



Pupil premium strategy statement 2021/2022

This statement details St Matthew's C of E Primary 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	210
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sonia Thompson
Pupil premium lead	Tracey Adams
Governor / Trustee lead	Mike Tooze

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,195
Recovery premium funding allocation this academic year	£16,964
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	£193,159



Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using the pupil premium funding, St Matthew's has considered the:

- needs of school
- its context
- and specific challenges we face.

Alongside this, as a research school, we have grounded our decisions in research, conducted by the Education Endowment Fund (EEF).

Some of the common barriers to learning for disadvantaged pupils, at St Matthew's are:

- speech and language
- low entry data
- Special Educational Needs and Disabilities

We will ensure that all teaching staff are involved in analysing of data and identification of pupils, so that we are fully aware of strengths and weakness, across the school.

Our principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that evidence-informed, quality first teaching is our first priority in addressing the needs of all pupils
- We believe that disadvantaged does not mean deficient, so
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context:

St Matthew's C of E Primary School is located in the heart of Birmingham, in Nechells. It is one-form entry school, with 210 pupils. Nechells is situated in the 5th most deprived quintile in England. The income, employment, health, education and crime deprivation indicators are all very high.

St Matthew's is a smaller than average one form entry school, situated in Nechells, which is an area of very high social and economic deprivation. The school is in the second most deprived ward of Birmingham and the 5th most deprived ward nationally. Unemployment is well above the city's average and area ranks highly in terms of community safety, child poverty and crime.

The school's deprivation indicator is high at 0.63 (national 0.24). The vast majority of pupils (88.5%) are from a diverse range of minority ethnic backgrounds, the largest being those of



Somalian heritage (65.5%). The majority of our pupils (64%) have a first language other than English and this is much higher than the national percentage (18.1%)

Ultimate Objectives:

- To narrow the gap between disadvantaged and non-disadvantaged children nationally and also with internal school data.
- For all disadvantaged pupils to exceed national expected progress, in order to achieve age-related/expected, at the end of Year 6, therefore achieving GCSE's in English and Maths, at the end of secondary school.

Achieving These Objectives:

- Embedding evidence informed practice into classrooms, to improve quality first teaching
- The school will pay for all activities, educational visits and residentials to ensure all children get access to quality first-hand experiences, which enhance their learning
- Small group evidence informed interventions – overseen by Lead Intervention teacher, in Maths, Writing and Reading to overcome gaps in learning.
- Pupil premium work will focus on: accelerating progress (moving children to at least age-related expectations)

Challenges

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

Challenge number	Detail of challenge
1	The baseline data and assessments (during home visits) prior to entry into Reception indicate that children enter into the Early Years with low prior attainment.
2	Assessments, observations and discussions with pupils indicate that pupils have under-developed oral language skills and vocabulary gaps, among some of our disadvantaged pupils, this begins in Reception and is evident through Key Stage 1 and into Key Stage 2.
3	Assessment and observations suggests that our disadvantaged pupils have difficulties with phonics (from Reception) than their peers and this continues into Year 1 and Year 2. This negatively impacts on their development as readers.
4	Assessments, observations and discussions with pupils and parents indicate that our pupils have been affected by the partial school closes and this has had a particularly significant impact on the mental health and wellbeing of our disadvantaged pupils. The number of referrals from teachers and parents have increased.
5	Our internal data and external data (2018 – 2019) shows that a smaller proportion of disadvantaged pupils are reading expected and greater depth in Maths and Writing.

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
Improved outcomes in spoken language skills and vocabulary development.	Assessments and observations show an improvement in oracy and vocabulary skills. This will be a triangulation of evidence from: observations, spoken language/vocabulary in lessons, book scrutiny and formative assessment
Improved reading attainment at Key Stage 1	Quality delivery of phonics teaching into guided reading. Above average achievement in the phonics screening check. KS1 achieve about national average progress score in reading for expected level and greater depth.
Improved attainment in writing	Assessments and observations show an improvement in writing skills. This will be a triangulation of evidence from: observations, book scrutiny and internal/external writing moderation Achieve about national average progress score in KS2 Writing for expected level and greater depth.
Improved attainment in mathematics	Assessments and observations show an improvement in writing skills. This will be a triangulation of evidence from: observations, book scrutiny and internal summative assessments. Achieve about national average progress score in KS2 Maths for expected level and greater depth.
To achieve and sustain improved wellbeing of all pupils	Sustained levels of wellbeing demonstrated through: <ul style="list-style-type: none">- Qualitative data from student and parent voice- Teacher observations- Increased participation in enrichment activities



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: £15, 436.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Phonics</u> Whole school staff professional development around teaching of Phonics – Sounds Write to secure high-quality teaching and interventions for all pupils	Phonics approaches have a strong evidence basis, which indicate a positive impact on accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2 and 3
<u>Diagnostic testing</u> Purchase diagnostic standardised assessments for reading and maths Teaching team to be trained on how to administer test and interpret the data.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct in additional support through quality first-teaching and interventions. https://educationendowmentfoundation.org.uk/new/s/eef-blog-assessing-learning-in-the-new-academic-year-part-1	1, 2, 3 and 5
<u>Social and Emotional Learning</u> Improve the quality of Social and Emotional Learning (SEL).	SEL approaches are proven to have a positive impact on pupil outcomes at school and in later life, when quality PSHE lessons, mentoring, clear routines/systems and self-regulation strategies are embedded in teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
<u>Teaching and Learning</u> Enhanced teaching of Maths and Writing in line with DfE and EEF guidance. Funding release time to embed key pedagogy and strategies linked to: - Mastering Number (Reception/Year 1 and Year 2)	The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners. The DfE has also produced non-statutory guidance (in conjunction with the NCETM) drawing on evidence-based approaches. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics https://www.ncetm.org.uk/classroom-resources/training-materials-for-dfe-mathematics-	



<p>- CPD linked NCETM approaches for Reception to Year 6</p> <p>- Early Literacy and KS2 English Guidance reports and writing for pleasure</p>	<p>guidance/ https://writing4pleasure.com/what-is-it-writing-for-pleasure-teachers-do-that-makes-the-difference-research-report/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 88, 288.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Third Space Maths Tuition</u></p> <p>1 to 1 tuition for mathematics to support pupils to reach expected and greater depth (including a significant proportion of disadvantaged pupils)</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	3 and 5
<p><u>Academic Mentor</u></p> <p>Providing a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic (including a significant proportion of disadvantaged pupils)</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	3 and 5
<p><u>Academic Excellence</u></p> <p>Small group intervention for greater depth pupils (including a significant proportion of disadvantaged pupils)</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p><u>Speech and Language</u></p> <p>Embed the use of the Speech and Language Therapist and Wellcom intervention to support pupils with specific articulation needs</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	2



	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>LAMDA</u> Drama clubs for Y3 and Y4 and Weekly workshops for Y5 and Y6 leading to qualifications in communication and performance	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2 and 4
<u>Music Tuition</u> 1 to 1 and small group lessons for violinists and flutists (including a significant proportion of disadvantaged pupils).	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2 and 4
<u>Trips and Visits</u> Residentials trips for all year groups from Reception to Year 1 Visits linked to curriculum Author visits to enhance reading for pleasure curriculum	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4

Total budgeted cost: £ 160, 724.65



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.

Aim	Outcome
Priority 1 – Narrow attainment gap for disadvantaged and non-disadvantaged pupils	<p>No external data for Phonics Screening Check.</p> <p>Current Year 2s = 75%</p> <p>Internal data shows that the gap is narrowing</p>
Priority 2 – For all disadvantaged pupils to make expected or exceed national progress rates	<p>No external data for KS2.</p> <p><u>Internal data</u></p> <p>Expected KS2 For RWM = 84%</p> <p>Reading – 88%</p> <p>Writing – 85%</p> <p>Maths – 79%</p> <p>Exceeding KS2 for RWM = 18%</p> <p>Reading – 30%</p> <p>Writing – 15%</p> <p>Maths – 10%</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

No non-DfE programmes were used in 2020-21.