



ST MATTHEW'S CHURCH OF ENGLAND PRIMARY PUPIL PREMIUM STATEMENT 2017 [\(Updated April\)](#)

For the financial year 2016-17 St Matthew's CE Primary School has been allocated £196,000.00 Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary Schools receive £1900 for Children who are Looked After.

Summary of the barriers to learning:

Deprivation - The school serves a community, which reflects extreme social and economic challenges. 70% of children eligible for free school meals (ever 6). The school's deprivation indicator is 0.44, which is more than double the national average of 0.21.

Behavioural, Mental and Social health and wellbeing needs- Many of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.

Diversity - 94% children from minority ethnic families, 69% speak English as an additional language. Some of the children need targeted support in order to catch-up with their peers in terms of language and oracy.

Start Points - Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children. In 2016 baseline to Nursery showed 75% of children coming in below or significantly age related expectations in language and communication.

Mobility - the school has 79% mobility putting the school in the second from bottom quintile for stability.

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| <p>BETTER READING PARTNERS</p> | <p>Enhance the teaching of reading in the school by having an English leader without whole-class responsibility. To meet the demands of the new curriculum in reading means that we need to invest in high- quality first teaching of reading and outstanding interventions will promote this.</p> <p>Small group reading programme for all children not hitting national benchmarks at KS1 and 2 in reading.</p> <p>Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.</p> <p>Ensure that teachers and teaching assistants are well trained and deployed effectively to accelerate children's progress. They will also assist in creating personalised intervention programmes to best support children's needs</p> <p>Children make expected or better attainment</p> | <p>Small group reading programme for all children in Yrs 1 and 2 plus any child not hitting national benchmarks at KS1 and KS2 in reading.</p> <p>Line management meetings with HLTAs who thus will monitor support staff interventions.</p> <p>Regular learning walks of reading across the school.</p> <p>Children make expected or better attainment and talk with enthusiasm about their academic future. Teachers have had Shared Reading training and this have provided all staff with some clear strategies to support children with reading comprehension</p> <p>When children read daily they</p> | <p>As part of the termly assessment cycle.</p> <p>52% of Reception are working at over 60 months in reading.</p> <p>83% of pupils in Year 1 are working at Expected or above in reading.</p> <p>57% of pupils in Year 2 are working at Expected or above in reading</p> <p>61% of pupils in Year 3 are working at Expected or above in reading.</p> <p>56% of pupils in Year 4 are working at Expected or above in reading.</p> | <p>Deborah Murdock AHT DHT - Sonia Thompson</p> |

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| | <p>and talk with enthusiasm about their academic future.</p> <p>PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying</p> <p>PP children achieve in line with non-PP children.</p> | <p>gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long-term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed.</p> <p>The boys who do not like reading will be more inspired in class with book more appropriate to their interest.</p> | <p>59% of pupils in Year 5 are working at Expected or above in reading.</p> <p>93% of pupils in Year 6 are working at Expected or above in reading.</p> <p>Pupil Premium pupils in Years 1,2,3 and Year 6 are attaining higher or in line with non pupil premium pupils.</p> <p>The Head of Inclusion will observe and monitor the TA's half termly, as they deliver the intervention</p> <p>Teachers will be asked to evaluate the impact of interventions, during their termly pupil progress meetings and</p> | |

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| | | | performance management meetings | |
| Maths Whizz | <p>More home support for children's learning. The gap between home and school life is narrowed.</p> <p>50% Increase in pupils completing maths work at home.</p> <p>Maths Whizz supplements teaching and supports learning.</p> <p>Maths Whizz provides individualised support for pupils struggling with areas identified as a whole school priorities (Place Value).</p> | <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.</p> <p>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> | <p>Termly review of progress and attainment</p> <p>Apart from Year 2 Maths is the weakest performing subject in the school.</p> <p>SLT have monitored the use of Maths Whizz and have taken the decision that this no longer provides value for money.</p> <p>The contract with Maths Whizz will be terminated and homework will return to a paper based experience, through the use of Rising Star workbooks.</p> | AHT - Tracey Adams |

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| | | 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. | | |
| Peripatetic Music Tuition | <p>Social Skills - Children learn to play an instrument, join a musical group or ensemble learn important life skills, such as how to relate to others, how to work as a team and appreciate the rewards that come from working together.</p> <p>Patience - In a world of instant gratification, learning to play an instrument is not something that can happen overnight. It is the daily efforts of everyday practice that can help a musician learn how to play without mistakes. Most musicians go through years of regular practice that includes daily musical exercises and the tackling of progressively difficult musical pieces, which in turn helps them conquer the virtue of patience.</p> <p>Resilience - Choosing to take music lessons can help build confidence. Once you are aware that</p> | <p>From Year 3, 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.</p> <p>All children in Year 4 have a weekly flute and singing lesson. Children who demonstrate an aptitude continue with flute lessons in Years 5 and 6.</p> <p>Children in KS2 have an opportunity to audition for the school choir, who are active within the local community.</p> | <p>It is expected that children will take a Music Medal Exam, by the end of KS2.</p> <p>All pupils play as part of their class assemblies, termly concerts and attend the Area Ensemble, which is held at our main feeder school. Children have an opportunity to play together with older pupils.</p> <p>The Area Ensemble performs at the</p> | HT - Paulette Osborne |

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| | <p>you are able to do something well, like play the flute for instance, you naturally become more confident of your skills.</p> <p>Achievement - Extensive research done in this area has proved that children who learn to play a musical instrument do better in academics. Shaw, Rauscher, Levine, Wright, Dennis and Newcomb, explored the link between music and intelligence. They reported that music training is far superior to computer instruction in dramatically enhancing children's abstract reasoning skills, the skills necessary for learning math and science.</p> <p>Improved memory - Music and memory go hand in hand. Learning to play a musical instrument makes you use both parts of your brain and this in turn boosts memory power. Maestro Eduardo Marturet, found that participation in music at an early age can help improve a child's learning ability and memory by stimulating different patterns of brain development. Music education is also linked to higher IQ levels and the physical development of certain parts of the brain.</p> | | <p>Birmingham Symphony Hall each year.</p> <p>Increased musical skills for all pupils. Increased opportunities for all pupils to experience learning a musical instrument.</p> <p>Widen opportunities for all pupils to participate in a whole school initiatives such as: performing in the school concert and attending the symphony hall to watch a concert.</p> | |
| Morning Club | Reduced pupil mobility- support for parents | We provide a daily social morning | Pupils able to make | HT - Paulette |

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| Salary & Resources | <p>who have moved out of the Nechells locality. From 70.2 stability up to 79.2.</p> <p>Support for parents who work or attend higher education.</p> <p>Opportunities for social and language skills to be developed.</p> <p>Improved attendance and punctuality for children identified as being at risk of underachieving 94% 2011 to 96.4% 2013. 98.2 2016. Level of persistent absence has also been reduced 7.7% 2011 2.7% 2014 0.0% 2015 1.1 (2.7 Nat)</p> | <p>club, which is subsidised through the use of the Pupil Premium fund.</p> <p>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 play worker to coordinate the service. She has purchased a range of play equipment to encourage the children to be engaging in social activities. Healthy snacks are provided as part of the daily morning</p> | <p>sensible choices about activities. Pupils able to achieve personal goals and challenges</p> <p>Raised parents' awareness of the importance of attending school daily - especially for our LAC pupils. We have an increased numbers of pupils able to attend breakfast club. Pupils attending breakfast club have improved attendance, concentration and attainment. Pupils have greater access to structured play and organised sporting activities.</p> | Osborne |
| <u>G&T</u> Teacher | Extended Provision for the higher attaining children | We provided tuition for two hours per week for nineteen | Termly, Pupil Progress Meetings | HT - Paulette Osborne |

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| <u>/Academic Excellence</u> | <p>Improved language and communication skills. High achievers are further motivated through having additional well paced, language rich lessons, where feedback is immediate and activities are stimulating.</p> <p>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. We provide a long-term opportunity for children to sit and pass 11+ tests or to be able to apply for scholarship at Independent Schools.</p> <p>Greater number of children achieving 'Exceeding' by the end of the academic year.</p> | <p>gifted pupils across the school. Children work with 'experts' whose day-day role involves working with high achieving pupils.</p> <p>Our Governors have been very impressed with the outcomes of this programme and have funded all the children to attend a one-week summer school, at the Academic Excellence Base.</p> | <p>Termly Book Scrutinies</p> <p>Review meetings with Academic Excellence</p> <p>All children on the programme are on track to achieve GDS at the end of the year for Reading, Writing and Maths based upon Autumn 2016 data review.</p> | |
| Senior Learning Mentor | <p>To Continue to have a full-time Learning Mentor to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties. The Learning mentor develops targeted behavioural interventions for identified students. The Learning Mentor also organises parental work alongside these interventions.</p> | <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.</p> <p>This is being achieved by: Creating a welcoming environment (Parents room and outside court</p> | <p>Bi Weekly pastoral meetings, where whole school behavioural data is analysed and actions are put into place for key individuals and key families.</p> <p>Greater support for Pupils and families in Early Help strategies</p> | Karen Oram |

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| | <p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>Experience fewer behavioral difficulties. Increase in parents attending parent consultation days (94% 2014 95% 2016) and parents' to school days.</p> <p>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)</p> <p>Re-establishing and reinforcing a positive perception of school and learning and improved self-efficacy for the whole family (89% of parents reported that the school responds well to any concern that they raise)</p> <p>Providing additional support for children with a</p> | <p>yard areas have been developed)</p> <p>Arrange: workshops, Parent Consultation Days, Parent to School Days and basic skills workshops for parents</p> <p>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</p> <p>Provide a program of out of hours learning opportunities for parents and children.</p> <p>Support parents with budgeting and contacting relevant agencies, when parents struggle to</p> | <p>We have witnessed increased enjoyment levels of the pupils through using online books, and access to the library.</p> <p>Increased motivation and enjoyment at playtimes and lunchtimes. Pupils able to make sensible choices about activities. Pupils able to achieve personal goals and challenges</p> | |

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| | <p>range of needs - emotional, social, behavioural, attendance / punctuality etc.</p> <p>Increased numbers of children making accelerated progress</p> <p>Increase self confidence; greater independence; better team-working and collaborative skills, exhibited by key groups of children</p> <p>Meet the emotional needs of children who may be falling behind because of friendship, social or emotional barriers to learning.</p> <p>Children are more likely to believe they can control events that affect them and therefore build resilience</p> <p>Children's progress and attainment in reading, Writing and Maths, to be at national average and better at key benchmarks.</p> | <p>understand LA policies and practices.</p> <p>Strong partnerships with with external agencies.</p> | | |
| Enrichment activities/ Educational | <p>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</p> | <p>Each teacher is encouraged to supplement their classroom teaching with enrichment opportunities (sports, music,</p> | <p>Difference narrowed between FSM and all pupils for the majority of classes. Standards</p> | <p>SLT</p> |

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| <p>visits</p> | <p>skills taught in school to real-life experiences.</p> <p>Provide experiences which many parents would not be able to independently afford for their child</p> <p>Results of questionnaires show that children enjoy coming to school - attendance has improved 96.4%</p> <p>The attainment gap is narrowed for all groups by the end of KS2</p> <p>Support Language development- sustained increase in age related expectations for writing:</p> | <p>dance, residential, visiting artists etc.)</p> | <p>raised and rates of progress improved for vulnerable groups of pupils.</p> <p>Raised standards in speech, leading to raised standards in reading and writing.</p> <p>Increased pupil confidence and self-esteem.</p> <p>Pupils learn enhanced vocabulary and learn to understand complex instructions so that they can engage in their class more quickly.</p> <p>Pupils able to return to main classes more quickly</p> | |

