

St Matthew's Church of England Primary School (Voluntary Aided)



Proposed PUPIL PREMIUM OVERVIEW 2016 – 2017

Our objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. Pupils entitled to Pupil Premium, regardless of academic ability benefit from a range of activities.

Numbers of Pupils and Pupil Premium Grant

Number of pupils on role at the time of calculation	209
Total number of pupils eligible for Pupil Premium	49
Total Pupil Premium grant received	£61, 300

Identified barriers to educational achievement

St Matthew's has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Attendance
- Lack of resilience impacting on self-confidence and co-operation when approaching work
- Social and emotional issues affecting learning behaviours that support independent learning
- Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in physical activities
- Parental engagement – especially regarding attendance at information and workshop evenings and completion of homework

Detailed analysis of expenditure and priorities

i. Attendance

Allocation (£)	Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What is the impact so far?
	For the overall attendance to be above 95% with a focus on vulnerable groups	To charter a school bus.	Some of the disadvantaged pupils at St Matthew's come from very disorganised homes. This may be due to family issues, mental health or drug/ alcohol addiction. We can support these families in the short term by bringing the children into school every day.	The Governors are funding the mini bus and funds have been allocated for a chaperone.	JB	The attendance of disadvantaged pupils has improved
	For parents to understand the importance of attendance and the impact it has on pupil progress.	PSA to monitor attendance. Any attendance that falls below 95%, parents will be contacted and invited into school for an informal chat. If it continues to fall a formal meeting will be organised.	Some of our disadvantaged parents do not understand the importance of attendance. An informal chat can highlight this; it can also be instrumental in putting extra support in place.	PSA to monitor weekly and report to the head teacher.	JB & GT	

ii. **Lack of resilience impacting on self-confidence and co-operation when approaching work**

Allocation (£)	Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What is the impact so far?
	Disadvantaged pupils to be closing the gap with their peers in school	To provide two additional Teachers PP pupils an additional teacher to enable the children to work in small groups	Some of our disadvantaged children often have gaps in their learning due to personal circumstances. These gaps can be addressed in small groups taken by teachers.	Outcomes will be monitored by the SLT 3 times a year during pupil progress meetings. Inclusion timetable monitored for impact by inclusion manager. Lesson observations and book looks performed by SLT.	GT & LY	
	Disadvantaged pupils to be included and supported or targeted in class	TA support to be made available in each class to support, challenge and consolidate. This may include: <ul style="list-style-type: none"> • Pre learning • 1:1 or small group work • Tracking of homework • Priority 	Additional TA support in the classroom will support the pupils by giving them a context for their learning, support and encouragement, security and the personal ability to aspire and raise expectation.	TA support in class will be monitored by the inclusion manager. TAs will take place in weekly meetings that mirror the teachers PDMs.	GT & LY	

		reading <ul style="list-style-type: none"> • Setting aspirational targets 				
	Disadvantaged pupils to be aspirational and resilient	Elite Commando 12 week training programme to build on resilience and aspiration	Some of our disadvantaged pupils have low aspirations and poor resilience. This 12 week program is specifically designed to raise self-esteem and resilience.	We will ensure the 12 week program is designed to fit the needs of the children.	GT	

iii. Social and emotional issues affecting learning behaviours that support independent learning

	Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What is the impact so far?
	Children to feel safe and supported in school	A pastoral TA	At different times throughout the academic year some of our disadvantaged pupils may need additional support. A pastoral TA is able to be flexible and respond to the pupils needs.	The TA will also work as part of the Nurture team to get to know and understand our disadvantaged pupils. The TA will not have a set timetable to allow for flexibility.	GT, LY & JB	
	Children to respond positively to support and have a positive 'can do' attitude to	Nurture Group	Many of our disadvantaged pupils have a very negative attitude towards themselves and their work.	The targeted pupils will be a focus for book looks and learning walks.	GT & JB	

	their work.		The nurture develops their self-esteem and promotes positive relationships with support staff especially.			
	For every child to be in school at the correct time ready for learning.	Breakfast club	Many of our disadvantaged families struggle with the morning routine. Pupils are often coming to school not having had any breakfast. The funding enables pupils to attend breakfast club and start the day in a calm manner ready to learn.	The school bus will ensure the children get to breakfast club in time.	GT & JB	

iii. **Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in physical activities**

	Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What is the impact so far?
	No pupil is denied access to any trip, residential trip or learning experience due to their disadvantaged background	Parent support advisor to liaise with parents to access funding	Pupils from disadvantaged families cannot often afford the additional expenditure of a trip.	PSA and school business manager to identify pupils	GT, JB & AF	
	No pupil is excluded from the opportunity to have music lessons	Parent support advisor to liaise with parents to access funding	Pupils from disadvantaged families cannot often afford the additional expense of music lessons	PSA and school business manager to identify pupils	GT, AF & JB	
	No pupil to be excluded	Parent support	Pupils from disadvantaged	PSA and school business	GT, AF	

	from any additional sports clubs	advisor to liaise with parents to access funding	families cannot often afford the additional expense of additional sports clubs	manager to identify pupils	& JB	
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iv. **Parental engagement – especially regarding attendance at information and workshop evenings and completion of homework**

	Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What is the impact so far?
	No parents to miss the opportunity of parenting classes/ workshops due to childcare restrictions	A crèche to be funded to provide parents with childcare	Disadvantaged families often struggle to fund or find childcare.	Support staff to volunteer for crèche	GT, JB & AF	