



St Matthew's Catholic Primary Pupil premium strategy statement 2019-20

1. Summary information					
School	St Matthew's Catholic Primary School				
Academic Year	2019-2020	Total PP budget	£146,949	Date of most recent PP Review	July 2019
Total number of pupils	411	Number of pupils eligible for PP	93	Date for next internal review of this strategy	February 2020

% working at ARE	YEAR 1 PP/Non PP	YEAR 2 PP/Non PP	YEAR 3 PP/Non PP	YEAR 4 PP/Non PP	YEAR 5 PP/Non PP	YEAR 6 PP/Non PP
Reading/Writing/Maths	50/85	72/64	50/80	41/67	40/90	62/74
Reading	75/94	89/72	50/86	53/79	75/86	81/82
Writing	58/87	78/72	58/82	53/74	45/76	86/85
Mathematics	50/87	89/79	58/86	53/79	70/73	67/91

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower levels of spoken communication skills
B.	Gaps in basic skills development – reading, writing and mathematics
C.	Lower levels of punctuality and attendance
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Family disengagement in learning processes – reduced opportunities for home learning and curriculum enrichment
E.	Low self- esteem and self –regulation, need to develop engagement and more positive attitudes to learning

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To raise standards of speaking skills and language development at least in line with similar pupils locally and nationally. To be measured by national standardised test. Teacher observations and assessment.</p>	<p>To achieve at least expected levels of progress. To develop more articulate and confident speakers. To enable pupils to more fully access appropriate curriculum opportunities through improved language skills. Lower attaining pupils more willing to talk and articulate their thinking. School ethos promotes mutual respect and values all contributions irrespective of attainment group.</p>
B.	<p>That pupils make greater than expected progress from identified lower levels of key skills assessments in reading, writing and mathematics That pupils progress above local and national averages for similar pupils To be measured by national standardised tests and the school's internal progress tracking measures</p>	<p>That levels of progress are measured as above those for similar pupils locally and nationally. That pupils are observed as more engaged and confident independent learners. Quality and quantity of feedback enhanced. Intensive oral feedback on misconceptions to reduce attainment gap.</p>
C.	<p>To reduce number of lates for each relevant PP eligible pupil – to be measured by weekly monitoring To increase levels of attendance by PP eligible pupils in line with non- eligible pupils</p>	<p>Significant reduction in number of lates from – to – Attendance rates for PP eligible pupils raised to level of all pupils.</p>
D	<p>To increase parental engagement and involvement in their children's learning. To improve home learning opportunities and increase parental skills To increase curriculum enrichment, access to music ,art, digital learning and wider cultural experiences These will be measured by progress against baseline measures of numbers involved in range of school events Enhanced experiences in school and after school to improve aspirations. Nurtured confident, resilient learners who enjoy pursuing their own path and demonstrate a genuine love of learning. Recognition of making learning a reality beyond academic studies.</p>	<p>Significant increase in parental attendance at all meetings and school events. Development of literacy skills through Raindrops events. Significant increase in number of pupils accessing enrichment opportunities.</p>
E	<p>To significantly improve levels of pupil self-esteem, engagement and self-regulation. To be measured by pupil questionnaire and interview and teacher observations</p>	<p>Evidence of increased pupil self-awareness and confidence. Greater levels of engagement and pupil progress.</p>

4. 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.					
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?
To improve levels of pupil progress in basic skills in Reading writing and Mathematics and to address gaps in knowledge and skills. Barrier B	Booster classes, targeted intervention work, Led by Inclusion Manager, teaching assistant support, and provision of after school clubs	Quality first teaching. Evidence of previous years' intervention. Analysis of progress data. Staff research and analysis. Meta cognition questioning and thinking skills.	Weekly progress meetings. Progress data analysis Reports from middle and senior leaders Uptake at after school provision	SLT. Subject leaders Class teachers Inclusion manager	Half termly formal review. Based on weekly progress monitoring.
To improve pupils oral skills, and ability to participate more fully in all aspects of the curriculum Barrier A	Speech & language therapist, whole school support starting with early intervention in Foundation Stage (3 days a week)	Analysis of pupil abilities on intake. Discussions with parents. Prior experience Visits to Pre-school settings	Regular monitoring of progress from established baselines. Reports from middle and senior leaders. Pupil questionnaire and interview, Pupil progress meetings.	SLT EYFS leader Class teachers	Through weekly monitoring leading to half termly formal review and report
Total budgeted cost					£18,330

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?
Increase levels of punctuality and attendance. Barrier C & D	(a) Continue with rewards system	Discussions with pupils/families Previous years' experience	Weekly monitoring of attendance Half termly review. Feedback from pupils and families	SLT, pastoral leaders	Each Half term by analysis and report.
	(b) Continue to enhance Early Birds club	Research in other areas. Discussions with relevant parties	Regular monitoring of take up and impact on punctuality and attendance/EWO support	SLT and relevant key staff	Each half term
	(c) Attendance and welfare staff time	Previous experience of effective relationship building	Reports from relevant staff and analysis of attendance data.	SLT/Attendance/welfare staff.	Weekly reviews and half termly report.
	(d) Pastoral care and support to work with families	Previous experience of what has been effective.	Analysis of attendance and progress data. Specialised programmes targeted at children with particular social and emotional issues.	SLT Inclusion Manager	
Total budgeted cost					£44,111
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?
<p>1. To increase parental engagement.</p> <p>Barrier D</p>	<p>Messy mornings, cookery, stay & play, performances, Parent workshops in Literacy & Numeracy. Incredible Years.</p>	<p>Previous experience. Discussion with families.</p>	<p>Level of take up, surveys and interviews. Development of positive engagement.</p>	<p>SLT</p>	<p>Termly formal review</p>
<p>2. To further improve family connection to school and involvement in pupil learning</p> <p>Barriers D & E</p>	<p>Raindrops, PTA, charitable events, Rainbows, church celebrations</p>	<p>Current experience and lack of similar provision nearby. Feedback from parents.</p>	<p>By monitoring attendance and reviewing feedback from families.</p>	<p>SLT</p>	<p>Weekly attendance and termly review.</p>

<p>3 To raise levels of self-esteem to develop, metacognition and engagement.</p> <p>Barriers D & E</p>	<p>Improving wellbeing opportunities and outdoor learning</p> <p>Dressing up days and visits</p> <p>Counsellor, Time to talk, socially speaking intervention, PSED resources, assemblies</p>	<p>Research and discussions with families and staff.</p>	<p>Survey and discussion. Levels of engagement Pupil feedback</p>	<p>SLT and relevant staff</p>	
<p>4. To increase enrichment opportunities and further develop home learning</p> <p>Barriers D & E</p>	<p>Specialist teaching: French, Music, Dance, ICT & PE</p> <p>Residential trips: CHET Y2 & CHET Y4 and Lockerbie Y6</p> <p>Trips and visitors</p> <p>Making the difference meetings</p>	<p>Review of previous expenditure PP pupils have enriched experience in school/extra adults provide extracurricular opportunities.</p>	<p>Monitoring levels of uptake. Participation in these activities can develop more positive opinions and attitudes to school. This can also impact on confidence and relationships in school. Increased effects of self-confidence, self-efficiency and motivation.</p>		
Total budgeted cost					£84,508
Grand Total					£146,949

