



Pupil Premium and Service Premium Report 2020 – 2021 - Review

At St Matthew's Primary School our aim is to ensure that no children are disadvantaged at school in any way.

Pupil Premium

Publicly funded schools in England get extra funding (Pupil Premium Funding) from the government to help them improve the **attainment** of their disadvantaged pupils:

- Schools get **£1,320** for every primary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.
- Local authorities receive **£2,345** for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

At St Matthew's the pupil premium grant is used to help disadvantaged pupils by increase their attainment and progress and ultimately to improve outcomes and results by the end of their primary education. This includes:

Teaching

- Training and professional development for all staff to improve the impact of teaching and learning for pupil premium pupils.

Academic Support

- Employed teacher to monitor service children's progress and attainment compared to the wider school population to ensure that they progress and achieve.
- Identification and implementation of intervention strategies to support learning, attainment and progress within school

Wider Approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- support from external agencies
- Confidence building activities – Forest Schools, Commando Joe, Swimming, Karate

Service Premium

Schools also receive **£310**, worth of funding for every pupil who has a parent serving in the armed forces or who has a parent that has retired on a pension from the MoD. The service premium is **not** part of the pupil premium as the rules to attract the service premium are different.

At St Matthew's the service premium grant is used for **pastoral support**, offering our service pupils access to resources that ensure no child is disadvantaged due to the service of their parent. This includes:

- Employed teacher to monitor service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress
- Identification and implementation of intervention strategies to support learning within school
- Identification and implementation of intervention to support pastoral issues
- The provision of a trained teacher to provide pastoral support and guidance for families
- Membership of in school service children's group run by Mrs Cliff
- Support to access to Skype to ensure communication is maintained between relatives at times when they are separated.
- Activities to provide a different experience, developing pastoral aspects including health and wellbeing: Forest Schools, Commando Joe, Swimming, Karate.

The £300 a school receives for each service child does not go directly to the individual child but will be used to support all service children at the school, even if they were not on the school roll on census day.

Gov.uk – Service Pupil Premium further information March 2020

Pupil Premium Funding April 2020 – March 2021
Service Premium Funding April 2020 – March 2021
Nursery Funding

Context October 19-20 census			
43% - (124/277) pupils accessing Pupil Premium/Service Premium Funding			
39% - (109/277) pupils accessing Pupil Premium Funding - FSM and Ever6 £1,345 per pupil Total: £146,605			
4% - (15/277) pupils accessing Service Premium Funding – Service pupils £310 per pupil Total: £ 4,650			
33% - (10/33) pupils accessing Early Years Funding £302 per pupil Total: £3,020			
Pupil Premium Funding - Teaching, Academic Support, Wider Approaches			
Action/Programme accessed	Intended Actions	Monitoring /Outcomes	Cost
Training and Professional development made available to all staff to improve the impact of teaching and learning for Pupil Premium pupils.	Identify training opportunities for staff to access. Staff who attend training to disseminate information to relevant colleagues through Professional Development meetings. Staff to implement training into improving quality of teaching received by Pupil Premium pupils.	Regular half termly staff meetings held, focused on improving and developing teaching and learning opportunities for vulnerable learners. <ul style="list-style-type: none">• 3x Data meetings• 3x Pupil Progress meetings per teacher per year• 3x vulnerable learners staff meetings Meetings ensured that the academic progress and attainment of PP pupils was continually monitored and action with appropriate interventions implemented where necessary. <ul style="list-style-type: none">• Training delivered to all staff by LSAT focusing on developing communication opportunities for vulnerable learners. All staff developed greater understanding of how to communicate learning effectively and how to adapt daily practices and resources.	£480
Quality first teaching delivered by teaching staff across the school. Closely monitored by subject leaders, middle leaders and senior leaders half termly.	Monitor and evaluate the quality of teaching delivered by all members of staff throughout the course of the year. Lesson observations, book monitoring and learning walks provide clear overview of provision available to individuals, groups and classes of pupils ensuring high quality teaching and learning is taking place across the school.	Termly English and Maths lesson observations validating quality first teaching across the school conducted by subject leaders and the PPG leader. Termly book moderations validating pitch and expectations throughout the school for all groups of learners. conducted by senior leadership team including subject leaders. Staff participated in termly moderation meetings validating	

		Writing and Maths attainment across the school.	
Pupil Premium coordinator monitor impact of provision and identified intervention for Pupil Premium pupils throughout school.	<p>Monitor and evaluate the impact of intervention programmes, and quality first teaching</p> <p>Provide support and challenge to teaching and non-teaching staff in terms of their work with SEND and Pupil Premium pupils through providing training and modelling strategies, to secure good and better progress for vulnerable groups</p> <p>Analyse the gap between the attainment and progress of pupil premium pupils and non-pupil premium pupils.</p>	<p>Pupil Premium leader has regularly monitored the progress and attainment of PP learners across the school.</p> <p>Yr6 gap analysis based on teacher assessment, demonstrated that PP pupils closed the gap in Reading, Writing and Maths Evidenced: Invalidated data 2019 and school gap analysis 2019 – 2020</p> <p>Over the course of the year Autumn 2020 – Spring 2020 the gap in attainment between PPG and Non-PPG narrowed however this now needs accelerating for future cohorts and considering the impact of Covid. Evidenced: Invalidated data 2019 and school gap analysis 2019 – 2020</p>	£22,000
Senior leaders and Subject leaders released from class to monitor impact of interventions and provision Pupil Premium pupils throughout school, conducted through lesson observations and book moderations.	<p>Monitor and evaluate the impact of quality first teaching, differentiation and effective use of resources within English and Maths lessons.</p> <p>Provide support and challenge to teaching and non-teaching staff in terms of their work with Pupil Premium pupils through providing training and modelling strategies, to secure good and better progress for vulnerable groups.</p>	<p>Senior leaders and subjects leaders conducted numerous book moderations and lesson observations of all teachers across the school – validating pitch and expectations throughout the school for all groups of learners.</p> <p>The school’s SENCo has conducted book moderations focusing on the provision for vulnerable groups, including SEND and PP to ensure differentiation enables greater independence for learning for vulnerable pupils.</p> <p>English and Maths leaders have conducted whole school learning walks for their subject areas in liaison with the School’s Improvement Partner validating pitch and expectations from EYFS through to Year 6 for all groups of learners. Evidenced: Moderation Folder 2018/2019 and 2019/2020</p>	<p>HLTA cover - £3,740</p> <p>Deputy targeted monitoring – £26,000</p> <p>English lead - £7,400</p> <p>Maths lead - £7,400</p>
Pupil progress grids completed by class teachers clearly identifying need and implementation of intervention to support progress and attainment of vulnerable groups of learners.	Class teachers make use of termly assessment data to inform the completion of pupil progress grids and to implement effective intervention that supports the progress of vulnerable groups.	Pupil Progress meetings ensured that the academic progress and attainment of PP pupils was continually monitored and actioned with appropriate interventions implemented where necessary.	<p>Deputy Head/Assistant Head – Staff meetings – £1,560</p> <p>Deputy Head/Assistant</p>

	<p>Teachers meet with senior leaders to demonstrate accountability for the progress and attainment of vulnerable learners.</p> <p>Pupil progress grids monitored by senior members of staff/subject managers to evaluate impact of intervention delivered.</p>	<p>Class teachers had greater awareness of the academic needs of their PP pupils being held accountable for provision and ensuring intervention implemented was effective in accelerating progress and closing attainment gaps.</p>	<p>Head/PP coordinator follow up weekly book monitoring – £6,020</p>
<p>HLTA/TA delivery of intervention/support targeting Pupil premium learners.</p>	<p>Support the academic attainment and progress of identified PP pupils. Focus on the development of English and Maths skills.</p> <p>Support the social and emotional and academic attainment and progress of identified PP pupils.</p> <p>Children will develop confidence through the support and scaffolding provided through the additional input, demonstrating accelerated progress and raised attainment.</p>	<p>Children working in smaller groups demonstrated increased confidence and accelerated progress in the areas of English and Maths.</p> <p>Greater levels of independence demonstrated by pupils.</p>	<p>HLTA/TA intervention delivery - £12,998</p>
<p>Improve identification, progress and attainment for children with an identified special educational need who are also PP.</p>	<p>SEND PDMs held regularly throughout the year to ensure all staff are up to date with changes to current practise and are aware of identification and support procedures.</p> <p>Purchase of 15 Learning Support Advisory Teacher sessions (LSAT) to work with staff, individual pupils, and with parents to offer advice and training and to make recommendations as to how to best support children.</p> <p>Conduct Communication and Language audit during the Autumn Term to establish ways to support children in their learning and to encourage independence.</p>	<p>Targeted and relevant provision for PP pupils identified clearly on Pupil Progress grids created by class teachers in liaison with senior leaders and the SENCo/PP Lead.</p> <p>Targeted provision for PP/SEND children identified on Personalised Target Plans. Targets linked closely to most recent and relevant LSAT reports allowing for specific intervention that targeted individual need.</p> <p>PP leader conducted learning walks, observations and book scrutinies to ensure pitch and expectation was relevant to children’s individual needs.</p> <p>Demonstrated that teachers and TA’s were more adept at using data and monitoring outcomes to plan and deliver targeted intervention and support.</p>	<p>Cost of LSAT support - £3,600</p> <p>Cost of staff training and support from SEND/PP coordinator - £2,410</p> <p>Cost of Ed Psych support - £613</p>
<p>Y5 buddy readers to support identified Pupil Premium readers to build confidence and willingness to read.</p>	<p>Support Reception / KS 1 PP readers to accelerate progress.</p> <p>Develop confidence in sharing books and discussing what they</p>	<p>Due to the Covid restrictions it was necessary to withdraw this support to prevent the mixing of pupils and staff.</p>	<p>- Cost of pupil training, resourcing and facilitating – £2,352</p>

	have read through the support of older peers.		
SENCO providing 1-1 pastoral support for vulnerable pupils when needed	Children will develop positive learning attitude, confidence and wellbeing skills. Pupils will demonstrate improved learning behaviour that will positively impact on progress and attainment. Supporting families, offering parent advice and support – social and emotional wellbeing / behaviour support etc	<p>Due to the covid restrictions this level of support was limited to those most vulnerable to minimise the mixing of staff and pupils.</p> <p>SENCo provided a number of 1:1 sessions to pupils most vulnerable and most at risk.</p> <p>The virtual worry monster was set up and introduced to all pupils and parents providing covid safe support for pupils needing to share their worries.</p> <p>During all lockdowns imposed upon schools the SENCo in conjunction with class teachers made regular contact with families to ensure learning could be accessed and the wellbeing of vulnerable pupils was considered and discussed with parents/pupils.</p>	Cost of 1:1 pupil support - £3,136
Commando Jo – Resilience / teambuilding programme	<p>Programme to support children to develop positive learning attitudes, confidence and wellbeing skills.</p> <p>Pupils will demonstrate improved learning behaviour that will positively impact on progress and attainment.</p>	This was led by SS, during the Autumn Term 2020 and provided KS2 pupils with the opportunity to develop team building skills and problem-solving strategies. Links with home were fostered through CO-JOE homework projects.	Cost of running the programme - £12,600
Extra-curricular Music	Specialist music teacher employed to provide music lessons for Pupil Premium pupils: drums, keyboard, guitar, ukulele, recorders.	<p>Children who participated in music tuition and 1:1 after school music sessions with the learning mentor demonstrated increase participation and collaboration through playing together.</p> <p>Children demonstrated extended knowledge of musical instruments, an ability to read music and improved listening skills.</p> <p>Due to Covid extra-curricular music lessons were prohibited after Autumn Term 2020.</p>	Lesson costs - £16,624
Minibus	Mini bus resource used to provide additional experiences to enrich the curriculum for PP children across school.	During the course of the Autumn Term The school minibus was used effectively to broaden children’s education experiences and has given them first-hand opportunities to deepen their knowledge and understanding. This has impacted on their	From FSPE funding – Sports Premium

		enthusiasm and quality of work produced in lessons. Due to Covid restrictions the use of the minibus and access to offsite trips was prohibited after Autumn Term 2020.	
Gardening	Access to gardening within the school's garden to support the development of wellbeing, social emotional and life skills.	The use of the garden was made accessible to keyworker and vulnerable pupils accessing school during lockdown over the Spring and Summer Term 2020. Children developed team building skills whilst also developing greater awareness of sustainability through the planting of vegetables.	Cost of running the provision - £1,406 Cost of running gardening club - £1,132
Additional Sports activities / events	Access for Pupil Premium pupils to attend additional sporting events; supporting the development of wellbeing, social emotional and life skills.	PP/vulnerable learners accessed a range of sporting events held within the LA. Children demonstrated increased confidence in sports. Due to Covid restrictions access to additional sports events were prevented after Autumn Term 2020.	From SFPE funding – Sports Premium
Subsidised breakfast club if required for PP / vulnerable pupils	Breakfast club offered to PP children under TAC/TAF plan process to improve persistent lateness, attendance and other issues that may result in learning being affected.		Cost of provision - £200
To improve attendance of PP children who have transport issues due to parent disability / sibling illness/ safeguarding issues	Breakfast club offered to PP children subject to the TAC/CIN plan process to improve persistent lateness.		Half termly analysis meeting, weekly provision, ongoing monitoring - £3,344
Continue to purchase Futures in Mind programme	Mental health and well-being programme used to support the promotion of positive mental health and well-being within school.	PP lead/SENCo access termly Future in Minds meeting and disseminated information and initiatives linked to improving outcomes for vulnerable learners to all staff via staff meetings.	Annual subscription, staff meetings and training - £920
Travel Telford Road Safety Team and Learning Mentor to work in collaboration to offer vulnerable children activities to raise awareness around road safety.	The Travel Telford Road Safety Team deliver an assembly for KS1 and KS2 every term, raising awareness around road safety. The Bikeability Cycle Training Course to run for vulnerable children in Years 5 and 6 to increase skills and confidence to cycle in modern road conditions.	Due to Covid restrictions the running of the Bikeability programme was postponed until further contact from Travel Telford	Travel Telford membership, including 3x whole school assemblies and workshops - £525
Service Premium Funding			

Service Premium coordinator, supported by subject leaders, monitor service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress	<p>Monitor and evaluate the quality of teaching delivered by all members of staff throughout the course of the year.</p> <p>Analyse the gap between the progress of service premium pupils and the wider school population.</p> <p>Identify, where necessary, intervention strategies to support learning within school.</p>	Pupil Premium leader has regularly monitored the progress and attainment of PP service pupils across the school.	Meetings with Assistant Headteacher/PP coordinator to plan assemblies and events time, supported delivery of assemblies and events, resourcing events - £686
SENCO/key teacher providing 1-1 pastoral support for Service pupils when needed	Children will develop positive learning attitude, confidence and wellbeing skills. Pupils will demonstrate improved learning behaviour that will positively impact on progress and attainment. Supporting families, offering parent advice and support – social and emotional wellbeing / behaviour support etc	<p>SENCo has supported a number of families with a range of home issues.</p> <p>SENCo has supported a number of pupils, working 1:1, on a range of social, emotional wellbeing issues.</p> <p>Due to the covid restrictions this level of support was limited to those most vulnerable to minimise the mixing of staff and pupils.</p> <p>SENCo provided a number of 1:1 sessions to pupils most vulnerable and most at risk.</p>	£1.500
Access to additional activities including: sports, commando Joe, swimming, Karate and gardening	Access for Service Premium pupils to attend additional events/activities; supporting the development of wellbeing, social emotional and life skills.	<p>SS led karate throughout the school and has worked with vulnerable pupils to build confidence. This has impacted upon children's self-esteem, mental wellbeing and confidence.</p> <p>Due to Covid restrictions Swimming was not accessible to pupils</p>	Due to COVID most additional activities did not take place
Membership of in school Service Children's group run by experienced member of teaching staff.	<p>Lunchtime group run for Service Premium pupils to attend, offering opportunities to develop a close network of friends.</p> <p>Opportunities for pupils to explore issues/concepts pertinent to service pupils/families.</p>	This group was not established due to the teacher being on maternity leave and due to covid restrictions imposed preventing the mixing of staff and pupils.	
Trained teacher to provide pastoral support and guidance for families	Red white and blue day, D day, remembrance assemblies, encouraging parental involvement.	<p>SENCo has supported a number of families with a range of home issues.</p> <p>Nessy (dyslexia Support programme) support for 1 x Forces P child</p>	<p>£914</p> <p>£242</p>

		SENCo has supported a number of pupils, working 1:1, on a range of social, emotional wellbeing issues.	
Access to communication methods including: emailing, letter writing, skype at times when families are separated.	Lunchtime support for pupils to maintain communication with parents who are currently working away from the family home as a result of their active service.	This was not established due to the teacher being on maternity leave. Where pupils did have a family member serving away pupils were supported to create records of what they had been doing in school that could be sent home and then shared with parents.	
Early Years Premium			
Improve identification, progress and attainment for EYFS children with an identified special educational need or are significantly behind in Phonics who are also EYPP.	Daily intervention (20 mins each group) ams and pms to deliver targeted phonics intervention	EYFS staff have supported a number of EYPP children in reinforcing missed phonics due to the pandemic	£1294 x 3 £3882
Improve the fine motor control of EYPP children identified as having poor control	Purchase of additional resources to stimulate fine motor control	Resources have significantly aided the fine motor control of targeted group identified with need	£400