

Pupil Premium strategy statement 2020-2021 **REVIEWED SEPT 21**

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 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.	Pupils can positively describe opportunities experienced and can describe future aspirations. Pupils will be excited by their learning
DEPENDANT ON COVID 19		

	(Pupil feedback, parental feedback, interviews with pupils, lesson observations, planning scrutiny, half-termly pupil progress discussions)	
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>Research: <i>Supporting the attainment of disadvantaged pupils</i>, DfE, Nov 15 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-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> September 2011, Sutton Trust file:///U:/2016-17/Pupil%20Premium/2teachers-impact-report-final.pdf</p>	<p>Performance management – appraisal of performance. Provision maps meet the needs of PP pupils. Pupils make good progress and attain at age related 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>PP pupils are specifically considered through the Provision Mapping process and prioritised for intervention and support as necessary. Those pupils who have Individual Plans make good progress. This is evidenced through a review of targets which showed that 88% of targets were met or partially met.</p> <p>During times of national lockdowns the Assistant Head for Inclusion led teachers on appropriate provision for PP and vulnerable children with additional needs both in school or at home. Training was delivered to enhance skills of SEND TAs in addition to supporting TAs with pupils' learning needs.</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> 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>	<p>Teaching assistants supported pupils during time in school, particularly with interventions relating to addressing gaps in learning. TAs were able to support pupils emotionally in addition to academically.</p> <p>During national lockdowns TAs supported pupils both at home and in school, ensuring adequate resources (devices, internet connections, resource and work packs etc)</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</i> <i>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>Cover supervisors led teaching during teacher PPA time in addition to participating in all school CPD sessions and planning sessions. Cover supervisors were allocated to one year group each to ensure children were supported with consistency.</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</i> <i>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>	<p>All staff were able to observe and notice pupils who were finding the circumstances surrounding COVID-19 particularly challenging. Concerns were able to be elevated and support put in place where necessary.</p> <p>When the school was open to key workers and vulnerable children teachers and support staff were able to quickly adapt teaching styles to online whilst also teaching face to face.</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
<p>A. Reading progress</p>	<p>Relaunch of reading policy to ensure clarity</p> <p>Daily reading for all PP children</p>	<p>The progress of these pupils in all areas of learning will be impeded if they do not become fluent readers rapidly.</p>	<p>Monitoring, KS2 pupil and EYFS/KS1 family voice, pupil progress meetings</p>	<p>SLT Team Leaders</p>	<p>The relaunch of the reading Policy meant that all staff and families have a clear picture of reading in our school, which enables</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>		Pupil progress discussions demonstrate individual progress based on prior key stage data.		<p>better support and progress for our PP learners. Our daily reading offer meant that PP children have grown confidence and engagement with reading, and this routine and systematic support has enabled these children to grow their fluency and accuracy. The purchasing of CPG guide books enabled us to further develop our PP children's reading comprehension skills.</p>
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	<p>Targeted writing interventions allowed staff to give PP children direct and detailed feedback about their writing skills and next steps. This also allowed staff the opportunity to continually monitor the progress of the PP learners in the intervention group. Our personalised writing packs also enabled the children to be confident when writing, having key resources to use and refer to, making them more successful writers.</p>
C. Maths progress	<p>CPG books ordered for Y4,5 and 6 pupils</p> <p>Digital devices for selected pupils</p> <p>Annual subscription to My Maths (whole school)</p> <p>Partnership with Learning Academies - National Tutoring Programme</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. £6, 000	<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>Requisition of resources used to supplement teaching and learning of concepts. Targeted pupils to gain access to wifi, device and online resources.</p> <p>Pupil progress meetings identified individual pupils who needed targeting in each year group. The Year 5 teaching team and senior leaders prioritised PP pupils whose prior attainment was at age related expectations</p>

					(end of KS1) and working below age related expectations. Groups of two cohorts received 15 x 60 mins sessions per week as part of Catch Up strategy.
A. Reading progress B. Writing progress D. Oral language	'Catch-Up Literacy' intervention implemented	Research 'Catch Up' Literacy intervention has been identified by the EEF as a 'promising project'. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy	Observations of sessions in action Half-termly pupil progress meetings Entry and exit data	Inclusion Assistant Head	PP pupils in Year 2 were prioritised to receive Catch Up Literacy sessions before and after school to support development of basic skills and to address gaps. This supported phonics development and reading engagement of these pupils.
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	PP pupils in Year 2 were prioritised to receive Catch Up Numeracy sessions before and after school to support development of basic skills and to address gaps. Confidence levels when completing basic calculations increased.
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	During the past year many families were supported due to loss of work during lockdown - some of these families were not eligible for FSM. Many families not eligible were supported with FSM vouchers. Others were supported due to a breakup of relationships. This in turn impacted family finances. Lockdown has seen an increase in DA. Children identified by the school as vulnerable or potentially vulnerable were targeted to attend school during lockdown.
Total budgeted cost					£12,223.79

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
<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>Safeguarding Manager (27% of salary)</p>	<p>To ensure that all children are safeguarded at all times and that relevant statutory duties are fully understood and implemented.</p>	<p>Performance management of Safeguarding Manager</p>	<p>Inclusion Assistant Head</p>	<p>The Safeguarding Manager has supported many pupils and families. During school closure all vulnerable children were educated in school. A large number of children who did not receive support from the LA but were classed as potentially vulnerable were also educated in school. This was acknowledged by Ofsted in February 2021. Since Lock down last year there has been an increase in parental disputes resulting in a rise in domestic abuse incidents, parental mental health issues and increase in online safety concerns. Attendance has been compromised due to some of these issues. Operation Encompass notifications have been valuable in identifying children which have experienced the impact of Domestic abuse in the home and helping to initiate support for those children. Support is being provided in close Partnership with Social services and the Family Partnership Service.</p>
<p>E. Aspiration and awareness</p> <p>F. Attendance</p> <p>G. Deprivation issues</p> <p>H. Families with no recourse to public funds</p>	<p>Family 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>Performance management of Family Team</p>	<p>Deputy Head</p>	<p>Our Family Worker worked with many families over the past year. Initially it was about trying to get families organised and sorted with food even though they were not eligible for FSM. It was about talking with families and understanding their need.</p> <p>The Family Worker then worked closely with the charity 'Level Trust' sourcing laptops and devices to help children access virtual learning during lockdown.</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>At this time during lockdown there were many families who were unable financially to meet basic necessities. The Family Worker worked closely with a PTA of a private school who donated money to help some families in need with the basics.</p>
F. Attendance	<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>	Performance management of Attendance Officer	Deputy Head	<p>Throughout the academic year 20-21 the school attendance officer was integral to the safeguarding of all pupils, but vulnerable/PP pupils in particular. Attendance was challenged and families were supported to make the safest decisions to have their children in school. Vulnerable children were expected to be in school during the Jan to March 2021 lockdown and usual attendance procedures remained in place to ensure children were engaging in work if parents chose to keep them at home.</p>
G. Deprivation issues	Provide free fruit for KS2 pupils	<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>	Fruit ordered and distributed appropriately – systems in place	Admin staff	Children received fruit for free in KS2.
Total budgeted cost					£57227.53
OVERALL TOTAL					£289,740