Pupil premium strategy statement

School overview

Metric	Data
School name	St Matthews Church of England Primary School
Pupils in school	394
Proportion of disadvantaged pupils	30.5%
Pupil premium allocation this academic year	£178,885
Academic year or years covered by statement	2019-2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	Mr Mark Mackley
Pupil premium lead	Mrs Stacie Russell
Governor lead	Mrs Jane Smith

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A No assessments
Writing	N/A No assessments
Maths	N/A No assessments

Disadvantage pupil performance overview for last academic year.

Measure	Score
Meeting expected standard at KS2	N/A No assessments
Achieving high standard at KS2	N/A No assessments

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	- To increase engagement in remote learning. - Reason – Monitoring demonstrated that a high proportion of Pupil Premium children were not engaging and had limited access to devices and the internet.

Priority 2	• To increase attendance for key children. • Reason – Attendance monitoring demonstrated that a high proportion of Pupil Premium children has poor attendance and punctuality.
Priority 3	• To develop Speech and language, communication and literacy, vocabulary acquisition in Early Years, KS1 and for EAL learners. • Reason – On entry Welkom assessments demonstrate a downward trend on entry profile for EYFS children. A high proportion are significantly below the age related expectation in speech and communication.
Barriers to learning these priorities address	Inconsistent learning and education whilst off school due to Covid isolations, persistent absence (10 children) or lateness. Complex social and emotional parental issues, poor English skills and living in an area of high deprivation with a large number of children with SEN (35%) On entry, significantly low speech and language skills shown in Welkom assessments alongside a large percentage of children for whom English is not their first language.
Projected spending	£10,285

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	• For Pupil Premium children to make better than expected progress in their reading compared to their non-Pupil Premium Peers. • Measure – teacher assessment at termly data collection points. Reviewed by SLT and PP lead.	September 21
Progress in Writing	• For Pupil Premium children to make better than expected progress in their writing compared to their non-Pupil Premium Peers. • Measure – teacher assessment at termly data collection points. Reviewed by SLT and PP lead.	September 21

Progress in Mathematics	• For Pupil Premium children to make progress in line with non-Pupil Premium peers at KS2. • Measure – teacher assessment at termly data collection points. Reviewed by SLT and PP lead.	July 21
Phonics	• Phonics Achieve national average expected standard in phonics screening tests in Year 1. • Measure – teacher assessment at regular data collection points. Reviewed by SLT, English lead, Year group teachers and PP lead.	July 21
Other	• For Pupil Premium children to develop a good awareness of their social and emotional needs. • Measure- ongoing assessment using Boxall and PSED PIVATS. Reviewed by the Inclusion Team and SLT.	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	• Targeted support for Pupil Premium children and their families from family liaison worker, additional TA's and SENCo. • Measure – daily monitoring of engagement in remote learning, tracking of attendance at remote school. Communication tiered system with home visits in place.
Priority 2	• Attendance coordinator to work closely with families. • Phone calls daily. • Home visits • Measure – attendance lead to monitor and analyse attendance figures weekly.
Priority 3	• Speech and Language specialist teacher

	- Extra TA support - Phonics intervention - Measure – Entry and exit data for interventions. (Talk Boost, Welkom, Bounce Back Phonics, Rapid Phonics, Nurture using Boxall assessments)
Barriers to learning these priorities address	Pupil Premium children can have gaps in learning addressed enabling them to make expected or more than expected progress. Children and families continue to learn during Covid related isolations. Children are in school more regularly. Phonics, spellings, reading and writing greatly impacted.
Projected spending	£123,494

Wider strategies for current academic year

Measure	Activity
Priority 1	- To develop the nurture class to focus on key Pupil Premium children across the school. - Introduce breakfast buddies to enable children to settle into school in the morning and ensure they have had a significant meal. - Measure – Observations whether children are ready to learn. Boxall assessments.
Priority 2	- To continue the work of a family liaison to support children and their families. - Measure – Regular monitoring of children on the vulnerable list.
Priority 3	- Key intervention staff to focus on narrowing the gap in their learning. - Measure – Entry and exit data for interventions. (Talk Boost, Welkom, Bounce Back Phonics, Rapid Phonics, Nurture using Boxall assessments, Grammar, writing and Maths)
Barriers to learning these priorities address	Social and emotional wellbeing of the children addressed to impact confidence and readiness to learn.

	• Measure – Boxalls for key children, weekly tracking of behaviour data, use of CPOMS.
Projected spending	£45,106

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure nurture teacher has significant time with children due to isolation, illnesses and attendance issues.	Longer periods of time with each group and focus on gaps in learning.
Targeted support	Ensure that all children needing access to speech and language, communication and literacy and vocabulary acquisition have ample time.	If staff are absent, use of different staff within the bubble to implement learning. Have longer time frames to complete programs with time constraints.
Wider strategies	Engaging families with added challenges.	Engage family liaison officer, SENCo, Attendance lead and other outside agencies.

Review: last year's aims and outcomes

Aim	Outcome
Gap between PP children and non- PP children to be narrowed.	No external assessment data and lockdown due to pandemic meant work not completed.
To raise achievement in reading, writing, comprehension and key maths skills.	No external assessment data and lockdown due to pandemic meant work not completed.
Reduce number of persistent absences.	The number of persistent absences decreased from 13 in 2018/2019 to 10 in 2019/2020 up to the point of Covid lockdown in March 2020.
Raise levels of concentration with more pupils responsible for their own learning.	Lockdown due to pandemic meant work not completed.