

Pupil premium strategy statement 2022/2023

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 C of E Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023 , 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Pam Dryden Head Teacher
Pupil premium lead	Kathy Oswick
Governor / Trustee lead	Jessica Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,860
School-led tutoring grant	£5,994
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	£55,854

Part A: Pupil premium strategy plan

Statement of intent

Our school's vision is to enable our whole school community to live life in all its fullness. We are fully 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 in all areas of life.

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 can lead to feelings of low self-esteem and low expectations.

We will continue to invest in our emotional support programme to help children develop a sense of self-worth and confidence about their future prospects.

High quality teaching is paramount to ensuring academic success and we continue to ensure that all teaching staff have the opportunity to reflect on and develop their practice and personalise learning opportunities for all children, regardless of need. We ensure that all support staff are well trained and effectively deployed to provide the maximum support for vulnerable children.

Our aim is for every child to feel happy and positive and to thrive academically and to eradicate gaps between the achievements of our PP children and their non-PP peers.

Challenges

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

Challenge number	Detail of challenge
1.	Emotional difficulties and anxiety: More children generally, and particularly PP children are experiencing more complex social and emotional difficulties and higher levels of anxiety. Our aim is to continue to develop a comprehensive programme of emotional support.

2.	Reading – becoming proficient in reading requires repetitive practice. For many PP children, there is little support at home to supplement their school reading. This together with the increasing gaps in learning due to COVID, has had an adverse impact on PP children compared to non-PP children.
3.	Writing – 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.	Maths - based on teacher assessments and summative assessments, PP children do not attain to the same degree as their no-PP peers.
5.	Children who have multiple needs – PPG and SEN – these children may have cognitive impairments as well as difficulties with emotional regulation and sensory issues. They need a higher level of support and progress needs to be tracked effectively.
6.	Attendance and timeliness for selected children need to improve. We want the absence rate for PP pupils to at least match or improve on the national average for PP pupils in 2019 (pre-covid) of 5.6%.
7.	Wider life opportunities. 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 referrals to MHST and CAMHS as appropriate.
2. For a greater percentage of PP children to attain in reading at the end of KS2.	At the end of KS2, 74% or more of PP children will have met the expected standard in reading, (National Average for all children in 2022).
3. For a greater percentage of PP children to meet the expected standard in writing at the end of KS2.	69% or more of PP children will attain the expected standard in writing, (National Average for all children in 2022).
4. For a greater percentage of PP children to meet the expected standard in maths at the end of KS2.	71% or more of PP children will attain the expected standard in maths, (National Average for all children in 2022).

5. To provide a comprehensive package of support for PP children with SEND and to track smaller steps of progress effectively – both academically and non-academically (eg. social skills, emotional regulation).	Evidence will show that children have made progress from their own starting points. Many children with SEND make smaller or slower steps of progress and can often show as below progress on our SIMS database. Our tracking will demonstrate that these children have made progress.
6. 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%.
7. To ensure that a greater percentage of children experience a wider range of experiences to promote a sense of belonging and community.	Children will report a greater sense of belonging and teachers will observe increased levels of confidence and wellbeing.

Activity in this academic year 2022 2023

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued part funding for Intervention Teacher (who is also the phonics lead). The focus is on early intervention in KS1 to close gaps.</p> <p>Priority is given to PP children and PP children who also have SEND in:</p> <ul style="list-style-type: none"> • Reading practice • Phonics interventions • Writing interventions • Supporting children with dyslexia 	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3,4,5
<p>Further training of teaching staff in quality first teaching.</p> <p>To include:</p> <ul style="list-style-type: none"> • effective use of TAs for maximum impact • effective assess, plan, do, review approach and more effective 	<p>High quality teaching is at the heart of teaching and learning. Approx 40% of our PP children also have special educational needs. The 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></p> <p>Training in all aspects of the graduated approach (Assess, Plan, Do, Review) is beneficial.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	2,3,4,5

<p>analysis of assessment data to identify gaps</p> <ul style="list-style-type: none"> • effective use of assess, plan, do, review to ensure appropriate and differentiated learning opportunities for PP children with SEND • QFT SPARK-Ed project • Effective writing SPARK-Ed project • Specific courses to support understanding and practical application eg. autism 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Ongoing phonics training for all staff to enable them to support children's reading more effectively.</p> <p>Timely phonics training for new staff.</p>	<p>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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4,5
<p>Ongoing programme of support for TAs to improve their skills set. To include:</p> <p>Support for children with speech and language difficulties eg narrative programme</p> <p>Training in autism – understanding of the condition and practical support</p> <p>Strategies to support dyslexic children</p>	<p>Evidence that suggests TAs can make a valuable contribution to children's learning when they have clarity on the learning objectives to be taught; when there is time for TAs to meet with CTs to discuss intervention; TAs are appropriately trained for the interventions they are carrying out.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p>	2,3,4,5
<p>Writing subject leader to be provided with</p>	<p>Writing is our primary area for improvement as a whole school and in particular for PP children. This</p>	3,5

<p>additional time to assess and analyse writing performance and implement strategies to improve writing across the whole school and for PP children in particular.</p>	<p>initiative incorporates many areas as detailed in EEF's research – literacy guidance reports for KS1 and 2, phonics interventions and small group tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Ongoing teacher training in strategies to support children with dyscalculia/mathematical learning difficulties.</p> <p>This will include how to adapt mathematics mastery principles so that all children can access the curriculum and be appropriately challenged.</p>	<p>Improved understanding by teachers of the condition and recommendations of strategies to support children with this condition.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	4

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions and support groups.</p> <p>To include:</p> <p>phonics to promote reading and spelling and to embed sticky learning</p> <p>pre and post teaching of maths principles to</p>	<p>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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,3,4,5

avoid gaps in learning		
Other structured 1:1 support for children eg. Toe by Toe, Precision Teaching and daily reading practice.	<p>This tuition is provided for children who require additional support, often due to having special educational needs. These structured, often 1:1 interventions allow for repetition and revision to ensure critical learning is embedded.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3,4,5
Using the National Tutoring Programme for 2022/2023 to access 1:1 or 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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3,4,5

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>https://www.goodtherapy.org/learn-about-therapy/types/drama-therapy</p>	1
Funding for clubs, including breakfast club and after school club	All PP children should have access to the same experiences as their non-PP peers. After school clubs and holiday	1, 6,7

<p>and funding for school trips (including residential trips).</p> <p>All children will be offered free access to an extra-curricular club.</p>	<p>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.</p>	
<p>ELSA support /intervention</p>	<p>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.</p>	1
<p>To improve school attendance by using the strategies outlined in the DfE guidance.</p> <p>Improvement of regular monitoring and analysis of attendance.</p> <p>Work with families whose attendance is the poorest to create a positive relationship to encourage greater effort eg. by offering breakfast club or morning sports club.</p>	<p>We will continue to work with families to support them to improve attendance.</p> <p>Improving School Attendance</p>	5
<p>Book vouchers for our Book Fair and free admission together with a selection of free activities at our Christmas Bazaar and Summer Fair.</p>	<p>We wish all children to take part in these important school events to promote a sense of community, belonging and wellbeing.</p>	7
<p>An emergency fund to be used to provide PP children with essential items for engagement or a sense of belonging.</p>	<p>Examples of expenditure under this heading in previous years are school uniform, PE kit, winter coats and shoes, pyjamas (for school residential trip), stationery.</p> <p>We fund school trips, including the residential trip and we ensure the children have all that they need to participate in these experiences.</p>	All

Total budgeted cost: £ 56,000

Part B: Review of outcomes in the previous academic year (2021 2022)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Attainment and Progress – 2021 2022

Activity 1 and 3 – literacy interventions:

The National Average for passing the Phonics Screen check for 2022 was 76%. The St Matthew's pass rate was 86%. There were only 2 PP children who took the phonics screen check. Neither passed the test. One of the children who did not pass has complex special education needs and has an EHCP. Despite this, we have evidence that the child made very good progress over the year and came within 2 points of passing the test. The second child who did not pass has English as an additional language and only joined our school in the week of the phonics screen check.

Quality First Teaching:

Our SATs results for KS2 were very pleasing and compared well to the average whole school results and the national average. A third of all PP children in 2021/2022 also had SEND. As the overall sample size is small, this will have a disproportionately negative impact on the %age results. Therefore the results for PP children who do not have SEND have also been included for perspective.

	KS2 expected Reading	KS2 expected Writing	KS2 expected Maths
St Matthew's 2022 All children	75%	69%	75%
All St Matthew's PPG children	56%	44%	67%
St Matthew's PPG adjusted for chn with SEND	83%	67%	100%
National 2022	74%	69%	71%

	KS1 expected Reading	KS1 expected Writing	KS1 expected Maths
St Matthew's 2022 All children	77%	55%	83%
National 2022	67%	58%	68%
PPG chn 2022 ***	see note below		

*** There were only 4 PP children who were in Year 2 in Summer 2022, 3 of whom are on the SEN Register (one has an EHCP). That leaves only one child without SEND who completed the KS1 SATs. The child did not meet the required standard in reading, writing and maths. The child was 1 term behind ARE – a gap having arisen since COVID. We are providing targeted support and the Autumn 2022 assessments show that the child is already back on track for Reading and Writing having made exceeding progress and is 1 term behind in maths having made expected progress. We will continue to provide support to eliminate the gap.

Attendance

We have a small number of families whose low attendance contributes to the PP low attendance percentage and we are particularly working with these families to improve outcomes for the children. The pupil absence statistics for the whole of 2021 to 2022 will not be released until March 2023.

Persistent absence is when a child misses 10% or more of their possible sessions. 35.4% of PP pupils were persistently absent across the autumn and spring terms in 2021/2022 nationally (from Gov.uk website).

Our PP persistent absentee figures for autumn 2021 and spring 2022 was 32.5%. We will continue to work with families to reduce the level of absenteeism.

Wider strategies

St Matthew's is committed to ensuring that all PP children are offered the same experiences as their non-PP peers. We want all children to feel they belong to the St Matthew's school community and this belonging is contributed to by shared experiences.

We have increased our offer for clubs, offering all children at least 1 club of their choice. In addition, we continue to offer breakfast or after school clubs to those

children who need them – for example, to improve attendance or to provide opportunities to socialise and have fun with friends.

Again to promote this sense of wellbeing and belonging, we continue to fund school trips including residential trips so that all children are included.

We have always provided book vouchers for the school Book Fair in Book Week, however in 2022/2023, we also intend to provide free admission and a selection of free activities at our school Christmas Bazaar and Summer Fair.

We regard the mental health and wellbeing of all children as paramount to a happy and fulfilling life. We continue to strive to provide comprehensive support for social, emotional and mental health issues. At our lowest level, all staff are trained in emotion coaching and supporting children with attachment issues. In addition, all staff have had training in mindfulness techniques and these are used on a daily basis throughout the school day. For children suffering with anxiety, we offer a trusted adult (s) to regularly check in with them and be available to support the needs of the child.

At the next level, we have a qualified ELSA and are hoping to secure training for an additional ELSA in 2023/2024 (training is held annually). We have also provided training in Drawing and Talking Therapy for 6 of our TAs to enable them to support a greater number of children.

Our next level of support for children with social, emotional and mental health issues is our partnership with Achieving for Children's Mental Health Support Team. This service provides more comprehensive support than school can provide and typically is for those children who would not meet the criteria for CAMHS (Children and Adolescent Mental Health Service) but who need trained therapeutic support.

For children who may have more complex needs than the MHST is designed for, we would make a referral to CAMHS.

Finally, for PP children with the most complex needs, we fund an external drama therapist to provide clinical input once a week.

We have also created a calm space for children to use when feeling overwhelmed. The space also combines as a sensory area for children with SEND. This space has been very well used since Spring 2022 and we will continue to refine the space to meet the needs of the children.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

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