

# Pupil premium strategy statement: St Matthias CE Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	47.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	<i>Virginia Beale- HT</i>
Pupil premium lead	<i>Virginia Beale- HT</i>
Governor / Trustee lead	<i>Janette Sharp, lead for disadvantaged pupils</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year- £1455 per pupil. <small>(DFE Funding allocated in September 23 based on 166 pupils on roll and 79 PP pupils 47.4%)</small>	£114,945
Recovery premium funding allocation this academic year <small>(DFE Funding allocated in September 23 based on 166 pupils on roll and 81 PP pupils)</small>	£11,745
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£126,690
School Led Tutoring Grant <small>(DFE Funding allocated in September 23 based on 71 PP pupils eligible)</small>	£19,170 (50% from PP grant) £9585- PP contribution

## Part A: Pupil premium strategy plan

### Statement of intent

We aspire for our children, irrespective of their background or the challenges they face, to fulfil their potential, make good progress and use the gifts that God has given them in order for them to become the best version of themselves. We believe that all children can achieve highly if they aspire to do their best and work towards agreed goals and challenges with the expert guidance of school staff.

Our Pupil Premium Strategy targets the core areas that children need to achieve well in in order to prepare them for adulthood. We focus our Pupil Premium funding on the core skills of reading, writing and mathematics in order to secure the skills required to access all other areas of learning. Greater levels of literacy (both written and oral) and numeracy are essential to future success. Having good attendance in school contributes to this and ensures that children make the best possible progress through increased access to quality first teaching. By using Pupil Premium funding to improve attendance, this will in turn lead to improved academic outcomes and future employability and lead to greater life outcomes for our pupils.

The key principles of our Pupil Premium Strategy are to invest in high-quality, evidence-based CPD and interventions to ensure that the money is spent on proven projects. We use evidence from the Education Endowment Foundation to provide the rationale for our Pupil Premium Strategy, ensuring that all expenditure has a secure basis for success. We believe in continuous professional development for all of our staff and when implementing any changes or improvements in school, we ensure that all key staff and stakeholders receive the training they need to be able to deliver any interventions or teaching methods with integrity to the programme.

### Challenges

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

Challenge number	Detail of challenge
1	Mathematical attainment is lower for pupils eligible for PP than for non-PP pupils. On entry to 2023, 53% of pupils eligible for PP were at ARE for maths compared with 83% of non-PP pupils.
2	Writing attainment is lower for pupils eligible for PP than for non-PP pupils.

	On entry to 2023, 44% of pupils eligible for PP were at ARE for writing compared with 58% of non-PP.
3	Reading fluency and comprehension rates are lower for pupils eligible for PP than for non-PP pupils. On entry to 2023, 58% of pupils eligible for PP were at ARE for reading compared with 78% of non-PP pupils.
4	Oral language skills on entry are lower than expected levels – 64% of children entering Reception in 2023 had severe, moderate or borderline difficulties on Language Link assessments.
5	Attendance for pupils eligible for PP is lower than for non-PP pupils. October 2023 data shows that attendance YTD for pupils eligible for PP was 91.4% compared with 94.3% for non-PP. Both groups are below the government target of 97%.

## 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
Increase attainment for all pupils eligible for PP in Writing, Mathematics and Reading	The gap in attainment between pupils eligible for PP and non-PP will continue to decrease with more pupils eligible for PP meeting age-related expectations.
Improve oral literacy skills in EYFS and KS1	Deficits in oral literacy skills will be reduced.
Increase % attendance for pupils eligible for PP	Attendance for pupils eligible for PP will be in line with government target of 96%.

## 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: **£10,000**

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

Effective ongoing programme of CPD to improve teaching in all subjects inc Writing, Maths and Reading	NPQLT: Leading Teaching (1 member of staff 2023-2024, 2 staff 2022-2023) SDP- see CPD within current SDP	1 2 3
Develop senior and middle leadership through effective CPD	NPQLT: Leading Teaching (1 member of staff 2023-2024, 2 staff 2022-2023) Effective Teacher Professional Development? A Systematic Review and Meta-analysis (Education Endowment Foundation research Oct 2021) +2 months progress	1 2 3 5
ELS Systematic Synthetic Phonics programme for EYFS & KS1 with continued staff training	EEF – Phonics programme +5 months progress English Hub consultant	3
Develop feedback across the school including ‘Assessment As Learning’ to improve learning and retention.	EEF Teaching and Learning Toolkit - +8 months progress through effective feedback practices	1 2 3
Develop a systematic teaching sequence to increase vocabulary and concepts and apply across the curriculum.	Vocabulary Ninja, Knowledge Organisers to include subject specific vocabulary.	2
Embed high quality writing skills across the curriculum.	CPD linked to modelling writing, editing writing and with high expectations of pupil’s attitudes to writing	2
Improve Children’s language and early literacy skills	Continue with the NELI programme in Reception an evidence based early intervention programme.	4

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

Budgeted cost: **£110,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve Children’s language and early literacy skills NELI (Nuffield Early Literacy Intervention)	Continue with the NELI programme in Reception an evidence based early intervention programme. EEF - Oral language interventions +6 months progress	4
Mathematics and English tuition – 58 students (School Led Tutoring)	EEF – 1:1 tuition +5 months progress	1
Language Link language screening / interventions	EEF – Oral language interventions +6 months progress	3 4
Accelerated Reader & MyOn plus regular replenishment of reading stock across the school	EEF – Reading comprehension strategies +6 months progress Accelerated Reader and Young People’s Reading in 2013 – National Literacy Trust	3

Century Tech (in school and home learning)	EEF - +5 months progress through high-quality homework	1 3
Provision Mapping (intervention monitoring, Learning Plans and attainment)	Monitoring interventions and ensuring their impact is measured contributes to effective, timely identification of children who are not making expected progress so that further intervention can be implemented.	1 2 3 4
Implement Home Learning policy	EEF suggest progress can be improved by +5 months if homework is high quality (rather than high quantity).	1 2 3
Teaching Assistant support in-class x 7 (40% of hours accounted for in PP budget)	Maximising the Impact of Teaching Assistants – Education Endowment Foundation research  EEF Toolkit - +4 months progress	1 2 3 4
Speech and Language Therapist Additional Hours	“What Works?” Interventions for children and young people with speech, language and communication needs  EEF – Oral language interventions +6 months progress	4
School Led Tuition – 50% top-up	EEF – 1:1 tuition +5 months progress	1

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

Budgeted cost: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Package of support, training and monitoring from Local Authority	Attendance interventions rapid evidence assessment – Education Endowment Foundation current study	5
Extra-curricular / curriculum enhancement funding	EEF Study - Arts participation +2 months progress, Sports Participation +2 months	1 2 3 5
Parents2Teachers text and online booking system for parents evening	EEF suggest that increasing parental involvement in primary schools had on average +2 months positive impact.	5
Levelling Fund (e.g. support with costs of uniform, PE kit, school equipment)	This is supported by outside agencies such as Survive who recommend that we take every opportunity to make students from poorer backgrounds feel a part of the school.	1 2 3 5
Daily Breakfast Provision (toast)	EEF study of ‘Magic Breakfast’ scheme showed +2 months progress in KS1	1 2 3

		5
Effective communication with parents (ClassDojo, newsletters, invite to events, online parents evening booking system)	EEF suggest that increasing parental involvement in primary schools had on average +2 months positive impact.	5
Careers Week – inviting people into school, promoting range of future careers and the education path required	EEF – “Participation in higher education is largely driven by academic attainment...” Raising attainment overall will impact on future career aspirations and prospects.	1 2 3

**Total budgeted cost: £127,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2022-2023

Teaching	Approach	Outcome
Effective ongoing programme of CPD to improve teaching in all subjects inc Writing, Maths and Reading	Ongoing CPD- Trust and external NPQLT course High quality staff training using research base approaches	High Quality teaching that supports raising standards across the curriculum. Effective monitoring through internal and external QA.
Develop senior and middle leadership through effective CPD	NPQLT: Leading Teaching development EEF- Effective Professional Development	Effective Middle Leadership, monitoring of core areas of the curriculum to track pupils progress ensuring gaps are being targeted and PP pupils close gaps compared to NPP pupils.
New Systematic Synthetic Phonics programme for EYFS & KS1 with appropriate staff training	EEF – Phonics programme +5 months progress Early Reading strategies- working with the English Hub	92% of Year 1 pupils passes the PSC which was above National data for 2023.
Develop feedback across the school to improve learning	EEF Teaching and Learning Toolkit - +8 months progress through effective feedback practices	Pupils know their next steps in learning. Live marking has enabled teachers to Assess and pick up on misconceptions in the moment.
High-quality teaching sequences to develop writing across the school	Talk4Writing schools attain higher standards than national average	Pupils writing skills are developing, pride in work is developing. High Quality texts have impacted on the quality of writing following effective sequences of learning.

Targeted Support	Approach	Outcome
NELI (Nuffield Early Literacy Intervention)	EEF - Oral language interventions +6 months progress	All pupils made progress against with NELI baseline.
Mathematics and English tuition – 33 students (School Led Tutoring)	EEF – 1:1 tuition +5 months progress	Majority of pupils made progress against their baseline. Most impact has been seen in the classroom following the SLT
Language Link language screening / interventions	EEF – Oral language interventions +6 months progress	Speech and Language referrals accepted following LL assessments. S&L interventions supported progress of oral language in the classroom.
ELS Phonics Intervention	EEF Phonics +5 months progress	92% Year 1 pupils passed the PSC 2023 50% of resit Year 2 passed and all made accelerated progress.

<p>Accelerated Reader &amp; MyOn plus regular replenishment of reading stock across the school</p>	<p>EEF – Reading comprehension strategies +6 months progress Accelerated Reader and Young People’s Reading in 2013 – National Literacy Trust</p>	<p>Increased use at home linked to home learning. High Quality texts available for every child in their classroom. All books screened for Accelerated Reader programme and labelled for classrooms. This has enabled easy access for pupils. Quizzing has enabled good tracking of progress and assessed comprehension.</p>
<p>Century Tech (in school and home learning)</p>	<p>EEF - +5 months progress through high-quality homework</p>	<p>Excellent pupil engagement. Impact on learning in the home. Complements learning in the classroom and challenges set. <b>Maths</b> 6613 Nuggets completed 87886 total questions answered 806 average per pupil SPAG 720 Nuggets completed 15299 total questions answered 204 average per pupil English 4828 Nuggets completed 77336 total questions answered 723 average per pupil Science 1277 Nuggets completed 17663 total questions answered 196 average per pupil</p>
<p>Provision Mapping (intervention monitoring, Learning Plans and attainment)</p>	<p>Monitoring interventions and ensuring their impact is measured contributes to effective, timely identification of children who are not making expected progress so that further intervention can be implemented.</p>	<p>Parents are informed of pupils learning plans and progress. Close monitoring of progress and quick evaluations of success. Pupils are making increasing amounts of progress to close to the attainment gap.</p>
<p>Implement new Home Learning policy</p>	<p>EEF suggest progress can be improved by +5 months if homework is high quality (rather than high quantity).</p>	<p>Parents are engaged in learning, aware of their child’s. 85% parents say they know what their pupils are learning. (Parent Questionnaire 2022)</p>
<p>Teaching Assistant support in-class x 8 (40% of hours accounted for in PP budget)</p>	<p>Maximising the Impact of Teaching Assistants – Education Endowment Foundation research  EEF Toolkit - +4 months progress</p>	<p>Misconceptions are effectively monitored. Live Marking enables Assessment As Learning. Follow up interventions focused on same day/ planned interventions.</p>



Speech and Language Therapist Additional Hours	“What Works?” Interventions for children and young people with speech, language and communication needs  EEF – Oral language interventions +6 months progress	Parents and pupils are supported by a qualified Speech and Language therapist. Pupils identified are well supported and making progress.
School Led Tuition – 25% top-up	EEF – 1:1 tuition +5 months progress	98% of pupils made progress against their baselines most of those pupils made good progress.
Dramatherapist	EEF Social and Emotional Learning and Behaviour interventions +4 months progress	Pupils engaging in dramatherapy were better supported to access learning.

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Century Tech	Century Tech
Language Link	SpeechLink
Provision Map	EduKey
MyOn	Renaissance
Spelling Shed	Literacy Shed
Times tables Rock Stars	TTRS
Dramatherapy	Individual provider

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
Support was given to attend residential trips and interventions.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Teachers observed improvements in wellbeing amongst service children.  Assessments demonstrated progress in subject areas where extra support classes were provided.

