

Pupil premium strategy statement St Matthew's CE Primary School

1. Summary information					
School	St Matthew's CE Primary School				
Academic Year	2019/2020	Total PP budget	£175560	Date of most recent PP Review	October 2019
Total number of pupils	408 (plus 30 in Nursery)	Number of pupils eligible for PP	103	Date for next internal review of this strategy	March 2020
		Number of pupils on Ever6	30		
		Total number of pupils	133		

2. Current attainment (end of academic year 2018/19)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading	50%	75%
% achieving expected standard in GPS	50%	77%
% achieving expected standard in mathematics	55%	75%
Average scale score in reading	98.4	105
Average scale score in GPS	101.3	106
Average scale score in mathematics	99.9	104

The proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, writing and mathematics is below that of other pupils nationally

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Parental engagement with school and their children's learning.
B.	Speech & language, Communication and Literacy, vocabulary acquisition and EAL oral and written language skills across school are lower for eligible PP children. Reading progress is slowed as a result of this.

C.	PSE factors – language deprivation leads to reduced social skills and thus lower self-esteem and in some, challenging behaviours as a result.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Diverse catchment means that some children also come from difficult to reach families; emotional issues	
B.	Children come from families that have a range of complex social and emotional issues including poor English skills and living in deprivation.	
C.	Attendance low for SEN support pupils ¹	
D.	Significant number of pupil premium children are also SEN.	
E.	Lack of life experiences and opportunity.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Gap between achievement of PP pupils and others in our school continues to be narrowed	End of year data – GLD and external assessments
B.	To raise achievement in writing, reading comprehension and key maths skills.	In house tracking – Lancs pupil tracker termly
C.	Reduce number of persistent absences.	Percentage of attendance improves on prior figures

¹ 126 pupils on SIMS as SEN. 88<100% attendance; 57<95% attendance; 28<90% attendance & 12<80% this academic year to date (Oct 2019)

D.	Raised levels of concentration with more pupils responsible for their own learning.	Children more focused results in improved outcomes - Pivat assessments, Statutory Assessments...
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5. Planned expenditure

Academic year	2019/20
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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	When will you review implementation?
High quality teaching for all in classroom with adult support.	Maintain high adult to child ratios across school. Where appropriate, provide targeted support to access learning.	Additional adults provide greater access to learning and enable more focussed input to be given to those who need it. Using PP funding to invest in long term change.	Monitoring through Learning Walks, evidence scrutiny, pupil voice, pupil progress meetings and assessment outcomes.	TLR for PP	Feb 2020 & May 2020
Improve rates of progress for PP children in comparison to their peers.	TA led small group work, regular opportunities to read and comprehend, IDL programme. Targeted Speech and Language Therapy support for those who require it.	PP children make less progress than their peers in Reading and Writing.		TLR for PP HT	Dec 2019 March 2020 July 2020

Enable those EAL children from Eastern Europe to learn effectively and master English efficiently.	Investigate ² how to: a) Access bilingual support b) Access IT apps that help children to learn English	We do not have staff who speak these languages and do not have easy access to support so our ability to support language acquisition is restricted.	HT, English & EAL leads monitor outcomes for these children and improvements in Reading and Writing.	HT EAL leads	Jan 2020 April 2020 July 2020
Provide quality interventions that impact positively on language acquisition and therefore Reading & Writing outcomes.		Improve the abilities of children in the basic skills so that they can more easily and effectively access classroom learning close the gaps in their learning.	English SLs lead on this with TLR for PP. SLT monitor impact of provision.	TLR for PP & Eng SLs	Dec 19 Feb 20 May 20 July 20
Total budgeted cost					£122,118

² Cannot put a cost to this area as yet as it is one that needs investigating. Any costs in 2019/20 will have to come from School Budget Share.

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	When will you review implementation?
Children more aware of healthy and productive lifestyles and how to care for themselves.	Revised Scheme of Work for PSHE and provision of Sports coach during lunchtimes to engage children in healthy activities.	Many children are not physically active outside of school and are not aware of how to make healthy lifestyle choices.	Sports Coach – SLT monitor at lunchtimes (Sports Premium enhances this provision) Pupil Voice Parental Feedback	Sports Premium Lead PSHE lead	March 2020
Further improve attendance rates & punctuality, building on the successes already achieved.	Maintain Family Support Worker (FSW) & Learning Mentor (LM) to work with attendance lead and families to engage families in ensuring that children come to school regularly and on time to maximise learning opportunities.	There has been a positive impact from the Walking Bus, Breakfast Buddies and other schemes for targeted children.	Regular Inclusion Team meetings with Dep HT and monitoring of attendance rates each week – continued engagement with Local Authority officers.	FSW LM Dep HT	Weekly attendance rates. End of each half term.
Parents/Carers more equipped to engage with their children in their learning.	Continue to provide learning opportunities for parents/carers through providing sessions for adults to learn with their children via LCC services.	Many parents/carers do not feel able to support their children in their learning as they do not have the understanding required to be able to do so.	Parental feedback on the courses provided. Monitor outcomes for children of those who attend. Ensure sessions take place each half term.	SLT	Jan 2020 April 2020 July 2020
Total budgeted cost					£42,842

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	When will you review implementation?
Ensure that those whose barriers to learning are behaviour related get the right support to make positive changes.	Work closely with Golden Hill Short Stay School (GHIST) to provide bespoke strategies to support those who need it in order to make positive changes to their behaviour choices.	There are PP children who display challenging behaviours that need positive action to address.	SLT liaise with agencies and meet with inclusion team to monitor CPOMS and behaviour lead's logs.	TLR for behaviour SLT	½ termly
Ensure that ability to pay does not prevent PP children participating fully in school life.	Set aside money in the PP budget to pay towards trips and other events / resources to enable PP to participate.	LSIP ³ Multiple Deprivation Index places locality amongst bottom 20-25% nationally.	HT will oversee the spending of this money.	HT	End of financial year.
Provide 'WOW' life experiences for children to enhance their engagement in learning. Use past pupils as role models to inspire this generation of learners.	Each Year Group to identify opportunities within curriculum to provide 'WOW' moments. Staff to contact past pupils for photos and short bios of what they are doing now.	Provide opportunities and experiences for children that would otherwise be out of their reach. Show them what is possible!	Monitoring of curriculum overviews by SLT. Photo Wall/ photos around school – feedback from pupils.	SLT	½ termly check on WOW experiences.
Total budgeted cost					£10600

³ Lancashire School Information Profile.

6. Review of expenditure				
Previous Academic Year		2017-18	£190,080	
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raise attainment in English, developing inference and deduction skills.	High quality teaching, structured guided reading, additional guided reading sessions, comprehension interventions school reading challenge. Phased approach to reading and writing implemented in school.	All of these processes have been implemented across school, have been monitored and reviewed. Outcomes for pupils at end of Key Stage 2 have stabilised with some improvement in Higher Ability outcomes. Lower down the school there is not clear evidence of impact at end of KS1 yet.	With the appointment of a substantive HT from April 2019, there is now a focus on consistently seeing initiatives applied. A review of Reading in October 2019 showed that a refocus on guided and independent reading was needed – work is being done on pre-reading a text with children in order to help them access books more easily. Continue with the work on Guided Reading to ensure that there is understanding of a text read.	

<p>To improve the language skills of children across the school so that they can more fully access the curriculum.</p>	<p>High quality teaching, using the phased approach to reading and writing. High quality teaching of vocabulary and language acquisition. Intervention groups</p>	<p>As above, no clear impact yet. New HT has introduced a clear tracking system into school which will better enable us to track groups more effectively.</p> <p>Monitoring and analysis of data available shows that this is still an area that needs addressing effectively.</p>	<p>Continue with this approach.</p>	
	<p>New curriculum put in place with new exciting learning opportunities. Within this approach there will be a focus on language acquisition and development.</p>	<p>Revision of curriculum not completed but is continuing under the new HT's leadership. Work on intent is complete and staff continue to revise the curriculum to ensure that it is focused on language acquisition and development as well as being broad and balanced and relevant to the needs of the children and the local community.</p>	<p>Work continues on this area.</p>	
<p>To raise attainment in mathematics by further developing application and reasoning skills.</p>	<p>High quality teaching of reasoning and application skills.</p>	<p>End of KS2 outcomes were much improved at the end of 2018/19 compared to previous two years.</p>	<p>Work continues on revising maths curriculum, linked to language acquisition and development to ensure that work on reasoning as well as using and applying improves. A focus on maths mastery is being developed on 2019/20</p>	

<p>To remove barriers to learning by changing fixed mindsets to growth mindsets.</p> <p>To develop children's capacity to become independent learners.</p>	<p>Whole school assemblies, focused PSHE lessons and developing the culture across the school community.</p> <p>Whole school training on AFL strategies.</p> <p>Effective use of AFL strategies in class as part of quality first teaching.</p>	<p>Most children have a positive attitude towards their learning and approach lessons and challenges with a 'can do' attitude.</p> <p>Those that do not have additional needs/issues which are supported as appropriate according to needs.</p>	<p>No specific focus on growth mindset but the principles of being open minded and approaching learning with a positive attitude are continuing.</p>	
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To support PP pupils with SEN.	Maintain specialist SEN teacher time to enable her to continue work on speech and language.	Analysis of work of SaLT teacher shows that progress has been made.	Owing to the large number of children with SaLT issues and lack of available support to school, her work continues. This year her work is more focused on working with children	£10k
To track PP pupils who are A,G &T to ensure they make more than expected progress.	Ensure all pupils have personalised curriculum for numeracy and literacy. Interventions where	Tracking systems not in place – new HT has taken on leadership of More Able & Talented and is developing a register to ensure these children are	Current monitoring of MA&T children is not yet good enough and more attention is needed in this area to ensure that they are not 'left behind'.	
Access more SEN and speech and language support.	Continue specialist SEN teacher time for speech and language opportunities	See above		
To support vulnerable children with emotional, social and educational barriers.	Create an Inclusion Team including, behaviour and attendance lead, SENCO, Learning Mentors and a school social worker.	Inclusion Team established. Some personnel changes over the year but now established and effective work taking place in addressing barriers to learning.	This approach continues and is being developed. We are looking to appoint an additional Learning Mentor to support more children with emotional/behavioural difficulties that present barriers to learning.	

To support pupils in English and Maths	Teaching assistant support in core subject lessons	End of EYFS data shows positive impact on progress given start points – this is due, in part, to the high level of experienced staff within the unit. End of KS1 attainment is down again compared to national. Lack of	Each class has a TA assigned to them and this will continue in 2019/20 with additional TA staff to support where possible. New tracking system being implemented to ensure that staff are aware of start/end points to monitor impact of work done.	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the attendance and punctuality of PP pupils and to raise well-being.	Set up a 'Walking bus' to collect the pupils and provide their breakfast.	More children attending more frequently and having access to food at the start of the day. Not all families make good use of this service, this is followed up by Inclusion Team/ Caritas Worker.	Some will not engage, almost no matter what we try to do. We are resilient and we will not give up. We are continuing this approach and will look at if it can be expanded.	
To offer pupils breadth of experiences, activities and extracurricular at no cost	Activities linked to learning and sport	Staff have worked to provide a range of experiences to support learning and broaden experiences. Use of Sport Premium has also allowed access to more physical activities linked to wellbeing.	Cost is still a barrier to many experiences but there are a range of local opportunities which can still be exploited – ie Harris, UCLAN...	

<p>To improve concentration and attitudes to learning by improving behaviour for learning.</p>	<p>Learning mentors to observe and support children throughout the day. Teachers to implement effective AFL strategies.</p>	<p>Impact is positive, more children are able to be supported during the day. AFL strategies being used.</p>	<p>All well worth continuing; we have learned that we need to give serious consideration to expanding the number of Learning Mentors available in order to meet the needs of more children.</p>	
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