

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	<b>St Matthew's CE Primary School</b>
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Natasha Moffatt
Pupil premium lead	Nicola Inson
Governor / Trustee lead	The governing Body review pupil premium full governing body meetings

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,135
Recovery premium funding allocation this academic year	£14,065
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£152,330

## Statement of intent

At St Matthew's CE Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to flourish and develop the knowledge and skills needed for a successful future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning that disadvantaged children face so that they can achieve their full potential
- Narrow the attainment gaps between disadvantaged pupils and their peers
- Ensure that disadvantaged children make accelerated progress in Reading and become fluent readers, enabling them to access learning across the curriculum.
- Ensure that disadvantaged children make accelerated progress in Writing and Maths, enabling them to reach Age Related Expectation in these subjects.

### **Achieving our objectives**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide in-class small group support to disadvantaged children in order to clarify misconceptions, close gaps in learning and support accelerated progress.
- Provide resources and support such as colourful semantics to enable disadvantaged pupils to become independent writers.
- Prioritise those children who are double disadvantaged in interventions, pupil progress meetings and interventions.
- Prioritise disadvantaged children for pastoral and SEMH support so that they are ready to learn.
- Ensure robust monitoring is in place so that provision for disadvantaged children can be continuously improved.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### **Key Principals:**

We will ensure that quality first teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data, pupil outcomes in books, learning walks and pupil voice. Class teachers will identify through Pupil Progress Meetings specific in-class support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that disadvantaged children have pastoral support from our learning mentor, to enable them to manage their feelings and behaviour successfully and achieve their full potential. At St Matthew's we are committed to developing the whole

child, ensuring that children have access to a range of opportunities and experiences to enable them to develop talents, interests and cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Our monitoring shows that attendance of disadvantaged children is lower than that of their peers (although the gap is closing).
2	Assessments show that attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils in Reading, Writing and Maths at age-related expectation.
3	Assessments show that attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils in Reading, Writing and Maths at greater depth.
4	Pupil voice has indicated that social and emotional difficulties are a barrier to learning for some disadvantaged children.
5	Our monitoring has indicated that many disadvantaged pupils are further impacted by their circumstances at home, including parenting, housing and lack of extra-curricular opportunities.

## 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
Gaps in learning will be closed and disadvantaged children will make accelerated progress in Reading, Writing and Maths	Disadvantaged children will make greater than expected progress (more than 6 steps) as indicated by progress data, outcomes in books and observations in lessons.
Attendance of disadvantaged children is in line with their peers	Attendance for disadvantaged pupils will continue to close and will be in line with their peers.
Attainment rises in Reading, Writing and Maths for disadvantaged children at age-related expectation	More disadvantaged children will reach age-related expectation compared with July 2023 outcomes, and this will be closer to their non-disadvantaged peers.
Attainment rises in Reading, Writing and Maths for disadvantaged children at greater depth	More disadvantaged children will reach greater depth compared with July 2023 outcomes, and this will be closer to their non-disadvantaged peers.

Phonics outcomes improve for disadvantaged children	Phonics outcomes improve overall, and outcomes for disadvantaged pupils are in line with their peers.
Disadvantaged children make accelerated progress as they are emotionally ready to learn.	Pupil voice indicates that disadvantaged pupils feel happy and safe and are ready to learn. Disadvantaged children will make greater than expected progress (more than 6 steps) as indicated by progress data, outcomes in books and observations in lessons.
Disadvantaged children make accelerated progress as they are emotionally ready to learn.	Parent and Pupil voice indicates that home circumstances are having less impact on pupil progress and children are able to make progress due to positive environments at home.

## 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: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that PPG children, particularly those who are not fluent readers, have access to appropriate support and challenge in READ lessons, RWI and Guided Reading, and therefore make accelerated progress.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4
To provide CPD to staff to ensure that PPG children have access to appropriate support and challenge in Writing lessons, as well as opportunities to write across the curriculum. Children therefore make accelerated progress.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <a href="#">EEF&gt;High Quality Teaching</a>	3, 4
To ensure that PPG children have access to appropriate support and challenge in Maths lessons, by providing a	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	3, 4

mastery approach and emphasising problem solving and application skills. Children therefore make accelerated progress.	<a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
To ensure that PPG children across KS2 who are not fluent readers receive regular Phonics intervention to enable them to become secure in Phonics and read fluently.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4
To ensure that PPG children are highlighted in terms of curriculum design, in class support, extra-curricular activities, pastoral care, Occupational Therapy support and first quality teaching.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2, 5
To ensure that CPD supports staff in supporting disadvantaged children, including providing effective feedback to children, ensuring positive outcomes for disadvantaged children.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a>	1-5

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

Budgeted cost: £41,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use interventions and in-class support effectively to ensure that gaps in learning are identified and addressed.	Evidence shows that Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.	1, 3, 4

	<a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide teachers and support staff with CPD to ensure that children who are double disadvantaged are prioritised for support.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <a href="#">EEF&gt;High Quality Teaching</a>	1-5
To provide families with access to a family support worker to enable support with parenting, housing and other societal factors that impact learning.	We know that levels of parental engagement are consistently associated with children's academic outcomes. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1672758722">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1672758722</a>	

**Total budgeted cost: £152,330**

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 2022 to 2023 academic year.

**Disadvantaged children will make greater than expected progress (more than 6 steps) as indicated by progress data, outcomes in books and observations in lessons.**

In Reading, all children made 7.1 steps of progress, 7.6 steps of progress in writing and 6.9 steps of progress in Maths. The progress of pupil premium children was higher- 7.6 steps in reading, 7.9 steps in writing and 7.4 in maths.

The impact of this funding has meant that these children have made greater progress than their peers in the academic year.

**Attendance for disadvantaged pupils will continue to close and will be in line with their peers.**

This target will remain the same. The school will continue to implement its attendance strategy and work with parents, particularly those of disadvantaged pupils. Attendance rate for 2022-2023: Pupil Premium- 91.8% Non Pupil Premium- 93.7%

**More disadvantaged children will reach age-related expectation compared with July 2023 outcomes, and this will be closer to their non-disadvantaged peers.**

In Reading and Writing, fewer PPG children met age-related expectation compared to their non-disadvantaged peers. In Maths, they were broadly in line with their peers. This demonstrates that despite accelerated progress, PPG children had lower starting points and therefore, this is a continued focus for the next academic year.

**More disadvantaged children will reach greater depth compared with July 2023 outcomes, and this will be closer to their non-disadvantaged peers.**

In Reading, Writing and Maths, fewer PPG children met greater depth compared to their non-disadvantaged peers. This demonstrates that despite accelerated progress, PPG had lower starting points and therefore, this is a continued focus for the next academic year.

**Phonics outcomes improve overall, and outcomes for disadvantaged pupils are in line with their peers.**

Phonics outcomes were at 51% which was below the National Average. Of the 6 PPG children in Year 1, 50% (6 children) passed the PSC. This demonstrates that attainment for PPG children was similar to their peers. Their average score was broadly in line with their peers. All of these children made accelerated progress with their scores compared to their attainment in the spring term. These children in the Spring Term scored between 0-12 marks and by the summer term scored between 20-31 marks.

**Pupil voice indicates that disadvantaged pupils feel happy and safe and are ready to learn.**

PPG children all feel happy and safe and are ready to learn. Some of these pupils reported that 'St Matthew's is a good place to learn as they protect us' and 'we are given lots of opportunities to learn new and exciting things'.

**Parent and Pupil voice indicates that home circumstances are having less impact on pupil progress and children are able to make progress due to positive environments at home.**

The Family Support Worker works closely with PPG children and their families to ensure that their home circumstances are having less impact on pupil progress. In 2022-2023, the Family Support Worker worked with 16 PPG families. This support involved regular interventions for the pupils and the families. Pupils reported that they enjoyed these sessions as 'it helped me find ways to focus in class' and 'it improved my relationship with others'. Families reported that these sessions have had an impact due to them feeling supported from the school and that they helped them improve their home circumstances.

## Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
DB Primary	New Era
Numbots	Maths Circle Ltd