

Pupil premium strategy statement – St Matthews C of E Primary

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2024/2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	Reviewed November 2023
Statement authorised by	Kathryn King Headteacher
Pupil premium lead	Kathryn King Headteacher
Governor / Trustee lead	Chris Cross, governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6725
Recovery premium funding allocation this academic year	£1000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£7725

Part A: Pupil premium strategy plan

Statement of intent

Our intention for all pupils is that all children in our school make good progress and achieve their targets which are aspirational across all areas of the curriculum.

The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve these goals. As part of this we will consider the different challenges faced by all of our vulnerable pupils. The activity outlined in this statement is intended to support the needs of all our vulnerable children.

High quality teaching in small class sizes is at the heart of our approach with a focus on supporting our disadvantaged children in specific areas. By doing this we aim to close the disadvantaged attainment gap and this will also benefit non- disadvantaged pupils in our school by ensuring non-disadvantaged pupils' attainment will be sustained and improved alongside that of disadvantaged pupils.

Our approach is flexible in nature and will respond to changes in need and challenges.

Through an improved programme of assessment and tracking, we aim to act early to intervene at the point where need is identified where all staff understand and work actively to raise expectations and outcomes for disadvantaged pupils through a whole school approach.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations and discussions indicate that maths attainment among disadvantaged pupils is significantly below the expected level and age related expectations.
3	Assessments, observations and discussions indicate that writing attainment among disadvantaged pupils is significantly below the expected level and age related expectations.
4	Assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by the partial school

	<p>closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has led to significant knowledge gaps which has negatively affected attainment against age-related expectations.</p>
5	<p>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been around 89% compared to that of non- disadvantaged pupils at 94%. However during 2019-2020 this fell to 85% as a result of the disruptions in education due to Covid.</p>
6	<p>Limited life experience</p> <p>The majority of our disadvantaged children are not exposed to a wide variety of life experiences that allow them to learn and understand, in context, vocabulary to enable them to fully access their curriculum.</p> <p>This cohort of children have limited access to events and visits to places of interest. This has been further affected by the pandemic. The impact of having these limited experiences means they are unable to draw on prior knowledge when thinking and discussing events and and objects in context.</p>
7	<p>Well-being and mental health</p> <p>Our assessments, observations and conversations with pupils and their families indicate that the well-being of our pupils, including those who are disadvantaged, have been impacted by partial school closures. This affected our disadvantaged pupils more significantly as a high percentage did not attend school during the closures and opted for learning from home and although they were supported by online learning and loans of IT equipment and dongles, this cohort of children had difficulties accessing this remote learning. This has resulted in significant gaps in knowledge leading to pupils falling further behind in terms of age related expectations.</p>

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
Improved phonics attainment among disadvantaged pupils	<p>Phonics screening check scores show children are making phonological progress –</p> <p>50% of disadvantaged children make accelerated progress and pass the Phonics screening</p>
Improved reading attainment among disadvantaged pupils	<p>KS2 reading outcomes in 2024/2025 show that 100% of disadvantaged pupils met the expected standard.</p>

Improved maths attainment among disadvantaged pupils	KS2 maths outcomes in 2024/2025 show that 100% of disadvantaged pupils met the expected standard.
To improve and sustain attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by <ul style="list-style-type: none"> The overall attendance rate for all pupils being no more than 96% The percentage of all pupils who are persistently absent being below 5%
Increase enrichment opportunities to enhance the curriculum	Children will have experienced a significant range of wider opportunities and experiences which develop their vocabulary, knowledge and skills.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	Sustained level of wellbeing from 2024/25 evidenced through fewer referrals to Healthy Families and CAMHS Reduced number of children needing support from the Mental Health First Aider Increased engagement in all aspects of learning.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated SSP programme (Little Wandle) to secure stronger phonics teaching for all pupils	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3, 4

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2, 4
---	--	------

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4,

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

Budgeted cost: £2225

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance and attend attendance networks.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4, 6</p>
<p>Educational visits and enrichment activities/opportunities (capital culture) to increase learning, oracy and vocabulary development.</p>	<p>Studies of communication and language approaches consistently show positive benefits and that children involved in communication and language approaches make additional progress (approx.. 6 months over a year) (EEF)</p> <p>Action research has demonstrated that there is greater involvement in learning for all children when topics/ themes are introduced following an enhancement activity (hook)</p> <p>https://www.trueeducationpartnerships.com/schools/use-of-hooks-into-lessons/</p>	<p>5,6</p>

Total budgeted cost: £7725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding 2 years at 85%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was high. This is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Review 22-23

Improved oral language skills and vocabulary among disadvantaged pupils

Extra phonics and English interventions have resulted in accelerated progress in speech and vocabulary for targeted children.

To improve reading attainment among disadvantaged pupils.

The whole school completed Little Wandle training to ensure all staff understand the importance of early phonics and reading. The Little Wandle website provides ongoing support for staff. Staff have also just completed refresher training after using the scheme for 2 years.

Across the school the Little Wandle phonics scheme was purchased including freizes and posters for classroom displays for children. Monitoring has shown that staff

confidence using Little Wandle to deliver the SSP scheme has increased. Staff are showing fidelity to the scheme. Yr 1 Phonics data identifies that disadvantaged pupils performed in line with their peers.

Children identified through assessments as having gaps in learning have had targeted reading interventions and Catch- up phonics interventions.

Yr 6 reading outcomes for July 23 are in line with national.

The school has moved from group reading to whole class reading activities based on good quality texts to engage children in discussions about reading to help encourage them to read more regularly.

Reading at home is recorded in their planners and checked regularly by staff and children get entered into the reading raffle to encourage them to read. An outside library has also been set up to encourage reading for pleasure.

Staff have had CPD on whole class reading focusing on the exploration of a text which staff have implemented.

To improve writing attainment among disadvantaged pupils.

The school has purchased The Write Stuff – Jane Considine to target writing progression and have stopped using the Talk 4 Writing approach. All staff have received training and all the resources needed to deliver it with fidelity have been purchased. The school is only in the first full year of using the new resources but monitoring of its delivery by teachers has been positive.

Monitoring has shown that staff confidence using the new writing scheme which is based on good quality texts to deliver writing has increased. Staff are showing fidelity to the writing scheme and early monitoring of writing this term is positive.

Yr 6 writing data for July 23 is in line with national data.

To Improve maths attainment for disadvantaged pupils at the end of KS2

The maths curriculum and schemes from Power Maths are embedded in KS1 and KS2

In EYFS they have had success with Mastering Number from the NCETM which is also done in KS1 alongside Power Maths. Key concepts, skills and knowledge are taught explicitly and each lesson builds on prior learning and challenges children to reflect to deepen their understanding. Mastery maths pedagogy is well developed across the school and continues to be enhanced by the work of the maths lead in the Sustaining mastery work via involved with the Maths Hub. This is the third year of the programme.

Yr 6 maths data for July 23 at 82% is significantly above national.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

We have trained a member of staff in ELSA who works with children to improve wellbeing and emotional literacy.

We also ensure pupils have opportunities to take part in a wide range of extra curricular activities such as choir and sports to develop new skills and friendships.

We subsidise residential and trips to ensure they access a wider range of opportunities to promote positive wellbeing.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

We have a range of systems in place to encourage good attendance.

Attendance is reviewed daily and first day calling is made for those not in school.

Attendance is monitored half termly by the EHT and SLT and concerns and patterns of absence are noted. At the end of each half term, letters are sent out where attendance has dropped below 90%. Attendance concerns are also discussed at Parents Evenings and information on attendance is included in newsletters.

In the children's individual planners they note their attendance each half term so they are also aware of the amount of school they are missing. Currently level of attendance is at 95% in line with national.

Through all the CPD and new initiatives we feel we are on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils