils (support guides)</p> <p>Digital devices for selected pupils</p>	The progress of these pupils in all areas of learning will be impeded if they do not become fluent readers rapidly.	<p>Monitoring, KS2 pupil and EYFS/KS1 family voice, pupil progress meetings</p> <p>Pupil progress discussions demonstrate individual progress based on prior key stage data.</p>	SLT Team Leaders	
B. Writing progress	<p>Targeted intervention</p> <p>Provide pupils with a writing pack - including dictionary</p> <p>Digital devices for selected pupils</p>	The progress of these pupils in all areas of learning will be impeded if they do not become more fluent in writing.	<p>Monitoring, KS2 pupil and EYFS/KS1 family voice, pupil progress meetings</p> <p>Pupil progress discussions demonstrate individual progress based on prior key stage data.</p>	SLT Team Leaders	
C. Maths progress	<p>CPG books ordered for Y4,5 and 6 pupils</p> <p>Digital devices for selected pupils</p>	The progress of these pupils in all areas of learning will be impeded if they do not become more fluent in arithmetic and reasoning.£	<p>Monitoring, KS2 pupil and EYFS/KS1 family voice, pupil progress meetings</p> <p>Pupil progress discussions demonstrate individual progress based on prior key stage data.</p>	SLT Team Leaders	
<p>A. Reading progress</p> <p>B. Writing progress</p> <p>D. Oral language</p>	'Catch-Up Literacy' intervention implemented	<p>Research</p> <p>'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</p> <p>Half-termly pupil progress meetings</p> <p>Entry and exit data</p>	Inclusion Assistant Head	

C. Maths progress D. Oral Language	'Catch-Up Numeracy' intervention implemented	Research 'Catch Up' Numeracy intervention has been identified by the EEF as a 'promising project'. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy	Observations of sessions in action Half-termly pupil progress meetings Entry and exit data	Inclusion Assistant Head	
G. Deprivation issues H. Families with no recourse to public funds	Additional school meals and support for families in crisis (occasionally non-PP families with no access to funds)	Supported targeted at families in crisis. For example - School Meals, After School Club Places, Food Shopping, School Uniform. These actions have supported pupils to stay in school, and have their basic needs met at home.	Bespoke depending on individual circumstances All occasions where support is requested are referred to the Head teacher or Deputy Head prior to any decision	Head/ Deputy	
Total budgeted cost					£12223.79

iii. 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 July 2021
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	

<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 worker (27%of salary)</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>Deputy Head</p>	
<p>Attendance</p>	<p>Attendance Officer (27% 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>	

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	
Total budgeted cost					£57227.53
OVERALL TOTAL					