

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.

Please also use the link below to see St Matthew's Pupil Premium Strategy 2021-2024 for a more detailed strategy plan -

www.stmatthews.cambs.sch.uk/website/expenditure_and_impact_of_pupil_premium/89314

School overview

Detail	Data
School name	St Matthew's primary School
Number of pupils in school	657 including nursery
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Tony Davies
Pupil premium lead	Sarah Barratt
Governor / Trustee lead	Neil Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,320
Recovery premium funding allocation this academic year	£11,890
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	£119,210

Part A: Pupil premium strategy plan

Statement of intent

At St Matthew's Primary School we believe every child deserves a champion who will never give up on them, who understands the power of connection and insists they can become the best they possibly can.

Challenges

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

Challenge number	Detail of challenge
1.Academic	Significant numbers of children in KS1 and KS2 are 2 steps of progress behind expected progress.(See Termly Gap Analysis September 2021) .This gap needs to be eradicated to ensure the maximum number of children possible are working at least ARE. A large % of PP children have a vocabulary gap with their non PP peers. This is seen in their oral language, written work and ability in higher level reading inference skills. This impacts both on numbers of children at ARE and numbers working above ARE.
2.SEMH	A significant number of our pupil premium children have SEMH needs such as low self-esteem, a lack of resilience and emerging mental health needs such as anxiety. This has an impact on their ability to thrive in the school environment and maximise their learning potential.
3.Oracy	A large % of PP children have an oracy gap with their non PP peers. This is seen in their speech and communication and ability to articulate ideas, confidence and attainment in their learning in school.
4.Attendance	Attendance rates for pupils eligible for PP were 93.86% for 2018-19 (below the figure of 97.18% for non-pupil premium children in 2018-19). In general attendance for PP children is very good but a significant percentage of children (23% July 2021 Rec-Y6) are below 90%. This reduces learning time and is causing them to fall behind.
5.Enrichment	Some of our PP children have significantly less access to a variety of out of school experiences and enrichment activities. As well as impacting on wellbeing this also impacts on children's aspiration and understanding of the world and experiences they can use particularly in the written work. It can also lead to feeling of exclusion and isolation. The impact of this has been exacerbated during the pandemic in particular due to the increased financial hardship suffered by many families.
6.Parental Engagement	Lack of parental support for learning at home for a percentage of our PP pupils impacts on progress and attainment of these children. Laptop poverty including access to devices and WIFI impacts on homework and inclusion
7.Parenting Support	Difficulties at home such as lack of food, family breakdown and difficulties parenting have a detrimental impact on the learning, behaviour and social emotional wellbeing of some of our PP children.
8. Laptop Poverty	Laptop poverty including access to devices and WIFI impacts on homework and inclusion in the wider school community

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
<p>ACADEMIC PROGRESS</p> <p>The vast majority of PP children are making at least expected progress over the year and the vast majority of children who are 1 or 2 steps behind the expected level are making more than expected progress and closing the gap.</p> <p>VOCABULARY</p> <p>All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap.</p>	<ul style="list-style-type: none"> The % of PP children making at least expected progress over the year is the same or above that of their non PP peers Teachers are continuing to implement the Pupil Premium Priority Agreement (eg marking first, DART meetings first) The numbers of children 1 or 2 steps behind ARE as evidenced in the Sept 2021 Gap Analysis have reduced. The number of PP (without SEND) at or above ARE in KS1 and KS2 statutory assessment results returns to pre pandemic levels (allowing for variations in cohorts) Maximising feedback training for staff completed and teachers are using the tools and format given
<p>SEMH</p> <p>All pupil premium children with SEMH needs are identified and given support and intervention. This includes quiet well behaved children who may have underlying needs such as anxiety.</p>	<ul style="list-style-type: none"> All children have individual Barriers to Learning Sheets completed by class teacher which identify any SEMH needs All PP children who need to access Change for Life Club are able to do so. PP children are priority for counselling, music and drama therapy and work with the Mental Health support Team
<p>ATTENDANCE</p> <p>The number of PP children with very low attendance below 90%) has been significantly reduced. Attendance of pupil premium children in line with that of all other children. (In cases where this is not achieved evidence of actions to support families to improve attendance levels)</p>	<ul style="list-style-type: none"> Attendance lead AL and Pupil Premium Lead SB meet regularly to discuss PP attendance and target families to work on improving attendance The % of PP children with very low attendance has been reduced to a figure of 10% or less by July 2024 from 23% July 2021
<p>ORACY</p> <p>All Pupil Premium children are receiving explicit teaching of oracy skills in the classroom and oracy barriers are recognised and being overcome.</p>	<ul style="list-style-type: none"> The oracy curriculum is fully imbedded across the school and having an impact Barriers to oracy are being identified and tackled across the school NELI is being rolled out in reception and having an impact on the ELG
<p>ENRICHMENT</p> <p>All PP children are attending at least one in school club and all have access to enrichment activities out of school in evenings and weekends</p>	<ul style="list-style-type: none"> % of children attending after school clubs continues to rise (2018-19 82% attended 1+ club) PP lead to ensure all PP parents have the PP leaflet setting out what PP children and parents can access in school and out of school PP lead to talk to all parents of children as they become PP to talk through what is on offer and engage parents

	<ul style="list-style-type: none"> • Ensure PP pupils and their families have access to enrichment weekend activities through Super Saturdays and Fabulous Fridays
PARENTAL ENGAGEMENT All parents feel engaged and involved in their children's learning and wherever possible able to support their child's learning at home	<ul style="list-style-type: none"> • 100% of PP parents attend at least one parents evening per year. And the vast majority attend twice a year. • All PP parents are encouraged to attend small group workshops/1-2-1 sessions led by Rec and Y1 teachers and TAs on how best to support their children's learning. • All PP children are offered access to homework club • All PP parents of EAL children are offered access to free language support. In the longer term this should be offered on the school site to increase participation
PARENTING SUPPORT All PP families when necessary are aware of and able to access in school support and external support for parenting and the home.	<ul style="list-style-type: none"> • All families aware of EIFW support when it is being offered and Family Worker support and parenting courses such Raising Children and Triple P • All families are aware of support with housing, food other issues which exist in the wider community • PP lead to ensure all PP parents are aware of what PP children and parents can access in school and out of school through the PP leaflet • All services offered in the wider community to be in the booklet
LAPTOP POVERTY All Pupil Premium Children have access to suitable electronic devices and WIFI to complete school homework	<ul style="list-style-type: none"> • School has an accurate Laptop poverty database • All children have access to all homework every week (either from paper based copies or access to homework club) • All external schemes to provide technology to vulnerable families have been accessed

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: £10,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Staff training on high quality feedback	EEF Toolkit say 'Our toolkit suggests that the provision of high quality feedback can lead to an average of eight additional months progress over the key stage'	1
Oracy Champions external CPD	Mark Rowland - 'The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners.' Developing oracy skills is vital to young people's progress in school and particularly the progress of vulnerable young people' Voice 21	3
Leadership and Management time specifically for Pupil Premium	'Senior leaders in more successful schools consistently communicate their expectation that all pupils have the potential to succeed and the school will help all pupils to achieve their full potential. They expect commitment from staff and pupils alike. They follow through by observing teaching and checking on pupil progress.' DfE	1-8

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

Budgeted cost: £74,207

Activity	Evidence that supports this approach	Challenge number(s) addressed
Covid Catch Up Tutoring	DfE programme drawing on evidence from the EEF Toolkit (Part of strategy, but most costs from School-led Tutoring Grant)	1
Additional Teacher release time for refined class teaching to support catch up	Good teaching is the most important lever schools have to improve outcomes for disadvantaged children. EEF Toolkit	1
Evidenced based time limited academic interventions	'Individualised instruction can be an effective approach to increasing pupil attainment' EEF Toolkit	1
Homework club	Homework has a positive influence on average 5+ months. EEF Toolkit	6

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

Budgeted cost: £38,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for sports clubs and trips and Super Saturdays	Nuffield Foundation Report (2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. This confirms our own observations over time in school	5
Lee Parker OT counselling	The EEF Toolkit suggests that targeted SEMH interventions matched to specific children with particular SEMH needs or behavioural issues can be effective especially for older children	2
Pastoral Support TA		2
Music Therapy Placement management		2
Lunch Club		2
Change for Life Club	Nuffield Foundation Report (2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. This confirms our own observations over time in school	2

Total budgeted cost: £122,521

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.

Please see link below to Reviewed Pupil Premium Strategy 2019-21

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.