

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 C of E Primary School
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Kathy Oswick
Governor / Trustee lead	Richard Lightfoot

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,800
Recovery premium funding allocation this academic year	£4,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,981
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 66,566

## Part A: Pupil premium strategy plan

### Statement of intent

Our school is absolutely committed to ensuring that our PP children are offered every opportunity to help them succeed in life, both academically and with wider life experiences. We feel passionately that every child should be nurtured to be confident and proud of who they are and to enjoy the same prospects and dreams as their non-PP peers.

Our ultimate objective is to overcome the barriers identified and to enable all our PP children to fulfil their potential. Our overall school vision is to enable our whole school community to live life in all its fullness and we want this sentiment to apply equally to all our PP children.

#### **Emotional support and wellbeing:**

In these difficult COVID times, more children (PP and non-PP) are experiencing higher levels of anxiety and require more emotional support. We want our children to feel happy and safe therefore it is imperative that we do all we can to support our children emotionally. We are committed to ensuring that we provide good quality emotional support.

To this end, last year (2020 2021) we embarked on and successfully completed the Attachment Aware Programme. Our mission this year is to ensure that we keep the principles of this programme alive by embedding it in our everyday school lives. All staff benefitted from the associated emotion coaching and our aim is to provide top-up training to ensure that the strategies are used in a widespread fashion throughout the school, by all members of staff.

In addition, we will continue with our mindfulness training sessions – both for staff and children. Mindfulness techniques will continue to be threaded throughout the school day.

We have also adopted the Zones of Regulation framework throughout the school as advised by the Educational Psychology Service. Our mission this year and in future years is to continue to embed this framework to support children in identifying and regulating their emotions.

#### **Academic achievement:**

We are committed to ensuring that all our children have the very best teaching and learning opportunities. We continue to provide training to teachers on a variety of topics to further their professional development and teaching practice. We want to continue to provide quality first teaching opportunities for our teachers.

We are very aware that many of our PP children do not have the same degree of support at home with their learning as some of their peers. Most important of these is language acquisition and reading. This year we have introduced a school-wide reading drive to ensure that children have the 1:1 reading practice they need to make progress and attain. This includes members of SLT reading daily with children; asking for parent volunteers to become Reading Rangers (we provide training); Beanstalk readers to read with and engender a love of reading for some of our PP children.

For early years and KS1 we will also provide opportunities to promote language and vocabulary. Training in Narrative Programmes and other strategies has been arranged with the Speech and Language Team.

**Wider life opportunities:**

We know how important it is for children to feel a sense of belonging. Belonging can be engendered by shared experiences and children who do not have these shared experiences can often feel marginalised which in turn can lead to feelings of low self-esteem and low expectations.

We have the same expectations of all our children and we are committed to ensuring that our PP children are able to share common experiences. To this end, where we feel it is appropriate, we may offer children places at our after school club to provide opportunities to socialise with other children outside the school day. We will absolutely ensure that all PP children will be able to go on school trips and outings. We will also ensure that each child will have all they need to feel happy and prepared at school eg. uniform, PE kit, stationery.

**Attendance and timeliness:**

We will continue to work with families to ensure children are in school on time and ready to learn eg. making breakfast available at school.

## Challenges

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

Challenge number	Detail of challenge
1.	<b>Emotional difficulties and anxiety:</b> More children generally, and particularly PP children are experiencing more complex social and emotional difficulties and higher levels of anxiety. We want to be able to provide more in-school support to alleviate these anxieties.

2.	<b>Reading</b> – there is less parental involvement in supporting children to read at home. With the covid interruptions, gaps have widened in children's ability to read fluently.
3.	<b>Writing</b> – based on teacher assessment and summative assessments, PP children do not make as much progress or attain as well as their non-PP peers.
4.	<b>Maths</b> - based on teacher assessments and summative assessments, PP children do not attain to the same degree as their no-PP peers.
5.	<b>Attendance and timeliness</b> for selected children need to improve. If children are not in school, they cannot learn.
6.	<b>Wider life opportunities.</b> Many of our PP children do not have the same access to play dates, other social opportunities and wider experiences such as holidays. This lack of opportunities can contribute to children feeling marginalised and that they do not belong.

## 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
1. To provide a more comprehensive package of emotional support to children to ensure they feel happy and less anxious at school.	All children who report emotional difficulties or anxiety will have access to a range of possible support eg. ELSA, Drawing & Talking Therapy, CT/TA regular check-ins, Zones of Regulation toolkits, access to SENCo.
2. For a greater percentage of PP children to attain in reading at the end of KS2.	At the end of KS2, 70% or more of PP children will have met the expected standard in reading, (the pre-Covid 2019 national average for PP pupils was 62%).
3. For a greater percentage of PP children to meet the expected standard in writing at the end of KS2.	70% or more of PP children will attain the expected standard in writing, (the pre-Covid 2019 national average for PP pupils was 68%).
4. For a greater percentage of PP children to meet the expected standard in maths at the end of KS2.	70% or more of PP children will attain the expected standard in maths, (the pre-Covid 2019 national average for PP pupils was 67%).
5. Support provided for selected families to improve attendance and ensure that children are in school on time.	The absence rate for PP pupils will at least match or improve on the national average for PP pupils in 2019 (pre-covid) of 5.6%.

<p>6. To ensure that a greater percentage of children experience a wider range of experiences to promote a sense of belonging and community.</p>	<p>Children will report a greater sense of belonging and teachers will observe increased levels of confidence.</p>
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## 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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding for Intervention Teacher.	<p>There is strong evidence to show that small group and 1:1 tuition to target gaps in learning is very effective. In particular for learning essential sticky knowledge eg. phonics to provide a good foundation upon which to build new learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4
Further training of teaching staff in quality first teaching, specifically differentiation.	<p>High quality teaching is at the heart of teaching and learning. 40% of our PP children also have special educational needs. SEND Code of Practice 2015 states that <i>"high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children."</i> Training in all aspects of the graduated approach (Assess, Plan, Do, Review) is beneficial.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	2,3,4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	
Further phonics training for all staff to enable them to support children's reading more effectively.	High quality and frequent phonics teaching has a beneficial impact on children's reading. We want to ensure that our PP children have consistent exposure to high quality phonics teaching.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,4
Research and purchase of a maths assessment tool (eg. Dynamo maths, GL Assessment) to support in identifying gaps in previous learning.	We want to further enhance teachers' toolkit of strategies to support children – in particular those who find maths difficult. Children have often not fully understood mathematical concepts from earlier years and we want to improve our identification of these gaps in order to target support more effectively.  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	4
Teacher training in strategies to support children with dyscalculia/mathematical learning difficulties.	Improved understanding by teachers of the condition and recommendations of strategies to support children with this condition.  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	4

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions and small support groups eg. in phonics to promote reading and spelling.	This tuition targets providing children with learning opportunities that they not have received at home and for those children who have the additional barrier to learning of having special educational needs.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,4

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	
Other 1:1 support for children eg. Toe by Toe, Precision Teaching and daily reading practice.	<p>This tuition is provided to the children who have been significantly affected by the pandemic and those who need frequent recapping and revision in order to learn.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4
Using the National Tutoring Programme to access small group tuition in literacy and maths for KS2 PP children.	<p>Research shows that targeted small group or 1:1 tuition can be very effective to close the learning gaps.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>   <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of an external drama therapist for PP children struggling with extreme anxiety.	<p>Drama therapy promotes good mental health and helps children whose life experiences and wounds are too painful to address through verbal dialogue alone.</p> <p>Pupil voice – the children who have benefitted from this therapy have been very positive and reports from the drama therapist show good engagement from the children.</p> <p><a href="https://www.goodtherapy.org/learn-about-therapy/types/drama-therapy">https://www.goodtherapy.org/learn-about-therapy/types/drama-therapy</a></p>	1

Funding for clubs, including the after school club and funding for school trips (including residential trips).	All PP children should have access to the same experiences as their non-PP peers. After school clubs and holiday clubs provide a much needed release from home life for some children and an opportunity to socialise with friends outside school, promote friendships and engage in shared experiences, thereby encouraging a sense of belonging and community.	1, 6
ELSA support /intervention	ELSA support is provided to children with a variety of needs including those who suffer with anxiety (specific or general), bereavement, social skills difficulties and friendships.	1
Improving school attendance, using the strategies outlined in the DfE guidance. Improvement of regular monitoring and analysis of attendance	We will continue to work with families to support them to improve attendance.  <a href="#">Improving School Attendance</a>	5
An emergency fund to be used to provide PP children with essential items for engagement or a sense of belonging.	Examples of expenditure under this heading in previous years are school uniform, PE kit, winter coats and shoes, stationery and book vouchers for book week.	All

**Total budgeted cost: £ 64,000**

## 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 2020 to 2021 academic year.

#### **Attainment and Progress**

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Internal assessments were completed in 2020/2021. Year 6 completed a previous year's SATs paper. All other year groups used the Rising Stars suite of assessment papers to aid teacher assessments. The COVID pandemic has had an immense impact on children in schools across the country and indeed world-wide. Disadvantaged children in particular suffered with the interruption to learning and we are dedicated to closing the gaps and making accelerated progress.

The attainment percentages at the end of KS2 in Summer 2021 were below the level of the Summer 2019 results (pre-COVID), apart from in reading, where the percentage of PP children achieving age-related expectation increased. 100% of PP children made accelerated progress in reading at the end of KS2 in Summer 2021.

In writing, attainment was below that of the 2019 results but 70% of the PP children made accelerated progress. In Grammar, Punctuation and Spelling, the percentage of end of KS2 children who attained age-related expectation was only marginally lower than the 2019 results.

In maths, the end of KS2 results in Summer 2021 were lower than those in 2019, however, 60% of the PP children made accelerated progress and 10% made expected progress.

For other year groups at the end of the 2020/2021 academic year, there were gaps between attainment by PP children and their non-PP peers, however, when adjusted to take into account the additional barriers of PP children who also have special educational needs, the gaps become marginal. In relation to progress, PP children achieved very favourably compared to their non-PP peers and in some cases outperformed them.

During the lockdown periods, we offered places to the children of our most vulnerable families but not all children offered places attended school. We also offered a high standard of online learning, differentiating and personalising the learning for our PP children who have special educational needs – often providing paper packs of work

and printing resources. There were live check ins with pupils and their class teachers each morning, videoed lessons in literacy and maths so that families could support the children with their learning when convenient for them as well as frequent communication with the children and parents, with daily feedback on work completed. However, there was still a high level of PP children who were not in school and who did not engage with online learning.

We ensured that the families of all PP children had access to laptops, other hardware and IT support.

### **Attendance**

Last year, average attendance of PP pupils was 3% lower than the average attendance of the whole school. There are a small number of families whose low attendance contributes to this lower percentage and we are particularly working with these families to improve outcomes for the children.

### **Wider strategies**

Teacher observations and conversations with pupils indicate that the children's emotional wellbeing and mental health have been significantly impacted by the COVID pandemic. In order to support children in closing the academic gaps, their mental and emotional health issues have to firstly be addressed and supported. Prior to children returning to school in September 2020, all school staff received mindfulness training, including practical calming and relaxation strategies that can be used throughout the day in class. A practitioner from Relax Kids also provided many mindfulness sessions to all classes. In addition to teaching the children mindfulness strategies, they use positive psychology such as positivity, resilience and compassion to support the children's emotional health and wellbeing.

Last year we also embarked on the Attachment Aware programme and will continue to ensure that the principles and emotion coaching strategies are embedded within the whole school. Work is currently in progress to create a calm space that children can access when feeling overwhelmed, anxious or to talk to a trusted adult.

We are also providing funding for an additional ELSA and for children with complex emotional or mental health needs, we use the PP funding to provide Drama Therapy by an external therapist.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details

## Further information (optional)

### Recovery Premium

We are using our recovery premium for 2021/2022 to fund tutors via the National Tutoring Partnership – Route 1, making use of the 70% discount. The tutors are providing literacy and maths support to KS2 PP pupils.