

**Pupil premium strategy statement: St Matthew’s Primary School 2019-2021**

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| 1. **Summary information** | | | | | |
| **School** | St Matthew’s Primary School | | | | |
| **Academic Year** | 2019/2020 | **Total PP budget (expected)** | £100,320 | **Date of most recent PP Review** | Sept 2019 |
| **Total number of pupils** | 682 | **Number of pupils eligible for PP** | 73 (Sept 2019) | **Date for next internal review of this strategy** | Sept 2020 |

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| 1. **Current attainment** | | |  |
| **End of KS2 Attainment for 2018-2019 (14 pupils)** | *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** | 64% | 86% | 22% |
| **% achieving higher standard in reading** | 21% | 57% | 36% |
| **% achieving expected standard or above in writing** | 64% | 88% | 24% |
| **% achieving greater depth in writing** | 7% | 37% | 30% |
| **% achieving expected standard or above in maths** | 64% | 85% | 21% |
| **% achieving higher standard in maths** | 21% | 53% | 32% |
| **End of KS1 Attainment for 2018-2019 (15 pupils)** |  |  |  |
| **% achieving expected standard or above in reading** | 67% | 83% | 16% |
| **% achieving higher standard in reading** | 20% | 48% | 28% |
| **% achieving expected standard or above in writing** | 53% | 76% | 23% |
| **% achieving greater depth in writing** | 7% | 25% | 18% |
| **% achieving expected standard or above in maths** | 73% | 79% | 6% |
| **% achieving higher standard in maths** | 13% | 32% | 19% |
| **% of pupils achieving expected standard in Year 1 phonics (13 pupils)** | 80% | 86% | 6% |
| **End of Reception Attainment for 2017-2018 (8 pupils)** |  |  |  |
| **% of pupils achieving GLD** | 57% | 84% | 27% |

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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 11% of the school population with a range of numbers (6-19pupils) 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 September 2019) .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, 94.4% for 2017/18 and 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 (19% July 2019) 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 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 2019 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. | | * All PP children receive vocabulary support through Spirals or 5 minute box in Early Years * All children in KS1 and KS2 are receiving a version of the Mrs Wordsmith vocabulary intervention and the intervention is fully imbedded in normal classroom practice |
|  | 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 * 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 July 2020 from 19% July 2019 |
|  | 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 ( 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 * Ensure PP pupils and their families have access to enrichment weekend activities through Super Saturdays and Fabulous Fridays * 50 things to do in Cambridge at the weekends and in the holidays leaflet produced for parents of PP children by July 2020 |
|  | 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 when it is being offered 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 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 |

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| 1. **Planned expenditure** | | | | | | | | | | |
| **Academic year** | | **2019-2020** | | | | | | | | |
| 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 2020 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  SLT to use structured conversations to empower teachers to support and accelerate the learning of PP children  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 | | Sept 2020 and ongoing throughout the year | |
| **B-**All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap and this is making a difference academically | | Mrs Wordsmith vocabulary intervention is used daily in Year 3-6 with all children and is embedded in normal classroom practice  Mrs Wordsmith style word of the week is being used in Rec- Y2 and is embedded in normal classroom practice  Ensure all children in Rec are receiving oral language based intervention such as Spirals or 5 minutes box | Mark Rowland - ‘The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners.’ | | Provide support and CPD when necessary for teachers with the implementation of Mrs Wordsmith  Monitor impact on outcomes in reading and writing over the medium term  Monitor implementation of intervention in Reception and outcomes in GLD and KS1 SATS in the medium term | | Literacy Lead  PP Lead  Foundation stage lead | | July 2020-21 | |
| 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 Sept 2020 |
| **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 * Mrs Wordsmith vocabulary intervention is used daily in Year 3-6 with all children and is embedded in normal classroom practice * Mrs Wordsmith style word of the week intervention is being used in Rec- Y2 and is embedded in normal classroom practice | | | ‘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  Literacy lead | | Pupil Premium Lead  Early Years Foundation Lead  Literacy Lead | | Sept 2020 |
| **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 * 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 | | Sept 2020 |
| **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 places of interest in Cambridge for PP children and their families through Super Saturdays and Fabulous Fridays * 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 and Pupil Premium Club Lead on a regular basis to monitor club attendance and target children to get to attend clubs  PP lead to liaise with Super Saturday leader and wider community to ensure take up of enrichment activities | | Pupil Premium Lead  Sports Clubs lead  Pupil Premium Club Lead | | Sept 2020 |
| **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 to ensure all parents always attend * 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  Rec Year 1 Assistant Head | | Sept 2020 |
| **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 make sure all PP parents have a copy of the PP leaflet each year * 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 | | PP Lead and Head Teacher to liaise with locality and local authority re provision of family support for Cambridge City in the light of current cut to EIFW.  Regular meetings between PP lead, SENCo and Assistant Heads with Family Workers through TAF meetings to ensure family support needs are being met by school and locality  Monitoring of family attendance on parenting courses | | Pupil Premium Lead  SENCo, INCo and Assistant Heads | | Sept 2010 |
| **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 support parents to overcome any barriers to attendance * PP Lead and attendance lead to liaise with other local schools re strategies and best practice for improving PP attendance, including impact of walking buses. | | | 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 ongoing and overall results Sept 2020 |

**Proposed Expenditure for 2019-2020**

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| **Item** | **Income/Expenditure 2019/2020** |
| Income | £100,320 |
| Leadership and Management of Pupil Premium | -£4,223 |
| Counselling Provision from Cambridge Academic Performance | -£8,000 |
| Targeted Breakfast Club | -£3,501 |
| Targeted catch up programmes - staffing and leadership and management | -£64,865 |
| Funding for Attendance Projects | -£2,000 |
| One to One and small group Emotional Development support | -£5,200 |
| Lunch Club | -£4,131 |
| Miscellaneous Resources | -£400 |
| Disadvantage Subsidy - access to clubs, residential visits (not sports clubs) | -£8,000 |
| **Balance** | **£0** |

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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** |
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| 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** |
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| 1. **Additional detail** |
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