

# 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 allocated the following amounts for 2021/22:

- £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**

<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>2021-2022</b>	<b>Number of Pupils eligible for PP</b>	<b>26</b>	<b>Breakdown of PP Pupils</b>		
<b>NoR</b>	<b>208</b>	<b>Total PP budget</b>	<b>£34,825</b>	<b>FSM/Ever 6</b>	<b>Service</b>	<b>LAC</b>
<b>Date of Statement</b>	<b>July 2022</b>	<b>Review Date(s)</b>	<b>July 2023</b>	<b>23</b>	<b>4</b>	<b>3</b>

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

<b>Year Group 2021-2022</b>	<b>Number and % of disadvantaged pupils eligible for PP</b>	<b>Number of PP pupils on SEN register</b>	<b>Lower Attaining PP Pupils from EYFS or KS1 <i>In writing</i></b>	<b>Middle Attaining PP Pupils from EYFS or KS1</b>	<b>Higher Attaining PP Pupils from EYFS or KS1</b>
Year R	1 (3%)				1
Year 1	4 (13% of the class)	1	2	1	1
Year 2	3 (10% of the class)			3	
Year 3	4 (14% of the class)	2	1	2	1
Year 4	7 (23% of the class)	4	4	3	
Year 5	5 (17% of the class)		1	4	
Year 6	2 (7% of the class)	1	1	1	

## School Pupil Premium Strategy

Current Attainment KS2 (2021/22)				
Percentage reaching expected standard	School PP Outcomes (2 children)	School Non-PP Outcomes	Gap <i>All these percentages are within the difference of one pupil premium child</i>	National Non-PP Outcomes
Reading, Writing & Mathematics combined	50%	81%	-31%	
Reading	50%	93%	-43%	
Writing	50%	89%	-39%	
Mathematics	50%	81%	-31%	

**Current Attainment KS1 (2021/22)**

<b>Percentage reaching expected standard</b>	<b>School PP Outcomes (3 children)</b>	<b>School Non-PP Outcomes</b>	<b>Gap</b>	<b>National Non-PP Outcomes</b>
<b>Reading, Writing &amp; Mathematics combined</b>	67%	43%	+24%	
<b>Reading,</b>	100%	63%	+37%	
<b>Writing</b>	67%	59%	+8%	
<b>Mathematics</b>	100%	67%	+33%	

## The impact of the funding allocations and improvements outlined in the PP strategy 2021/22

### Teaching and learning

Half class teaching for English and Maths, using sports coaching, Forest School, French, music and other foundation subjects has been provided for targeted teaching time across the school. Gaps were identified quickly and reports from the LLP and progress meetings have highlighted the success of this approach.

LSA support for identified needs has supported learning and gaps have narrowed. Where gaps remained alternative methods have been trialled.

Year R data was strong 80% of children achieved GLD; this has been supported by the smaller staff to pupil ratio in EYFS.

### Emotional, social and behavioural support

- **Attendance** – Pupil premium children's average attendance is in-line with the class average of between 94% and 96%, with the exception of 1 family who we are working with.
- **Exclusions** – 1.0 day for one child
- **Enrichment** –

All children have accessed every opportunity available at school including extra -curricular activities. This has developed good social skills and enabled children to enjoy rich experiences. The writing outcomes for pupil premium children show that the richer experiences have improved their use of interesting vocabulary.

Summary allocation of funding 2022-2023	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 Year Five to meet high needs in this class</li> </ul>	<b>£21,075</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>£9,000</b>
<b>Enrichment</b> <ul style="list-style-type: none"> <li>• Residential Visits</li> <li>• School Trips</li> <li>• Before/After school clubs</li> <li>• Music lessons</li> </ul>	<b>£4,750</b>
<b>Total Expenditure</b>	<b>£34,825</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 2022- 2023

#### 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 foundation subjects	- It allows smaller class sizes so that teachers can get to know children's specific needs and conference on a regular basis  Year 5 has additional times due to higher proportion of PP pupils	<b>Monitoring schedule, coaching partners for staff.</b>	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.	<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**