

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Matthew's Primary School
Number of pupils in school	823 (Oct 20 Census)
Proportion (%) of pupil premium eligible pupils	26% (PP funding based on 217 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Thomas/Diane Thompson (Co-headteachers)
Pupil premium lead	Victoria Rayner (Deputy Headteacher)
Governor	Lesley McCullagh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,492
Recovery premium funding allocation this academic year	£31,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£310,102

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged children are held at the forefront of the ethos of St Matthew's Primary School. Disadvantaged pupils at St Matthew's Primary School include those in receipt of Pupil Premium, those in receipt of benefits-related Free School Meals plus children not eligible but identified as potentially vulnerable. Such circumstances may apply to families with no recourse to public funds, asylum seeking families, families with a sudden temporary change in circumstances; for example fleeing domestic abuse or experiencing eviction or rehousing. It is our intention to ensure that any such child is provided with enhanced opportunities to thrive academically, personally, socially, emotionally and physically. Children will receive support for academic attainment, pastoral needs and opportunities to experience the wider world around them.

We believe that without exception every child who attends St Matthew's Primary School should receive an excellent education and be in receipt of teaching that is routinely engaging, purposeful and allows all learners to progress well. We recognise that to achieve this we must be committed to the development of our staff at all levels, ensuring the staff team as a whole are supported to develop as exceptional practitioners. Through our commitment to Continued Professional Development we will ensure that all teachers routinely deliver First Quality Teaching.

When creating our strategy we consider the latest available guidance and research, (including the Education Endowment Foundation), in addition to engaging in professional continuing professional development and professional reading. This supports our identification of strategies. We are mindful of the local context of High Town in Luton and the deprivation challenges potentially facing some of our community. We work closely with our families, stakeholders and local charities to ensure we 'poverty proof' our school experience wherever possible.

The key principles of our strategy:

- Ensuring that spending is directly linked to gaps in progress and attainment
- Making use of our own termly data to target appropriate interventions
- Ensuring that children receive good or better teaching on a day to day basis
- Reviewing existing interventions and considering the implementation of new interventions
- Making sure that children are supported holistically to ensure all basic needs are met

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading – Attainment and progress at the end of each key stage (2019 KS2 PP stronger than non-PP)
2	Phonics - <ul style="list-style-type: none"> Phonics acquisition of children in Y3 who did not pass the phonics screen check at the end of Y2 (2020-2021) (Y2 Summer 2021 PP 65%, non PP 76%, FSM 63%, non FSM 78%) <ul style="list-style-type: none"> PP/FSM Attainment in the phonics screen check by Y2 Autumn 2021 then Summer 2022 for current Y2 children (Y2 Autumn 2021 PP 79%, non PP 76%, FSM 76%, non FSM 81%) <ul style="list-style-type: none"> PP/FSM Attainment in the phonics screen check by Y1 Summer 2022 for current Y1 children to be at least 82% (2019 national for all pupils)
3	Writing – Attainment and progress at the end of each key stage (2019 KS2 PP stronger than non-PP)
4	Maths – Attainment and progress at the end of each key stage (2019 KS2 PP stronger than non-PP)
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from FS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
6	Observations and summative data (attendance at Parents' Evenings) indicate that parental engagement with the school is lower amongst some disadvantaged pupils. This is evident in Early Years, KS1 and KS2 eg reading at home
7	Opportunities to experience the world beyond the locality are limited for many pupils eligible for PP/FSM. This impacts on aspirations, English skills and awareness of opportunities available in later life
8	At Dec'21 attendance rates for pupils in receipt of PP/eligible for FSM (93.35%) are slightly lower than for non-Pupil Premium/non FSM pupils (94.39%) A significant challenge is getting individuals or sibling groups of vulnerable pupils to school everyday by removing barriers on a case by case basis. Poor school attendance tendencies have been amplified against the Covid backdrop in some vulnerable families
9	The school location deprivation indicator is in quintile 4 (more deprived) of all schools (source - IDSR Nov 2021)

	<p>The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation (source - IDSR Nov 2021)</p> <p>Many families in receipt of FSM/PP face challenges such as health, asylum/immigration/Home Office status, food and fuel poverty, housing issues including evictions and homelessness, antisocial behaviour, mental health, subject to Child Protection/Child in Need plans, families under police protection and bereavement.</p> <p>Many families have No Recourse to Public Funds, therefore are not eligible for FSM or PP. PP funding is also used to support these pupils where necessary</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improve reading outcomes for disadvantaged pupils.	<p>All disadvantaged pupils at the end of KS1 2021/22 are at the expected standard or the in-school % is the same as for all children nationally</p> <p>KS2 reading outcomes in 2021/22 show that the % of disadvantaged pupils who met the expected standard is in line with all pupils nationally and that progress is positive</p> <p>The number of disadvantaged children attaining Greater Depth at the end of KS1 and KS2 is broadly in line with all pupils nationally</p> <p>All PP children have access to an in-school library and/or public library</p> <p>Book ownership for identified disadvantaged children is increased</p> <p>Access to online books for identified disadvantaged children is facilitated</p> <p>Disadvantaged (and all) children have greater opportunity in school time to read for enjoyment</p>
2. Accelerate and embed the acquisition of phonics for disadvantaged (and all) pupils	<p>All Year 1 disadvantaged pupils pass the phonic screening check by July'21 or in-school % is at least at national for all children</p> <p>All Year 2 disadvantaged pupils pass the phonic screening check by July'21 or in-school % is at least at national for all children</p>

	All Year 3 disadvantaged pupils pass the phonic screening check by July'21 or earlier where possible
3. Improve Writing attainment for disadvantaged (and all) pupils	<p>Writing attainment of disadvantaged pupils at the end of every school year is broadly in line with all pupils in-school attainment ie no attainment gaps have opened up between disadvantaged and non-disadvantaged pupils</p> <p>Writing attainment of disadvantaged pupils at the end of FS, KS1 and KS2 is broadly in line with all pupils nationally or rapidly progressing toward</p>
4. Improve Maths attainment for disadvantaged (and all) pupils	<p>Maths attainment of disadvantaged pupils at the end of every school year is broadly in line with all pupils in-school attainment ie no attainment gaps have opened up between disadvantaged and non-disadvantaged pupils</p> <p>Maths attainment of disadvantaged pupils at the end of FS, KS1 and KS2 is broadly in line with all pupils nationally or rapidly progressing toward</p> <p>Maths number fluency of disadvantaged pupils in all year groups is progressing rapidly</p> <p>Identified disadvantaged pupils all have access to TT rockstars and other online support through school device/data allowance (with particular focus on Year 3 and 4)</p> <p>Maths booster groups for identified disadvantaged pupils in every year group are established, well attended and support rapid progress</p>
<p>5. Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Improvements in spoken language will feed into children's ability to write and express themselves coherently</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Rapid language acquisition is supported by effective CPD for all class based staff re teaching disadvantaged pupils new to English</p> <p>Rapid language acquisition is supported by effective CPD for all class based staff re teaching disadvantaged pupils with below age related expectations of English vocabulary</p>

	<p>Vocabulary booster groups for identified disadvantaged pupils in every year group are established, well attended and support rapid curriculum language acquisition</p> <p>Family language learning sessions are established and well attended for identified disadvantaged pupils and their families</p> <p>Writing attainment of disadvantaged pupils at the end of FS, KS1 and KS2 is broadly in line with all pupils nationally or rapidly progressing toward</p> <p>KS2 writing outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with all peers nationally</p>
6. Raise the level of parental engagement for supporting/rehearsing learning	<p>Parental Engagement accreditation programme is completed and informs school's on-going practice and strategies, harnessing and actioning parent voice</p> <p>Parental engagement for practising learning at home is increased</p>
7. Building Social and Cultural capital, curriculum enrichment	<p>A school wide disadvantaged pupil 'experience' calendar is in place and delivered termly</p> <p>A documentary/film club is established and well attended, to broaden disadvantaged (and all) pupils horizons beyond their immediate life setting</p> <p>Disadvantaged uptake/attendance at offered events/experiences is monitored and evaluated to identify and address any barriers to participation</p> <p>Programme of disadvantage pupil conferencing established across the school to harness pupil voice and use insight to develop strategies to address barriers and challenge assumptions</p>
8. Attendance of disadvantaged pupil group to be at 97%, as for ALL pupils	<p>Attendance of PPM/FSM/Vulnerable pupils to be monitored and actioned routinely as part of school's reviewed Attendance Policy (Dec'21)</p>
9. Negate elements of social deprivation, within our gift, for identified disadvantaged pupils	<p>A formal re-scoping/shaping of Family Worker role undertaken given escalating deprivation</p> <p>Partnership working formally strategised between Family Worker and Language Team to address language needs, as a driver to help lift pupils/families out of social deprivation</p>

	<p>A community space is created within school to bring families together with a common goal of developing their spoken English skills, friendships and community support for each other</p> <p>Funds made available to meet basic needs of identified disadvantaged pupils</p> <p>Community Sports Club offer expanded to offer structured/purposeful leisure activities for identified families</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: This will be added shortly

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Assistant Head (26% of salary)	<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/FSM 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>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> <p>'7. Successful schools ' Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance' (p.10)</p> <p>EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'</p>	1,2,3,4,5
Teaching Assistants to deliver targeted	Deploying TAs to work with PP children provides them with further	1,2,3,4,5

<p>interventions (26%) of salaries)</p>	<p>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 , NELICatch-Up Literacy, Catch Up Numeracy and SoundsWrite, IDL and Precision Teaching</i></p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: The Impact of Teaching Assistants – A Holistic Picture EEF (educationendowmentfoundation.org.uk)</p>	
<p>Cover supervisors (26% 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>1,2,3,4,5</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>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 Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	
Teacher and TA CPD	<p>Teachers and TAs are equipped with a range of skills and knowledge of potential barriers for PP pupils and how best to support pupils and their families. Teachers are trained to ensure QFT for all pupils.</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 Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	1,2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: This will be added shortly

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
<i>Additional teachers recruited for KS1 and KS2 to deliver small group tuition alongside QFT</i>	The EEF Guide to Pupil Premium DfE Guidance-School-Led Tutoring High quality teachers genuinely boost the capacity of a school to deliver high quality interventions, boosters or benefit from smaller teaching groups. The capacity to interrogate assessment info and plan for such strategies is increased and does not add to the workload of existing staff. Expertise is enhanced and not spread thinly, impacting on quality.	1,2,3,4
<i>School-led tuition strategy using teachers and TAs</i>	The EEF Guide to Pupil Premium DfE Guidance-School-Led Tutoring This will be done before or after school, as not to impact pupils' QFT in the school day.	2,3,4
<i>Tuition Partner programme (Learning Academies) for home based on-line 1:1 tuition</i>	The EEF Guide to Pupil Premium DfE Guidance-School-Led Tutoring This will be done after school, supported by parents, as not to impact pupils' QFT in the school day nor to require staff to chaperone in-school online sessions, taking them away from other duties.	2,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: This will be added shortly

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional school meals and support for families in crisis (non-PP/FSM families with no access to funds)	The EEF Guide to Pupil Premium We do this to ensure children are in school and able to learn physically. It is also a safeguarding measure to ensure professionals have sight of vulnerable children/families	8,9
Safeguarding Officer (26% of salary)	The EEF Guide to Pupil Premium Our Safeguarding Officer is an integral part of our disadvantaged (and all) pupil care. In partnership with the Family Worker, Inclusion Team, Co-Heads, EWO and in-school Attendance Officer she works with professional curiosity to ensure pupil needs are identified and addressed, liaising with and challenging external agencies and holding them to account as required.	8,9
Family Worker (26% of salary)	The EEF Guide to Pupil Premium Our Family Worker is 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 supported with intervention from our Family Worker, we are able to 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, and increasingly including asylum seeking/granted and refugee families. The Family Centre aims to offer a range of courses, one to one support, group support, family facing events and professional/pastoral signposting to other organisations who could help. Parental engagement EEF (educationendowmentfoundation.org.uk)	5,6,7,8,9
Language Team	The EEF Guide to Pupil Premium The Language Team works predominantly with pupils who arrive at our school with no or little English.	5,6,7,9

	<p>This has always been a dominant feature of our pupil population but has escalated this year significantly.</p> <p>It is our ambition this year to support parents in learning English so they are better able to support their children's learning in English.</p>	
<p>Attendance Officer (26% of salary)</p> <p>Plus EWO service (100%)</p>	<p>The EEF Guide to Pupil Premium</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance guidance. (<u>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</u>)</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance of individual and groups of pupils</p> <p>(See school's Attendance Policy)</p>	8
PE Team Community focus	The PE team set up and arrange a wide range of sports sessions and community activities, to develop community cohesion across the school and wider community	5,7,9
Heavily subsidised trips, residential and enrichment activities	<p>The EEF Guide to Pupil Premium</p> <p>We are aware through discussions with children and parents that our disadvantaged children do not always experience the same activities as their peers outside of school. By heavily subsidising our school trips and residential we are supporting all children to be part of and benefit from these experiences.</p> <p>All trips are planned to enhance the curriculum and offer experiential learning to support the work undertaken in school.</p>	7,9
Free fruit for KS2 pupils	The EEF Guide to Pupil Premium	9

	We do this to ensure children are able to learn physically and that a basic need is met (for all children)	
Free School Meal vouchers provided for families in need (December 2021 - 20 children receiving additional vouchers)	The EEF Guide to Pupil Premium We do this to ensure children are fed in school holidays and families are not put under additional financial stress where many are living already under considerable strain. It is also a safeguarding measure to ensure a potential trigger for parental stress and contextual safeguarding issues are lessened, even just a little.	9
School meals provided for children from families in need (December 2021 - 20 children)	The EEF Guide to Pupil Premium We do this to ensure children are in school and able to learn physically. It is also a safeguarding measure to ensure professionals have sight of vulnerable children/families We also do this to ensure children are able to learn physically because a basic need is met in school. Many families live under chronic financial stress and many are already living under considerable strain, not having to provide a packed lunch or for example having to choose heating a home over food or visa versa may help. It is also a safeguarding measure to ensure a potential trigger for parental stress and contextual safeguarding issues are lessened, even just a little.	9

Total budgeted cost: This will be added shortly

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See REVIEW FOR 2020'21 in a separate document on the school's website.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
IDL-to support children with specific early literacy and numeracy difficulties	IDL

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.