



PUPIL PREMIUM 2014 (Summer)

Aim: To raise achievement and to narrow the gap between low income and other disadvantaged families and their peers.

75.6 % of children at St Matthew's are eligible for FSM (152 pupils out of 205)

TOTAL ALLOCATION 5/12 APRIL-AUGUST £87,208.35 £1300 per pupil

PROVISION	DETAILS OF THE PROVISION	AMOUNT ALLOCATED	IMPACT OF THE PROVISION TO DATE				
Reading Recovery Teacher	Targeted 1:1 reading intervention, which closes the gap for those children, who are below age related expected levels in reading. (Year 1,2, 3 and 4)	<u>£17083.35</u>	<u>Reading Recovery Spring/Summer 2014</u>				
			NAME	Yr	ENTRANCE	EXIT	YEARLY PROGRESS IN READING
			M	1	P8	1b	5 APS
			N	1	P7	1c	3 APS
			A	1	P8	1b	3 APS
			H	1	P7	1b	4 APS
			S	1	P8	1b	5 APS
			K	1	P8	1a	7 APS
			A	1	P8	1a	7APS
			S	2	P8	1a	5 APS
			W	2	P8	1a	5 APS
			S	2	P8	1c	1 APS
			T	3	1c	2b	8 APS
			R	4	1c	2c	5 APS

First Class@ Number (2 HLTA Teaching Assistants)	Targeted maths intervention, which closes the gap for those children who are below age, related expected levels in maths. Training was provided for the Numeracy Lead and two Teaching Assistants. The Teaching Assistants provide the daily intervention for children in Year 2,3 and 4.	<u>£17,916.70</u>	<table border="1"> <thead> <tr> <th>NAME</th> <th>Yr</th> <th>Yearly progress in Maths</th> </tr> </thead> <tbody> <tr><td>W</td><td>2</td><td>5 APS</td></tr> <tr><td>C</td><td>2</td><td>4 APS</td></tr> <tr><td>S</td><td>2</td><td>5 APS</td></tr> <tr><td>M</td><td>2</td><td>5 APS</td></tr> <tr><td>T</td><td>3</td><td>4 APS</td></tr> <tr><td>G</td><td>3</td><td>4 APS</td></tr> <tr><td>M</td><td>3</td><td>4 APS</td></tr> <tr><td>A</td><td>4</td><td>2 APS</td></tr> <tr><td>J</td><td>4</td><td>4 APS</td></tr> <tr><td>K</td><td>4</td><td>3 APS</td></tr> <tr><td>S</td><td>4</td><td>4 APS</td></tr> </tbody> </table>	NAME	Yr	Yearly progress in Maths	W	2	5 APS	C	2	4 APS	S	2	5 APS	M	2	5 APS	T	3	4 APS	G	3	4 APS	M	3	4 APS	A	4	2 APS	J	4	4 APS	K	4	3 APS	S	4	4 APS
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Better Reading Partners Delivered by 6 Teaching Assistants in Dec-July)	Targeted reading intervention - 10 weeks for children who have failed to make the expected progress in reading - Autumn and Spring 2014. All Teaching Assistants have had two days of training. Three children from each class were selected, following pupil progress reviews. Each child works with the class TA for 20 minutes each week on a 1:1 basis. Teaching Assistants will also use questioning techniques learnt through training, to support learning in class, by delivering a pre tutoring session during the daily-guided reading session.	<u>£4500.00</u>	<table border="1"> <thead> <tr> <th>NAME</th> <th>YEAR</th> <th>YEARLY PROGRESS</th> </tr> </thead> <tbody> <tr><td>R</td><td>1</td><td>4 APS</td></tr> <tr><td>S</td><td>1</td><td>2 APS</td></tr> <tr><td>N</td><td>1</td><td>3 APS</td></tr> <tr><td>S</td><td>2</td><td>7 APS</td></tr> <tr><td>C</td><td>2</td><td>5 APS</td></tr> <tr><td>C</td><td>2</td><td>5 APS</td></tr> <tr><td>S</td><td>4</td><td>4 APS</td></tr> <tr><td>RD</td><td>4</td><td>4APS</td></tr> <tr><td>R</td><td>4</td><td>5 APS</td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table> <p>All 3 interventions aim to:</p>	NAME	YEAR	YEARLY PROGRESS	R	1	4 APS	S	1	2 APS	N	1	3 APS	S	2	7 APS	C	2	5 APS	C	2	5 APS	S	4	4 APS	RD	4	4APS	R	4	5 APS						
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			<ul style="list-style-type: none"> • Provide early intervention • Build independence • Develop communication skills • Secure key educational outcomes by the age of seven for pupils in KS1 • Increase the rate of progress of children falling into the bottom 1/3 of the class • Enable children to engage more successfully in whole-class teaching • Reduce the risk of children having significant difficulties in basic literacy and numeracy skills • Double the expected rate of progress for some pupils • Individualising support at all levels • Targeted support for children to address misconceptions, gaps and weaknesses
Maths Whizz (ICT software)	<p>Children have their own e-portfolio space on the Maths Whizz learning platform. Children complete an initial assessment to establish a maths ability age. The space holds data on each child's attainment and activities completed. Teaching concentrates on the misconceptions, gaps or weaknesses that children have experienced in their learning to date and builds in additional consolidation.</p> <p>Staff can interact with pupils, send messages and merit awards. Lunchtime clubs provide access to Maths Whizz for children without computer or internet access at home.</p> <p>Pupil progress can be assessed on a weekly basis.</p>	<u>£2916.65</u>	<ul style="list-style-type: none"> • More home support for children's learning. The gap between home and school life is narrowed • 40% Increase in pupils completing maths work at home • Maths Whizz supplements teaching and supports learning • Maths Whizz provides individualised support for pupils struggling with areas identified as a whole school priorities (Place Value) • From September 2014 Maths Whizz will have an increasing part to play in supporting the assessment of the new NC. Maths ages will be collated and reported to parents each term.

Inspire workshops ensure that parents are well trained on the programme and understand the importance Maths Whizz has: an interactive tool to support their child at home and at school.

End of Year Maths Attainment and Progress

Reception	Attainment 73% 93% Progress 2013 Attainment 57% 100% Progress 2014
Year 1	Attainment 34% Annual Progress -1.3 APS 2013 Attainment 73% Annual Progress 4.4 APS 2014
Year 2	Attainment 80% Annual Progress 3.7 APS 2013 Attainment 80% Annual Progress 5.7 APS 2014
Year 3	Attainment 63% Annual Progress 2.4 APS 2013 Attainment 85% Annual Progress 3.0 APS 2014
Year 4	Attainment 67% Annual Progress 4.1 APS 2013 Attainment 52% Annual Progress 3.9 APS 2014
Year 5	Attainment 73% Annual Progress 3.8 APS 2013 Attainment 72% Annual Progress 3.9 APS 2014
Year 6	Attainment 96% Annual Progress 4.3 APS 2013 Attainment 97% Annual progress 5.2 APS 2014

Peripatetic Music Tuition

Violin
From Year 2, children have the opportunity to learn how to play the Violin. Children have a weekly lesson with a specialist tutor and have access to a violin to take home to practice. It is expected that children will take a Grade Exam by the end of KS2.

Woodwind
All Year 4 children have a weekly flute lesson. Children who are 'talented' continue with lessons in Years 5 and 6.

drums

Concerts
All pupils play in class assemblies, termly concerts and attend the Area Ensemble held at our main feeder school, where children have an opportunity to play together with older pupils.

£6250.00

NAME	YEA R	INSTRU- MENT	READ	WRITE	MATHS
A	3	Violin	6 APS	4 APS	3 APS
D	3	Violin	6 APS	4 APS	2 APS
T	3	Violin	6 APS	2 APS	3 APS
M	3	Violin	4 APS	4 APS	4 APS
K	3	Violin	5 APS	3 APS	2 APS
G	3	Violin	3 APS	3 APS	4 APS
RD	4	Violin	4 APS	5APS	4 APS
R	4	Violin	4APS	3 APS	3 APS
C	4	Violin	6 APS	2 APS	5 APS
R	5	Violin	6 APS	3 APS	5 APS
D	5	Violin & Flute	5 APS	3 APS	5 APS
S	5	Flute	5 APS	2 APS	3 APS

	The Area Ensemble performs at the Birmingham Symphony Hall each year.		<table border="1"> <tr><td>B</td><td>5</td><td>Flute</td><td>5 APS</td><td>4 APS</td><td>5 APS</td></tr> <tr><td>S</td><td>5</td><td>Flute</td><td>5 APS</td><td>3 APS</td><td>3 APS</td></tr> <tr><td>H</td><td>5</td><td>Violin and Flute</td><td>5 APS</td><td>4 APS</td><td>4 APS</td></tr> <tr><td>M</td><td>5</td><td>Flute</td><td>4 APS</td><td>5 APS</td><td>3 APS</td></tr> <tr><td>L</td><td>6</td><td>Flute and Violin</td><td>6 APS</td><td>6 APS</td><td>7 APS</td></tr> <tr><td>N</td><td>6</td><td>Violin</td><td>2 APS</td><td>5 APS</td><td>4 APS</td></tr> <tr><td>S</td><td>6</td><td>Flute</td><td>4 APS</td><td>7 APS</td><td>4APS</td></tr> <tr><td>J</td><td>6</td><td>Flute and Violin</td><td>4 APS</td><td>4 APS</td><td>6 APS</td></tr> </table>	B	5	Flute	5 APS	4 APS	5 APS	S	5	Flute	5 APS	3 APS	3 APS	H	5	Violin and Flute	5 APS	4 APS	4 APS	M	5	Flute	4 APS	5 APS	3 APS	L	6	Flute and Violin	6 APS	6 APS	7 APS	N	6	Violin	2 APS	5 APS	4 APS	S	6	Flute	4 APS	7 APS	4APS	J	6	Flute and Violin	4 APS	4 APS	6 APS
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J	6	Flute and Violin	4 APS	4 APS	6 APS																																														
Morning Club Salary & Resources	We provide a daily social morning club, which is subsidised for parents. Fees are reduced even further, at the discretion of the Headteacher, for children identified as being most in need and during periods of increased instability for families . We have employed a playworker to coordinate the service. She has purchased a range of play equipment to encourage the children to be engage in social activities. Healthy snacks are provided as part of the daily morning session.	<u>£1,310.15</u>	<ul style="list-style-type: none"> • Reduced pupil mobility- support for parents who have moved out of the Nechells locality. From 70.2 stability up to 74.9 • Support for parents who work or attend higher education • Opportunities for social and language skills to be developed • Improved attendance and punctuality for children identified as being at risk of underachieving 94% 2011 to 96.4% 2013. Level of persistant absence has also been reduced 7.7% 2011 0.9% 2013 <p>END OF YEAR PROGRESS</p> <table border="1"> <thead> <tr> <th>NAME</th> <th>YEAR</th> <th>Read APS</th> <th>Write APS</th> <th>Maths APS</th> </tr> </thead> <tbody> <tr><td>P</td><td>1</td><td>4APS</td><td>4APS</td><td>4 APS</td></tr> <tr><td>A</td><td>1</td><td>4APS</td><td>4APS</td><td>4 APS</td></tr> <tr><td>M</td><td>1</td><td>4 APS</td><td>2APS</td><td>4APS</td></tr> <tr><td>S</td><td>2</td><td>6 APS</td><td>4APS</td><td>7 APS</td></tr> <tr><td>C</td><td>2</td><td>5APS</td><td>4APS</td><td>3 APS</td></tr> </tbody> </table>	NAME	YEAR	Read APS	Write APS	Maths APS	P	1	4APS	4APS	4 APS	A	1	4APS	4APS	4 APS	M	1	4 APS	2APS	4APS	S	2	6 APS	4APS	7 APS	C	2	5APS	4APS	3 APS																		
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<u>G&T Teacher /Academic Excellence</u>	<p><u>Extended Provision for the higher attaining children</u> We provided tuition for two hours per week for twenty eight gifted pupils across the school. Children work with 'experts' whose day-day role involves working with high achieving pupils.</p> <p>Our business partners, Pinsent Masons, have been very impressed with the outcomes of this programme and have part funded all the selected children and their siblings to attend a one week summer school at the Academic Excellence Base.</p>	<p><u>£11250.00</u></p> <p><u>£3150.0000</u> (summer school)</p>	<ul style="list-style-type: none"> • Improved language and communication skills • High achievers are further motivated though having additional well paced, language rich lessons where feedback is immediate and activities are stimulating. • Enables more able children to catch up, then keep up and sustain learning alongside their academic peers. Aspirations are challenged and children's pathways are potentially changed • Long term opportunity for children to sit and pass 11+ test or to be able to apply for scholarship at Independent Schools • Greater number of children sitting the level 6 tests at the 																																																																												

end of KS2 (Two children achieved level 6 in the “SPAG” test in 2014)

- One child has been awarded a place at Grammar School

NAME	YEA R	Read APS	Write APS	Maths APS
N	R	303-602	303-602	303-602
I	1	5APS	6APS	4APS
H	1	5APS	7APS	6APS
L	1	3 APS	5APS	4APS
J	1	4APS	4APS	4APS
R	2	6APS	5APS	5APS
S	2	5APS	6APS	5APS
F	2	6APS	3APS	5APS
T	3	6 APS	2 APS	3 APS
A	3	6APS	5APS	2APS
H	3	6APS	4APS	1APS
B	3	6APS	3APS	3APS
R	3	4APS	4APS	3APS
I	4	3APS	4APS	4APS
S	4	3APS	5APS	4APS
S	4	3APS	3APS	5APS
A	4	2APS	3APS	4APS
O	4	3APS	3APS	4APS
B	5	4APS	2APS	5APS
D	5	2APS	2APS	5APS
R	5	5APS	2APS	5APS

				A	6	4APS	7APS	6APS	
				R	6	0APS 5C SATS	6APS	6APS	
				O	6	2APS	6APS	4APS	
				S	6	2APS	6APS	2APS	
				S	6	2APS	4APS	6APS	
				M	6	5APS	4APS	4APS	
Senior Learning Mentor	<p>The vision for the SLM is to develop the three main factors that support a child’s resilience: High attainment at school; strong personal and social skills and parental support for their child’s learning. This is being achieved by:</p> <ul style="list-style-type: none"> • Creating a welcoming environment (Parents room and outside court yard areas have been developed) • Developing the home learning environment, through sharing learning practices in school (Home visits, Inspire workshops, Parent Consultation Days, Parent to School Days and basic skills workshops for parents) • Supporting the school to respond to wider societal issues such as childhood obesity, extremism, gang violence and poor parenting by organizing workshops around: healthy eating, oral health, Street ‘Clear up’ sessions, Fundraising projects, Baby Saver and Stay and Play sessions. Some of these workshops are open up to the wider community 	<u>£8958.35</u>	<ul style="list-style-type: none"> • Experience fewer behavioral difficulties • Increase in parents attending parent consultation days (94% 2014) and parents’ to school days. • Results of questionnaires show that parents feel they receive help from school to support their child’s education. (90% of parents reported that the they received valuable information from the school about their child’s progress) • Re-establishing and reinforcing a positive perception of school and learning and improved self-efficacy for the whole family (83% of parents reported that the school responds well to any concern that they raise) • Providing additional support for children with a range of needs – emotional, social, behavioural, attendance / punctuality etc. • Increased numbers of children making accelerated progress • Increase self confidence Greater independence Better team-working, collaborative skills exhibited by key groups of children 						

	<ul style="list-style-type: none"> • Providing a program of out of hours learning opportunities for parents and children • Support parents with budgeting and contacting relevant agencies when parents struggle to understand LA policies and practices • Going the extra mile to make links with targeted groups of pupil – A support project to work with pupils whose attitudes to learning were impeding progress was devised. The SLM worked with an outside specialist in African Caribbean boys underachievement to develop a mentoring and counseling program (The Gilroy Brown Project) for both the class teachers and children. 		<p>Impact of the Gilroy Brown Project:</p> <ul style="list-style-type: none"> • Greater emphasis on the value of pupil voice • A greater willingness to personalise the learning • High expectations of all learners in terms of behaviour and academic potential • Effective team work between class teacher and TAs • Deployment of specific strategies aimed at positively targeting disengaged pupils <p>These practices have helped to enhance the quality of teaching by encouraging the teachers to learn from the learners. The target pupils have also learnt some important things over the last three terms, the main thing being that they can become self disciplined and in doing so succeed academically. They are now more engaged, clearer about the purpose for learning, taking greater responsibility for their actions and keen to excel. “ It was interesting to note ... that most of them were among the pupils who achieved the highest rate of progress (at least 4 points progress over 2 terms).” Gilroy Brown July 2014</p>												
<u>Counsellor</u>	<p>A Play Therapist comes into school one afternoon each week to work with children who are experiencing family trauma, which may have an impact on the child’s social interaction with other children or their ability to focus and learn in the classroom. Weekly sessions build a sense of self worth and confidence in the children.</p>	<u>£4083.35</u>	<ul style="list-style-type: none"> • Meet the emotional needs of children who may be falling behind because of friendship, social or emotional barriers to learning. • Children are more likely to believe they can control events that affect them and therefore build resilience <table border="1" data-bbox="1413 1182 2024 1337"> <thead> <tr> <th></th> <th>Read APS</th> <th>Write APS</th> <th>Maths APS</th> </tr> </thead> <tbody> <tr> <td>(1)</td> <td>4APS</td> <td>4APS</td> <td>6APS</td> </tr> <tr> <td>(2)</td> <td>6APS</td> <td>4APS</td> <td>5APS</td> </tr> </tbody> </table>		Read APS	Write APS	Maths APS	(1)	4APS	4APS	6APS	(2)	6APS	4APS	5APS
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				(4)	4APS	5APS	4APS	
				(6)	-2APS (4B SATS)	5APS	4APS	
<u>Tracking system</u>	Software has been developed by a consultant, which will enable us to track the progress and attainment of children in reading, writing and maths on a termly basis.	<u>£587</u>		<ul style="list-style-type: none"> • Children falling behind can be identified, so that interventions can be put into place quickly. • Gaps between groups can be identified and narrowed • Governors have a tool by which they are able to hold all staff to account • Teachers have access to key summative data that can be used to identify trends, patterns of learning and to inform future planning 				
<u>Enrichment activities/ Educational visits</u>	Each teacher is encouraged to supplement their classroom teaching with enrichment opportunities (sports, music, dance, residential, visiting artists etc.)	<u>£9202.80</u>		<ul style="list-style-type: none"> • Enhance children’s education by bringing new concepts to light. These activities are fun for the children, but they also impart knowledge. They allow our children to apply knowledge and skills taught in school to real-life experiences. • Provide experiences which many parents would not be able to independently afford for their child • Results of questionnaires show that children enjoy coming to school – attendance has improved 96.4% • The attainment gap is narrowed for all groups by the end of KS2 • Support Language development- sustained increase in age related expectations for writing: 				

				<p>RECEPTION 63% Writing 2014 60% Writing 2013 63% 6+ points 2011 55% 6+ points 2010 77% 6+ points 2009</p>
				<p>YEAR 1 69% 1A+ 2014 41% 1A+ 2013 46.7% 1A+ 2012 45% 1A+ 2011 37% 1A+ 2010</p>
				<p>YEAR 2 80% 2C+ 2014 (60% @ 2b) 80% 2C+ 2013 (57% @ 2B) 79.3% 2C+ 2012 73% 2C+ 2011 70% 2C+ 2010 50% 2C+ 2009</p>
				<p>YEAR 3 85% 2A+ 2014 70% 2A+ 2013 66.7% 2A+ 2012 50% 2A+ 2011 29% 2A+ 2010</p>
				<p>Year 4 67% 3B+ 2014 52% 3B+ 2013 56.7% 3B+ 2012 43% 3B+ 2011 16% 3B+ 2010</p>
				<p>Year 5</p>

			<p>72% 3A 2014 67% 3A+ 2013 46.7% 3A+ 2012 24% 3A 2011 40% 3A+2010</p> <p>YEAR 6 100% 4C+ 2014 100% 4C+ 2013 91.7% 4C+ 2012 93% 4C+ 2011 78% 4C+ 2010 42% 4C+ 2009</p> <ul style="list-style-type: none"> • Improved quality first teaching • 100% good or better teaching (40% outstanding) • Consistent implementation of practice and expectations across school. • Increased percentage of children working at age related expectations • 100% children making 2 sub levels + progress in KS2
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