

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Matthew's Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	34% (63 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Current year: 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Shelley Lynton
Pupil premium lead	Emma Tyrer
Governor / Trustee lead	Emma Entwistle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,475
Recovery premium funding allocation this academic year	£4,229
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79,704

Part A: Pupil premium strategy plan

Statement of intent

At St Matthew's Primary School, we recognise that the needs of our pupils are diverse and that there is no uniform profile for children eligible for PPG. As such, we assign funding in a variety of ways to meet the needs of our pupils. We treat every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed. We place a huge importance on the social and personal development of children as without this, academic development will never be fully realised. We believe in giving children a curriculum and additional experiences that give them a thirst for more and an understanding of the value of their own education.

Our aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We aim to ensure that our pupils make good progress and achieve high attainment across all subject areas, regardless of their background or the challenges they face. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Reduce the attainment gap between disadvantaged pupils and their peers, nationally and within internal school data
- Support the social and emotional well-being and mental health of all our pupils
- Raise the attainment of all pupils to close the gap created by Covid-19 school closures
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- To ensure that attendance of disadvantaged pupils improves and is in line with non-disadvantaged pupils
- To provide increased enrichment opportunities for disadvantaged pupils

We aim to do this through:

- Providing all teaching staff with high quality CPD to ensure that pupils access effective quality first teaching.
- Ensuring that all pupils receive quality first teaching.
- Ensuring disadvantaged pupils are challenged in the work that they're set.
- Acting early to intervene at the point the need is identified, so that pupils are able to 'keep up' with non-disadvantaged pupils.
- Targeted academic support for disadvantaged and vulnerable groups.
- Providing additional staffing capacity to allow dedicated time to improve attendance and fostering links with parents of disadvantaged pupils.
- Providing appropriate pastoral support to support pupils in their emotional and social development.
- Supporting payments for enrichment opportunities to ensure that all pupils have access to trips and first hand learning experiences.
- Providing opportunities for pupils to access extra-curricular activities, including clubs.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Achieving these objectives:

- Ensuring that all teaching is of a high standard through effective training in key teaching and learning strategies
- Training on the teaching of early reading/vocabulary as a tool to improve reading and writing across the curriculum
- Improved assessment strategies for foundation curriculum to ensure that disadvantaged pupils make good progress across the curriculum
- To increase the capacity for addressing social and emotional barriers to learning for key disadvantaged pupils through the addition of an inclusion support worker
- To remove social and emotional barriers to learning through effective pastoral care through staff training and intervention

We have developed a number of curriculum drivers that are designed to help children overcome barriers to learning. These barriers can be more prevalent amongst our disadvantaged pupils:



Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent amongst our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers and acts as a barrier to pupils accessing the full curriculum and achieving the highest levels of attainment.
3	Internal assessments indicate that maths attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Many of our disadvantaged pupils received different levels of remote learning during the school disruption period and this was a barrier to their learning when returning back to school.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	A large proportion of disadvantaged pupils also have identified complex additional needs, either behavioural, personal, social and emotional barriers to learning or SEND.
6	Low attendance averages for disadvantaged compared to non-disadvantaged pupils.

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 oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Children that had gaps in learning from the extended period of time off school will have made significant progress.	The gap will be diminished.
Additional needs (SEN, EAL and social and emotional needs) of children eligible for PPG	Successful involvement of external agencies where appropriate.

<p>are met and most show an improvement in their attitudes to learning and learning outcomes</p>	<p>Disadvantaged pupils' satisfaction with their school experience is in line with that of other children, showing improved attitudes to their learning and their sense of aspiration.</p> <p>Pupils develop life-long learning skills e.g. resilience and resourcefulness.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Attendance gap closes between children eligible for PPG and non-PPG children</p>	<p>Attendance for children eligible for PPG improves so it is more in line with non-PPG children. The gap reduces to within 1%.</p>
<p>Increased rates of progress from starting points for children in nursery and those new to Reception and Y1 focusing on Communication and Language, reading, writing and phonics.</p>	<p>From baseline assessments, disadvantaged children and children with English as an additional language make good progress and achieve in all areas and accelerated progress if they have started below that of their peers.</p>
<p>Children have access to a highly enriched curriculum, including trips to external providers</p>	<p>All classes have key enrichment activities mapped into the long-term curriculum plan to ensure there are equal opportunities across the school.</p> <p>At least 2 external trips in each class (one big trip, and one local visit), 1 visitor (in person or virtually) and additional enrichment activities are planned for each class each year.</p> <p>PPG uptake on school trips is in line with non-PPG.</p> <p>A limited number of funded places available at after school clubs every half term.</p> <p>Enrichment activities lead to improved outcomes in writing and foundation subjects.</p>

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: £24,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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). Work with the maths hub to embed Teaching for Mastery across all year groups.</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:</p> <p>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.</p> <p>See:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3, 4</p>
<p>Contribution towards Iris, allowing teachers to reflect on their practice and improve quality first teaching.</p>	<p>Teacher reflection is important because it's a process that helps teachers to collect, record, and analyse everything that happened in the lesson. It allows teachers to move from just experiencing, into understanding. If they don't question themselves about what their experiences mean and think actively about them, research has shown that they won't make any changes and therefore improve.</p>	<p>1, 2, 3, 4</p>

	<p>See: https://blog.irisconnect.com/uk/blog/5-benefits-of-encouraging-teacher-self-reflection</p>	
<p>Ruth Miskin Phonics Training to ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</p>	<p>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: See: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Additional adult/s in class to provide high quality interactions and to carry out daily interventions with children lacking support at home, e.g. daily reading.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions High-quality feedback and support has a significant impact on pupil progress and outcomes. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2, 3, 4
<p>Embed minimal strategic marking to enable self-determination.</p>	<p>EEF Toolkit states that pupils make up to 7 months' additional progress when taking responsibility for their own learning and behaviour. Timely and individualised feedback can lead to up to 6 months additional progress.</p>	5
<p>Improve the quality of overall teaching to ensure that all pupils can access the whole curriculum. We will fund additional training across the curriculum for teachers and support staff.</p>	<p>High quality teaching benefits all children, low threshold-high ceiling activities mean that all children can be included in every lesson.</p>	1, 2, 3, 4

Grammarsaurus curriculum mapping and staff training	See: https://grammarsaurus.co.uk/	1, 3, 4
Purchase Grammarsaurus to improve the curriculum offer for English (reading and writing), history, geography, science and art	See: https://grammarsaurus.co.uk/	1, 3, 4

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

Budgeted cost: £5,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop speech and language skills levels low on entry to school:</p> <ul style="list-style-type: none"> Wellcomm intervention targeted support for children with poor communication skills. Speech and language therapy support for children with specific learning needs. 	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>See: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1
SEND support from Thrive Education to	We want to provide extra support to maintain high attainment. Small group	4, 5

<p>work alongside teaching staff and vulnerable pupils to ensure they can access learning.</p> <p>Collaborative review of evidence base/impact measures for possible intervention strategies. Review assessment practices – interrogate data effectively to precisely identify the focus of intervention.</p>	<p>interventions with highly qualified staff have been shown to be effective, as identified by the EEF Toolkit. (+4 months)</p> <p>See: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>‘Schools should use structured interventions with reliable evidence of effectiveness’ and use them with ‘fidelity’. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
<p>Review of barriers to learning and external reports/recommendations – create Individual Plans to identify individual priorities. Bespoke programmes of support developed to meet individual needs. Use of Class Charts and Provision Map to ensure all staff have planned to overcome barriers to learning.</p>	<p>Complement high quality teaching with carefully selected small group and one-to-one interventions.</p> <p>See: https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	5
<p>Continue to embed use of Numbots and Times Tables Rock Stars across the school, including prizes and rewards.</p>	<p>Pupil engagement, learning, time and budget are important. We recognise how fundamental basic number fact recall and times table recall speed leads to later success in maths lessons; yet it's not always easy finding engaging ways to do daily practice. TT Rock Stars and Numbots does this and supports teachers along the way, reducing workload.</p>	3, 4

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

Budgeted cost: £46,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance:</p> <ul style="list-style-type: none"> • Child and Family Development Officer will support vulnerable families to support attendance. • Support from EWO in updating attendance policy and following up concerns through the year. • Rewards for 100% attendance. • Free breakfast offered for children who arrive at school on time. • Attendance module on Class Charts to monitor and analyse attendance 	<p>See: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>6</p>
<p>Team Teach training for key staff across each key stage</p>	<p>See: https://www.teamteach.com/</p>	<p>5</p>
<ul style="list-style-type: none"> • SLT (during weekly pastoral meeting) to identify barriers to learning and implement appropriate intervention/therapeutic response. • SENDCo to work with class teachers to support individual need. • Child and Family Development Officer to work with identified children to ensure appropriate support and bespoke intervention if necessary, e.g. lego therapy. 	<p>Research from the EEF show that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Interventions which target social and emotional learning (SEL) seek to improve children's' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions at CP focus on the ways in which children work with (and alongside) their peers and teachers.</p>	<p>5, 6</p>

<p>Safeguarding supervision package to develop DSL's supervision skills to support their wider team, and participate in group supervision to work through difficult cases and provide the best support for our families.</p>	<p>It's essential that staff are properly supported with their work. Supervision ensures work with young people is effective, safe and follows procedures. It helps staff manage the complicated feelings that arise and sometimes distort the way in which we respond to incidents and concerns</p> <p>See: https://www.kdsafeguarding.co.uk/</p>	<p>5, 6</p>
<p>Behaviour Support from Thrive Education to work alongside teaching staff and vulnerable pupils to ensure they can access learning.</p> <p>Collaborative review of evidence base/impact measures for possible intervention strategies.</p> <p>Review assessment practices – interrogate data effectively to precisely identify the focus of intervention.</p>	<p>Disadvantaged pupils are proportionally more likely to receive negative points on Class Charts than non-disadvantaged pupils, which impacts on their academic progress.</p> <p>More frequent negative behaviours meaning disadvantaged pupils are more likely to receive time outs which impacts on their academic progress.</p>	<p>5, 6</p>
<p>Subscription to National Online Safety. This provides an online safety update service and CPD accredited training for the whole school community.</p>	<p>Helping schools meet their statutory safeguarding and curriculum requirements through the most comprehensive online safety programme for educators, parents and children.</p> <p>See: https://nationalonlinesafety.com/</p>	<p>All</p>
<p>Lunchtime Support to change the structure and supervision of lunchtimes, and provide high quality games and activities to engage children.</p>	<p>See: https://www.schoolhealthuk.co.uk/ https://www.happylunchtimes.co.uk/trainingoutcomes</p>	<p>5</p>
<p>Further embed relational practice through use of Zones of Regulation and revision of Behaviour and Relationships Policy</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	<p>5</p>

	learning-toolkit/social-and-emotional-learning	
Teachers and office staff monitor trip uptake to ensure costs do not prevent any children from attending.	Equality of opportunity. EEF toolkit states that pupils can make an additional: 3 months' progress if engaged in arts participation 1-month progress if engaged in sports provision 5 months progress if engaged social and emotional support	4, 5, 6
Practical support given where necessary (e.g. school uniform, travel arrangements, wraparound care etc.) to ensure children can attend school and thrive. All FSM children to be given a school jumper in September.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	5, 6
Whole school Boxall Assessments to identify pupils who need targeted nurture and wellbeing support.	This unique tool assesses the social, emotional and mental development of pupils aged 4-18. It provides you with a precise picture of pupil's strengths, as well as any difficulties which could affect their learning. See: https://www.nurtureuk.org/what-we-do/the-boxall-profile/	5
Now>press>play to provide immersive experiences to engage children in the curriculum through emotion, imagination and movement.	An award-winning immersive audio resource engaging primary school children in the curriculum through sound, story and movement. This resource enables school to continue providing a level of enrichment during a period when out of school events were less available or accessible. See: https://nowpressplay.co.uk/case-studies/	4, 5
Shakespeare Project for Year 4, with the	See:	4, 5

opportunity for children to participate in a performance at The Royal Exchange Theatre.	https://www.northwestdramaservices.co.uk/our-approach	
Enriched music provision for three classes a year to receive 10 week tuition to learn a musical instrument, and for individual children to learn musical instruments.	See: https://traffordmusicservice.co.uk/	4, 5
Update class libraries to ensure they are inviting and purposeful areas of the classroom, which encourage and develop reading for pleasure.	See: https://www.scholastic.com/teachers/articles/teaching-content/five-major-functions-classroom-library/	1, 2
Cultural experiences	See: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/260726/Cultural Education_report.pdf	1, 2, 3, 4, 5
Wellbeing planning	Multi stakeholder working party initiative which looks at ways to support the wellbeing and mental health of pupils, staff and families through a holistic approach, identifying key areas for development, support and resources. See: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE Education Workforce Welbeing Charter Nov 21.pdf	5
Mental Health Champion training for children	See: https://www.onegoal.co.uk/	5
School Mental Health Leadership Programme	See:	5

	https://headsightservices.com/mental-health-leads/intermediate/	
Emotion Coaching: ELSA training	Emotion Coaching (Gottmann) is a communication strategy which supports children to self- regulate and manage their stress responses. It provides an effective way to nurture mental health and wellbeing in education settings when used as an integral part of behaviour management and interaction skills. See: https://www.elsanetwork.org/area_contact/trafford/	5
Therapeutic and nurture sessions provided for children with SEMH needs	See: https://drawingandtalking.com/ https://www.nurtureuk.org/what-we-do/nurture-groups/	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £77,398

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Results taken from teacher assessment at the end of the Summer Term 2023:

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum, in all classes except Year 1.

		# pupils	% of pupils Expected or higher	Reading		% of pupils Expected or higher	Writing		% of pupils Expected or higher	Maths	
				Attainment Band Chart			Attainment Band Chart			Attainment Band Chart	
Year 1	Pupil Premium	8	88%			88%			100%		
	Not Pupil Premium	21	81%			81%			90%		
Year 2	Pupil Premium	10	50%			30%			50%		
	Not Pupil Premium	16	64%			57%			64%		
Year 3	Pupil Premium	9	33%			33%			33%		
	Not Pupil Premium	20	65%			60%			70%		
Year 4	Pupil Premium	13	31%			31%			31%		
Year 5	Not Pupil Premium	16	81%			69%			69%		
	Pupil Premium	11	45%			36%			45%		
Year 6	Not Pupil Premium	19	89%			74%			95%		
	Pupil Premium	6	50%			50%			33%		
	Not Pupil Premium	24	75%			75%			75%		

The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were 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. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues.

Outcomes at the end of EYFS, KS1 and KS2 show disadvantaged children at St Matthew's achieved a lower standard than most children nationally. This includes attainment and progress. Where pupil outcomes are not as successful when compared with their peers within school, an increased emphasis will be given to these pupils. The strong focus on the challenges impacting on our children will also be continued.

Attendance for disadvantaged children (87.5%) was lower than non-disadvantaged children (94%). Attendance of disadvantaged children at St Matthew's was lower than national disadvantaged attendance (89.2%) with a gap of 1.7%. Attendance of disadvantaged children was significantly lower than the national average (95%). This suggests the plan to address attendance for disadvantaged children should be reviewed and continue. Attendance meetings with the Educational Welfare Officer continue to support disadvantaged pupils with attendance.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. However, the needs of some disadvantaged children, including disadvantaged children new to the school, are complex and high. Alongside this, we recognise a rise in need for social, emotional and mental health, and this has contributed to behaviour incidents recorded across the school. Therefore, we will build on our current approach with the activities detailed in this plan, including investing in further CPD for staff.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.