

Pupil premium strategy statement

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Matthew's CE Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kay Henrie
Pupil premium lead	Catherine Lee
Governor / Trustee lead	Michelle Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,485
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	£39,485

Part A: Pupil premium strategy plan

Statement of intent

- *Our intention is that all children at St. Matthew's flourish and achieve the best outcomes academically and socially regardless of their home circumstances.*
- *We intend to provide high quality teaching and narrow gaps for all groups.*
- *We intend to use the funding to allow access to curriculum opportunities that might otherwise be denied.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Children in this group are also on SEND register- 32%</i>
2	The distribution across classes is not always even so tailoring support is a challenge.
3	Communication and language skills are not age appropriate on entry and take time to catch up

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
Quality first teaching meets the individual learning needs	The gap between attainment for pupil premium children and non-pupil premium will narrow further.
To provide more opportunities for enriching language with children that have limited first hand experiences	The Burrow will address specific communication needs and staff will be trained to encourage children to use a wider range of vocabulary.
Providing opportunities within the classroom to facilitate individual learning needs to be addressed	Interventions will be specific and timely and staff will recognise the need to change if something is not working efficiently.
All children have access to a varied curriculum in school time and out of hours.	Children will attend tournaments, clubs and events in line with non-pupil premium children.

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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional, social and behavioural support</p> <ul style="list-style-type: none"> • Lunchtime club led by ELSA • Setting up 'The Burrow' nurture area- CPD • Lego Therapy club 	<p>Children ready to learn in classroom and social awareness increases due to better self-esteem.</p> <p>Staff aware of individual needs throughout the school.</p> <p>Children support each other- attitudes to each other and learning very positive</p>	18
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Half class teaching to reduce teacher/ pupil ratio and allow for quality first teaching • Extra support for Year Six and Three to meet high needs in these classes 	<p>Increased number of children reaching ARE across the school in all areas.</p> <p>Opportunities for greater depth increasing.</p> <p>Children in class more due to successful interventions.</p>	22
<p>Enrichment</p> <ul style="list-style-type: none"> • Residential Visits • School Trips • Before/After school clubs • Music lessons 	<p>All children in Year Six attend residential and all trips available to all children.</p> <p>Club provision and opportunities for tournaments increased for children with PP.</p> <p>Music opportunities offered to all children.</p>	22

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive activities	Reintegrate into class after lunch breaks	2
Sensory Circuits	Start day positively- ready to learn	1

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

Budgeted cost: £ 485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for sensory disorder awareness- support staff	Staff aware of children's needs and can adapt learning appropriately.	22

Total budgeted cost: £39,485

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.

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. This has enabled more children to reach ARE across the school. In our KS2 results, our pupil premium pupils achieved in line with non-pupil premium children for the combined ARE standard.

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

Little Wandle catch up and Nesy interventions has enabled 87% pupil premium children in Year 2 and 3 to reach the standard in phonics as required for their age group.

Year R data was strong 73% 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 overall school average of 95%.
- **Exclusions** – 2 days for one child and 1 day for another 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.