

## Pupil premium strategy statement

This statement details our 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	213
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022 - 23 The aims cover 3 years but we have focused on funding overview for one
Date this statement was published	November 2022
Date on which it will be reviewed	Termly and September 2023 for 2023/24 funding overview
Statement authorised by	Stephen Murphy
Pupil premium lead	Rachel Campbell
Governor / Trustee lead	Helen Wetherall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,377
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,289
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,846

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At St. Matthew's C of E Primary School:

### Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- 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.
- We provide targeted academic support for students who are not making the expected progress
- We address non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Pupils behaviour for learning affected by tiredness or hunger when arriving at school
3	Language and communication skills on entry to school
4	Low prior attainment of pupils on entry to school
5	SEMH of pupils

## 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
Attendance of disadvantaged pupils is in line with the LA average.	Pupil attendance figures for disadvantaged pupils is 96%.
Achieve national average attainment scores in KS2 reading, writing and maths summative assessments.	Attainment figures in each year group are equal between disadvantaged and non-disadvantaged pupils.
Achieve national average progress scores in KS2 Reading and progress scores in line with Non-disadvantaged children in all year groups.	Progress figures from the previous key stage are identified as good using the school's in-house assessment data. Pupil premium pupils attain expected progress in their end of KS2 results.
Achieve national expected standard in the Phonics Screening Check	Pupils at the end of Year 1 achieve the national expected standard with attainment scores in line with the National average. Pupils in Year 2 who did not attain the expected standard attain this by the end of year 2.

## 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: £16,787

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a love of reading and improve the educational outcomes in Reading	The EEF Guide to Pupil Premium-Key Principle No. 3. Improving the outcomes in reading can be achieved and the gap narrowed to national standards through high quality teaching of phonics for early reading and a consistent approach to teaching reading across KS2. Summer 2021 internal data shows that 47% of disadvantaged pupils attain age related expectations with 10% of these pupils exceeding them. This compares with 59% of non-disadvantaged pupils attaining aged related expectations with 18% exceeding them	1,2,3,4
Improving focus on raising attainment for PP children by improved monitoring and intervention	It will be the responsibility of the Deputy Head to be the Pupil Premium Champion for school. Termly progress meetings will focus on the progress and attainment of pupil premium children. Actions for pupils will be put in place. Core Subject Leaders to implement intervention approaches that are based on evidence and have a clear impact. SENCO and Deputy to work closely with staff team to ensure that interventions are taking place. SENCO and Deputy to work closely with teachers to ensure that they are aware of who the PP children are and ensure they are receiving the additional support that is needed/relevant/provided for them.	2,3,4
Ensure that Maths Mastery is embedded into the teaching of Maths at school.	EEF 'Mastery' Research Project found that, 'Mastery learning appears to be a promising strategy for narrowing the gap.' It also goes onto say that, 'Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.' Summer 2021 internal data shows that 51% of disadvantaged pupils currently attain aged related expectations and 10% of these pupils exceed them, Data for non-disadvantaged pupils show that 62% of non-disadvantaged pupils attain aged related expectations with 19% of these pupils attaining aged related expectations.	2,3,4

<p>Staff CPD development – through Learning Leads and CDAT offer.</p>	<p>High quality staff CPD is essential to improving outcomes for pupils. Information from CPD events is disseminated during INSET days and staff meetings to ensure staff receive the most effective and up to date training. CPD enables high quality teaching to take place in classes. The impact of teaching and pedagogical approaches is assessed and monitored by subject leaders, the assessment lead and pupil premium champion.</p>	<p>1,2,3</p>
<p>Ensure staff use evidence-based teaching interventions.</p>	<p>EEF evidence ‘As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.’</p> <p>EEF Evidence ‘There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.’</p> <p>In the EYFS, the staff team will adopt smaller carpet sessions whilst the other children receive targeted intervention during their continuous provision time. This will embed rules, routines and secure the foundations of the learning for the children as early as possible in order to stabilise the beginning of their learning journey.</p>	<p>3,4</p>
<p>Purchase of standardised NTS testing package.</p>	<p>Training for staff to ensure assessments are interpreted and administered correctly. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	

<p>Embed Tales Toolkit, ELKLAN and WELLCOMM Communication and Language interventions in Nursery and Reception and the wider school as required.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3,4</p>
<p>Continued use of Monster Phonics Scheme – a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a high impact for a relatively low cost.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3,4</p>

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

Budgeted cost: £83,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered via the Monster Phonics programme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3,4
Dedicated Teaching Assistants to support targeted interventions.	In addition to evidence from EEF above, gaps in learning have been identified through NFER assessments and recommendations made by subject leaders. In Maths Teaching assistants have received training in identifying gaps in learning and teaching motivational maths interventions to close gaps and raise attainment of pupils.	3,4
Group tutoring led programmes focusing on core subjects across years 5 and 6.  Using recovery funding	3 UPS teachers to run group tutor sessions after school as recommended by the government. Teachers will work with focus pupils during this time with gaps in Maths and English taken from internal assessments. This will support accelerating progress in academic areas. NFER tests are used in school to identify gaps in learning in addition to assessment for learning strategies daily.  EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.	1,2,3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated attendance officer time to ensure pupils' attendance is in line or higher than <b>96%</b> .	Deputy Head to be in charge of supporting families with their attendance in place from November 22 – regular meetings with EWO and safeguarding leads – parental meetings held at least once a term – reward structure for good attendance put in place	1
Designated time for Safeguarding Leads to provide social and emotional support for identified children.	<p>Creating a therapeutic environment supports pupils to be calmer and self-regulate which supports their well-being. Time spent on a 1:1 basis with pupils has deescalated pupils when heightened. Regular check ins also provide pupils with an opportunity to express their feelings to a trusted adult in the safety of school, whilst creating an understanding that there is a support network around a child which improves confidence and emotional security.</p> <p>EEF Evidence 'Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning'.</p> <p>DSLs to work together to support children and families through regular check ins, support from outside agencies, support via Team Around the School meetings and links with Stockport Inclusion service to provide weekly support from Wellbeing worker and Primary Jigsaw.</p>	2,5
Educational materials pupils have access to in and outside school to support progress.	<p>Every child has access to TT Rockstars. During Lockdown, engagement with this app was high and pupils have reported that they enjoy this app. In addition to TT Rockstars subject leaders continually research and appraise potential online learning tools that will support pupils' learning.</p> <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching.'</p>	2,3,4
Ensure parents have access to professional services	We want to ensure pupils are attending school and have readiness to learn through well-being support for the family. Thus promoting a sense of well-being	1,5



workshops on a range of issues to support mental health and well being	and belonging to the school community through quality uniform provision.  <i>EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.'</i>	
Parallel curriculum that supports pupils with life experiences and enrichment activities.	A parallel curriculum will expose children to experiences that they would not normally have access to. A planned and sequenced curriculum of these experiences aims to improve pupils' cultural capital which will enhance their social mobility.	5
After school clubs, Breakfast clubs and enrichments	Priority is given to pupil premium pupils and in particular those whose attendance is below 96%. Subsidies are given to Breakfast club attendance. Evidence from the EEF states that: 'on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.'	1,5

**Total budgeted cost: £129,154**

## 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 2020 to 2021 academic year.

#### Aim 1

##### Progress in Reading

Achieve National Progress scores in end of KS2 tests and progress scores for non-pupil premium children in each year group.

This aim was limited by the closure of schools during lockdown and the removal of KS2 SATS at the end of the 2020-21 academic year. Using the school's internal tracking system, disadvantaged pupils across key stage 2 made a +0.2 measure of progress compared to +0.3 for non-disadvantaged pupils from the Spring term of 2020 to the end of Summer 2021.

INSERT DATA



#### Aim 2

##### Progress in Writing

Achieve National Progress scores in end of KS2 assessments (0) and progress scores for non-pupil premium children in each year group.

INSERT DATA



Using the school's internal tracking system, disadvantaged pupils across key stage 2 made a +0.5 measure of progress compared to +0.7 for non-disadvantaged pupils from the Spring term of 2020 to the end of Summer 2021.

#### Aim 3

## **Progress in Mathematics**

Achieve National Progress scores in end of KS2 tests (0) and progress scores for non-pupil premium children in each year group.

**INSERT DATA**



Progress scores for disadvantaged pupils were +0.3 for disadvantaged pupils and +0.5 for non-disadvantaged pupils.

### **Aim 4**

#### **Phonics**

Attain national expected standard in the phonics screening check.

This aim was limited by the closure of schools during lockdown and the removal of the phonics screening check for year 1 pupils at the end of the 2020-21 academic year.

### **Aim 5**

#### **Attendance**

**COMPLETE**

## **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*

<b>Programme</b>	<b>Provider</b>
Speech and Language Therapist	Let's Communicate
Behaviour Support Service	Stockport LEA
School Improvement Service	Stockport LEA

Learning Support Service	Stockport LEA
Stockport Shapes Alliance	Stockport LEA

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*