

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Matthew's CE Primary School				
Academic Year	2018/19	Total PP budget	36,720	Date of most recent PP Review	June 2018
Total number of pupils	197	Number of pupils eligible for PP	28	Date for next internal review of this strategy	November 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	45%	73%
% making progress in reading	77%	84%
% making progress in writing	45%	76%
% making progress in maths	73%	80%

3. 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.	Limited first-hand experience leads to insecure conceptual understanding
B.	Reduced communication and language skills
C.	Specific gaps in learning over time
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Complex home lives

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quality first teaching meets the individual learning needs - Monitoring of lessons, book scrutiny, pupil progress meetings, comparison of Pupil Premium children with their peers from the same starting point	Pupils remain on track in line with their peers from the same starting points
B.	Children use appropriate, rich language in their written and spoken work - Evidence across a variety of genre that children are using appropriate author	Pupils reach ARE in reading and writing

	voice	
C.	<p>Planning recognises individual needs which can be accommodated within lessons</p> <ul style="list-style-type: none"> - Planning scrutiny, comparison of Pupil Premium children with their peers from the same starting point, learning walks, milestone data, domain analysis 	The gap between Pupil Premium children and their peers is reduced over the milestones at domain level
D.	<p>Continue to ensure whole school ethos of high attainment for all</p> <ul style="list-style-type: none"> - Planning scrutiny, pupil conferencing - pupils sense of self 	Reduced impact of their home lives on their achievement

5. Planned expenditure					
Academic year	2018-2019				
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. 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 have training for 'closing the word gap' through Speech and Language courses.	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
Total budgeted cost					£24,720
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	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
Total budgeted cost					£8,000

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
Total budgeted cost					£4,000

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
Increase in % of PP children passing the Phonics screening test	Phonics training for Early Year's staff.	Year 1: The percentage for children passing the phonics screening check is for PP children is 33% (There are 3 children in this group) Internal tracking shows a huge improvement in phonic knowledge in the two children who did not pass the text. One was very close to the pass mark. Year 2: 60% PP children had to retake the check. This is made up of 3 children not passing and 2 children have passed the check subsequently.	The amount of teaching time and extra emphasis on phonics has been beneficial for the whole class. This will be continued.	£10,794
Increased % of PP children reaching ARE in all subjects	Employment of Pupil Premium teacher (3 days a week)	The gap analysis at each milestone has been scrutinised and support provided to narrow the gaps. The % of children reaching ARE has not increased despite this. The groups are very small and include SEND and GRT which complicates the data.	We are putting the emphasis onto quality first teaching with support in the class from the teacher; during smaller class-size sessions. The children are going to be involved in wider curriculum experiences including Forest School to make them more self-aware and resilient. We are working on motivating children to learn from their mistakes and take ownership of their learning.	£15,000 (3 days)
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
For all children to be able to communicate effectively to enable them to access their learning appropriately.	Employment of private SaLT	The additional SALT has been used to have more regular support. This has resulted in more children coming off the SALT programmes and becoming more confident in their work.	This will continue alongside our work on 'closing the vocabulary gap'. The SALT are providing training for schools on this in 18/19. We will use some of our funding towards this training.	£256 (1 hour per week)

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
All children to participate in school trips. Attendance at after school clubs. Residential.	Support for payment.	Children have attended breakfast club which has allowed them to participate in morning activities alongside their friends. This has helped integrate some of the children who would not have been able to access this facility. It has helped their parents gain employment. Afterschool activities have enabled children to socialise and visit other schools for sporting events. All PP children attended residential.	We will continue this approach and add music lessons.	£600