



## **St Matthew's C of E Primary School - Pupil Premium Funding and Impact 2016-17**

### **Introduction**

Pupil premium funding (PPF) is provided through annual grants from central government, in addition to main school funding. The amount each school receives is based on a formula which takes into account the number of pupils at the school who:

- Are recorded as 'Ever 6' free school meals
- Are looked after by the local authority (LA)
- Have ceased to be looked after by the LA because of adoption, special guardianship order, child arrangements order or residence order
- have a parent serving in the armed forces; recorded as 'Ever 5'

### **Aim of Pupil Premium Funding**

We aim to provide support and opportunities for all our pupils to achieve their potential. Pupil premium funding enables the school to deliver additional benefits which particularly target those pupils from groups who may be vulnerable to underachievement, to help them to meet or exceed their expected levels of progress and attainment.

### **Pupil Premium Statement (September 2015-August 2016)**

Within the 2016-17 budget, St. Matthew's Primary School has been allocated **£96,200**. This is deployed through targeted support, enrichment activities and resources as set out in the table below:

**TARGETED SUPPORT**

<b>Allocation</b>	<b>Aim</b>	<b>Expected Impact</b>
A senior dedicated teacher to fulfil the role of 'Pupil Premium Intervention Coordinator'	To plan and co-ordinate all Pupil Premium support and interventions within the school to enhance the overall effectiveness of targeted resources.	Accelerated progress and improved outcomes are achieved by pupils.
1:1 Teaching Assistant and Teacher support (2 afternoons per week)	To provide interventions and concentrated support to help children reach their full potential in literacy and numeracy.	The large majority of children receiving pupil premium will make expected or more than expected progress and are working generally within or above age related expectations. Where progress has been less than expected, the gap has been identified and supported through interventions/focused group work tailored to individual needs.
Learning Mentor (1/2 week)	To overcome barriers to learning through supporting pupils' self- esteem, attitudes to learning, emotional wellbeing and enjoyment of school. Working closely with parents.	
Bought in expertise in the form of Learning Support Service (50% total provision)	To provide additional concentrated teaching and advisory support to address specific learning needs.	
<b>TOTAL ALLOCATION: £73,942</b>		

<b>ENRICHMENT ACTIVITIES &amp; EQUIPMENT</b>		
<b>Allocation</b>	<b>Aim</b>	<b>Expected Impact</b>
Residentials, visits and visitors <b>(£4,025)</b>	To ensure that educational visits are accessible to all pupils and all children have the opportunity to participate in enhancement activities and feel fully included.	All children have been able to access a wide range of opportunities within an enriched curriculum.
Provision of additional resources <b>(£12,000)</b>	Provision of additional curriculum materials and equipment to assist with more effective learning.	Children benefit from access to equipment and material which would be otherwise unavailable to them.
<b>TOTAL ALLOCATION: £16,025</b>		

<b>MANAGEMENT &amp; REVIEW</b>		
<b>Allocation</b>	<b>Aim</b>	<b>Expected Impact</b>
SMT focussed activity throughout the year - addressing pupil premium needs is Priority 7 within the School Development Plan. Specific input from the Vice Principal.	Regular monitoring of allocated funding tracks progress towards measurable targets. Progress of individuals is continually tracked and measured 3 times per year. Pupil's general wellbeing is constantly monitored.	Effectiveness and impact of funding allocation is clearly understood and acted upon by all parties. Under performance is identified quickly and interventions put in place.
<b>TOTAL ALLOCATION: £6,233</b>		

## **Impact of Funding**

**PP Champion** tracks progress, attendance, instigates interventions and trains and secures professional development for TA's. As a result, the majority of children have shown good progress and the majority of PP children are at or above expected.

Reading 67% of children are at or above

Writing 57% of children are at or above

Mathematics 57% of children are at or above

## **Pastoral Manager**

Our Pastoral Manager has worked with 40 families. As a result, the well-being has improved for the majority of children. The Pastoral Manager presently supports 11 families through early intervention / TAC process.

## **Enrichment Activities and equipment**

All PP children have accessed an enriched curriculum through:

- outside visits
- opportunities during Healthy Schools week and Arts week
- all Year 6 PP children accessed Kingswood residential gaining skills and qualities such as cooperation
- collaboration and empathy which is so important for transition
- additional resources
- updated science resources
- Reading Detectives
- mental maths resources
- a wide range of after school clubs

## Pupil Premium Breakdown of Impact

2016-2017

<b>YEAR GROUP</b>	<b>INTERVENTION</b>	<b>IMPACT</b>
<b>RECEPTION</b>	<ul style="list-style-type: none"> <li>• Welcome intervention</li> <li>• SALT intervention with Speech Therapist</li> <li>• Stammer support for one child</li> <li>• Friendship group with TA</li> <li>• Pastoral Manager involvement with one child</li> <li>• Additional learning intervention daily with TA</li> </ul>	<ul style="list-style-type: none"> <li>• Scores in Communication and Language increased over year</li> <li>• Less evidence of stammer in Year 1</li> <li>• Child in Year 1 now plays with other children</li> <li>• Learning progress evident but some children needed to be placed on SEN register</li> </ul>
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>• Booster groups for phonics 4 x 30 minutes</li> <li>• Maths boost – taught by TA</li> </ul>	<ul style="list-style-type: none"> <li>• 63% of the children passed phonic screen</li> </ul>
<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>• Behaviour Support Service intervention with 3 PP children</li> <li>• One to one support for child with significant emotional and behaviour difficulties prior to ECHP plan for 2 children</li> <li>• Stockport Early Reading intervention taught by PP champion 3 x week</li> <li>• Stockport Early Reading intervention taught by LSA 3 x week</li> <li>• HA maths groups in class supported by PP champion 3 x weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Children are confident to speak in front of others and share ideas</li> <li>• Child received ECHP – continues to have support</li> <li>• All children made progress through reading bands – yellow to orange and yellow to green</li> <li>• Good progress made especially in their ability to work mentally</li> </ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>• Spelling intervention to secure Year 2 Common Exception words taught by PP champion for 4 weeks' daily</li> <li>• Motivational maths for 3 children 3 x weekly</li> <li>• Stockport Early Reading intervention daily for 1 child</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements in retention of spellings</li> <li>• Good progress made by all children</li> <li>• Improvements in handwriting – needs reminding about expectation in class</li> <li>• Progress in reading was accelerated</li> <li>• Children made good progress in maths</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiated RWinc for 1 child</li> <li>• Occupational therapy twice weekly for 3 children</li> <li>• Motivational maths for 3 children daily</li> <li>• SALT intervention for 1 child 2 x weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in ability of speech and understanding</li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>• Stockport Early Reading intervention for 2 children</li> <li>• Additional weekly reading by PP champion for 9 children – groups</li> <li>• Beanstalk reading support for one child 2 x weekly for one year</li> <li>• Additional maths support for 4 children</li> <li>• Lego Therapy 30 minutes weekly for 4 children</li> <li>• Motivational Maths for 3 children</li> <li>• Additional handwriting practise for 4 children</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid progress in reading ages</li> <li>• Steady progress in reading</li> <li>• Unmeasured gains for this child in terms of confidence and being happy</li> <li>• Rapid progress and improvement in reading age</li> <li>• Rapid progress in the specific aspects covered</li> <li>• More legible handwriting</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>• Beanstalk reading intervention</li> <li>• To build confidence and fluency when reading and build retrieval and inference skills</li> <li>• Construction club, using Lego to promote social skills and develop fine motor skills</li> <li>• Reading and relationship building to develop fluency and support with behaviour</li> <li>• Reading Partnership with Principal to stretch higher achievers</li> <li>• Quick fix reading strategies for one child</li> </ul>	<ul style="list-style-type: none"> <li>• Steady progress and increased confidence in reading</li> <li>• Children more able to communicate with other children</li> <li>• Reading progress</li> <li>• Pupils more confident and growing independence</li> <li>• Increased number of children achieving greater depth</li> </ul>
<b>YEAR 6</b>	<p><b>AUTUMN</b></p> <ul style="list-style-type: none"> <li>• Beanstalk reading support for one child 2 x weekly</li> <li>• Maths intervention with HLTA</li> <li>• Maths intervention with the Higher Attainers with Class teacher 1 x weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Children more secure with 4 operations</li> <li>• Children more confident with reasoning and problem solving - one child not as successful due to emotional issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Extra Guided Reading with HLTA</li> </ul>	<ul style="list-style-type: none"> <li>• 2 children more confident and aware of how to answer the in depth comprehension questions</li> </ul>
	<p><b>SPRING</b></p> <ul style="list-style-type: none"> <li>• Maths groups 3 x 30 minutes taught by PP champion</li> <li>• Maths groups 3 x 30 minutes taught by HLTA</li> <li>• Maths groups 3 x 30 minutes taught by Class teacher</li> <li>• Inference intervention Reading Group 2 - 3 x 30 minutes with HLTA</li> </ul>	<ul style="list-style-type: none"> <li>• More secure understanding shown of 4 operations, fractions and problem solving</li> <li>• More fluency with reading, beginning to understand the text and SATs style inference questions more</li> </ul>
	<p><b>SUMMER</b></p> <ul style="list-style-type: none"> <li>• Maths groups 3 x 30 minutes taught by PP champion</li> <li>• Maths groups 3 x 30 minutes taught by HLTA</li> <li>• Maths groups 3 x 30 minutes taught by class teacher</li> <li>• Whole class split into ability groups reading SATs paper focus</li> <li>• Writing Group taught by PP champion 2 x weekly</li> <li>• Writing Group taught by CT 2 x weekly</li> </ul>	<ul style="list-style-type: none"> <li>• More secure understanding of 4 operations, fractions and problem solving – good attempts at reasoning SATs style questions and definitely more prepared for SATs</li> <li>• More able to skim and scan and more prepared for SATs</li> <li>• Children MET standard ITAFS in their writing</li> <li>• Group now consistent with tense, passive voice, correct punctuation, homophones and focus on changing mood / atmosphere using different sentence types</li> </ul>