

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 Matthews Church of England Primary School
Number of pupils in school	2022-2023 406 2023-2024 419
Proportion (%) of pupil premium eligible pupils	2022-2023 32% 2023-2024 31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024 Reviewed annually
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr Mark Mackley
Pupil premium lead	Mrs Stacie Russell
Governor / Trustee lead	Mrs Irene Hanson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-2023 £164,987 2023-2024 £181494

Recovery premium funding allocation this academic year	2022-2023 £17,110 2023-2024 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2022-2023 £8,591 2023-2024 £0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2022-2023 £190,688 2023-2024 £181494

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are looked after children or new to the country. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Progress in Reading
2	Progress in Writing
3	Progress in Phonics

4	Significant delays in Speech and language, communication and literacy and vocabulary acquisition in Early Years, KS1 and for EAL learners.
5	Attendance and Punctuality issues
6	Significant social and emotional challenges within a core group of children.
7	Many Pupil Premium children fit into vulnerable groups – SEND, EAL, White British.

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
Pupil Premium children to make at least three steps progress in reading in one academic year.	Internal data shows that at least 85% of Pupil Premium children have made accelerated progress in reading in each academic year.
Pupil Premium children to make at least three steps progress in writing in one academic year.	Internal data shows that at least 85% of Pupil Premium children have made accelerated progress in writing in each academic year.
Children to achieve the national average expected standard in the phonics screening test in Year 1. Children who didn't make the standard in Year 2, to achieve the national average expected in the phonics screening test by the end of Year 2.	100% of children who are Pupil Premium, not SEND or new to the country to achieve the expected standard in phonics.
EAL children who have are new to the country to make significant progress in phonics.	100% of EAL children, who are new to the country, to be secure in phase five phonics for reading within the first two years from their starting date.
Children to develop Speech and Language, communication and literacy vocabulary acquisition in Early Years, KS1 and for EAL learner.	Assessments, data and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons ongoing progress across the curriculum as demonstrated in informative assessments.
To increase attendance and punctuality for Pupil Premium children.	Sustained high attendance from 2023/2024 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils is 96% and the attendance gap between Pupil Premium children and their non-Pupil Premium peers is being reduced. the percentage of all pupils who are persistently absent being below 10%.

<p>For Pupil Premium children to develop a good awareness of their social and emotional needs.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none">● qualitative data from student voice, student and parent surveys and teacher observations● a significant increase in participation in enrichment activities, particularly among Pupil Premium children.● Data from Pivats significantly improved.
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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: £ 22,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Staff training for improving reading.</p> <p>Whole school appraisal target.</p>	<p>There is a strong evidence base that indicated a positive impact on the learners' understanding of written text, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1
<p>Writing Enhancement of our writing teaching and curriculum planning in line with the DfE and EEF guidance.</p> <p>Whole school writing training.</p>	<p>There is evidence to suggest that quality first teaching is the greatest lever in improving children's outcomes. Investing in high quality training is recommended by the EEF to implement a high impact on children's progress and outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2
<p>Purchase of a DfE validated Systematic Phonics programme (ELS) to secure stronger phonics teaching for all pupils. (2022-2023)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://essentiallettersandsounds.org/	
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>(2022-2023)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £105,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>On entry assessment, tailored programmes designed using WellComm across nursery and reception. Tracking data and programmes amended throughout EYFS.</p> <p>Retain employment of Speech and Language specialist and dedicated teaching assistants. Ongoing whole staff training.</p>	<p>School results show that children make accelerated progress throughout EYFS, particularly those children who have accessed the program in our nursery and reception.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://www.gi-assessment.co.uk/assessments/products/wellcomm/</p>	4
<p>Talk Boost programme retained to improve language and communication skills across KS1.</p> <p>Purchase of Talk Boost programme in KS2 to further secure language and communication skills in KS2.</p>	<p>Analysis of both quantitative and qualitative data show that good progress is made in communication skills enabling children to narrow the gap in English, social development and the wider curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	4

<p>Retain employment of Speech and Language specialist and dedicated teaching assistants. To fund teaching assistants.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://ican.org.uk/talk-boost/</p>	
<p>Embedding reading support across school to provide more opportunities to improve fluency in reading and consolidate understanding and extend vocabulary.</p> <p>Funding full time Learning Support Assistants to enable provision of dedicated reading support. Funding reading training for subject lead. High focus for classroom Learning Support Assistants on frequency and improvement in standards. Ongoing training for all staff.</p> <p>Use Bookmark incentive to encourage reading for pleasure and at home.</p> <p>Focus on the bottom 20% readers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) (2022/2023)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
<p>Small group targeted phonics intervention using Bounce Back Phonics to plug the gaps in learning.</p> <p>Fund ongoing Learning Support Assistants to deliver phonics catch up program.</p> <p>Key stages specific using Learning Support Assistants.</p>	<p>School data shows significant improvement in phonics. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://essentiallettersandsounds.org/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3, 7
<p>Small EAL intervention group support to develop the learning of English for those who are new to the country and</p>	<p>Internal evidence highlights children making good progress in the acquisition of the English language using Solihull measures.</p>	4

<p>ongoing support to other focus children.</p> <p>We will fund a Learning Mentor role to deliver this regular support. Assess progress in English using Solihull.</p> <p>EAL Solihull targeted objectives in each class monitored by subject lead.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 66813

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker (full time) & Caritas Worker (1 day per week)</p> <p>Support to vulnerable parents and families to help reduce barriers to learning, including attendance, pastoral support & practical help such as referrals to food banks, uniform provision & external support services. Offer emotional support to children as identified on a 'needs' basis.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5, 6, 7
<p>KS2 social and emotional support to improve the quality of social and emotional (SEL) learning through ELSA.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	5, 6, 7
<p>Nurture group in KS1 to improve the quality of social and emotional (SEL) learning.</p> <p>Extended to KS2 in 2023-2024.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	5, 6, 7

	EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning	
<p>Embedding attendance principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve release time for staff to develop and implement procedures and sustaining attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>To continue to provide strategies and interventions that help improve attendance and punctuality. This includes a 'Walking Bus' to collect identified children and 'Breakfast Club' to ensure they are ready to learn.</p>	<p>Internal evidence highlights children who have access to these interventions have improved attendance and punctuality.</p>	5, 6, 7
<p>To provide homework support for identified children. Support children with reading, spellings and basic maths fact & skills. (2022-2023)</p>	<p>Evidence shows that additional support with reading, spellings and basic maths facts has the highest impact on Primary aged children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/homework</p>	1, 2, 3, 5, 6, 7
<p>Contingency fund for acute issues including uniform and PE kit needs.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/school-uniform</p>	6, 7
<p>Subsidising learning experiences.</p>		

Total budgeted cost: £ 194,097

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Reading Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Staff training for improving reading.</p>	<p>5 out of 7 year groups had 80% or more children on track for progress in Reading in July 2022.</p> <p>78% of those children more 3 or more steps progress in Reading. 59% of children not making 3 steps progress had SEND.</p> <p><u>Reception</u> 85% Pupil Premium on track Slightly behind non Pupil Premium at 86% Closed the gap between non Pupil Premium from Autumn term.</p> <p><u>Year 1</u> 80% Pupil Premium on track Behind non Pupil Premium at 86%</p> <p><u>Year 2</u> 56% Pupil Premium on track Slightly behind non Pupil Premium at 68%</p> <p><u>Year 3</u> 64% Pupil Premium on track Slightly behind non Pupil Premium at 72%</p> <p><u>Year 4</u> 80% Pupil Premium on track Slightly behind of non-PUPIL PREMIUM at 82%</p> <p><u>Year 5</u> 85% Pupil Premium on track Behind non Pupil Premium at 97%</p> <p><u>Year 6</u> 84% Pupil Premium on track Ahead of no Pupil Premium at 71%</p>
<p>Writing Enhancement of our writing teaching and curriculum planning in line with the DfE and EEF guidance.</p>	<p>2 out of 7 year groups had 80% or more children on track for progress in Writing in July 2022.</p> <p>66% of these children made 3 or more steps progress in Writing.</p> <p><u>Reception</u></p>

<p>Whole school writing training.</p>	<p>70% Pupil Premium on track Behind non Pupil Premium at 80% but improved by 10% from Autumn term.</p> <p><u>Year 1</u> 80% Pupil Premium on track Ahead of non Pupil Premium at 70%</p> <p><u>Year 2</u> 50% Pupil Premium on track Significantly behind non Pupil Premium at 58%</p> <p><u>Year 3</u> 73% Pupil Premium on track Slightly behind non Pupil Premium at 74%</p> <p><u>Year 4</u> 60% Pupil Premium on track Behind non Pupil Premium at 76%</p> <p><u>Year 5</u> 60% Pupil Premium on track Behind non-Pupil Premium at 73%</p> <p><u>Year 6</u> 89% Pupil Premium on track Way ahead of non Pupil Premium at 63% Were behind in Autumn so overtaken non Pupil Premium.</p>
<p>Purchase of a DfE validated Systematic Phonics programme (ELS) to secure stronger phonics teaching for all pupils.</p>	<p>ELS in place for Reception and KS1 from January 2022.</p> <ul style="list-style-type: none"> ● 9/15 (60 %) children passed the Phonics Screening Test in Year 1. ● 4 children were EAL with 2 being new to the country. ● 1 child was new to the school so expected to pass in year 2. ● 1 child was in a behavioural school setting and is no longer on role. ● 1 child didn't pass in Year 2. Assessment for further additional needs.
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>NFER testing in place for Mathematics in year two to six. Half terming assessments in place to show progression across the school.</p>

<p>On entry assessment, tailored programmes designed using WellComm across nursery and reception. Tracking data and programmes amended throughout EYFS.</p> <p>Retain employment of Speech and Language specialist and dedicated teaching assistants. Ongoing whole staff training.</p>	<p>Reception –</p> <p>None of Pupil Premium Reception pupils had language skills within age related expectations for their chronological age in September 2021. This increased to 36% in July 2022.</p> <ul style="list-style-type: none"> • 100% of the cohort had language skills below age related expectations in September 2021, this decreased to 64% in July 2022. • 80% of the Pupil Premium Reception pupils have significantly delayed language skills in September 2021, this reduced to 42% in July 2022. • In September 2021 27% of Pupil Premium pupils were delayed by 36 months or more. In July 2022 no pupils had a delay of this amount. The gap has been significantly closed and in July 2022 82% of the Pupil Premium pupils had language that was age related or within 12 months of their chronological age, this was just 20% of pupils in September 2021. <p><u>Recommendations</u></p> <ul style="list-style-type: none"> • 4 pupils have been identified for ongoing Wave 2, targeted intervention in Year 1 and are participating in the TalkBoost Intervention Programme. • 2 pupils have now left school.
<p>Talk Boost programme retained to improve language and communication skills across KS1. Purchase of Talk Boost programme in KS2 to further secure language and communication skills in KS2.</p> <p>Retain employment of Speech and Language specialist and dedicated teaching assistants. To fund teaching assistants.</p>	<p>Year 1 – 2 Pupil Premium children accessed this program.</p> <ul style="list-style-type: none"> • Pupils made between 47% and 49% improvement. The average improvement was 48%. • The percentage of sections within the average range has increased from 13% to 100%. • The percentage of sections mildly delayed has reduced from 67% to 0%. • The percentage of sections significantly delayed has reduced from 13% to none. <p>During the reassessments pupils passed 100% of the questions for; understanding spoken language vocabulary and sentence structure.</p>
<p>Embedding reading support across school to provide more opportunities to improve fluency in reading and consolidate</p>	<p>65% (79 children) overall made three or more steps progress in reading over the year.</p>

<p>understanding and extend vocabulary.</p> <p>Funding teaching assistants as dedicated reading support. Funding reading training for subject lead. High focus for classroom teaching assistants on frequency and improvement in standards. Ongoing training for all staff.</p>	<p>5 out of 7 year groups had 80% or more children on track for progress in Reading in July 2022.</p> <p>78% of those children more 3 or more steps progress in Reading. 59% of children not making 3 steps progress had SEND.</p>
<p>Small group targeted phonics intervention using Bounce Back Phonics to plug the gaps in learning.</p> <p>Fund ongoing teaching assistant to deliver phonics catch up program.</p>	<p>Continued support provided to plugs gaps in learning in KS1 and KS2.</p>
<p>Small EAL intervention group support to develop the learning of English for those who are new to the country and ongoing support to other focus children.</p> <p>We will fund pupil mentor role to deliver this regular support. Assess progress in English using Solihull.</p>	<p>Put in place towards the end of last year. Impact to be monitored after Autumn Term 2022. Solihull assessment used across the school during data drops.</p>
<p>Family support worker (full time) & Caritas Worker (1 day per week)</p> <p>Support to vulnerable parents and families to help reduce barriers to learning, including attendance, pastoral support & practical help such as referrals to food banks, uniform provision & external support services. Offer emotional support to children as identified on a 'needs' basis.</p>	<p>Ongoing progress with a high percentage of Pupil Premium children access support from the Family Support worker and Caritas worker.</p>
<p>KS2 social and emotional support to improve the quality of social and emotional (SEL) learning.</p>	<p>Some children accessed a six-week nurture programme which was provided by the Child and Family Wellbeing Service. The main focus for KS2 children is to improve upon their attendance.</p>
<p>Nurture group in KS1 to improve the quality of social and emotional (SEL) learning.</p>	<p>A large number of children in Reception and KS1 accessed the Nurture group over the year. Ten of those children were Pupil Premium and showed a marked difference in their</p>

	social and emotional learning which was tracked using a Boxhall profile assessment.
Embedding attendance principles of good practice set out in the DfE's Improving School Attendance advice. This will involve release time for staff to develop and implement procedures and sustaining attendance/support officers to improve attendance.	This is continuing next year to tackle attendance and punctuality issues. There has been a positive impact on attendance from regular communication and home visits to address children who are persistently absent or have a dip in their attendance.
To continue to provide strategies and interventions that help improve attendance and punctuality. This includes a 'Walking Bus' to collect identified children and 'Breakfast Club' to ensure they are ready to learn.	10 Pupil Premium children currently access the Walking Bus. 90% of those children are Pupil Premium. 45% of those PP children have improved their attendance. 20/38 (53%) Pupil Premium children access Breakfast Club. 40% of those children have improved their attendance. Punctuality as a focus next year.
To provide homework support for identified children. Support children with reading, spellings and basic maths fact & skills.	Many Pupil Premium children access the homework club on a regular basis.
Contingency fund for acute issues including uniform and PE kit needs.	Many children were provided with school uniform, PE kit, coats, trainers and socks. Moving forward the school is looking into second hand uniform and donated clothes for families in need.

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A