

# St Matthew's Primary School

## Pupil premium strategy statement 2022-2024

This statement details our school's use of pupil premium 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 - April 2023- March 2024

Detail	Data
School name	St Matthew's Primary School
Number of pupils in school	830 (Oct 22 Census)
Proportion (%) of pupil premium eligible pupils	29% (PP funding based on 244 pupils recorded on GIAP 27/9/23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Jane Thomas
Pupil premium lead	Victoria Rayner (Deputy Headteacher)
Governor	Tina Edwards

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,820.00
Recovery premium funding allocation this academic year	£33,181.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£382,001</b>



## 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
- 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	<p><b>Reading</b>  Attainment and progress in reading at the end of each year group and key stage remains a challenge for many pupils in receipt of PP or FSM.</p> <p>Although statutory outcomes in KS2 (2019 &amp; 2022) at the 'Expected Standard' were positive this is due to high priority being given to reading throughout the school. This needs to continue.</p> <p>KS1 statutory outcomes in 2022 were favourable in comparison to national for disadvantaged pupils but below national for all pupils.</p> <p><i>KS1 Reading outcomes 2022 show that the % of disadvantaged pupils who met the expected standard is lower than all pupils nationally (54% St Matthew's PP compared to 67% all pupils national) but is above the KS1 national for disadvantaged pupils (54% St Matthew's PP compared to 51% disadvantaged national).</i></p> <p><i>KS2 Reading outcomes 2022 show that the % of disadvantaged pupils who met the expected standard is lower than all pupils nationally (Y6 PP are 5% below national for all pupils) but is above the KS2 national for disadvantaged pupils (69% St Matthew's PP compared to 62% disadvantaged national).</i></p>
2	<p><b>Phonics acquisition</b>  Phonics acquisition continues to be challenging for pupils in receipt of PP or FSM; particularly retention and blending skills.  2022 outcomes for Y1 demonstrate this needs continued focus for this cohort as they continue into Y2 in 2022- 2023.</p> <p><i>Y1 Phonics Screen Check outcomes 2022</i>  54% of Y1 PP children passed the phonics screen check at the end of Y1. Nationally 62% of PP children passed the phonics screen in 2022.</p> <p><i>Y2 Phonics Screen Check outcomes 2022</i>  88% of Y2 PP children passed the Phonics Screen by the end of Y2. This is higher than non-PP children at St Matthew's and 1% higher than all Y2 pupils nationally. Nationally 78% of PP children passed the phonics screen in 2022. St Matthew's PP attained 10 percentage points higher than disadvantaged pupils nationally.</p>
3	<p><b>Parental involvement</b>  Observations and in-house data indicate that parental involvement with the school is lower amongst some disadvantaged pupils than others. This is evident in Early Years, KS1 and KS2 (for example reading support at home, attendance at Parent Consultations, attendance at school information sessions such as reading mornings)</p>
4	<p><b>Wider opportunities and aspiration</b>  Opportunities to experience the world beyond the locality are limited for many pupils eligible for PP/FSM. This could potentially impact on aspirations and awareness of opportunities available in later life</p>
5	<p><b>Attendance</b>  Attendance of pupils in receipt of Pupil Premium increased in 2021-22 (91.9%) but remains lower than for all pupils (93.6% 2021-22).  27% of pupils in Y1-Y6 (2021-22) in receipt of PP were persistent absentees.</p>
6	<p><b>Impact of deprivation</b>  The school location deprivation indicator is in quintile 4 (more deprived) of all schools (source - IDSR Nov 2022)</p>

	<p>The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation (source - IDSR Nov 2022)</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>Some families have No Recourse to Public Funds, and are not always 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
<p>1. To raise attainment in reading for disadvantaged pupils</p>	<p><b><u>Statutory year groups</u></b></p> <p>By July 2024</p> <ul style="list-style-type: none"> <li>• The attainment in reading for children in receipt of PP funding is above the attainment of PP children nationally (as in 2021-22).</li> <li>• The attainment in reading for children in receipt of PP funding is in line with the national attainment for all children.</li> </ul> <p><i>Internal assessments termly, statutory assessments each May with results available in July (St Matthew's comparisons available) then October (National comparisons available)</i></p> <p><b><u>Non-statutory year groups</u></b></p> <ul style="list-style-type: none"> <li>• Internal teacher assessment in reading demonstrates that children in receipt of PP funding are attaining in line with non-PP children.</li> </ul> <p><i>Internal assessments termly</i></p>
<p>2. Accelerate and embed the acquisition of phonics for disadvantaged pupils</p>	<p><b><u>Y1</u></b></p> <ul style="list-style-type: none"> <li>• Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (<i>assessed half termly</i>).</li> <li>• The proportion of PP pupils passing the phonics screening check in Y1 2023 and 2024 shows an increase from June 22 (<i>assessed</i>)</li> </ul>

	<p><i>June each year, national comparisons available October).</i></p> <ul style="list-style-type: none"> <li>• The proportion of PP pupils passing the phonics screening check in Y1 matches national attainment for all pupils in 2024 <i>(assessed June each year, national comparisons available October).</i></li> </ul> <p><b>Y2</b></p> <p>For children in receipt of PP who did not pass the phonics screening check in Y1:</p> <ul style="list-style-type: none"> <li>• Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils <i>(assessed half termly).</i></li> <li>• The proportion of PP pupils passing the phonics screening check in Y2 2023 and 2024 continues to be above the proportion of PP children passing in Y2 nationally <i>(assessed June each year, national comparisons available October).</i></li> <li>• The proportion of PP pupils passing the phonics screening check in Y2 matches national attainment for all pupils in 2024 <i>(assessed June each year, national comparisons available October).</i></li> </ul>
<p>3. To increase levels of parental involvement with school activities</p>	<p>100% Parents of pupils eligible for PP funding attend school events and activities, including (but not limited to);</p> <p>Parent Consultations  Reading Mornings (YR to Y3)  Reading workshops  Phonics workshops (YR +Y1)  Celebration assemblies  Class assemblies  SATs workshops  Family learning activities  Curriculum showcases</p> <p><i>(Measured through attendance tracking following activities)</i></p>
<p>4. To provide a series of opportunities for children to develop their understanding of the wider world and opportunities that exist</p>	<p>Children across the school experience opportunities and experiences that increase their awareness of their future options - out of school visits/in school enrichment activities routinely occur (these were limited during Covid)</p> <p><i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p>

	<p>Enhanced plan of additional activities provided for children in receipt of Pupil Premium</p> <p><i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p> <p>80% of children eligible for PP funding attend extra curricular before and after school clubs</p> <p><i>(measured through attendance plus pupil and parent voice)</i></p>
<p>5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by July 2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall unauthorised absence rate for all pupils being no more than 2% <i>(SIMs 2.04% 2021-22 This includes CME)</i></li> <li>● the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% <i>(SIMs 2021-22 gap was 2.52% This includes CME).</i></li> <li>● the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul> <p><i>(Measured through weekly, half-termly and termly attendance data)</i></p>
<p>6. To provide targeted support for families and individual pupils in need to negate the impact of deprivation, within our capacity</p>	<p>Support for families is targeted and impactful.</p> <p>All children are supported to wear adequate clothing and have adequate resources to support homework.</p> <p><i>(Measured by pupil attendance, parental voice, Family Worker intervention, Safeguarding Team intervention, uniform and meals provided to pupils)</i></p>

## 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: £265,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Assistant Head (28% of salary)</p>	<p>The proportion of pupils eligible for PP/FSM with SEND varies in each year group; in September 2022 the smallest proportion was 24%, largest was 37%. This changes over time as children leave or join the school.</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/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><a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a></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>1,2,3,4,5,6</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>	
<p>Teaching Assistants to support children within the classroom and to deliver targeted interventions where identified as necessary (28% 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, including a focus on the impact of poverty, ACEs and trauma.</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 practised.</p> <p>TAs deliver small group targeted teaching planned by teachers.</p> <p>TAs 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, IDL and Precision Teaching</i></p>	<p>1,2,6</p>

	<p><a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF blog: The Impact of Teaching Assistants – A Holistic Picture   EEF (educationendowmentfoundation.org.uk)</a></p>	
Cover supervisors (28% of salaries)	<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>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  <a href="#">Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a></p>	1,2,6
Teacher and TA CPD 28% of CPD budget.	<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. Training includes (and is not limited to);</p> <ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Questioning</li> <li>Metacognition</li> <li>Moderation and standardisation</li> <li>Impact of poverty</li> <li>Curriculum subject knowledge</li> <li>Reading progression</li> </ul>	1,2,3,4,5,6

	<p>Writing progression</p> <p>Pupil Premium courses for DHT (inc Making the Difference for Disadvantaged Pupils - Sandringham Research School/EEF, Improving Educational Outcomes for Disadvantaged Pupils: Raising Aspiration and Attainment Conference, National Pupil Premium Conference).</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  <a href="http://publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £81,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (Y1 and Y2).	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
Additional daily reading for the lowest 20% of readers	Rehearsal and targeted daily interactions with reading will support pupils to	1,2

<p>in each class to enhance reading fluency and comprehension</p>	<p>develop reading fluency, comprehension and vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://www.ucl.ac.uk/ioe/news/2020/feb/children-who-read-books-daily-score-higher-school-tests-vast-new-study-states">https://www.ucl.ac.uk/ioe/news/2020/feb/children-who-read-books-daily-score-higher-school-tests-vast-new-study-states</a></p>	
<p>1 x Additional part time teacher for KS2 to provide targeted teaching for English and Maths</p> <p>1 x Additional full time teacher for KS1 to provide targeted teaching for English and Maths plus additional small group tutoring</p>	<p>DfE Guidance-School-Led Tutoring</p> <p>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.</p>	<p>1,2</p>

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

Budgeted cost: £84,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional school meals and support for families in crisis (non-PP/FSM families with no access to funds)</p>	<p>The EEF Guide to Pupil Premium</p> <p>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</p>	<p>3,4,5,6</p>
<p>Safeguarding Officer (28% of salary) Approx cost</p>	<p>Our Safeguarding Officer is an integral part of our disadvantaged (and all) pupil care. In partnership with the Family Worker, Inclusion Team, EWO and in-school Attendance Officer she works with professional curiosity to ensure pupil</p>	<p>3,5,6</p>

	needs are identified and addressed, liaising with and challenging external agencies and holding them to account as required.	
Family Worker (28% of salary)	<p>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.</p> <p>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.</p> <p><a href="http://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4,5,6
Attendance Officer (28% of salary)  Plus EWO service (100%)	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance guidance. (<a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342222/Improving_school_attendance_support_for_schools_and_local_authorities_-_GOV.UK.pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>)</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>	3,5,6
Free extra curricular before and after-school clubs for all pupils.	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 providing free extra	4,5,6

<p>Subsidised trips, residential and enrichment activities</p>	<p>curricular clubs, 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>	
<p>Free fruit for KS2 pupils</p>	<p>We do this to ensure children are able to learn physically and that a basic need is met (for all children)</p>	<p>6</p>
<p>School meals provided for children from families in need (December 2022 - 10 children)</p> <p><i>These children are also provided with vouchers from the LA for school holidays.</i></p> <p>Curriculum resource packs provided to all PP/FSM children to ensure engagement with homework</p>	<p>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</p> <p>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 vice versa may help.</p> <p>It is also a safeguarding measure to ensure a potential trigger for parental stress and contextual safeguarding issues are lessened, even just a little.</p>	<p>5,6</p>
<p>1:1 tuition for PLAC Approx cost</p>	<p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1,2,6</p>

**Total budgeted cost: £431,532.59 Approximately**



# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes review 2022-23

Intended outcome	Success criteria	2023 Review																		
<p>1. To raise attainment in reading for disadvantaged pupils</p>	<p><b><u>Statutory year groups</u></b> By July 2024</p> <ul style="list-style-type: none"> <li>The attainment in reading for children in receipt of PP funding is above the attainment of PP children nationally (as in 2021-22).</li> <li>The attainment in reading for children in receipt of PP funding is in line with the national attainment for all children.</li> </ul> <p><i>Internal assessments termly, statutory assessments each May with results available in July (St Matthew's comparisons available) then October (National comparisons available)</i></p> <p><b><u>Non-statutory year groups</u></b></p> <ul style="list-style-type: none"> <li>Internal teacher assessment in reading demonstrates that children in receipt of PP funding are attaining in line with non-PP children.</li> </ul> <p><i>Internal assessments termly</i></p>	<p><b><u>KS1</u></b> <i>National comparisons from:</i> <a href="https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment">https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment</a></p> <table border="1" data-bbox="1023 790 1513 1005"> <thead> <tr> <th colspan="3">KS1 Reading 2023 Disadvantaged pupils</th> </tr> <tr> <th>National all pupils</th> <th>St Matthew's Disadvantaged</th> <th>National Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>68%</td> <td>46%</td> <td>54%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>8 percentage points lower than National disadvantaged (7 percentage pts lower in 2022)</li> </ul> <p>'Working towards' included</p> <ul style="list-style-type: none"> <li>10 ch with SEND</li> <li>5 ch joined in Y2 from abroad</li> <li>14 persistently absent ch</li> </ul> <p><b><u>KS2</u></b></p> <table border="1" data-bbox="1023 1384 1513 1599"> <thead> <tr> <th colspan="3">KS2 Reading 2023 Disadvantaged pupils</th> </tr> <tr> <th>National all pupils</th> <th>St Matthew's Disadvantaged</th> <th>National Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>73%</td> <td>64%</td> <td>60%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Attained 4 percentage points above national disadvantaged</li> </ul> <p>Impact of intervention (additional teacher)</p> <ul style="list-style-type: none"> <li>85% of disadvantaged ch targeted attained 'expected' in KS2 Reading test</li> </ul> <p><b><u>Non Statutory Year Groups</u></b></p>	KS1 Reading 2023 Disadvantaged pupils			National all pupils	St Matthew's Disadvantaged	National Disadvantaged	68%	46%	54%	KS2 Reading 2023 Disadvantaged pupils			National all pupils	St Matthew's Disadvantaged	National Disadvantaged	73%	64%	60%
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Y5	Disadvantaged ch below by 23 percentage points																	
<p>2. Accelerate and embed the acquisition of phonics for disadvantaged pupils</p>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (<i>assessed half termly</i>).</li> <li>The proportion of PP pupils passing the phonics screening check in Y1 2023 and 2024 shows an increase from June 22 (<i>assessed June each year, national comparisons available October</i>).</li> <li>The proportion of PP pupils passing the phonics screening check in Y1 matches national attainment for all pupils in 2024 (<i>assessed June each year, national comparisons available October</i>).</li> </ul> <p><b>Y2</b></p> <p>For children in receipt of PP who did not pass the phonics screening check in Y1:</p> <ul style="list-style-type: none"> <li>Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (<i>assessed half termly</i>).</li> </ul>	<p><b>Phonics Outcomes - Disadvantaged Pupils 2023</b> (Includes all pupils receiving Pupil Premium and FSM)</p> <table border="1"> <thead> <tr> <th colspan="4">Phonics Outcomes - Disadvantaged Pupils 2023</th> </tr> <tr> <th></th> <th>National all pupils</th> <th>St Matthew's Disadvantaged</th> <th>National Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>79%</td> <td>66%</td> <td>67%</td> </tr> <tr> <td>Y2</td> <td>89%</td> <td>81%</td> <td>81%</td> </tr> </tbody> </table> <p><b>Year 1 Phonics outcomes 2023</b></p> <ul style="list-style-type: none"> <li>St Matthew's disadvantaged attainment increased by 11 percentage points since 2022.</li> <li>The gap between St Matthew's disadvantaged and national disadvantaged has decreased by 6 percentage points (now 2% behind national disadvantaged) since 2022.</li> </ul> <p><b>Year 2 Phonics outcomes 2023</b></p> <ul style="list-style-type: none"> <li>St Matthew's disadvantaged attainment decreased but has remained in line with national disadvantaged.</li> </ul>	Phonics Outcomes - Disadvantaged Pupils 2023					National all pupils	St Matthew's Disadvantaged	National Disadvantaged	Y1	79%	66%	67%	Y2	89%	81%	81%
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	<ul style="list-style-type: none"> <li>• The proportion of PP pupils passing the phonics screening check in Y2 2023 and 2024 continues to be above the proportion of PP children passing in Y2 nationally <i>(assessed June each year, national comparisons available October)</i>.</li> <li>• The proportion of PP pupils passing the phonics screening check in Y2 matches national attainment for all pupils in 2024 <i>(assessed June each year, national comparisons available October)</i>.</li> </ul>	
<p>3. To increase levels of parental involvement with school activities</p>	<p>100% Parents of pupils eligible for PP funding attend school events and activities, including (but not limited to);</p> <p>Parent Consultations Reading Mornings (YR to Y3) Reading workshops Phonics workshops (YR +Y1) Celebration assemblies Class assemblies SATs workshops Family learning activities Curriculum showcases</p> <p><i>(Measured through attendance tracking following activities)</i></p>	<p>Parent Consultations are well attended with an average of 90% of disadvantaged parents attending across 2022-23.</p> <p>In school events varied between year groups and depending on the events.</p> <p>Celebration assemblies and class assemblies are well attended.</p> <p>Engagement for other events needs to be more closely monitored for engagement of parents of disadvantaged children.</p>
<p>4. To provide a series of opportunities for children to develop their understanding of the wider world and opportunities that exist</p>	<p>Children across the school experience opportunities and experiences that increase their awareness of their future options - out of school visits/in school enrichment activities routinely occur (these were limited during Covid)</p> <p><i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p>	<p>The school has returned to offer a wider range of opportunities this year, for example trips to London, to art galleries, to the University of Luton in addition to continuing to offer a residential in Y4, Y5 and Y6. Nearly all disadvantaged children attended in 2023.</p> <p>Club attendance remains steady with between 30% and 40% of each club</p>

	<p>Enhanced plan of additional activities provided for children in receipt of Pupil Premium <i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p> <p>80% of children eligible for PP funding attend extra curricular before and after school clubs <i>(measured through attendance plus pupil and parent voice)</i></p>	<p>regularly attended by disadvantaged pupils.</p> <p>Many families choose not to access clubs, for a variety of reasons - these include children not wanting to go, families not needing the clubs for childcare, friends not going wtc. This needs to be explored further.</p>
<p>5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by July 2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 2% <i>(SIMs 2.04% 2021-22 This includes CME)</i></li> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% <i>(SIMs 2021-22 gap was 2.52% This includes CME).</i></li> <li>the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 5% lower than their peers. <i>(Measured through weekly, half-termly and termly attendance data)</i></li> </ul>	<p><b>September 22- JJuly 23</b></p> <p><b>Unauthorised Absence</b></p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils was 2.39%</li> </ul> <p><b>Attendance gap</b></p> <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils (91%) and their non-disadvantaged peers (94.1%) in 2022-23 was 3.1 percentage points.</li> </ul> <p><b>Persistent Absence</b></p> <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent was not below 12% (actual was 21.6%)</li> <li>the figure among disadvantaged pupils being no more than 32.5% (higher than their peers).</li> </ul>
<p>6. To provide targeted support for families and individual pupils in need to negate the impact of deprivation, within our capacity</p>	<p>Support for families is targeted and impactful. All children are supported to wear adequate clothing and</p>	<p>The school has continued to support families with a wide range of challenges including those captured below</p>

have adequate resources to support homework.

*(Measured by pupil attendance, parental voice, Family Worker intervention, Safeguarding Team intervention, uniform and meals provided to pupils)*

	Number of families	Number of children
foodbank	15	45
Tesco Donations	50	125
Aldwickbury support	46	132
Level Trust	25	73
Housing	19	62
Benefits	35	99
Court	8	26
Domestic Abuse	18	45
Immigration	10	30
school admissions	14	344
Dentist	20	58
school tours	17	51
passport renewals	10	30
FSM	70	119
Total	357	1239

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



## 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.*