

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 CE Primary
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Apr 21- Mar 22
Date this statement was published	May 21
Date on which it will be reviewed	May 22
Statement authorised by	K Ritchie
Pupil premium lead	J Clarkson
Governor / Trustee lead	H Cutler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 274.380
Recovery premium funding allocation this academic year	£ 147.90
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£ 289.170

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. At St Matthew's CE Primary School, our aim is to ensure that our pupils are not disadvantaged because of their socio-economic context. Staff and governors believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Common barriers to learning for our disadvantaged children can be less support at home, poor language and communication skills, issues regarding confidence, more frequent behaviour difficulties and attendance/ punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no "one size fits all". We consider fully the needs of St Matthews pupils in our decision-making

Our ultimate objectives *are to:*

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop independence and resilience.
- Develop the implementation of the Mastery approach in maths to improve number fluency.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- ✓ Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- ✓ Allocating a 'Pupil Premium' / 'Catch Up' -providing small group work focused on overcoming gaps in learning.
- ✓ Running nurture groups
- ✓ .Ensuring that all teaching assistants are used effectively to support pupil premium children.
- ✓ 1-1 support when required.

- ✓ Additional teaching and learning opportunities provided for children.
- ✓ Aiming at accelerating progress, moving children to at least age-related expectations.
- ✓ Targeting able children on Free School Meals to achieve Age Related Expectations.
- ✓ Supporting payment for activities, educational visits and experiences.
- ✓ Ensuring children have first-hand experiences to use in their learning in the classroom.
- ✓ Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate the requirement to raise attainment in EYFS, KS1 and KS2 in Reading, Writing, Grammar and Maths.
2	Assessments, observations and discussions with both pupils and staff indicate the requirement that specific groups be constantly supported in the development of speech and language.
3	Observations and discussions indicate the requirement to positively manage children's behaviour and pastoral needs and to support staff in developing positive behaviour strategies.
4	Working with a translation company to provide written translations for parents as and when required and to support discussions at Parents' meetings.
5	To provide a safe, secure and confidential place to store and share children's information (CPOMs system)

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
Small group booster support and resources for intervention group. 1xKS1 Morning intervention teacher	Assessments and observations indicate improved attainment among disadvantaged pupils. This will be triangulated with other evidence including pupil voice and book scrutiny. Support groups are planned, resourced and evaluated effectively to

<p>1xLKS2 Morning intervention teacher 1xUK2 Morning intervention teacher 1X TA</p>	<p>ensure that they have the maximum possible impact. Achieve national average progress scores in KS1 and KS2</p>
<p>Improved oral and language skills and vocabulary among disadvantaged pupils.</p> <p>TA L2 in KS1 TA L2 in LKS2 TA L2 in UKS2</p>	<p>Assessments and observations indicate improved attainment in speech and language among disadvantaged pupils. This will be triangulated with other evidence including pupil voice and teacher discussions.</p> <p>TAs employed to support disadvantaged children.</p>
<p>To meet the social, emotional and behaviour needs of the children at St Matthews School. Increased well-being and emotional support for all pupils, including those eligible for PP.</p> <p>Pastoral Manager Games and books</p>	<p>Observations, pupil voice, attendance figures, engagement in lessons and participation in enrichment clubs, indicate that the social, emotional and behavioural needs are being met.</p> <p>A raised awareness of issues surrounding mental health.</p>
<p>To meet the needs of parents who require additional support with translation in both written and oral form.</p>	<p>ESOL classes in place to assist parents with learning English.</p> <p>The provision of a translator, if required at parents meetings.</p> <p>The provision of a written translation if required.</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: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training session on Positive behaviour strategies.	PP children can have issues regarding confidence and more frequent behaviour difficulties. It is necessary to ensure all staff receive the appropriate training to ensure a uniform approach across the school, regarding positive behaviour strategies	3
<i>Nurture Training</i>	To ensure TAs are trained to deliver 1:1 nurture children with specific pupils.	3

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

Budgeted cost: £85,359 + £69,204 + £18,161= £172,724

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to work with PP children on interventions- KS1 and 2 in both maths and English.	Small group tuition is defined as, one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher or TA to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Accelerated progress for children in receipt of interventions and other targeted support. Having analysed our cohorts we have identified groups of children that need support to address gaps. Teachers will be working with intervention groups.	1, 2

TAs to work with PP children on their development of speech and language.	Good/ accelerated progress for children in receipt of speech and language interventions.	2
Speech and Language therapist- To assess and provide early intervention programmes for children on entry into school.	Early years children have received good support and the additional SALT specialist has targeted children throughout school. Children who have been identified have made good progress	2

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

Budgeted cost: £88,605 + £950 + £425+ £22.000 + £2,500 £4,400 =£118,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved social and emotional wellbeing for PP children and other vulnerable pupils.	Targeted nurture support from trained TAs Pastoral Manager in role	3
All staff confident when using CPOMs.	Staff using CPOMs as a platform to build an evidence base, allowing information to be communicated securely and saved for meetings with parents and outside agencies.	5
To provide support for parents with EAL, so they can fully access meetings.	Parents are an integral to schooling for any child, and one of the key opportunities to discuss how a child is progressing is during parents evening.	4
To provide Commando Joe sessions.	Teaching children how to demonstrate resilience, team building and well-being due to many of our children lacking essential life skills.	3
Provision of a mini bus. To take children to various settings within the local area	To enhance their experiences of life and their surroundings and introduce to them new and exciting opportunities. This has allowed children to visit lots of local places and enter sporting competitions therefore enhancing their life experiences	3
Provision of additional swimming lessons above the government guidance	To make sure that the children can swim by the time they leave primary school. This is a necessary life skill that these children miss out on.	3

Experiences and trips	To provide children with out of school experiences, which will enhance their personal development.	3
Music lessons	To provide pupils with the opportunity to learn how to play a musical instrument.	3

Total budgeted cost: £600+ £ 172,724 + £118,880 = £292,204

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.

Our internal assessments undertaken during 2020/21 highlighted the fact that whilst there were small pockets of underachieving pupils, for the most part, the impact of the pandemic was not necessarily felt academically. Staff worked tirelessly to address any gaps in learning, to enable all children to access their current year groups curriculum. However, it was apparent that the children had been impacted on an emotional level.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. This was mostly apparent in terms of their lack of social interaction during these periods. They were not able to benefit from being in school, interacting with their friends, taking part in after school clubs or be part of a sports team or choir. Our observations and discussions indicated that wellbeing and mental health were issues that we needed to address.

During periods of lockdown or bubble closures, we ensured that Pupil Premium children could access learning and some of our Pupil Premium children continued to attend school daily. For the children who were home learning, we continued to deliver a high-quality curriculum, in the form of practical, engaging learning activities, which the children could access online or work using a home learning pack. We ensured the Pupil Premium children had access to a laptop if required and we were able to use several excellent online resources including White Rose maths, Times Table Rock Stars, Purple Mash and Reading Eggs to enhance their home learning experience. We were also of the opinion, that it was essential that class teachers had contact with all our children and families, we made regular phone calls to check on wellbeing and we were available if further support was required.

On return to school, Pupil Premium funding was used to provide wellbeing support for pupils, in the form of trips and experiences. Children were given the opportunity to go out of school and engage in outdoor learning, social interaction with their peers and to simply enjoy being part of a class again. This was a vital part of ensuring we addressed the need for the wellbeing and mental health of all our children.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

- ✓ School provided print outs, school laptops, equipment and books to vulnerable families during the lockdown period.
- ✓ All class teachers made phone calls home.
- ✓ Where necessary the Pastoral manager made home visits to vulnerable families.
- ✓ A wide range of high-quality extra-curricular activities to boost wellbeing, behaviour and aspiration were on offer. Activities focused on building life skills such as confidence, resilience, and socialising, plus keeping fit and healthy and having fun together. Disadvantaged pupils are always encouraged and supported to participate