

Pupil premium strategy statement 2022/2023



This statement details St Matthew's C of E Primary School's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 208 |
| Proportion (%) of pupil premium eligible pupils | 52% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| 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 | £16, 820 |
| Recovery premium funding allocation this academic year | £160, 660 |
| 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 | £177, 480 |

Part A: Pupil premium strategy plan

Statement of intent

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

- needs of the 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, high-quality 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 208 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. |

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 |

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| | language/vocabulary in lessons, book scrutiny and formative assessment |
| Improved reading attainment at Key Stage 1 | <p>Quality delivery of phonics teaching into guided reading. Above average achievement in the phonics screening check.</p> <p>KS1 achieve about national average progress score in reading for expected level and greater depth.</p> |
| Improved attainment in writing | <p>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</p> <p>Achieve about national average progress score in KS2 Writing for expected level and greater depth.</p> |
| Improved attainment in mathematics | <p>Assessments and observations show an improvement in writing skills. This will be a triangulation of evidence from: observations, book scrutiny and internal summative assessments.</p> <p>Achieve about national average progress score in KS2 Maths for expected level and greater depth.</p> |
| To achieve and sustain improved wellbeing of all pupils | <p>Sustained levels of wellbeing demonstrated through:</p> <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: £26,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <u>Phonics</u> Continued whole school staff professional/subject leadership development around teaching of Phonics – Sounds Write to secure high-quality teaching and interventions for all pupils. Moving strategies into KS2 to develop spelling. Purchase additional books to support Early Reading in Reception to Year 2. | 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> Continued use of diagnostic/standardised assessments for reading and maths Intervention teacher 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/news/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). Purchasing wider materials from SCARF and PSHE association to enhance teaching. | 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 |

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| <p><u>Teaching and Learning</u></p> <p>Enhanced teaching of Maths and Writing in line with DfE and EEF guidance.</p> <p>Funding release time to embed key pedagogy and strategies</p> <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>The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners.</p> <p>The DfE has also produced non-statutory guidance (in conjunction with the NCETM) drawing on evidence-based approaches.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p> <p>https://www.ncetm.org.uk/classroom-resources/training-materials-for-dfe-mathematics-guidance/</p> <p>https://writing4pleasure.com/what-is-it-writing-for-pleasure-teachers-do-that-makes-the-difference-research-report/</p> | |
|---|--|--|

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

Budgeted cost: 66, 718.15

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><u>Academic Mentor</u></p> <p>Continued use of an academic mentor to deliver a blend of school-led tuition and mentoring for pupils to provide targeted support for reading, writing and maths (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>Continue 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>Continue to embed the use of the Speech and Language</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</p> | 2 |

| | | |
|---|--|--|
| Therapist and Wellcom intervention to support pupils with specific articulation needs | <p>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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>LAMDA</p> <p>Continuation of drama clubs for Y3 and Y4 and weekly workshops for Y5 and Y6 leading to examinations in communication and performance</p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> | 2 and 4 |
| <p>Music Tuition</p> <p>Continuation of 1 to 1 and small group lessons for violinists and flutists (including a significant proportion of disadvantaged pupils).</p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> | 2 and 4 |
| <p>Trips and Visits</p> <p>Continuation of residential trips for all year groups for combined classes:</p> <p>Reception Year 1/Year 2 Year 3/Year 4 Year 5/Year 6</p> <p>Visits linked to enhancing the curriculum</p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> | 4 |

| | | |
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| Author visits to enhance reading for pleasure curriculum | | |
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Total budgeted cost: £ 174, 718.15

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 2021 - 2022 academic year.

| Aim | Outcome |
|---|--|
| Improved outcomes in spoken language skills and vocabulary development. | The impact of this focus can be seen in the reading, writing and mathematics results, which are above national for reading, writing and maths in KS1 and KS2. |
| Improved reading attainment at Key Stage 1 | KS1 Reading EXS = 74% GDS = 20% |
| Improved attainment in writing | KS1 Writing EXS = 77% GDS = 20% KS2 Writing EXS = 89% GDS = 35% |
| Improved attainment in mathematics | KS1 Maths EXS = 70% GDS = 20% KS2 Maths EXS = 96% GDS = 31% |
| To achieve and sustain improved wellbeing of all pupils | Broadening children's experiences through: <ul style="list-style-type: none">- LAMDA- Residentials- Trips and Visits Has a positive impact on pupils' wellbeing and confidence, which in turn has a positive impact on pupil achievement. In Year 6, 21% of children offered a place in Grammar School. |

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 2022 - 23.