

St Matthew's CE Primary School

Pupil Premium Review
2016-2017

Pupil Premium Statement
2017-2018

May 2017

Pupil Premium Statement St Matthew's CE Primary School

The staff and governors at St Matthew's CE Primary School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring environment
- creating happy, stimulating and exciting opportunities for learning
- developing positive relationships based on respect of self and others
- supporting a creative approach to personal development and growth

We work in partnership with parents and our community to fully equip children for their future.

A. Background

The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012–2013 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

Schools are free to spend the Pupil Premium funding as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families, children who are looked after and children of service personnel. The extra funding is made available to schools with the explicit intention that it helps them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

“The Government believes that the Pupil Premium funding, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who most need it” (DfE website).

In September 2012, the Government asked Ofsted to review how effectively schools were using the additional Pupil Premium funding. The findings indicate that some schools were not spending the money on interventions that were having a meaningful impact.

This statement outlines how the funding is used at St Matthew's CE Primary School, the impact that it is having on diminishing the difference between Pupil Premium pupils and non-Pupil Premium pupils and our plans to build on the progress achieved to date. Our strategic focus on using the funding in the core areas of maths and literacy is supported by Ofsted as progress in these two crucial areas of learning breaks the main barriers to accessing the full curriculum.

Our continuous desire to provide relevant intervention for pupils who come from disadvantaged backgrounds is applied regardless of pupil ability. We know what we want to achieve from each of the interventions that we set up and we evaluate progress thoroughly at regular intervals to make sure that they are working. When evaluations show that pupils have not made or are not making the expected progress after 6 weeks of focused input, we examine alternative means of supporting those pupils.

B. Spending the Pupil Premium – An Overview

At St Matthew's CE Primary School, we:

- have a clear statement on spending the Pupil Premium, agreed by governors and publicised on the school website

- ensure that a designated senior leader at the school has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils. (This role is currently assigned to the Headteacher)
- thoroughly involve governors in the decision making and evaluation process. A designated governor lead for Pupil Premium as been identified to ensure that there is a strategic overview of how the funding is being allocated and the difference it is making to the outcomes for pupils. (This role is currently assigned to the Chair of Governors)
- ring-fence the funding so that it is spent on the target group of pupils
- have a clear audit trail for where the funding had been spent
- provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning
- never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels
- ensure that class and subject leaders know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
- understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- have a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance management meetings
- make sure that our teaching assistants are highly trained and understand their role in helping pupils to achieve

C. Maximising the Impact of Spending

At St Matthew's CE Primary School, we give careful thought to how we spend the Pupil Premium funding. We target the funding by:

- using our tracking data intelligently to identify achievement gaps early and continue monitoring the gaps as the pupils' progress through the school
- carefully targeting Pupil Premium pupils to improve specific aspects of their skills or knowledge in reading, writing, communication, maths and spelling punctuation and grammar to ensure that accelerated progress is made
- knowing exactly what the desired outcome is for each intervention that we plan with the Pupil Premium funding
- linking additional support to day-to-day teaching
- planning the time of the interventions carefully so that they do not have a negative impact on pupils' learning in other areas of the curriculum
- limiting the time spent on intervention so that it doesn't become a way of life
- use achievement and progress data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked
- demonstrate the impact of each aspect of our spending on the outcomes for pupils through careful monitoring and evaluation

D. Meeting Individuals' Particular Needs

In addition to their broader strategies to improve academic achievement, we spend smaller amounts of the funding on meeting the specific needs of individuals, to keep them on track, prevent them from underachieving or broaden their horizons. Staff at St Matthew's consider carefully how they can support the development of individuals' particular talents and skills. We:

- use our knowledge of pupils and their families to identify potential barriers to individual pupils attaining their goals
- realise when talented pupils might not fulfil their potential in a particular subject or skill because of a lack of opportunities outside of school or a lack of family finances

- consider how funding can be used to extend pupils' experiences and skills beyond their academic gains.

E. Effective Monitoring and Evaluation of the Impact of Spending

At St Matthew's, we monitor and evaluate the impact of our Pupil Premium spending by:

- meeting as a senior leadership team with the Pupil Premium teacher every three weeks to:
 - review the Pupil Premium provision map to ensure that all disadvantaged pupils are receiving the support that they are entitled to;
 - review the attainment and progress of disadvantaged pupils
- focusing on Pupil Premium pupils as a distinct group during pupil progress meetings, bringing together all the evidence available to us to make judgements about what is going well and what needs to change, including data, pupils' work, observations, case studies
- not waiting until the end of an initiative or intervention to see if it is working
- making changes to our planned strategies according to what we learn from our monitoring and evaluation information
- taking as rigorous an approach to evaluating the impact of pastoral interventions – those related to attendance, building confidence, improving behaviour, working with parents – as we do to academic ones

F. Reporting

It is the responsibility of the Headteacher to report progress to the Chair of Governors, which will then be reported at Full Governing Body meetings. The report includes:

- The attainment and progress being made by disadvantaged pupils, disadvantaged pupils without SEND and disadvantaged pupils with SEND
- The governors will ensure that there is an annual statement to parents on how Pupil Premium funding has been used to address the issue of 'diminishing the difference' for disadvantaged pupils. This analysis and reporting is carried out within the requirements published by the DfE and appears on the school website.

G. The Active Involvement of Governors

The governors at St Matthew's CE Primary School take an effective role in ensuring that the Pupil Premium funding is used well by:

- approving the use of the funding
- contributing to the annual Pupil Premium statement
- committing to ensure that every pupil, irrespective of starting point or background, achieves their potential, and uses this principle to drive every discussion about the Pupil Premium

The following information is provided on pages 5 to 12:

- Profile of Pupil at St Matthew's CE Primary School (page 5)
- Attainment data for Years 1, 2 and 6 (pages 5 and 6)
- Pupil Premium – Review of Expenditure 2016-2017 (pages 7 to 9)
- Pupil Premium Statement for 2017-2018 (pages 10 to 16)

This Pupil Premium statement was last reviewed and updated in May 2017

Next review: Autumn term 2017 (when the KS1 and KS2 SATs data is available through RAISEOnline)

The Profile of Pupils at St Matthew's CE Primary School (as at 22.5.2017)

Year	Total	Boys	Girls	SEN	EAL	Service	FSM	LAC	Dis	Dis not SEN	Not dis
R	32	21	11	1	9	0	2	1	3	2	29
1	30	19	11	3	6	1	1	2	4	3	26
2	30	13	17	1	4	0	3	0	3	2	27
3	27	11	16	1	5	3	1	0	4	4	23
4	27	13	14	2	0	1	5	0	6	5	21
5	20	11	9	3	4	1	3	0	4	1	16
6	27	12	15	2	3	0	9	0	9	7	18
Totals	193	100	93	13	31	6	24	3	33	24	160
		52%	48%	6.7%	16%	3.1%	12.4%	1.6%	17.1%	12.4%	83%

Key Stage 2 results for disadvantaged pupils: (Summer term 2016)

- Reading - 29% of disadvantaged children reached expected attainment (72% nationally)
- Writing - 43% of disadvantaged children reached expected attainment (79% nationally)
- Maths - 29% of disadvantaged children reached expected attainment (76% nationally)

Key Stage 1 results for disadvantaged pupils: (Summer term 2016)

- Reading - 50% of disadvantaged children reached expected attainment (78% nationally)
- Writing - 25% of disadvantaged children reached expected attainment (70% nationally)
- Maths - 50% of disadvantaged children reached expected attainment (77% nationally)

33% of disadvantaged children passed the phonic screening test in Year 1 (70% national)
 100% of disadvantaged children passed the phonic screening test in Year 2 (86% national)

Disadvantaged groups – narrowing the gap (Summer 2016)

Gap analysis.			
Progress comparing PP children with whole class. Whole year 2015-2016.			
Average point score difference from Target Tracker			
Year group	Reading	Writing	Maths
1	-1.1	-1.7	-0.9
2	+0.4	-0.8	+0.1
3	+0.3	-0.2	-0.2
4	0.0	+0.2	0.0
5	+0.2	+0.1	-0.1
6	-0.2	0.0	-0.3
Whole school average	-0.06	-0.4	-0.2

Average attainment and progress Year 1 – Year 6 (March 2017)

	No of pupils:	Attainment			No of pupils:	Progress		
		R	W	M		R	W	M
All Dis	30	47%	28%	44%	28	62%	45%	54%
Dis w/o SEND	22	61%	48%	58%	21	73%	57%	69%
Dis w SEND	8	13%	0%	17%	7	53%	47%	27%
KS1 data not available for two Year 6 pupils								
'Dis with SEND' divided by 5 classes only as there are no 'Dis with SEND' pupils in one year group								

'All Dis' - All disadvantaged pupils
 'Dis w/o SEND' - Disadvantaged pupils without special educational needs or disability
 'Dis w SEND' - Disadvantaged pupils with special educational needs or disability

R - Reading
 W - Writing
 M - Maths

Pupil Premium – Review of Expenditure 2016-2017

1. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils achieve appropriately challenging individual end of year targets	Additional senior teacher employed three days a week to hold pupil conferencing and pre-teaching sessions across the school	<p>To increase the number of children eligible for the Pupil Premium who achieve age related expectations by the end of the year.</p> <p>To deepen the learning of children eligible for the Pupil Premium and currently on track to reach or exceed age related expectations.</p> <p>To consolidate learning through improving life experiences of children in need.</p>	<p>It was initially challenging for the pupil premium teacher to support in class in the way needed because of time tabling issues. The decision was taken for this teacher to work with individuals or groups of PP pupils outside of the classroom. This way of working operated for the spring term and summer term 2017. The pupil premium teacher and Inclusion Leader reviewed this way of working in May 2017 and have agreed that support will be provided in class from September 2017. Time tabling will be monitored in advance to ensure that appropriate lessons are planned.</p>	£15,000 (3 days)
Disadvantaged pupils achieve appropriately challenging individual end of year targets	Extra learning support, including extra teaching assistant hours for 5 TAs to deliver focused learning interventions	<p>To increase the number of children, eligible for the Pupil Premium, who achieve age related expectations.</p> <p>To consolidate learning by allowing more time for children to process new learning.</p>	We need to make sure that the focus for intervention fits the gap analysis for our PP children.	£10,794

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils achieve appropriately challenging individual end of year targets	Employment of teacher for accelerating progress of higher ability learners	To secure mastery and deepen the learning of focus children, some of whom are eligible for the Pupil Premium, and are working at or above age related expectations. To allocate support when needed to allow children to maintain good progress.	Maths and English clubs for our Year 2 pupils have been successful but we need to start these clubs earlier in the academic year during 2017-2018 (The Year 6 pupils received intervention from their class teacher on Wednesday afternoons)	£750
Baseline attendance data for disadvantaged pupils improves so average is in line with peers	Employment of full time SENCo to support vulnerable children and families	To ensure continued good attendance and punctuality of all children but particularly those eligible for the Pupil Premium To build positive working relationships between school and home, supporting families when needed and to improve communication between school and home through discussion, action planning and support. To increase the self-esteem of disadvantaged children through social skills groups. To build positive working relationships between school and outside agencies for the benefit of the families in need.	Baseline data is showing an improving trend: 2013: Good level of development – 57% (53%) 2014: Good level of development – 67% (60%) 2015: 2013: Good level of development – 66% (60%) 2016: 2013: Good level of development – 71% (National data in parentheses)	£19,500 (3 days)

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Individual SaLT progress is improved and targets are met	Speech and language support	To improve speaking and listening skills by providing SALT consultations, programs and support for children eligible for the Pupil Premium. To ensure a working relationship with families is maintained through regular SALT assessment and impact meetings with Inclusion leader and families. To provide time with a TA for programmes to be carried out effectively.	Closer monitoring of support staff to ensure that they are following programmes used at the school The impact of SaLT needs to be re-emphasized to staff	£256 (1 hour per week)
All PP children access activities alongside their peers as appropriate	Allocation of hardship fund to subsidise trips, extra-curricular activities and other resources based on need	To ensure children eligible for the Pupil Premium are able to access fully a wide range of school and extra-curricular activities, including a residential trip to Wales.	Our aim to be more proactive in encouraging PP children to attend clubs has been very positive	£600
TOTAL				£46,900

2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Pupil Premium Statement for 2017-2018

3. Summary information					
School	St Matthew's CE Primary School				
Academic Year	2017-2018	Total PP budget	£44,540	Date of most recent PP Review	April 17
Total number of pupils	192	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Oct 17

4. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP school 2017/ National 2016</i>
% achieving in reading, writing and maths	25.9% 35%	65.6% 76%
% making progress in reading	38% 54%	77.2% 54%
% making progress in writing	32.1% 45%	69.4% 60%
% making progress in maths	41.8% 50%	73.3% 58%

5. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Phonics
B.	Pencil control- fine motor skills/ Handwriting
C.	Number facts/ x tables
D.	Reading

E.	Spelling	
F.	Inference	
G.	Fluency of number	
H.	Low self- esteem	
I.	Comprehension	
J.	Sentence structure	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
K.	Attendance	
6. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased % of children achieve the required level at the Phonics test	Increase of pass rate of Phonics test
B.	Improvement in pencil control/fine motor skills/handwriting	Handwriting is age appropriate across school
C.	Number facts/times tables all children have age appropriate number skills and x tables knowledge	Children have completed all stages of number facts and x tables stages by the end of Phase 3.
D.	Reading –children are age appropriate- Reading test to be completed May – if needed repeated in July	Children get a standardised score of around 100. Pupil Premium teacher to work with children to improve recall of tricky words.
E.	Spelling- Phonics used when spelling. Tricky words known by sight.	Children know the spelling rules associated with their year. Spellings are correct in the majority of work and can be corrected independently.
F.	Inference- children refer to the text to answer inference based questions	Children understand inference Answers refer back to the text and show understanding of

		the key points. Pupil Premium teacher to work with children to develop skimming and scanning skills.
G.	Fluency of number- %age of children who have completed all stages of x tables test for their year group by the end of Phase 3.	Children answer at speed and can recall number facts quickly and confidently. Children seen using number facts and inverses at speed.
H.	Low self- esteem- ELSA/ Social skills groups and Lego therapy used to increase self esteem	Children are more confident to have a go. Children are seen to be more resilient.
I.	Comprehension- Reading test to test not only reading age but comprehension- all children to be within normal range standardised score of around 100.	Children understand new vocabulary by reading for meaning. Standardised scores within normal range. Pupil Premium teacher to develop skills to answer comprehension based questions.
J.	Sentence structure- Children will use a variety of sentence types in their independent work. Hot/cold tasks.	Children show an understanding of the different sentence types and the uses these have within Literacy. Pupil Premium teacher to work with children to develop understanding of the use of these sentence types.

7. Planned expenditure					
Academic year	2017-2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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?
Increased % of PP children reaching ARE in all subjects	Employment of Pupil Premium teacher (3 days a week)	Targeted support for all disadvantaged pupils from a highly skilled teacher. Children will have individualised targeted support for areas of need. Areas of need will be highlighted from tracking and pupil progress meetings.	Pupil Premium spread sheet to show targeted support. Regular progress meetings at SLT level with PP teacher. Pupil Progress meetings to track progress and areas of concern.	SLT PP teacher	Termly
Increase in % of PP children passing the Phonics screening test	Phonics training for Early Year's staff.	Awareness of the gaps in learning for these children. Additional support and time for consolidation.	Pupil progress meetings. Analysis of practise tests. Additional intervention time with these children.	Early Year's teachers	½ termly
For all children to be able to communicate effectively to enable	Employment of private SaLT	Children who language and communication difficulties to be able to access support quickly and effectively.	½ termly reviews by SaLT to more closely target support.	Inclusion Lead	½ termly
Total budgeted cost					£27 200

ii. 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?
Increased % of PP children reaching ARE in all subjects.	Support from HIAS from maths and English advisory teachers.	Improvement in understanding of all teachers for structured planning and assessment. Understanding of the specific needs of individual children so ARE can be achieved.	Regular monitoring by English and maths leads. Regular learning meetings to embed understanding of the new assessment and tracking procedures.	SLT	3 x year at pupil progress meetings. Planning and book reviews.
Increased % of PP children reaching ARE in all subjects.	Additional TA support for interventions based on the needs of the child.	Targeted TA support in the form of interventions to consolidate learning for named children. Increasing the confidence of learners so they know they can achieve.	Monitoring of class TA timetables. Monitoring at pupil progress meetings of progress. Discussion with teachers and TAs about the needs of individual children and barriers to learning.	SLT Inclusion Lead	On-going
To enable all children to feel comfortable in social situations	Social skills interventions	Children to feel more confident in social situations and have time for strategies to be tested in small group situations.	TA following a purchased, structured programme.	Inclusion Lead	½ termly meetings with TA and Inclusion Lead
Staff at school can focus support on PP children accurately	Advice and guidance from EP (4 days per year)	Understanding of the specific needs of individual children so ARE can be achieved.	Regular monitoring by English and maths leads. Monitoring of pupils' progress during formal and informal pupil progress meetings	Inclusion Lead	On-going

ii. 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?
To support pupils with their receptive and expressive language	Work with 'Speaking Space'	It supports a deeper understanding for staff when planning for these pupils	Programmes are provided by Speaking Space and they are reviewed by Speaking Space at least once a year. The intervention then goes onto learning passports and these are reviewed at least three times a year	Inclusion Lead	Every half term
Pupils who are new to the school are supported with transition and their learning	Deploy adults effectively to provide support to these pupils	Experience of support that is in place at the school already. Outcomes for these pupils.	Disadvantaged pupils are discussed at senior leadership meetings every three weeks	Head	Every three weeks
Total budgeted cost					£12 030

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 to participate in school trips.	Support for payment of school trips	Children to be fully engaged with their learning alongside all other pupils.	Full attendance of trips will be monitored.	Base leaders	Termly
Attendance at after school clubs.	Support for children to access after school paid for clubs	Children to access broad and balanced experiences both in and out of school.	Disadvantaged pupils' attendance at after school clubs will be monitored.	Inclusion Lead	½ termly
All children to attend the Yr 6 residential.	Support for payment of school trips	Children build relationships with other pupils.	Full attendance of trips will be monitored.	Base leaders	Yearly
All children to feel fully integrated into school life.	Purchase of school uniform for some children.	For children to feel equal to their peers.	Attendance data Discussions with children.	Base leaders Inclusion Leader	½ termly
For children to understand their emotions and those of other children.	ELSA available for children	Children who are able to explain their emotions are more able to progress in line with their peers.	Up- date meetings with ELSA ELSA attendance at Supervision meetings.	Inclusion Leader	½ termly
For all staff to fully understand the needs of all children.	Educational Psychologist appointments available.	For staff to understand the needs of the children within their class so they can support progress to Are and beyond.	Discussion about children and their needs at Pupil progress meetings. Tracking of these children through the behaviour diaries.	Inclusion Leader	½ termly
Total budgeted cost					£5 310