

St Matthews C of E Primary School – Pupil premium Strategy 2018-2019

Total allocation: From September 2018 up to March 2019 our allocation is £12,820

Pupil Premium used for-	Proposed amount allocated to the intervention/action	New action	Summary of intervention/ action	Intended outcomes	Monitoring	Actual impact
Nurture provision (small group provision) 1x TA (part time)	£2,450	Continue to provide this next year	Sessions for vulnerable children run by trained Nurture staff in a safe, stimulating environment to allow children to access the curriculum in a supportive small group environment 1: 1 sessions for children to talk about their feelings/ anxieties to help them learn to manage them	Increased engagement and enthusiasm Attainment milestones met	Through M and E cycles – learning walks, book scrutinies Data analysis Boxhall profile assessments	Children showed increased participation in their learning due to their improved sense of well-being as a result of the Nurture sessions
Full programme of curriculum enrichment to support engagement in learning and allow for greater personalising of the curriculum and	£4,400	Continue to provide a full curriculum enrichment programme to meet the children's likes	Taster sessions of sports- girls football, rounders, cricket, gymnastics Trips/ residentials and visits in line with the Charging and remissions policy	Levels of engagement and enthusiasm for school. Children demonstrate a wider range of skills across the	Through M and E cycles – learning walks, book scrutinies Feedback from staff, children and parents	Children in receipt of PP were targeted to take part in enrichment activities ranging from writing workshops to sports sessions to develop resilience/

effective feedback			Choir	curriculum.		perseverance alongside other disadvantaged children. As a result disadvantaged children were more engaged in school and achieve good levels of progress.
Forest Schools – children in yr 3 and 4 (collaborative learning)	£437.50 Cost of Forest Schools Staffing costs £150	Continue to provide Forest schools to Yr 3 and 4 in Autumn 2018	Offsite practical sessions to allow a more practical, collaborative and interactive approach to learning with curriculum enrichment – developing skills such as perseverance, resilience, Building my stronger relationships with familiar adults and children	Increased engagement and enthusiasm in learning, feeling of achievement Develop stronger relationships to provide a stable emotion group when back at school Attainment milestones met	Feedback from staff, children and parents Data analysis	Children in receipt of PP were targeted to take part in enrichment activities ranging from writing workshops to sports sessions to develop resilience/perseverance alongside other disadvantaged children. As a result disadvantaged children were more engaged in school and achieve good levels of progress.
Intervention provision –(TA part	£1448.52	To continue interventions	1:1 interventions for maths, reading	Accelerated progress	Data analysis	Interventions have been affective in

time)			and phonics	Increased confidence in the classroom		closing the gaps between disadvantaged children and others.
Theraplay	£50 per hour as needed £2000 approx per year – for trained provider, resources linked to sessions	Continue to offer this service next year	Provide weekly child therapy by a trained provider to build and enhance attachment, self-esteem and trust.	Create a positive emotional connection between the child and parent/care-giver Increased levels of engagement and enthusiasm for school. Increased confidence in the classroom	Feedback from staff, children and parents Boxhall profile assessments Data analysis	Offering this to families in need have helped develop more positive relationships within the families which have then had an effect on the children's well being in school and their ability to participate in their learning more effectively.
Mastery learning	£2000 Staffing, training, resources	Introduce mastery learning in maths	Teach using clear, specific objectives in blocks which are learnt in clear sequential steps to allow children to succeed	Accelerated learning in maths Greater confidence in the classroom	Data analysis	This whole school approach to improving the teaching and understanding of maths has significantly reduced the gap between disadvantaged children and others.
Transition	£500 in staffing	Some children will	Provide support	To decrease levels	Feedback from	The time spent on

	Transport costs as needed	be transitioning to secondary school and may need extra transition to help manage anxieties.	during transition to help children settle and build new relationships	of anxiety linked to transitions. Build new relationships with peers and staff at the new setting	staff, children and parents	an enhanced transition programme has meant that in the time leading up to KS2 SATS children were less anxious about the changes about to happen in their lives and could apply themselves more in their learning.
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Analysis of impact

In Ks2 data there is now no gap between disadvantaged children and the school average across KS2 core subjects at the expected level.

The overall progress scores for disadvantaged children at KS2 is Writing – 3.13, Maths -0.05, Reading 3.85

In KS2 Writing , the school gap between disadvantaged and non- disadvantaged pupils has narrowed by 0.91 points.