

Pupil Premium Strategy Statement 2020/21

School overview

Metric	Data
School name	St Matthew's C of E Primary School
Pupils in school	210
Proportion of disadvantaged pupils	62%
Pupil premium allocation this academic year	£170, 195
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Sonia Thompson
Pupil premium lead	Tracey Adams
Governor lead	Mike Tooze

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+ 2.34
Writing	- 0.62
Maths	+ 2.04

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	76%
Reading	80%
Writing	78%
Maths	70%
Achieving high standard at KS2 RWM	18%
Reading	25%
Writing	15%
Maths	15%

Measure	Activity														
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantages and non-disadvantaged pupils.</p>	<p>Ensure all relevant teaching staff receive training to deliver our phonics scheme - 'Letters and Sounds'- effectively to ensure that disadvantages pupils obtain the required attainment outcomes against: their peers and the Phonics Screening Check.</p>														
<p>Priority 2</p> <p>For all disadvantages pupils to make expected or exceed national progress rates.</p>	<p>Work with the Central Maths Hub, English Hub and Talk for Writing trainers to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 for Reading, Writing and Maths.</p>														
<p>Barriers to learning these priorities address</p>	<ol style="list-style-type: none"> 1) Ensuring all staff use evidence-informed practice to ensure teaching and learning is high quality. 2) Poor language and communication skills. 3) Low prior attainment on entry into Reception. 														
<p>Projected spending</p>	<table> <tr> <td></td><td>£</td></tr> <tr> <td>Speech and Language Therapist</td><td>3,867</td></tr> <tr> <td>Reading Gladiators Subscription</td><td>6, 500</td></tr> <tr> <td>TfW training</td><td>5,000</td></tr> <tr> <td>Academic Excellence</td><td>28, 635</td></tr> <tr> <td></td><td></td></tr> <tr> <td>Total Projected Spend</td><td>44, 002</td></tr> </table>		£	Speech and Language Therapist	3,867	Reading Gladiators Subscription	6, 500	TfW training	5,000	Academic Excellence	28, 635			Total Projected Spend	44, 002
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths	July 2021
Phonics	Achieve above national average expected standard in PSC	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> To ensure that the Phonic Scheme – Letters and Sounds is monitored closely and pupils making below expected progress are identified in target setting meetings Target disadvantaged pupils using in house data and provide a catch-up provision in every YG to close the gap To monitor the Reading Gladiators in KS2 to challenge disadvantaged pupils who are exceeding. To create a welcoming and positive reading environment in each class, the library and the entrance hall. To analyse summative assessment data and identify the children who require catch up To embed understanding and knowledge throughout the curriculum To promote reading for pleasure throughout school Talk for Writing Consultancy to improve teaching of writing Service Education Training for K1 and K2 Writing Moderation
Priority 2 To ensure summative end of KS2 results are at, or exceed, national expectations for progress	<ul style="list-style-type: none"> To increase capacity of adults in every YG from Rec to Y6 to provide a more favourable staff to pupil ratio, resulting in positive progress gains To upskill support staff with appropriate approaches and pedagogy to teaching interventions To identify pupils who may require more targeted support on a daily basis

Barriers to learning these priorities address	<ul style="list-style-type: none"> Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown Pupils basic emotional and social needs may not be currently met and this may mean they are not in a position to make accelerated progress 	
Projected spending		£
	Mental Health and Wellbeing Mentor	33,214
	Intervention Training for TAs <ul style="list-style-type: none"> - First Class@Number - Success@Arithmetic 	6,000
	Writing Moderation Training	1,200
	Total Projected Spend	40, 414

Wider strategies for current academic year

Measure	Activity
Priority 1 To improve progress of disadvantaged pupils and ensure they are in line with national expectations	<ul style="list-style-type: none"> To identify pupils who are falling behind national To provide pupils with the opportunity to attend the #MagicBreakfast for free and to engage with structured activities such as #TTRockstars.
Priority 2 To enhance pupils' cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development To allow all disadvantaged children a free residential from Y3 to Y6. To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons and adapts to current restrictions caused by #Covid19 To provide greater enrichment opportunities for disadvantaged pupils. For example, in music lessons in KS2, LAMDA, artists in residence and author visits
Priority 3 To work reactively with families and provide bespoke support	<ul style="list-style-type: none"> To allocate a contingency fund, in light of Covid19, to support current pupils and those who are new to St Matthew's. This may be on additional interventions or additional adult support, or the tutors where necessary
Barriers to learning these priorities address	<ul style="list-style-type: none"> Ensure targeted children attend breakfast club and have access to the Mental Health and Wellbeing Mentor Covid19 measures limit visitors coming into school and the breadth of virtual platforms is restricted.

Projected spending		£
	Artist in residence	10,000
	Trips and visits	20, 310
	LAMDA	9, 500
	Music tuition	7,000
	Contingency	30,000
	Total Projected Spend	76, 810

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development delivered by the Maths and English Hubs.	Use of INSET Days and twilight sessions. Cover for the SLT on a weekly basis All subject Leaders to be released for day every half term – cover provided
Targeted support	Ensuring every YG gets additional 'catch up' support for 3 days a week. This will be in the form of a HLTA or teacher. The named person will work all year in the same YG for consistency.	Each YG to have 3 days 'catch up' support for 2020/21 This will reduce the pupil / teacher ratio and lead to focussed small group support
Wider strategies	Engaging the families facing the most challenges Ensuring all children in Y3 to Y6 has a residential	Work closely with cluster of schools partnership – HAOS EVC to organise residential

Review: last year's aims and outcomes

Aim	Outcome
For all disadvantages pupils to make expected or exceed national progress rate for Reading, Writing and Maths	No external data for 2020/2021 Teacher assessment and standardised testing showed all figures are positive.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	No external data for Year 1 Phonics Screening Check. Y2 sat the test in November 2021 = 78%
Other	Mentor able to support children and families. Building their self-regulation skills and resilience and supporting them to engage successfully with online learning.
TOTAL PROJECTED SPEND	£161, 226