

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 2020/21:

- £1,345 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
- £2,345 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 £310 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

Team member	Role
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

Year	2020-2021	Number of Pupils eligible for PP	30	Breakdown of PP Pupils		
NoR	211	Total PP budget	31,779	FSM/Ever 6	Service	LAC
Date of Statement	July 2021	Review Date(s)	July 2022	23	2	5

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 (Optional, does not include Service pupils)					
Year Group 2020-2021	Number and % of disadvantaged pupils eligible for PP	Number of PP pupils on SEN register	Lower Attaining PP Pupils from EYFS or KS1 <i>In writing</i>	Middle Attaining PP Pupils from EYFS or KS1	Higher Attaining PP Pupils from EYFS or KS1
Year R	4 (13% of the class)	0			
Year 1	3 (10% of the class)	0	No data from last year due to COVID		
Year 2	4 (13% of the class)	3	3	1	0
Year 3	7 (23% of the class)	4	No data last year due to COVID		
Year 4	5 (7% of the class)	0	1	4	0
Year 5	3 (13% of the class)	2	1	2	0
Year 6	4 (8% of the class)	1	1	3	0

School Pupil Premium Strategy

Current Attainment KS2 (2020/21)				
Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading, Writing & Mathematics combined	No data this year due to COVID			
Reading				
Writing				
Mathematics				

Current Attainment KS1 (2019/20)

Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading, Writing & Mathematics combined	No data this year due to COVID			
Reading,				
Writing				
Mathematics				

The impact of the funding allocations and improvements outlined in the PP strategy 2020/21

Teaching and learning

All children who are on the Pupil Premium register were offered places in school or were supported via 1-1 zooms, work packs and the online teaching. Our funding was used to ensure quality teaching in school and online throughout all the lockdowns. Positive feedback has been received from parents and reported to the governors.

Since returning all classes have had at least 2 half and half sessions per week. Data is not available for this, however monitoring by SLT shows progress in key skills for English and maths. Teachers have assessed all children against year group expectations and have targeted teaching to accelerate learning and fill gaps.

Emotional, social and behavioural support

- **Attendance** – Vulnerable children including looked after children were able to attend the school during the lockdown period from January until March.
- **Exclusions** – 3.5 days for two children
- **Enrichment** – Parents of all pupil premium children were contacted regularly during the lockdown, if they were not in school. School vouchers were delivered as well as education packs prepared by the teachers. Pastoral visits were also undertaken such as delivering birthday cards. The lunch packs were subsidised by a local fruit and vegetable provider to ensure that all families had a healthy and useful meal option. We were able to share worship each week during lockdown with the vicar. We have shared achievement worship on zoom with parents, grandparents and the community.

Summary allocation of funding 2021-2022	Expenditure
Teaching and Learning <ul style="list-style-type: none"> • Half class teaching to reduce teacher/ pupil ratio and allow for quality first teaching • Extra support for Year Two, Three and Four to identify and address gaps early 	£20,925
Emotional, social and behavioural support <ul style="list-style-type: none"> • Lunchtime club led by ELSA • Lego Therapy club 	£9,000
Enrichment <ul style="list-style-type: none"> • Residential Visits • School Trips • Before/After school clubs • Music lessons 	£4,750
Total Expenditure	£36210

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
5. During lockdown, the gap widened for some children due to home circumstances making home schooling difficult.

School Improvement Plan priorities for disadvantaged pupils 2021- 2022

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?
Quality first teaching meets the individual learning needs	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	Monitoring schedule, coaching partners for staff.	KPH/ CL	Each half term
Learning Support Assistants	To work on variation of tasks- visiting other classes and working alongside.	Support class teaching, working alongside teachers with a common approach.	Monitoring schedule, coaching partners for staff.	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.	Monitoring schedule.	KPH	Each half term
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?
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
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?
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