

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 CE (Aided) Primary School         |
| Number of pupils in school  | 268  |
| Proportion (%) of pupil premium eligible pupils   | 39%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 – 2024/2025                          |
| Date this statement was published   | December 2021                                  |
| Date on which it will be reviewed   | July 2022                                      |
| Statement authorised by   | Kate Clark<br>Headteacher                      |
| Pupil premium lead  | Rebecca Wilson<br>Deputy Headteacher           |
| Governor / Trustee lead   | Anna Hill<br>Governor for disadvantaged pupils |

## Funding overview

| Detail  | Amount   |
|---|--|
| Pupil premium funding allocation this academic year   | £144,705   |
| Recovery premium funding allocation this academic year  | £15,950<br>£11,947.50 - Tutoring grant   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £160,655<br>plus tutoring grant spend (to be calculated at the end of the academic year) |

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objective is that all pupil premium pupils, irrespective of their background make good progress and achieve in line with their respective non pupil premium peers by the time they leave Primary School.

Our focus is to ensure our strategy supports all disadvantaged pupils, including those with additional barriers to their learning, whether these be social, emotional, or attainment. Linked with our Equality and diversity targets, we aim to continue to narrow the gap between vulnerable groups of pupils and others in Reading, Writing and Mathematics.

We are also constantly reviewing the progress we are making with pupils, being acutely aware of our equality and diversity targets, in particular with regards to the protected groups of pupils and those who share a protected characteristic and those who do not.

Quality first teaching is at the heart of everything we do at St.Matthew's, with a focus on areas in which greatest support is required , such as the lowest 10% of Readers, language and communication barriers, EAL and those children having additional support from a social worker , strengthening families / young carers etc.

This strategy is aligned closely with our Education recovery since COVID, notably the use of our National Tutoring programme with which we have chosen to follow the school led route. This has been targeted to the pupils with the most significant gaps in learning, including non-disadvantaged pupils.

Baseline and termly assessments will support the robust scrutiny which regularly reviews the impact of daily targeted intervention and strategies in place to support PP pupils.

To ensure our intent is realised we will:

- Ensure disadvantaged pupils are continuously challenged to close gaps in their learning and attain successfully
- Target rigorously and carry out regular reviews to modify ineffective interventions
- Ensure consistency of approach across the whole school in order for all staff to be accountable for the outcomes of the disadvantaged children in their care and have the same the aspirations for all their pupils to achieve success.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.   |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Building up pupils reading and writing stamina to regain the standards reached pre-pandemic will be vital.  |
| 3                | <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. As a result of pandemic lockdowns and absences the pupils' division facts and instant recall of multiplication facts has suffered. There is now a real push towards getting these back on track through constant re-visiting.</p> <p>On entry to Reception class in the last year, 90% of our disadvantaged pupils arrived below age-related expectations in Maths compared to 79% of other pupils. This was 100% below in Reading and Writing compared to 87% and 85% below of other pupils. PP made up 25% of the cohort. This is a significant number, which, although it reduces as pupils are effectively targeted in the EYFS and KS1, we still need to target, to significantly close the gap as the pupils move up the school.</p> |
| 4                | Our Assessments and observations indicate the need to review our provision for more able disadvantaged pupils, including strengthening staff (teaching and TA) skills in questioning pupils to deepen their knowledge and understanding of texts e.g. synthesising, interpreting and summarising textual information.  |
| 5                | <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.</p>  |
| 6                | Persistent Absence data – recognised as increasing during and following the pandemic - with children and parents needing to build resilience and stamina   |

## 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  |
|--|---|
| The gap between Pupil Premium and Non-Pupil Premium is significantly reduced   | <ul style="list-style-type: none"> <li>• Performance management targets for teachers and TAs targeting PP children in order to close gaps in learning – specifically R, W and Maths lead to quality intervention being delivered.</li> </ul>  |
| The offer of school led tutoring for PP pupils in need of catch up since COVID leads to improved outcomes for disadvantaged pupils | <ul style="list-style-type: none"> <li>• 13 adults within school trained and leading tutoring before school for targeted groups of 3 pupils each sees gaps in knowledge close as a result and confidence amongst pupils increased.</li> <li>• Younger pupils offered targeted Phonics intervention tutoring – catch up lost phonics over the pandemic leads to greater retention of sounds and gained confidence</li> <li>• KS 2 groups focussing on Maths - closing the gap Dec - Feb then reviewing as pupils demonstrate progress towards lost knowledge and greater capacity to tackle fluency and reasoning questions</li> <li>• Tutoring and intervention will close gaps caused by covid significantly as a result.</li> </ul> |
| Children’s use of more specialist and sophisticated vocabulary is increased  | <ul style="list-style-type: none"> <li>• Enriching the pupils’ reading and writing experience through cross-curricular activities e.g. using the pupils’ knowledge of Vipers when accessing texts in history.</li> <li>• Teachers and TAs model and raise expectations in terms of pupils’ knowledge and use of specialist and more sophisticated vocabulary when answering questions.</li> </ul>   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Greater opportunities for discussion, to clarify textual meaning and enrich writing ideas, for example, through the use of hot seating leads to the children's vocabulary being widened.</li> </ul>   |
| Improved language and communication skills of disadvantaged pupils  | <ul style="list-style-type: none"> <li>• Use of the RADY resources and CPD within school will strengthen Teacher's and TAs questioning and modelling skills to develop pupils' communication skills</li> <li>• Improved teacher / TA knowledge will enable them to provide differentiated scaffolds to meet pupils' needs in both reading and writing.</li> </ul>                        |
| Improved Reading Attainment, particularly lowest 10% of disadvantaged pupils                                | <ul style="list-style-type: none"> <li>• Year 1 phonics data is at least matching National expectations.</li> <li>• KS 2 Reading outcomes show that disadvantaged pupils have narrowed the gap between non disadvantaged pupils.</li> </ul>  |
| Improved Maths Attainment for disadvantaged pupils at end of KS 2   | <ul style="list-style-type: none"> <li>• KS 2 Maths outcomes show that the gap between disadvantaged and non- disadvantaged is significantly reducing.</li> </ul>  |
| Improved pupil well-being for all pupils in our school, particularly disadvantaged                          | <ul style="list-style-type: none"> <li>• Higher levels of pupil well-being are demonstrated by qualitative data from pupil voice, pupil and parent surveys and observations in class.</li> <li>• Pastoral Manager has fewer children demonstrating social and emotional mental health issues, demonstrating greater resilience in class and having fewer barriers to learning</li> </ul> |
| Improved persistent attendance amongst our disadvantaged pupils through building resilience and confidence. | <ul style="list-style-type: none"> <li>• Pastoral Manager / Attendance lead report overall persistent absence rate is decreased, demonstrating positive impact on developing resilience in parents and pupils.</li> </ul>  |

## 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: £ Free RADY subscribed to by T&W LA , Dfe funded Tutoring**

**£28,675 Additional teacher for Catch up**

**2x Additional TAs £11,348 x 2 £22,696**

**PM TA hours x 12 £89,000**

**MDT £1700 LSAT £3975 Ed PSYCH £1920 Futures in mind £375 Click4teaching £1200**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <b>Purchase of standardised assessments</b>  | <ul style="list-style-type: none"> <li>Standardised tests provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive targeted effective intervention (<a href="#">Standardised tests / Assessing and monitoring progress, EEF</a>)</li> </ul>  | 1-4                           |
| <b>RADY training modules for support staff to support PM targets relating to recovery for disadvantaged pupils</b> | <ul style="list-style-type: none"> <li>Registration to the RADY programme to utilise training modules for support staff within school to target disadvantaged pupils (<a href="#">RADY is an approach to closing the gaps which directly targets a school's 'central nervous system' – its target setting, tracking and monitoring systems. Unlike most other strategies to close the gap, RADY is aimed at school senior managers and teachers.</a>)</li> </ul> | 1-5                           |
| <b>Recruitment of Pastoral Manager</b>   | <ul style="list-style-type: none"> <li>More significant cases of mental health and well-being particularly in KS 2 causing concern</li> <li>More pupils with social / emotional confidence building</li> </ul>   | 4,6                           |

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|---|---|-----|
|   | <p>needs to address to prevent learning barriers.</p> <ul style="list-style-type: none"> <li>• Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, behaviour, relationships etc EEF social and Emotional learning)</li> </ul>   |     |
| <b>Recruitment of two additional TAs</b>    | <ul style="list-style-type: none"> <li>• Large proportions of PP in Year 3 and significant catch up required - extra TA enables greater focus on small group intervention</li> </ul>  | 1-5 |
| <b>Purchase of RW Inc training</b>          | <ul style="list-style-type: none"> <li>• Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word recognition and phonetic knowledge of pupils.</li> <li>• 1-1 intervention as a result of rigorous assessing ensures phonic knowledge increases and is retained (Phonic Approaches EEF)</li> </ul>  | 1,2 |
| <b>Purchase of additional LSAT sessions</b> | <p>15 LSAT sessions enable teachers to have an expert analysis of significant barriers to learning of our PPG SEND pupils in order to target them appropriately</p> <p>Long standing evidence of the use of LSATs :</p> <ul style="list-style-type: none"> <li>• They know our school well and the strengths of people in them.</li> <li>• We have a long-standing commitment to improving the outcomes for all children and young people within Telford and Wrekin</li> <li>• highly experienced, recruited for their proven abilities and professional expertise.</li> <li>• support and challenge, resulting in improved pupil outcomes and provision.</li> <li>• A proven track record, providing a range of high- quality bespoke schools improvement consultancy and CPD courses to meet</li> </ul> | 1-5 |

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|   | the needs of our pupils and teachers in schools. (Traded services T&W)   |     |
| <b>Purchase of Ed Psych sessions</b>  | <p>Educational Psychologists assess children demonstrating complexities in their behaviour and learning habits Their assessments are proven to advise teachers to adapt learning to enable them to achieve. The changes might relate to:</p> <ul style="list-style-type: none"> <li>• The need for different teaching approaches in the classroom.</li> <li>• The focus of the support there are receiving or need to receive, the level of it and the timing.</li> <li>• The ways in which the child is being encouraged to develop positive beliefs about their achievements and future success so they remain motivated to learn.</li> <li>• The ways in which the child can remain calm and focused in the classroom. (traded services T&amp;W)</li> </ul> | 1-5 |
| <b>Purchase of NELI</b>   | <ul style="list-style-type: none"> <li>• Strong evidence supports that oral language interventions have high impact on Reading and communication ( Oral lang interventions EEF)</li> </ul>   | 1-2 |
| <b>Purchase of additional part time teacher to support catch up in Year 2 / 3dd</b> | <ul style="list-style-type: none"> <li>• Evidence demonstrates that smaller group teaching has a greater impact – this is imperative if pupils are going to access effective targeted tailored learning to close the gaps in learning<br/>(Dfe Tutoring school led provision)</li> </ul>   | 1-4 |
| <b>Purchase of MDT</b>  | <ul style="list-style-type: none"> <li>• Greater access to resources and expertise to support EAL disadvantaged learners leads to greater proficiency in grammar the use of a wider vocabulary</li> </ul>  | 1-4 |



|                        |   |     |
|------------------------|---|-----|
| <b>Futures in mind</b> | See wider strategies section  | 5,6 |
| <b>Click4teaching</b>  | £1200 Eng/ Maths support with catch up planning, resources and delivery | 1-4 |

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

Budgeted cost: £ 3,484.69 autumn term. (£11,947.50 for AY 21 – 22)

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |         |        |         |        |         |        |         |     |
|--|--|--------------------------------------|---------|--------|---------|--------|---------|--------|---------|-----|
| <p>Year 3 catch up -with targeted additional adult intervention, We have also placed an additional adult to boost attainment and close lost gaps in learning in our present year 2 cohort. Daily 1-1 phonics intervention, and additional support delivered through our school lead tutoring programme</p> <p>Our tutoring roll out is being delivered by 13 talented teachers and TAs, all have passed training where required.</p> | <p>This cohort demonstrated significant gaps from Year 2 due to covid and very low numbers of vulnerable pupils attending school during these times leading to lower assessment results at the end of Key stage 1.</p> <table border="1"> <tr> <td>Year 2</td> <td>60%/15%</td> <td>60%/8%</td> <td>65%/13%</td> </tr> <tr> <td>Year 3</td> <td>56%/25%</td> <td>53%/8%</td> <td>53%/13%</td> </tr> </table> <p>Intended to build confidence and recognition of key areas of phonics knowledge lost in Year 1</p> <p>These groups will help to close vital missed steps in learning in maths, phonics and Reading throughout the year.</p> <p>Impact will be reviewed closely each half term to assess if pupils have successfully closed gaps in learning, targeted small groups opening the doors for other pupils to join in.(EEF tutoring oral intervention , phonics)</p> | Year 2                               | 60%/15% | 60%/8% | 65%/13% | Year 3 | 56%/25% | 53%/8% | 53%/13% | 1-4 |
| Year 2   | 60%/15%  | 60%/8%                               | 65%/13% |        |         |        |         |        |         |     |
| Year 3   | 56%/25%  | 53%/8%                               | 53%/13% |        |         |        |         |        |         |     |
| <p><b>DFE training modules to engage with school led tutoring to provide tutoring for pupils whose education has been most impacted by the</b></p>   | <ul style="list-style-type: none"> <li>All teachers have completed the 2 hour training module for tutoring</li> <li>All HLTAs and Tas have completed the 11 hour tutoring training module</li> </ul>   | 3-5                                  |         |        |         |        |         |        |         |     |

|  |   |  |
|--|---|--|
| <p><b>pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged , including those who are high attainers</b></p> | <ul style="list-style-type: none"> <li>• Pupils are attending weekly 1 hour tutoring sessions to catch up on vital skills and knowledge missed throughout the pandemic.</li> <li>• <a href="#">(EEF 1-1 tuition)</a></li> <li>• <a href="#">(Small group tuition EEF Toolkit strand)</a></li> </ul> |  |
|--|---|--|

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

Budgeted cost: £ 3,987.50 (£7,975 AY 21-22) Pastoral Manager

Bronze Ed Psych package LA £1,950

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b>Employment of a pastoral manager to support vulnerable pupils, including disadvantaged</b></p>              | <ul style="list-style-type: none"> <li>• Greater instances of mental health and well-being becoming a barrier to learning on pupil stamina and resilience</li> <li>• Increase in pupils identifying lack of confidence and social / emotional difficulties</li> </ul>   | <p>5,6</p>                    |
| <p><b>Future in Minds Programme delivering training on many specific mental health and well-being issues:</b></p> | <ul style="list-style-type: none"> <li>• Emotional health is one of the most significant barriers to the progress of vulnerable children. This programme supports mental health leads in understanding many mental health issues disrupting the learning of certain pupils including:</li> <li>• Sleep deprivation</li> <li>• Eating disorders</li> <li>• Domestic abuse</li> <li>• Recognising autism in girls</li> </ul> <p><a href="#">(Dfe Wellbeing for Educational Return – every interaction matters Aug 2020)</a></p> | <p>5,6</p>                    |

|  |  |       |
|--|--|-------|
| <b>Service contract with ed Psych</b>  | See Teaching section above   | £1920 |
| <b>Purchase of LSAT sessions</b>   | See Teaching section above   | £3975 |
| <b>Embedding the principles of good practice set out in the Dfe's Improving school Attendance advice</b>                             | <a href="#">Dfe guidance</a> this engagement has had a significant influence on reducing persistent levels of absence .                                    | £0    |
| <b>Whole school training on behaviour to improve consistency of approach in classrooms promoting positive behaviour for learning</b> | Consistent behaviour policies have been proven to have positive impact on pupil attainment and progress<br>( <a href="#">Behaviour interventions EEF</a> ) | £0    |

**Total budgeted cost: £ 169,463 plus £3310 externally provided programmes**

**£172,773**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However, our standardised teacher administered tests last year indicated the performance of our disadvantaged pupils was lower than in previous years, mainly due to many of the children not attending school during the lockdown. As evidenced in many schools, the impact of COVID which disrupted many schools, was most detrimental to our disadvantaged pupils. Not being in school meant many were poorly supported and unable to take part in crucial targeted interventions to the degree they would have been, if they had attended school. The impact was mitigated to some extent through supplying parents with high quality learning resources on our school website and the promotion of the use of high quality interactive online resources such as Oak Academy and White Rose Hub, however the outcomes we intended to achieve were not realised.

Although our overall attendance figures are generally stable at just above 96%, our persistent absence rose as a result of COVID, as resilience of these pupils and parents waned, and the excuse to stay home became the norm for some disadvantaged pupils. Prior to COVID in 17/18 persistent absence sat at 11%, this rose to 19% in 20/21 following COVID. This is a focus within our new strategy.

Our assessments and observations of pupil behaviour, well-being and mental health were significantly impacted last year, primarily due to COVID related issues. We have therefore utilised pupil premium finding to appoint a pastoral manager for this strategy, who will support parents and pupils in the recovery period, offering social , emotional and mental health support where required to build resilience , confidence and pupil well-being.

### 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 £3,310*

| Programme   | Provider          |
|---|-------------------|
|   |                   |
| <b>R, W ,Inc Phonics purchase of training materials for all staff</b> | Ruth Miskin £2200 |

|   |  |
|---|--|
| <b>White Rose Premium - Subscription</b>            | White Rose Maths £120                    |
| <b>WELLCOMM</b>                                     | GL Assessment £470                       |
| <b>NELI Programme</b>                               | Nuffield Early Language Programme        |
| <b>NESSY Programme</b>                              | Nessy Learning – help with dyslexia £230 |
| <b>Literacy Shed / Spelling shed - Subscription</b> | Literacy Shed Ltd £132.80 £195           |
| <b>CPG Catch up resources</b>                       | £95                                      |
| <b>Racing to English</b>                            | LCP                                      |

### Service pupil premium funding (optional)

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

| <b>Measure</b>   | <b>Details</b>   |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Support for dyslexic pupils – screening and implementation of Nessy programme  |
| Additional music therapy – keyboard / drums                                    | Additional music sessions with music specialist teachers   |
| What was the impact of that spending on service pupil premium eligible pupils? | Year 6 pupil gained place at Girls High school following support from the Nessy programme<br>Music support led to pupils identified gaining confidence, decreased anxiety/anger levels |

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. These include

- Monitoring teaching and learning to ensure effective practice and provision enables all pupils, particularly disadvantaged to succeed
- Offering a wide variety of extra-curricular high quality activities to boost well-being, behaviour, attendance and aspiration.

### **Planning, implementation and evaluation**

In planning our new strategy, we evaluated the provision we have offered to our disadvantaged pupils to date and how we can improve this.

We have triangulated evidence from multiple sources of data including assessments, engagement in lessons, book scrutinies, pupil voice, surveys by pupils and parents in order to identify the challenges faced by our disadvantaged pupils.

We constantly look at reports, studies and practice in local schools and outstanding schools nationally to view evidence of successful outcomes for disadvantaged pupils, and also studies on the significant impact of the pandemic on our most vulnerable pupils and their families. Our recent appointment of a pastoral manager is significant in us having seen at first hand the support many disadvantaged pupils need following the pandemic, social, emotional and academic.

The new guidance from the Education Endowment Foundation has helped us to develop our strategy, as has our involvement in the RADY programme (Raising attainment of the disadvantaged). We intend this resource to continue to enhance our CPD for all members of our school team, developing their knowledge and expertise in order to enable them to effectively close vital gaps in learning, which are even more significant due to the pandemic. We will continue to explore these supportive programmes in order to offer our pupils and specifically our disadvantaged pupils the very best opportunities and experiences we can, and a quality curriculum which engages and inspires all learners to be aspirational and successful learners.

We will review this strategy yearly and adjust any approaches we feel are not supporting learners to reach their potential, and continually strive for better outcomes for pupils.