

**Pupil premium strategy statement: St Matthew’s Primary School 2018-2019**

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| 1. **Summary information** | | | | | |
| **School** | St Matthew’s Primary School | | | | |
| **Academic Year** | 2018/2019 | **Total PP budget (expected)** | £108,860 | **Date of most recent PP Review** | April 2018 |
| **Total number of pupils** | 683 | **Number of pupils eligible for PP** | 85 | **Date for next internal review of this strategy** | April 2019 |

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| 1. **Current attainment** | | |  |
| **End of KS2 Attainment for 2017-2018 (15pupils)** | *Pupils eligible for PP at St Matthew’s* | *Pupils not eligible for PP at St Matthew’s* | *Difference* |
| **% achieving expected standard or above in reading** | 67% | 85% | 18% |
| **% achieving higher standard in reading** | 13.3% | 54% | 39% |
| **% achieving expected standard or above in writing** | 80% | 82% | 2% |
| **% achieving greater depth in writing** | 13.3% | 43% | 30% |
| **% achieving expected standard or above in maths** | 60% | 70% | 10% |
| **% achieving higher standard in maths** | 7% | 34% | 27% |
| **End of KS1 Attainment for 2017-2018 (3 pupils)** |  |  |  |
| **% achieving expected standard or above in reading** | 33% | 80% | 47% |
| **% achieving higher standard in reading** | 33% | 30% | -3% |
| **% achieving expected standard or above in writing** | 0% | 73.4% | 73.4% |
| **% achieving greater depth in writing** | 0% | 16% | 16% |
| **% achieving expected standard or above in maths** | 33% | 83% | 50% |
| **% achieving higher standard in maths** | 33% | 24% | -9% |
| **% of pupils achieving expected standard in Year 1 phonics (13 pupils)** | 77% | 88% | 11% |
| **End of Reception Attainment for 2017-2018 (8 pupils)** |  |  |  |
| **% of pupils achieving GLD** | 70% | 71.8% | 1.8% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*  *Pupils eligible for pupil premium account for around 13% of the school population with a range of numbers (3-19pupils) in each year group. Just over one third of those pupils eligible for pupil premium also have an identified special educational need. This means that the barriers to learning are often very complex.* | | | | |
|  | | Significant numbers of children in KS1 are 1 step of progress behind expected progress and in KS2 1 or 2 steps of progress behind expected progress. ( See Termly Gap Analysis April 2018) .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. | | |
| **C.** | | A significant number of our pupil premium children have SEMH needs such as low self esteem and lack of resilience. This has an impact on their ability to thrive in the school environment and maximise their learning potential. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance rates for pupils eligible for PP are 94.4% for 2016-17 and currently 94.4% for 2017/18 ( marginally below the target of 96% for all children). Generally attendance is very good but a significant percentage of children ( 18% April 2018) are below 90%. This reduces learning time and is causing them to fall behind. | | |
| **E.** | | 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 | | |
| **F.** | | Lack of parental support for learning at home for a percentage of our PP pupils impacts on progress and attainment of these children | | |
| **G.** | | 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. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | 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. | | * 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 implementing 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 April 2018 Gap Analysis have reduced. * The number of PP (without SEND)at or above ARE in KS1 and KS2 statutory assessment results continues to rise ( allowing for variations in cohorts) |
|  | All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap. | | * PP lead to research (using EEF toolkit and other sources) best teaching methods/interventions for vocabulary * All PP children receive vocabulary support through Spirals or 5 minute box in Early Years * All PP children who need it have access to support with vocabulary development whether Wave 1 or Wave 2 in KS1 and 2 |
|  | 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. | | * 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 * All PP who need to attend Friends Resilience training are able to do so * PP children are priority for counselling, music and drama therapy |
|  | 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) | | * 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 April 2019 from 18% April 2018 |
|  | 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. | | * % of children attending after school clubs continues to rise ( 2016-17 72% attended 1+ club) * PP lead to produce a leaflet setting out what PP children and parents can access in school and out of school by Oct 2018 * PP lead to talk to all parents of children as they become PP to talk through what is on offer and engage parents * In conjunction with PTA/Community a series of Enrichment Weekend activities have been organised for PP children and their families * 50 things to do in Cambridge at the weekends and in the holidays leaflet produced for parents of PP children by April 2018 |
|  | All parents feel engaged and involved in their children’s learning and wherever possible able to support their child’s learning at home. | | * 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 led by Rec and Y1 teachers 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 |
|  | All PP families when necessary are aware of and able to access in school support and external support for parenting and the home. | | * All families aware of EIFW support and Family Worker support and parenting courses such Raising Children * All families are aware of support with housing, food other issues which exist in the wider community * PP lead to produce a leaflet setting out what PP children and parents can access in school and out of school by Oct 2018 * All services offered in the wider community to be in the booklet |

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| 1. **Planned expenditure** | | | | | | | | | | | | | |
| **Academic year** | | **2018-2019** | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | |
| 1. **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?** | |
| **A**- 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. | | Quality first teaching to ensure maximum progress of all pupil premium children  Teachers and TAs are implementing the Pupil Premium Priority Agreement as per staff meeting (March 2018)  Individual Barriers to learning sheets are completed and barriers tackled  Rigorous targets/high expectations are set for PP children and monitored through the pupil progress meetings and work scrutinies  Staff training on high quality feedback to be planned for 2019 with the focus on maths feedback | The importance of the ‘quality of interactions between teachers and students’ is important for all children. Sutton Trust  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’ | | | | | Lesson observations by SLT and book scrutinies always include focus on PP learners  Monitoring quality of teaching (lesson observations and book scrutinies) pupil progress meetings between teachers and SLT and termly data reviews by SLT and Pupil Premium Lead  Barrier sheets monitored by PP Lead | | Pupil Premium Lead  And Assistant Head Teachers | | April 2019 and ongoing throughout the year | |
| **B**-All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap. | | PP lead researches and visits to other schools to decide on the best approaches/ interventions to support vocabulary development in KS1 and 2 for Wave 1 and Wave 2 teaching  Trial Mrs Wordsmith or other evidence based vocabulary intervention with targeted group in KS2 in the first instance with the aim to roll out across classes in KS2 and embed the practice in normal classroom teaching for all children | Mark Rowland  ‘The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners.’ | | | | | Choose an evidence based intervention.  Provide good CPD prior to intervention.  Benchmark intervention and outcomes. Overseen by PP lead  Monitor impact on reading and writing outcomes | | PP lead and class teachers | | Dec 2019 | |
| 1. **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?** |
| **ACADEMIC**  **A**- 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. | * PP Lead and Assistant Heads focus on these children through Pupil Progress Meetings * Priority Inclusion of these children on the Provision maps * Short time limited interventions taught by class teachers wherever possible * Pupil Premium Priority implemented by teachers * ( including mark first etc) * Barriers to Learning Sheets for all PP children completed and include learning barriers where necessary * All children with specific learning difficulties are assessed and needs are met on the provision maps | | | The importance of the ‘quality of interactions between teachers and students’ is important for all children . Sutton Trust  The evidence shows that Pupil Premium children have very individual barrier to learning which need to be tackled | | | All interventions on the provision maps reviewed before and after on the provisions maps and overseen by INCo/SENCo  Regular Pupil Progress meetings | | | | Pupil Premium Lead  INCo  SENCo  Assistant Heads | | Termly and July 2019 |
| **ACADEMIC**  **B**-All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap. | * All PP children access Spirals or 5 minute box to increase oral vocabulary development in the Early Years Foundation stage * PP lead research and visits to other skills to decide on the best approaches/ interventions to support vocabulary development in KS1 and 2 for Wave 1 and Wave 2 teaching * Trial Mrs Wordsmith or other evidence based vocabulary intervention with targeted group in KS2 in the first instance | | | ‘The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners. Mark Rowland  Hart/Risley study showed that low-income children are exposed to 30 million fewer words than their higher income peers by age 3 | | | Liaise with Early Years Lead-KSA  Monitor through provision maps- | | | | Pupil Premium Lead  Early Years Foundation Lead  Literacy Lead | | July 2019 |
| **SEMH**  **C**- 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. | * SEMH needs on new Individual Barriers to Learning Sheets * PP priority for Cambridge Academic Performance Counselling Service * PP priority for ARU music and drama therapy * Continues to run Friends Resilience Course on a termly basis * Continue to run Change for Life Club on a termly basis * PP priority for lego therapy and social group work * Continue to provide a targeted lunchtime for vulnerable children with SEMH needs | | | 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  The EEF toolkit says that work on improving ‘metacognition and self-regulation’ has a moderate to high impact on outcomes. | | | Monitor Individual needs on the Barriers to Learning Sheet  Pupil Premium Lead and SLT to allocate children to SEMH interventions after consultation with teachers  Pupil Premium Lead to monitor impact of SEMH intervention through the provision maps | | | | Pupil Premium Lead | |  |
| **Enrichment**  **E-**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. | * Continue to monitor current PP club attendance * Target individual children to encourage to attend clubs * Continue free access to school PTA events for PP children * All educational trips continue to be free for all pupil premium children * Plan and organise visit to Museums and place of interest in Cambridge for PP children and their families in partnership with the PTA and wider community * Subsidies for clothing/ equipment for individual children are given where necessary | | | 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 | | | PP lead to liaise with sports lead on a regular basis to monitor club attendance and target children to get to attend clubs  PP lead to liase with PTA and wider community to ensure take up of enrichment activities | | | | Pupil Premium Lead  Sports Clubs lead | | April 2019 |
| **Parent Engagement**  **F** All parents feel engaged and involved in their children’s learning and wherever possible able to support their child’s learning at home. | * Attendance of PP parents at parents evening is recorded and teachers follow up on any non attendees * Rec and Year 1 teachers to run small targeted groups for parents to teach how to support their children’s learning at home- eg phonics and maths and reading | | | Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. EEF Toolkit  The Achievement for All model of engaging ‘harder to reach’ families through positive school engagement and understanding of their unique family circumstances transforms lives | | | Monitor attendance at meetings and PP lead has a ‘constant conversation’ with class teachers re parental engagement of PP families  Records of parental attendance at small targeted learning support groups kept and monitored | | | | Pupil Premium Lead  Class teachers | | April 2019 |
| **Parenting Support**  **G-**All PP families when necessary are aware of and able to access in school support and external support for parenting and the home. | * Pupil Premium Lead to meet with all new families to talk through what the school can offer * Pupil Premium Lead to produce a booklet outlining what Pupil Premium children and parents can expect to access * Pupil Premium lead in conjunction with locality and outside providers to facilitate provision of parenting course such as Building Resilience in our Children, Raising Children, Fitness and Nutrition ( through Everyone Health) and one off parenting workshops | | | Disadvantaged children and families are more likely than their non disadvantaged peers to need support at home | | | Regular meeting between PP lead and EIFW to ensure family support needs are being met by school and locality  Monitoring of family attendance on parenting courses | | | | Pupil Premium Lead | | April 2019 |
| **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?** |
| **Attendance**  **D**- The number of PP children with very low attendance ( below 90%) has been significantly reduced | * Continue to send the staged attendance letters and involve EWO when necessary * Meet with targeted families to discuss the barriers and overcome them. | | | We can’t improve attainment for children if they aren’t actually attending school. Nfer briefing for school leaders identifies addressing attendance as a key step | | | Regular liaison between PP lead and Attendance Lead  Thorough briefing of EWO  Collaboration with Family Workers when necessary | | | | Attendance Lead AL | | Half Termly |
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| 1. **Review of expenditure** | | | | | | | | | | | | | |
| **Previous Academic Year** | | | | |  | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | | **Estimated impact:** | | | | **Lessons learned** | | | | **Cost** |
| **A** 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. | | * PP Lead and Assistant Heads focus on these children through Pupil Progress Meetings * Priority Inclusion of these children on the Provision maps * Short time limited interventions taught by class teachers wherever possible * Pupil Premium Priority implemented by teachers * ( including mark first etc) * Barriers to Learning Sheets for all PP children completed and include learning barriers where necessary   All PP children with suspected specific learning difficulties as assessed and needs met on the provision map | | | **KS2 PP ( in school data) – progress of pp children at end of KS2**  Reading 73% exp prog, 24% more than exp prog  Writing 78% exp prog, 27% more than exp prog  Maths 71% exp prog, 32% more than exp prog  % progress at or above all children for reading, writing and maths  SUCCESS CRITERIA MET  **KS1 PP**  Reading- 59% exp prog,24% more than exp prog  Writing- 59% exp prog 14% more than exp prog Maths- 72% exp prog, 24% more than exp prog  Progress not as good as expected in KS1 but please note this is down to the reading and writing progress in Year 1 and not Year 2  However, whilst reading progress was lower than expected in Year 1 82% of PP children passed the phonics screening  SUCCESS CRITERIA PARTIALLY MET | | | | Progress scores vary over time with individual cohorts/ teaching teams. Official progress scores not yet published by DFE.  Where all children are achieving expected progress in a year group our PP children are also achieving expected progress  The impact of PPP will take time to lead to significant changes in attainment. | | | | £67,956 TA and leadership time |
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| **B**-All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap. | | PP lead researches and visits to other schools to decide on the best approaches/ interventions to support vocabulary development in KS1 and 2 for Wave 1 and Wave 2 teaching  Trial Mrs Wordsmith or other evidence based vocabulary intervention with targeted group in KS2 in the first instance with the aim to roll out across classes in KS2 and embed the practice in normal classroom teaching for all children | | | All actions completed and Mrs Wordsmith vocabulary intervention is being used for all KS2 children from Sept 2019 and a weekly version being used in KS1. This should have an impact on all children  SUCCESS CRITERIA EXCEEDED  In Reception all children below ARE had support through Spirals or the 5 minute box but those at or above ARE didn’t. We will monitor progress in KS1 to see if this support has the desired long term impact on outcomes.  SUCCESS CRITERIA PARTIALLY MET | | | | That there is great value in researching what is working well for PP children in other schools and settings  Changes happen most quickly for PP children when the whole SLT team works together to change whole school practice | | | | £300.00 from Literacy Budget and donation from PTA for dictionaries  (zero cost to PP Budget) |
| 1. **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** |
| **ACADEMIC**  **A**- 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. | | * PP Lead and Assistant Heads focus on these children through Pupil Progress Meetings * Priority Inclusion of these children on the Provision maps * Short time limited interventions taught by class teachers wherever possible * Pupil Premium Priority implemented by teachers * ( including mark first etc) * Barriers to Learning Sheets for all PP children completed and include learning barriers where necessary   All children with specific learning difficulties are assessed and needs are met on the provision maps | | | The % of PP children making expected progress over the year was very good for most year groups (see Pupil Premium Progress Data Summary July 2019).  Where this was not the case there were specific reasons within a particular cohort or year group for this not to be the case  Overall there has not been a significant change in the numbers of children 1 or 2 behind ARE in the Gap Analysis. There have been improvement in some cohorts and increasing gaps in other. However, last year there were significant change/ additions to the overall PP cohorts over the year so this is difficult to accurately measure  Teachers are implementing the Pupil Premium Priority Agreement  KS2 SATs PROGRESS SCORES TO BE ADDED WHEN AVAILABLE, EXPECTED DECEMBER 2019  SUCCESS CRITERIA PARTIALLY MET | | | This approach is likely to take time to have a significant statistical impact and continued reinforcing and monitoring of the change will be vital over time to ensure significant impact  The impact of the significant financial constraints at present on the amount of teaching assistant support will mean that the reduction of the academic gap between PP children and their non PP peers will take longer to be reduced/eliminated | | | | | £67,956 TA and leadership time |
| **ACADEMIC**  **B**-All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap. | | * All PP children access Spirals or 5 minute box to increase oral vocabulary development in the Early Years Foundation stage * PP lead research and visits to other skills to decide on the best approaches/ interventions to support vocabulary development in KS1 and 2 for Wave 1 and Wave 2 teaching   Trial Mrs Wordsmith or other evidence based vocabulary intervention with targeted group in KS2 in the first instance | | | All actions completed and Mrs Wordsmith vocabulary intervention is being used for all KS2 children from Sept 2019 and a weekly version being used in KS1. This should have an impact on all children  SUCCESS CRITERIA EXCEEDED  In Reception all children below ARE had support through Spirals or the 5 minute box but those at or above ARE didnt  SUCCESS CRITERIA PARTIALLY MET | | | That there is great value in researching what is working well for PP children in other schools and settings  Changes happen most quickly for PP children when the whole SLT team works together to change whole school practice | | | | | £300.00 from Literacy Budget and donation from PTA for dictionaries  (zero cost to PP Budget) |
| **SEMH**  **C**- 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. | | * SEMH needs on new Individual Barriers to Learning Sheets * PP priority for Cambridge Academic Performance Counselling Service * PP priority for ARU music and drama therapy * Continues to run Friends Resilience Course on a termly basis * Continue to run Change for Life Club on a termly basis * PP priority for lego therapy and social group work * Continue to provide a targeted lunchtime for vulnerable children with SEMH needs | | | All children have individual Barriers to learning sheets which identify SEMH needs  All children who needed access to Change for Life Club were able to do so  All PP children who needed specific SEMH support accessed SEMH support this year  New and more specifically targeted lunch clubs have been set up for vulnerable children with SEMH needs  SUCCESS CRITERIA MET | | | It is vital that school continues to largely protect the in-school SEMH provision from the impact of the budget cuts especially as external SEMH services are continuing to be drastically cut | | | | | Social Emotional Support  £12,000 in school SEMH support  £4,011 lunch club costs |
| **Enrichment**  **E-**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. | | * Continue to monitor current PP club attendance * Target individual children to encourage to attend clubs * Continue free access to school PTA events for PP children * All educational trips continue to be free for all pupil premium children * Plan and organise visit to Museums and place of interest in Cambridge for PP children and their families in partnership with the PTA and wider community   Subsidies for clothing/ equipment for individual children are given where necessary | | | The % of children attending at least 1 after school club over the year has risen from 72% to 82%  A member of the teaching staff is now a subject leader for Pupil Premium Club attendance with a specific focus on increasing PP child participation in clubs  Class teachers are identifying and supporting children to attend clubs through the Barriers to Learning sheet process  Super Saturday – weekend enrichment activities have been run this year  SUCCESS CRITERIA MET | | | This needs a member of staff focussed just on club intake and we now have that.  Uptake of clubs has increased most successfully where individual teachers have worked with individual families to increase participation.  As club participation by PP children increases a new clubs policy will need to be created in the medium term so that external providers are offering a certain number of free places for PP children as part of the agreement that they can offer clubs in school. Without this paying for free clubs for PP children from within the PP budget will become unsustainable. | | | | | Part of £2,644 PP leadership time  £7000 disadvantage subsidy for clubs and visits and educational visits/ residentials |
| **Parent Engagement**  **F** All parents feel engaged and involved in their children’s learning and wherever possible able to support their child’s learning at home. | | * Attendance of PP parents at parents evening is recorded and teachers follow up on any non attendees   Rec and Year 1 teachers to run small targeted groups for parents to teach how to support their children’s learning at home- eg phonics and maths and reading | | | 100% attendance of PP parents attended at least one parents evening this year. Teachers have successfully engaged even hard to reach parents  EAL parental language support was offered at all parents who may have needed it  Reception and Year 1 targeted parent groups is an ongoing target for next year as was not able to be done this year  SUCCESS CRITERIA PARTIALLY MET | | | This is not an easy target to reach but where we do achieve full engagement it does make a significant impact on the children | | | | | Part of £2,644 PP leadership time |
| **Parenting Support**  **G-**All PP families when necessary are aware of and able to access in school support and external support for parenting and the home. | | * Pupil Premium Lead to meet with all new families to talk through what the school can offer * Pupil Premium Lead to produce a booklet outlining what Pupil Premium children and parents can expect to access   Pupil Premium lead in conjunction with locality and outside providers to facilitate provision of parenting course such as Building Resilience in our Children, Raising Children, Fitness and Nutrition ( through Everyone Health) and one off parenting workshops | | | PP information leaflet distributed to all PP parents in January and this did lead to an immediate increased uptake of free after school clubs  All PP parents who requested EIFW or Family Worker involvement were able to access this  All PP parents who wanted to attend the Building Resilience Course were able to do so  SUCCESS CRITERIA MET | | | The role of the EIFW was a vital part of this process but locality have at present decided to cut all EIFW work due to financial constraints. This will have a significant impact on our parenting support if the cuts are not reversed. | | | | | Part of £2,644 PP leadership time |
| 1. **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** |
| **Attendance**  **D**- The number of PP children with very low attendance ( below 90%) has been significantly reduced | | * Continue to send the staged attendance letters and involve EWO when necessary * Meet with targeted families to discuss the barriers and overcome them | | | Average attendance of Pupil Premium Children for 2018-19 is 93.86%, below the average for non-pupil premium children of 97.18%.  19 of the 85 Pupil Premium children at St Matthew’s in 2018-19 are still below 90% attendance, despite additional work to improve the attendance of poor attenders,  However, when this figure is broken down into individual cases, 5 of the 15 low attenders were new children to St Matthew’s last year. If these children (who we have only worked with for a limited amount of time) are taken out of the figures we have a poor attender percentage of 12% a reduction on the 18% the previous academic year.  SUCCESS CRITERIA NOT MET  SUCCESS CRITERIA NOT MET | Persistent absence is probably the most difficult area to change to improve outcomes for PP children and is a big problem nationally as well as at local level.  Poor attendance has a significant effect on outcomes and all but one of the poor attenders are working below age related expectations.  The school has a long term plan in place where in addition to the work of Attendance Lead Annabelle Lewis members of SLT target these PP families on a case by case basis to try and work with the families to improve attendance.  This strategy needs to continue and in addition the PP Lead and Attendance Lead need to look at options other schools have used to tackle this problem. | | | | | | | Part of £2,644 PP leadership time |

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| 1. **Additional detail** |
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