

Pupil premium strategy statement St Matthew's CE Primary School

1. Summary information					
School	St Matthew's CE Primary School				
Academic Year	2018/2019	Total PP budget	£178,200	Date of most recent PP Review	September 2018
Total number of pupils	454	Number of pupils eligible for PP	91	Date for next internal review of this strategy	March 2019
		Number of pupils on Ever6	24		
		Total number of pupils	115		

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading	38.9%	75%
% achieving expected standard in GPS	44.44%	77%
% achieving expected standard in mathematics	44.44%	75%
Average scale score in reading	98.8	105
Average scale score in GPS	101.9	106
Average scale score in mathematics	98.41	104

The proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, writing and mathematics is well above 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.	Pupils in school with poor speech and language skills.
B.	Low levels of concentration, fatigue and malnourishment in key groups of children.
C.	Children are not responsible ,independent learners.
D.	Pupils have a range of complex social and emotional difficulties.
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
B	Children come from families that have a range of complex social and emotional issues.
C.	Attendance low for SEN support pupils
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>)	
A.	Gap between achievement of PP pupils and others in our school continues to be narrowed
B.	To raise achievement in writing, reading comprehension and key maths skills.
C.	Reduce number of persistent absence.
D.	Raised levels of concentration with more pupils responsible for their own learning.
	Success criteria
	End of year data – GLD and external assessments
	In house tracking – Lancs pupil tracker termly
	Percentage of attendance
	Pivat assessments

5. Planned expenditure

Academic year	2018/19
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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?
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.	Whole school ethos of attainment, evidence on LAPS and teacher assessment. Children need more focus on inference and deduction.	Purchase of high-quality resources. Whole staff training . Class observations and feedback. Teaching assistant support during lessons .	HT KA SB NS JC JR subject leader	Whole school monitoring cycle. Progress meetings half termly.
To improve the language skills of children across the school so that they can more fully access the curriculum .	High quality teaching, using the phased approach to reading and writing. High quality teaching of vocabulary and language acquisition.	Whole school monitoring of teaching and learning and OFSTED highlighted this as an area in school that needed developing. Shine baseline for CLLC highlighted a significant number of children with speech and language difficulties. Also limited use adventurous	Purchase of high-quality resources. Whole staff training . Class observations and feedback. Teaching assistant support during lessons and for interventions and pre-teach. New Curriculum resources.	HT NS SB	Whole school monitoring cycle. Progress meetings half termly.

	New curriculum put in place with new exciting learning opportunities .Within this approach there will be a focus on language acquisition and development.				
To raise attainment in mathematics by further developing application and reasoning skills.	High quality teaching of reasoning and application skills.	Whole school monitoring of teaching and learning and OFSTED highlighted this as an area in school that needed developing. Analysis of SATS papers.	Whole staff training on application and reasoning.	HT, KA, SB, NS, JC SB subject leaders	Whole school monitoring cycle. Progress meetings half termly.
To remove barriers to learning by changing fixed mindsets to growth mindsets. To develop children's capacity to become independent learners.	Whole school assemblies, focused PSHE lessons and developing the culture across the school community. Whole school training on AFL strategies. Effective use of AFL strategies in class as part of quality first teaching.	Children needing to become responsible for their own learning and developing their brains to take on challenges. Whole school monitoring of teaching and learning and OFSTED highlighted this as an area in school that needed developing.	Whole school development plan. Teachers, teaching assistance and any other staff training on growth mindset and AFL.	HT RH ZH	Whole school monitoring cycle. Progress meetings half termly.
Total budgeted cost					£20,000

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?
To support PP pupils with SEN.	Maintain specialist SEN teacher time to enable her to continue work on speech and language.	To continue the effective strategies and maintain the links to outside agencies.	Progress of children tracked and monitored by teachers and in pupil progress meetings termly and by SENCO	KA TY SR	October half term and then half termly through monitoring cycle
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 appropriate. Track progress.	High quality interventions, activities and enrichments for A,G&T under the direction of subject leaders and class teachers. Interventions and progress to be monitored half termly.	Progress of children tracked and monitored by teachers half termly. Provision mapping folders monitored as part of monitoring programme	KA, TY subject leader SR	October half term and then half termly through monitoring cycle
Access more SEN and speech and language support.	Continue specialist SEN teacher time for speech and language opportunities	High quality individualised support under the direction of the specialist teacher and SENCO to help narrow the gap. Interventions to be monitored half termly	Progress of children tracked and monitored by teachers half termly. Provision mapping folders monitored as part of monitoring programme	KA Specialist teacher TY SR	October half term and then half termly through monitoring cycle

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. Through a joined-up team approach the team will work with children and families	When emotional and social barriers to learning are removed children have a greater capacity to become successful learners. Highlighted in the Ofsted report and previous years behaviour logs highlighting a trend. Lower than average overall attendance in the previous year. SLT analysis of teaching and learning.	Progress of children tracked and monitored by teacher's half termly. Provision mapping folders monitored as part of monitoring programme	KA SR SW	October half term and then half termly through monitoring cycle CPOMS monitoring.
To support pupils in English and Maths	Teaching assistant support in core subject lessons	High quality individualised support under the direction of the classroom teacher to help narrow the gap. Interventions to be monitored half termly	Progress of children tracked and monitored by teachers half termly. Provision mapping folders monitored as part of monitoring programme	HT, KA, NP, SB, JC SB, JR subject leaders	Throughout the year
Total budgeted cost					£146,200
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?
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.	Lower than average overall attendance in the previous year.	Attendance and punctuality tracked. Records kept and attendance coordinator following up any issues.	KA SR NN Leader	Weekly using CPOMS
To offer pupils breadth of experiences, activities and extracurricular at no cost	Activities linked to learning and sport	To remove barriers from low income families and give children opportunities to identify strengths and talents.	Progress of children tracked. Records kept of clubs and activities attended. Administered by office	KA SR JC	Throughout the year using iPad tracking system.
To improve concentration and attitudes to learning by improving behaviour for learning.	Learning mentors to observe and support children throughout the day. Teachers to implement effective AFL strategies.	Highlighted in the Ofsted report and previous years behaviour logs highlighting a trend.	Weekly assessment using CPOMS, feedback in the behaviour team and from teaching staff. SR and KA to track progress.	KA SR	Pivat assessments to be reviewed termly. Behaviour team to track progress weekly using CPOMS
Total budgeted cost					£12,000

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 comprehension skills and writing.	High quality teaching, structured guided reading, additional guided reading sessions, comprehension interventions school reading challenge	KS2 increase in number of children achieving age related from 36.9% to 63.3%. EYFS - increase in number of children achieving age related in reading from 66.7% to 67.2%.	Additional support for Y6 and small group work with additional Intervention staff used in class to support learning. TA support is effective especially where HLTA used for support. To be continued in next academic year and continue support from outside agencies with planning and assessment. Use of LAPs and KLIPs to track progress needs to continue and develop.	£3,000
Raise attainment in mathematics by further developing arithmetic skills	High quality teaching and resources, online resources with a times table focus	KS2 increase in number of children achieving age related from 55.4% to 56.7%.	Year 6 staff introduced fluency in 5 for each maths lesson this was successful in improving children's arithmetic skills . TT Rock stars was introduced to improve times table fluency .This has been successful. We will continue with this strategy.	£3,500
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 for children with CLLC difficulties . Also, specialist support teacher for children with more complex needs.	Teacher advice to support children with EHC plans and those at SEN support. Strategies given to TAs working with these children. Attends meetings with parents and annual reviews and assess children that teachers are concerned about with their progress when interventions and additional support have been implemented. Targets on TLPs are discussed with any relevant resources. Tests for dyslexic tendencies.	Shine completed baseline tests and check for progress which is tracked .This has been very successful with the majority of children being tracked showing that they have made progress. See Shine reports. We are going to continue with this approach. SEN advisory teacher assesses all children who have more complex needs and completes a baseline and supports teachers with strategies. We are going to continue with this approach.	£40,000

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 appropriate. Track progress.	Interventions, activities and enrichments for A,G&T needs revisiting due to staffing. Some targeted experiences focusing on their individual talents.	More focused opportunities are needed to extend and challenge A,G&T children to give them the chance to stretch and develop their talents.	£1,000
Access more SEN and speech and language support.	Continue specialist SEN teacher time for speech and language opportunities	Y1 cohort moved from 25% ARE to 79% ARE using TalkBoost intervention. Yr2 cohort moved from 16% ARE to 81% ARE using TalkBoost intervention. 34 SLC difficulties were assessed with a summary of target and resources provided. Support was given to TAs working 1:1.	Continue support from the independent speech and language teacher by continuing TalkBoost in Y1 and Y2; target interventions in Y3, increase specialist therapy input as well as ongoing assessments; continue with Reception screening and introduce Nursery screening; EIKLAN for identified TAs; more teacher training and to complete a Communication Friendly School audit.	£25,800
To support vulnerable children with emotional, social and educational barriers.	Deploy social and behavioural TAs in the classroom setting to enhance relationships, improve attitudes to learning and support with fundamental skills.	Class Dojo and behaviour records implemented to track behaviour in school and to involve parents. Children beginning to have a better attitude to learning. Parents engaging with school on a more regular basis.	Pupils making better progress and starting to have a more positive attitude to learning and parents are responding better to school. Intervention to continue on a more regular basis and an additional behaviour specialist teacher has been employed to focus on behaviour for learning alongside the acting Deputy Head monitoring the progress. Pivats being used to track and monitor individual progress. To use CPOMS to log behaviour, emotional and social incidents. Growth Mindset implemented as a whole school ethos.	£20,000
To support pupils in English and Maths	Teaching assistant support in core subject lessons	All year groups had support within English and Maths with additional support in English within most year groups. Impact evident in pupil progress meetings.	Teaching Assistants working with and supporting children has had varying degrees of success. To be continued however More training and modelling of helping children become independent learners needs to be actioned so all teaching assistants have the same skill set and approach to enabling children to become successful learners.	£83,252

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.	Impact on pupils social and emotional skills which have impacted on their attitude to school and learning. Pupils start the day positively, are well fed and ready to learn More than half of the children who engage daily have an increased overall attendance percentage and their punctuality have dramatically improved.	Pupils feel happier and positive about school. They are able to learn and have a massive impact on their emotional stability. Parents feel positive about sending the pupils to school and feel supported. To be continued in next academic year	£8,828
To offer pupils breadth of experiences, activities and extracurricular at no cost	Activities linked to learning and sport	Well-being of pupils improved with more PP pupils attending clubs and accessing educational visits. Success criteria met.	Pupil enjoyment and parental involvement. Pupils felt supported and able to move on with their learning as well as experience new activities that interest them. Parents feel supported. To be continued in next academic year	£5,000