

Pupil Premium Strategy Statement: St Matthew's Primary School 2018-2019

1. Summary information					
School	St Matthew's Primary School				
Academic Year	2018/2019	Total PP budget (expected)	£108,860	Date of most recent PP Review	April 2018
Total number of pupils	683	Number of pupils eligible for PP	85	Date for next internal review of this strategy	April 2019

2. Current attainment			
	<i>Pupils eligible for PP at St Matthew's</i>	<i>Pupils not eligible for PP at St Matthew's</i>	<i>Difference</i>
End of KS2 Attainment for 2017-2018 (15pupils)			
% achieving expected standard or above in reading	67%	85%	18%
% achieving higher standard in reading	13.3%	54%	39%
% achieving expected standard or above in writing	80%	82%	2%
% achieving greater depth in writing	13.3%	43%	30%
% achieving expected standard or above in maths	60%	70%	10%
% achieving higher standard in maths	7%	34%	27%
End of KS1 Attainment for 2017-2018 (3 pupils)			
% achieving expected standard or above in reading	33%	80%	47%
% achieving higher standard in reading	33%	30%	-3%
% achieving expected standard or above in writing	0%	73.4%	73.4%
% achieving greater depth in writing	0%	16%	16%
% achieving expected standard or above in maths	33%	83%	50%
% achieving higher standard in maths	33%	24%	-9%
% of pupils achieving expected standard in Year 1 phonics (13 pupils)	77%	88%	11%
End of Reception Attainment for 2017-2018 (8 pupils)			
% of pupils achieving GLD	70%	71.8%	1.8%

3. 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> Pupils eligible for pupil premium account for around 13% of the school population with a range of numbers (3-19pupils) 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.		
A.	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 April 2018) .This gap needs to be eradicated to ensure the maximum number of children possible are working at least ARE.	
B.	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 <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates for pupils eligible for PP are 94.4% for 2016-17 and currently 94.4% for 2017/18 (marginally below the target of 96% for all children). Generally attendance is very good but a significant percentage of children (18% April 2018) 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.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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.	<ul style="list-style-type: none"> 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 implementing 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 April 2018 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)
B.	All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap.	<ul style="list-style-type: none"> PP lead to research (using EEF toolkit and other sources) best teaching methods/interventions for vocabulary

		<ul style="list-style-type: none"> All PP children receive vocabulary support through Spirals or 5 minute box in Early Years All PP children who need it have access to support with vocabulary development whether Wave 1 or Wave 2 in KS1 and 2
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.	<ul style="list-style-type: none"> 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 All PP who need to attend Friends Resilience training are able to do so PP children are priority for counselling, music and drama therapy
D.	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)	<ul style="list-style-type: none"> 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 April 2019 from 18% April 2018
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.	<ul style="list-style-type: none"> % of children attending after school clubs continues to rise (2016-17 72% attended 1+ club) PP lead to produce a leaflet setting out what PP children and parents can access in school and out of school by Oct 2018 PP lead to talk to all parents of children as they become PP to talk through what is on offer and engage parents In conjunction with PTA/Community a series of Enrichment Weekend activities have been organised for PP children and their families 50 things to do in Cambridge at the weekends and in the holidays leaflet produced for parents of PP children by April 2018
F.	All parents feel engaged and involved in their children's learning and wherever possible able to support their child's learning at home.	<ul style="list-style-type: none"> 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
G.	All PP families when necessary are aware of and able to access in school support and external support for parenting and the home.	<ul style="list-style-type: none"> All families aware of EIFW support 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 produce a leaflet setting out what PP children and parents can access in school and out of school by Oct 2018 All services offered in the wider community to be in the booklet

5. Planned expenditure (see end of document for financial summary)

Academic year

2018-2019

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?
<p>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.</p>	<p>Quality first teaching to ensure maximum progress of all pupil premium children</p> <p>Teachers and TAs are implementing the Pupil Premium Priority Agreement as per staff meeting (March 2018)</p> <p>Individual Barriers to learning sheets are completed and barriers tackled</p> <p>Rigorous targets/high expectations are set for PP children and monitored through the pupil progress meetings and work scrutinies</p> <p>Staff training on high quality feedback to be planned for 2019 with the focus on maths feedback</p>	<p>The importance of the 'quality of interactions between teachers and students' is important for all children. Sutton Trust</p> <p>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'</p>	<p>Lesson observations by SLT and book scrutinies always include focus on PP learners</p> <p>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</p> <p>Barrier sheets monitored by PP Lead</p>	<p>Pupil Premium Lead</p> <p>And Assistant Head Teachers</p>	<p>April 2019 and ongoing throughout the year</p>

<p>B-All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap.</p>	<p>PP lead researches and visits to other schools to decide on the best approaches/ interventions to support vocabulary development in KS1 and 2 for Wave 1 and Wave 2 teaching</p> <p>Trial Mrs Wordsmith or other evidence based vocabulary intervention with targeted group in KS2 in the first instance with the aim to roll out across classes in KS2 and embed the practice in normal classroom teaching for all children</p>	<p>Mark Rowland 'The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners.'</p>	<p>Choose an evidence based intervention. Provide good CPD prior to intervention.</p> <p>Benchmark intervention and outcomes. Overseen by PP lead</p> <p>Monitor impact on reading and writing outcomes</p>	<p>PP lead and class teachers</p>	<p>Dec 2019</p>
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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?
<p>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.</p>	<ul style="list-style-type: none"> • 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 	<p>The importance of the 'quality of interactions between teachers and students' is important for all children . Sutton Trust</p> <p>The evidence shows that Pupil Premium children have very individual barrier to learning which need to be tackled</p>	<p>All interventions on the provision maps reviewed before and after on the provisions maps and overseen by INCo/SENCo</p> <p>Regular Pupil Progress meetings</p>	<p>Pupil Premium Lead INCo SENCo</p> <p>Assistant Heads</p>	<p>Termly and July 2019</p>

<p>ACADEMIC B-All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap.</p>	<ul style="list-style-type: none"> All PP children access Spirals or 5 minute box to increase oral vocabulary development in the Early Years Foundation stage PP lead research and visits to other schools to decide on the best approaches/ interventions to support vocabulary development in KS1 and 2 for Wave 1 and Wave 2 teaching Trial Mrs Wordsmith or other evidence based vocabulary intervention with targeted group in KS2 in the first instance 	<p>'The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners. Mark Rowland</p> <p>Hart/Risley study showed that low-income children are exposed to 30 million fewer words than their higher income peers by age 3</p>	<p>Liaise with Early Years Lead-KSA</p> <p>Monitor through provision maps-</p>	<p>Pupil Premium Lead</p> <p>Early Years Foundation Lead</p> <p>Literacy Lead</p>	<p>July 2019</p>
<p>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.</p>	<ul style="list-style-type: none"> 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 Continues to run Friends Resilience Course on a termly basis 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 	<p>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</p> <p>The EEF toolkit says that work on improving 'metacognition and self-regulation' has a moderate to high impact on outcomes.</p>	<p>Monitor Individual needs on the Barriers to Learning Sheet</p> <p>Pupil Premium Lead and SLT to allocate children to SEMH interventions after consultation with teachers</p> <p>Pupil Premium Lead to monitor impact of SEMH intervention through the provision maps</p>	<p>Pupil Premium Lead</p>	

<p>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.</p>	<ul style="list-style-type: none"> • 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 place of interest in Cambridge for PP children and their families in partnership with the PTA and wider community • Subsidies for clothing/ equipment for individual children are given where necessary 	<p>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</p>	<p>PP lead to liaise with sports lead on a regular basis to monitor club attendance and target children to get to attend clubs</p> <p>PP lead to liase with PTA and wider community to ensure take up of enrichment activities</p>	<p>Pupil Premium Lead</p> <p>Sports Clubs lead</p>	<p>April 2019</p>
<p>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.</p>	<ul style="list-style-type: none"> • Attendance of PP parents at parents evening is recorded and teachers follow up on any non attendees • 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 	<p>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</p> <p>The Achievement for All model of engaging 'harder to reach' families through positive school engagement and understanding of their unique family circumstances transforms lives</p>	<p>Monitor attendance at meetings and PP lead has a 'constant conversation' with class teachers re parental engagement of PP families</p> <p>Records of parental attendance at small targeted learning support groups kept and monitored</p>	<p>Pupil Premium Lead</p> <p>Class teachers</p>	<p>April 2019</p>

<p>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.</p>	<ul style="list-style-type: none"> • Pupil Premium Lead to meet with all new families to talk through what the school can offer • Pupil Premium Lead to produce a booklet outlining what Pupil Premium children and parents can expect to access • 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 	<p>Disadvantaged children and families are more likely than their non disadvantaged peers to need support at home</p>	<p>Regular meeting between PP lead and EIFW to ensure family support needs are being met by school and locality</p> <p>Monitoring of family attendance on parenting courses</p>	<p>Pupil Premium Lead</p>	<p>April 2019</p>
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
<p>Attendance D- The number of PP children with very low attendance (below 90%) has been significantly reduced</p>	<ul style="list-style-type: none"> • Continue to send the staged attendance letters and involve EWO when necessary • Meet with targeted families to discuss the barriers and 	<p>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</p>	<p>Regular liaison between PP lead and Attendance Lead</p> <p>Thorough briefing of EWO</p> <p>Collaboration with Family Workers when necessary</p>	<p>Attendance Lead AL</p>	<p>Half Termly</p>

Financial Summary

Below is an outline of the proposed expenditure for pupil premium children for the 2018-2019 academic year.

The figures reflect the following changes to provision:

- An increase in the amount spent on Leadership and Management of Pupil Premium – as discussed in a previous governing body meeting, Sarah Barratt is now leading on pupil premium for the school. The cost of a proportion of her TLR and is included in this budget. This will produce an improved focus on tracking, targeting and challenge for pupil premium children. We have already begun to see improvements due to improved use of data and assessment with the introduction of Target Tracker in the last academic year.
- Continued provision of counselling from Cambridge Academic Performance – this provision has run very successfully in the last academic year with clear evidence of children making progress with a range of issues. This provision has been much more effective in terms of impact than that provided previously by Hey! Cambridge. It has also been able to target more children than Hey! Cambridge.

- Music Therapy – we pay a nominal contribution to enable this provision to take place, provided by fully supervised trainee music therapists.
- The above provision offsets the proposed reduction in teaching assistant time for Emotional and Behavioural Support. Analysis of outcomes for children shows that the above interventions have been more effective. Some provision will continue in small groups but we propose a reduction in the one to one provision.
- An increase in the Disadvantage Subsidy to cover inflationary costs of residential visits etc.
- An increase in expenditure on Teaching Assistants to reflect inflationary costs.

Item	Income/Expenditure
Income	-£108,860
Leadership and Management of Pupil Premium	£2,644
Counselling Provision from Cambridge Academic Performance	£8,000
Additional Teacher for tuition/coordination	£5,150
Targeted Breakfast Club	£3,399
Additional Teaching Assistant time for targeted catch up programmes - staffing and leadership and management	£67,956
One to One and small group Emotional Development support (staffing)	£4,000
Lunch Club	£4,011
Miscellaneous Resources	£400
Disadvantage Subsidy (access to clubs, residential visits etc.)	£7,000
LAC Provision	£6,300
Balance	£0