



St Matthew's C of E Primary School

Pupil Premium Funding and Impact 2017-18

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

- To provide support and opportunities for all our pupils to achieve their academic potential
- To increase the percentage of pupil premium children meeting the expected standard in mathematics, reading and writing, narrowing the gap between PP and non PP children
- To deliver additional benefits which particularly target those pupils from groups who may be vulnerable to underachievement
- To support enrichment activities to develop and increase confidence and engagement of all PP children in school life

We aim to provide support and opportunities for all our pupils to achieve their full 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 meet or exceed their expected levels of progress and attainment.

Pupil Premium Statement

Within the 2017-18 budget, St. Matthew's Primary School has been allocated **£108,080**. This is deployed through targeted support, enrichment activities and resources as set out in the table below:

TARGETED SUPPORT		
Allocation	Aim	Impact
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. Identify PP children with learning or social needs so that they improve learning behaviours and increase learning outcomes.	Specific needs of children identified. Interventions meant majority of PP children made good progress. KS1: Reading 75% of PP children ARE Writing 67% of PP children ARE Maths 75% of PP children ARE KS2 Reading 62% of PP children ARE Writing 57% of PP children ARE Maths 36% of PP children ARE Social and emotional needs of certain children met by Pastoral Manager / HLTA enabling them to access curriculum.
1:1 Teaching Assistant and Teacher support	To provide interventions and concentrated support to help children reach their full potential in literacy, numeracy and to support social and emotional well-being.	Most children receiving PP made at least expected progress. Where progress has been less than expected, difficulties have been identified and supported through interventions/focused group work tailored to individual needs to narrow the gap.
Pastoral Manager	To overcome barriers to learning through supporting pupils' self-esteem, attitudes to learning and emotional well-being. Working closely with parents to improve outcomes for whole family.	22% of PP children also have additional needs which are met through Individual Education Plans. 8% of PP pupils have English as a second language and where needed support from Ethnic Diversity Service has been used to ensure good progress.
Buy in external agencies such as LSS, BSS, EAL, SALT	To support specific learning and behavioural needs of identified individuals.	Children and families feel supported. Well-being is improved. Barriers to learning removed.

Professional development	Professional development and training for staff in identified areas in order to enhance provision.	Y6 pupils benefited from learning in small groups. Whole staff INSET and CPD opportunities has ensured good teaching of Literacy & Numeracy. Moderation of writing with cluster of schools and CDAT ensures that standards are in line with national standards.
TOTAL ALLOCATION: £94,135.25		

ENRICHMENT ACTIVITIES & EQUIPMENT		
Allocation	Aim	Impact
Residentials, visits and visitors	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 who are eligible for PP were able to access a wide variety of enrichment activities. All visits were subsidised. 64% of PP children took part in Y6 residential.
Provision of additional resources	Provision of additional curriculum materials and equipment to support effective learning.	Effectiveness of PP funding was monitored by SLT. Purchase of additional ICT resources meant that PP children had increased access to new technologies. Training of two members of staff on well-being toolkit has enabled staff to support children. Cascading this training has meant that a number of staff have skills to support children who have been struggling emotionally.
TOTAL ALLOCATION: £6,670		

MANAGEMENT & REVIEW		
Allocation	Aim	Impact
SMT focussed activity throughout the year - tracking pupil premium achievement. Priorities 1 and 2 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.	<p>Evaluation of termly data meant that children needing intervention were quickly identified.</p> <p>Vice Principal worked directly with groups of children. Several members of staff were also used to ensure that as many PP children as possible made at least good progress and had an enhanced experience of school.</p> <p>Principal & Pastoral Manager liaised daily to ensure that pastoral support for individual children and families was readily available when needed.</p>
TOTAL ALLOCATION: £7,274.75		