

# St. Matthew's CE (Aided) Primary School and Nursery Centre

## Pupil Premium and Service Premium Report

### 2021 - 2022



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

#### Pupil Premium

For mainstream schools, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020.

This money is given to mainstream schools within the local authority to improve the **attainment** of their disadvantaged pupils:

- Schools get **£1,345** 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
- Provide targeted academic support.

#### **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

For mainstream schools, the service premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census as well as those recorded as a service child for the first time in the October 2020 school census. Schools 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. Service children are not regarded as disadvantaged; their premium is allocated for pastoral support purposes.

At St Matthew's the service premium grant is used for **pastoral support**, offering our service pupils access to pastoral support 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 to support pastoral issues
- The provision of a trained teacher to provide pastoral support and guidance for families
- Activities to provide a different experience, developing pastoral aspects including health and wellbeing: Forest Schools, Commando Joe, Swimming, Karate.

Written in accordance with *DFE Guidance Pupil Premium: Conditions of Grant 2021 to 2022 for local authorities*  
*Published 30 March 2021*

**Pupil Premium Funding April 2021 – March 2022**  
**Service Premium Funding April 2021 – March 2022**  
**Nursery Funding**

<b>Context</b>			
PPG eligibility is based on October 2020 Census data.			
44% - (123/271) pupils accessing Pupil Premium/Service Premium Funding			
40% - (109/271) pupils accessing Pupil Premium Funding - FSM and Ever6 £1,345 per pupil Total: 144,705			
4% - (14/271) pupils accessing Service Premium Funding – Service pupils £310 per pupil Total: £5,166			
33% - (10/33) pupils accessing Early Years Funding £11,403 (£1,140 per pupil)			
<b>Pupil Premium Funding - Teaching, Academic Support, Wider Approaches</b>			
<b>Action/Programme accessed</b>	<b>Intended Actions</b>	<b>Monitoring /Outcomes</b>	<b>Cost</b>
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.		
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.		
Pupil Premium coordinator monitor impact of provision and identified intervention for Pupil Premium pupils throughout school.	Monitor and evaluate the impact of intervention programmes, and quality first teaching  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		

	Analyse the gap between the attainment and progress of pupil premium pupils and non-pupil premium pupils.		
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.	Monitor and evaluate the impact of quality first teaching, differentiation and effective use of resources within English and Maths lessons. 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.		
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.  Teachers meet with senior leaders to demonstrate accountability for the progress and attainment of vulnerable learners.  Pupil progress grids monitored by senior members of staff/subject managers to evaluate impact of intervention delivered.		
HLTA/TA delivery of intervention/support targeting Pupil premium learners.	Support the academic attainment and progress of identified PP pupils. Focus on the development of English and Maths skills.  Support the social and emotional and academic attainment and progress of identified PP pupils.  Children will develop confidence through the support and scaffolding provided through the additional input, demonstrating accelerated progress and raised attainment.		
Improve identification, progress and attainment for children with an identified special educational need who are also PP.	Vulnerable Learners 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>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>Purchase 6 Educational Psychology Sessions to support staff, pupils and parents to offer advice and training and make recommendation as to how to best support children.</p>		
Y5 buddy readers to support identified Pupil Premium readers to build confidence and willingness to read.	<p>Support Reception / KS 1 PP readers to accelerate progress.</p> <p>Develop confidence in sharing books and discussing what they have read through the support of older peers.</p>		
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		
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>		
Extra-curricular Music	Specialist music teacher employed to provide music lessons for Pupil Premium pupils: drums, keyboard, guitar, ukulele, recorders.		
Mini bus	Mini bus resource used to provide additional experiences to enrich the curriculum for PP children across school.		
Gardening	Access to gardening within the school's garden to support the development of wellbeing, social emotional and life skills.		
Additional Sports activities / events	Access for Pupil Premium pupils to attend additional sporting events; supporting the development of wellbeing, social emotional and life skills.		

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.		
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.		
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.		
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.		
<b>Service Premium Funding</b>			
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	Monitor and evaluate the quality of teaching delivered by all members of staff throughout the course of the year.  Analyse the gap between the progress of service premium pupils and the wider school population.  Identify, where necessary, intervention strategies to support learning within school.		
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		
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.		
Experienced teacher to provide pastoral support and guidance for families	Red white and blue day, D day, remembrance assemblies,		

	encouraging parental involvement.		
<b>Early Years Premium</b>			
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		
Improve the fine motor control of EYPP children identified as having poor control	Purchase of additional resources to stimulate fine motor control		