

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	399 (exc nursery)
Proportion (%) of pupil premium eligible pupils	44.86%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	April 2023 – March 2024
Date this statement was published	May 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Kay Ritchie
Pupil premium lead	Alison Worthington
Governor / Trustee lead	Helen Cutler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,535
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£13,138
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£270,673

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding our school context is taken into consideration and the subsequent challenges faced by the individual needs of our pupils. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals, we reserve the right to allocate the disadvantaged funding to support any pupil or groups the school has legitimately identified as being socially disadvantaged. Our intention is that all children, despite their background, are provided with the best possible education so they achieve well and make good progress. The use of wider strategic spending enables our disadvantaged children to broaden their life experiences by removing financial barriers to allow access to the wider curriculum through visits and visitors. The spending also allows us to provide pastoral support, through identified staff members, who provide additional support for those with less assistance at home, weak language and communication skills and lack of self-esteem.

Staff and governors believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. The challenges are varied and there is no 'one size fits all.' We consider fully the needs of St Matthew's pupils in our decision making.

Challenges

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

Challenge number	Detail of challenge
1	Pupils enter school well below in all areas of learning
2	Language acquisition, from the early years and throughout school, especially for those children who are INAs and EAL.
3	The majority of Pupil Premium children have low prior attainment.
4	Social, emotional and behavioural problems affecting wellbeing and progress.
5	Lack of first-hand experiences.

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
Good progress	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose

	attainment is below age related expectations starting to catch up.
Interventions in place for pupils with limited language to improve language and vocabulary. S&L specialist supporting groups and individual children so that they can progress despite starting points.	That the % of pupils achieving in communication and language and literacy in EYFS increases from 28% and 26% That pupils who enter school part way through their school journey as INAs or EAL access language interventions
To meet the social, emotional and behaviour needs of the PP pupils of St Matthew's. Increased well-being and emotional support for all pupils, including those eligible for PP	Pupils with additional well-being needs are supported effectively through the schools pastoral team, with recognition of and support for any additional factors these PP pupils face. Access nurture sessions, parents supported by pastoral team.
More first-hand experiences	PP pupils to access the full range of outdoor experiences, trips and visitors to school – to not have a financial barrier towards experiences.

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on de-escalation and positive handling	For all staff members to access training in de-escalating situations which occur with pupils. For staff to feel secure in using positive handling	3
For identified staff to access a full day CPD in delivering nurture sessions for identified pupils	Staff fed-back through their professional self-reviews that they would benefit from further training on delivering nurture sessions to identified pupils	3
To continue to access SALT	EYFS pupils and others identified have received SALT support	2
Employment of teacher x3 days week and TA x5 days a week to focus on pastoral and family support	Identified families supported. Identified pupils supported	3

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

Budgeted cost: £ 190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
X3 non class based intervention teachers – KS1, LKS2 and UKS2	Teachers to focus on end KS year (Y2 and Y6) and LKS2 to raise % of pupils attaining age related expectations at end points	1, 2
Speech and language interventions delivered by x2 TAs (KS1 and LKS2)	Pupils, especially INAs, receive targeted language acquisition interventions	1, 2
Catch up led funding interventions run across KS1, LKS2 and UKS2	Small groups of pupils identified for 30min interventions before and after school – to be run across all year groups.	1,2

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of x2 mini buses	Having x2 17 seater buses enables classes to access off site experiences and keeps the travel costs to a minimum.	4
Essential learning experiences	Pupils to access an essential learning experience half termly – trip out, visitor in.	2,3,4
Music lessons	Pupils to access tuition in learning to play the violin (Y4,Y5 and Y6)	4
Provision of additional swimming lessons – above the government guidance	To have x2 blocks of 10 weeks swimming – summer term in Y4 and autumn term in Y5	4

Total budgeted cost: £ 270,000