

# The St. Matthew's CE Primary School Pupil Premium Strategy Statement



## School mission statement

**We nurture self-motivated, resilient, enquiring children whose friendships grow, as they learn to respect the needs of others and flourish physically, academically and spiritually. We educate them within a Christian ethos to unlock their innate God-given potential and to develop an understanding of wisdom, faith and human dignity.**

## Pupil Premium Funding

### Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £1,600 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

## **Service Premium**

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium

## **Rationale for Pupil Premium Spending**

### **Key objectives and principles:**

To narrow the gap between children receiving pupil premium funding and those who do not

To ensure that quality first teaching is available and extra-curricular activities to support this learning are available to all

To identify gaps in learning as soon as possible on entry to school

**Pupil Premium Strategy Group**

<b>Team member</b>	<b>Role</b>
Kay Pennicotte-Henrie Head teacher	Monitor and make decisions about how funding is spent based on the needs of the children
Catherine Lee Deputy Head Teacher	Monitor and make decisions about how funding is spent based on the needs of the children
Michelle Jenkins Chair of the Teaching and Learning Committee	Consider evidence for the impact statement and monitor money spent

**Current Profile**

<b>Year</b>	<b>2018-2019</b>	<b>Number of Pupils eligible for PP</b>	<b>28</b>	<b>Breakdown of PP Pupils</b>		
<b>NoR</b>	<b>209</b>	<b>Total PP budget</b>	<b>36,720</b>	<b>FSM/Ever 6</b>	<b>Service</b>	<b>LAC</b>
<b>Date of Statement</b>	<b>July 2019</b>	<b>Review Date(s)</b>	<b>July 2020</b>	<b>22</b>	<b>6</b>	<b>4</b>

**Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 (Optional, does not include Service pupils)**

<b>Year Group 2018-2019</b>	<b>Number and % of disadvantaged pupils eligible for PP</b>	<b>Number and % of pupils on SEN register</b>	<b>Lower Attaining Pupils from EYFS or KS1 <i>In writing</i></b>	<b>Middle Attaining Pupils from EYFS or KS1</b>	<b>Higher Attaining Pupils from EYFS or KS1</b>
Year R	1 (3%)	0 (0%)			
Year 1	5 (17%)	5 (17%)	4	3	0
Year 2	2 (7%)	3 (10%)	2	3	0
Year 3	2 (6%)	5 (17%)	6	0	0
Year 4	4 (13%)	3 (9%)	3	3	0
Year 5	3 (11%)	1 (4%)	1	1	0
Year 6	5 (19%)	1 (4%)	3	2	1

## School Pupil Premium Strategy

<b>Current Attainment KS2 (2018/19)</b>				
<b>Percentage reaching expected standard</b>	<b>School PP Outcomes</b>	<b>School Non-PP Outcomes</b>	<b>Gap</b>	<b>National Non-PP Outcomes</b>
<b>Reading, Writing &amp; Mathematics combined</b>	<b>20%</b>	<b>67%</b>	<b>-47%</b>	
<b>Reading</b>	<b>60%</b>	<b>71%</b>	<b>-11%</b>	
<b>Writing</b>	<b>20%</b>	<b>81%</b>	<b>-61%</b>	
<b>Mathematics</b>	<b>20%</b>	<b>81%</b>	<b>-61%</b>	

<b>Current Attainment KS1 (2018/19)</b>				
<b>Percentage reaching expected standard</b>	<b>School PP Outcomes</b>	<b>School Non-PP Outcomes</b>	<b>Gap</b>	<b>National Non-PP Outcomes</b>
<b>Reading, Writing &amp; Mathematics combined</b>	<b>50%</b>	<b>61%</b>	<b>-11%</b>	
<b>Reading,</b>	<b>100%</b>	<b>71%</b>	<b>+29%</b>	
<b>Writing</b>	<b>50%</b>	<b>64%</b>	<b>-14%</b>	
<b>Mathematics</b>	<b>100%</b>	<b>71%</b>	<b>+29%</b>	

## The impact of the funding allocations and improvements outlined in the PP strategy 2018/19

### Teaching and learning

% of PP children attaining ARE	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	100% (1)	60% (5)	100% (2)	50% (2)	50% (4)	67% (3)	60% (5)
Writing	100% (1)	60% (5)	50% (2)	0% (2)	50% (4)	67% (3)	20% (5)
Maths	100% (1)	60% (5)	100% (2)	0% (2)	50% (4)	67% (3)	20% (5)

The earlier interventions in Year R and Year 1 are making an impact on progress and attainment for PP children. Making an impact earlier should enable us to make continued progress and attainment more reliable as the children move up the school. The current data for KS2 does not reflect the way we have used the PP money as some children have joined the school late and the early interventions for KS1 were not given.

### Emotional, social and behavioural support

- **Attendance** - Two pupil premium children with attendance issues have improved their percentage of attendance after input for parents and emotional support for children.
- **Exclusions** - No exclusions

- **Enrichment** - Quotes from children - "I have enjoyed having the responsibility of being a librarian."  
 "The best bit about the residential was the orienteering activity."  
 "Guitar lessons are amazing!"  
 "I liked the Music concerts at The Anvil. It was good to listen to live music and I enjoyed getting involved through singing."  
 On the residential trip the Year 6 children were commended for their behaviour and the head teacher was informed personally that their behaviour had been exemplary.

Summary allocation of funding 2019-2020	Expenditure
<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>• Half class teaching to reduce teacher/ pupil ratio and allow for quality first teaching</li> <li>• Extra support for EYFS and Year One to identify and address gaps early</li> </ul>	<b>£20,460</b>
<b>Emotional, social and behavioural support</b> <ul style="list-style-type: none"> <li>• Lunchtime club led by ELSA</li> <li>• Lego Therapy club</li> </ul>	<b>£8,000</b>
<b>Enrichment</b> <ul style="list-style-type: none"> <li>• Residential Visits</li> <li>• School Trips</li> <li>• Before/After school clubs</li> </ul>	<b>£4,000</b>
<b>Total Expenditure</b>	<b>£32,460</b>

### Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

1 Limited first-hand experience leads to insecure conceptual understanding
2 Communication and language skills are not age appropriate on entry and take time to catch up
3 Specific gaps in learning over time- especially for transient children
4 Complex home lives

### School Improvement Plan priorities for disadvantaged pupils 2019- 2020

#### 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?
<b>Quality first teaching meets the individual learning needs</b>	Half class teaching using sports coaching and music	- It allows smaller class sizes so that teachers can get to know children's specific needs and conference on a regular basis	<b>Monitoring schedule, coaching partners for staff.</b>	KPH/ CL	Each half term
Learning Support Assistants	To have training for 'closing the word gap' through Speech and Language courses.	Support class teaching, working alongside teachers with a common approach.	<b>Monitoring schedule, coaching partners for staff.</b>	KPH/RS	Each half term

Extra support staff in EYFS and year one	To provide more opportunities for enriching language with children that have limited first hand experiences.	Quality talk provides solid foundation for other areas and this is needed as children enter school.	<b>Monitoring schedule.</b>	KPH	<b>Each half term</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Clear weekly planning for opportunities to overcome barriers.	Planning - children identified with barriers to learning and opportunities to overcome these planned	- That support is on-going on a daily basis in the classroom	Tracking through book scrutiny, monitoring, training opportunities for staff, PP profiles updated half termly.	KPH/CL/RS	Each half term
Children carefully paired with more able partners as a model of good practice across the school.	Providing opportunities within the classroom to facilitate individual learning needs to be addressed	- Children paired with more able peers has enabled more rapid progress than withdrawing children from the class	Observations, planning and book scrutiny, discussion in learning meetings.	All staff	Each half term
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All children have access to a varied curriculum in school time and out of hours.	Clubs, music lessons, residential and trips subsidised.	A barrier to rich experiences removed.	Check for all PP children what activities are available.	KPH/CL	Each half term

**Proforma produced by Ross Irving & Jane Wilson - General Inspectors - Hampshire County Council**