

Pupil premium strategy statement St Matthew's CE Primary School

1. Summary information					
School	St Matthew's CE Primary School				
Academic Year	2017/2018	Total PP budget	£190,080	Date of most recent PP Review	November 2017
Total number of pupils	466	Number of pupils eligible for PP Number of pupils on Ever6 Total number of pupils		Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading	47.8%	
% achieving expected standard in GPS	56.5%	
% achieving expected standard in mathematics	39.1%	
Average scale score in reading	96.8	
Average scale score in GPS	100.9	
Average scale score in mathematics	97.6	

The proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, writing and mathematics is well above that of other pupils nationally

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Pupils in KS1 with poor speech and language skills. |
| B. | Low levels of concentration, fatigue and malnourishment in key groups of children. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| A. | Diverse catchment means that some children also come from difficult to reach families |
| B. | Attendance low for SEN support pupils |

C.	Amount of SEN is school that are pupil premium.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Gap between achievement of PP pupils and others in our school continues to be narrowed	End of year data – GLD and external assessments
B.	To raise achievement in writing, reading comprehension and key maths skills.	In house tracking – Lancs pupil tracker termly

5. Planned expenditure

Academic year	2017/18
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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

i. 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?
Raise attainment in English, developing comprehension skills and writing.	High quality teaching, structured guided reading, additional guided reading sessions, comprehension interventions school reading challenge	Whole school ethos of attainment	Purchase of high quality resources. Whole staff training. Teaching assistant support to ensure guided reading is effective	JR subject leader Class teachers HT, SB, NS	October half term and then half termly through monitoring cycle
Raise attainment in mathematics by further developing arithmetic skills	High quality teaching and resources, online resources with a times table focus	Significant whole school improvement in 2015/16 using online resources and times table program. TA appraisal and training focus.	Purchase of high quality resources. Whole staff training. Teaching assistant support during dedicated time and appraisal target or training.	SB and ZH subject leaders Class teachers	April half term and then half termly through monitoring cycle
Total budgeted cost					£95080

ii. 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?
To support PP pupils with SEN.	Maintain specialist SEN teacher time to enable her to continue work on speech and language.	To continue the effective strategies and maintain the links to outside agencies.	Progress of children tracked and monitored by teachers and in pupil progress meetings termly and by SENCO	TY HT, SB SR	October half term and then half termly through monitoring cycle

To track PP pupils who are A,G &T to ensure they make more than expected progress.	Ensure all pupils have personalised curriculum for numeracy and literacy. Interventions where appropriate. Track progress.	High quality interventions, activities and enrichments for A,G&T under the direction of subject leaders and class teachers. Interventions and progress to be monitored half termly.	Progress of children tracked and monitored by teachers half termly. Provision mapping folders monitored as part of monitoring programme	HT Class teacher TY subject leader	October half term and then half termly through monitoring cycle
Access more SEN and speech and language support.	Continue specialist SEN teacher time for speech and language opportunities	High quality individualised support under the direction of the specialist teacher and SENCO to help narrow the gap. Interventions to be monitored half termly	Progress of children tracked and monitored by teachers half termly. Provision mapping folders monitored as part of monitoring programme	Specialist teacher TY	October half term and then half termly through monitoring cycle
To support vulnerable children with emotional, social and educational barriers.	Deploy social and behavioural TAs in the classroom setting to enhance relationships, improve attitudes to learning and support with fundamental skills.	High quality individualised support under the direction of the classroom teacher to help narrow the gap (EEF). Interventions to be monitored half termly	Progress of children tracked and monitored by teachers half termly. Provision mapping folders monitored as part of monitoring programme	HT, SR	October half term and then half termly through monitoring cycle
To support pupils in English and Maths	Teaching assistant support in core subject lessons	High quality individualised support under the direction of the classroom teacher to help narrow the gap. Interventions to be monitored half termly	Progress of children tracked and monitored by teachers half termly. Provision mapping folders monitored as part of monitoring programme	HT, SB Class teachers SB, ZH and JR subject leaders	Throughout the year
Total budgeted cost					£85000
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?
To improve the attendance and punctuality of PP pupils and to raise well-being.	Set up a 'Walking bus' to collect the pupils and provide their breakfast.	To improve the attendance, punctuality and well-being of PP pupils.	Attendance and punctuality tracked. Records kept and attendance coordinator following up any issues.	SR NN	October half term and then half termly through monitoring cycle
To offer pupils breadth of experiences, activities and extracurricular at no cost	Activities linked to learning and sport	To improve well-being and enable PP pupils to not suffer any disadvantage	Progress of children tracked. Records kept of clubs and activities attended. Administered by office	SR HT SB	Throughout the year
Total budgeted cost					£10500

6. Review of expenditure				
Previous Academic Year		2016-17	£195,000	
i. Quality of teaching for all				
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
Raise attainment in literacy, developing comprehension skills and writing.	High quality teaching, structured guided reading, additional guided reading sessions, comprehension interventions school reading challenge	Targeted PP pupils and also pupils not eligible for PP improved attainment and progress across literacy and numeracy Success criteria met.	Additional support for Y6 and small group work with additional Intervention staff used in class to support learning. TA support is effective especially where HLTA used for support. To be continued in next academic year	£25000
Raise attainment in mathematics by further developing arithmetic skills	High quality teaching and resources, online resources with a times table focus	Targeted PP pupils and also pupils not eligible for PP improved attainment and progress across literacy and numeracy Success criteria met	Additional support for Y6 and support from experienced Yr 6 teachers is effective. To be continued in next academic year	£35000
ii. 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
Access more SEN and speech and language support.	Increase specialist SEN teacher time	Some progress made by PP pupils who also had SEN needs. Success criteria met	Additional support for needed to ensure parents are able to access the support they need. Strategies to help parents are effective. To be continued in next academic year	£30,000
To support pupils and improve well-being/social and emotional development who have social and emotional difficulties.	Nurture group with an experience teacher and TA for small group support.	Increased percentage of children achieving expected level across school. Parental feedback on attitudes of children. Success criteria met	Pupils making good progress have a more positive attitude to learning and parents are responding better to school. Intervention to continue. To be continued in next academic year	£40,000
To support vulnerable children with emotional, social and educational barriers.	Deploy social and behavioural TAs in the classroom setting to enhance relationships, improve attitudes to learning and support with fundamental skills.	Excellent progress made by many pupils. Success with homework, reading fluency, spellings and a dramatic difference with pupil's attitude to learning. Success criteria met	To continue this approach and develop talking skills to enhance comprehension skills in reading. To be continued in next academic year	£35,000
iii. 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
To improve the attendance and punctuality of PP pupils and to raise well-being.	Set up a 'Walking bus' to collect the pupils and provide their breakfast.	Pupil attendance and punctuality will improve. Their social and emotional skills will have an impact on their learning. Pupils will start their day positively; will be fed and ready to learn. Success criteria met	Pupils feel happier and positive about school. They are able to learn and has a massive impact on their emotional stability. Parents feel positive about sending the pupils to school and feel supported. To be continued in next academic year	£10000

To offer pupils a breadth of experiences, activities and extra-curricular at no cost.	Activities linked to learning and sport	Well-being improved. PP children on visits and staying to clubs Success criteria met	Now valued and expected by PP parents. Pupils enjoy coming to school and have a range of experiences to develop.	£15000
To offer subsidies no school trips and enrichment activities.	Various trips and enrichment activities subsidised.	Pupils able to take part and gain new experiences. Able to focus on area of need to enhance academic achievements with homework clubs and specific interests focused on. Success criteria met	Pupil enjoyment and parental involvement. Pupils felt supported and able to move on with their learning as well as experience new activities that interest them. Parents feel supported. To be continued in next academic year	£5000