



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

PUPIL PREMIUM 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	208
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

Desired outcome	Chosen action/ approach	Cost	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.	MS - £2500 PR – £938	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	High Impact The attendance & progress of disadvantaged pupils has improved – data attached
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.	JB - £17,500	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	High Impact After Term 1 Serious cause for concern =5 pupils. After attendance plans with JB Term 5 serious cause for concern = 0 children. Term 1 unsatisfactory 16 pupils. After attendance interviews, Term 5 = 10 pupils. Term 1 average attendance for

						serious cause for concern = 80%. Term 1 average attendance for unsatisfactory = 87% Term 5 = 89%
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ii. Lack of resilience impacting on self-confidence and co-operation when approaching work

Desired outcome	Chosen action/ approach	Cost	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 give PP pupils an additional teacher to enable the children to work in small groups	£14700	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	High Impact Children in receipt of additional funding make progress in line with those children that do not receive additional funding. This is evident in terms of work in books, attitudes to learning and

						year on year data.
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: Pre learning 1:1 or small group work Tracking of homework Priority reading Setting aspirational targets and supporting other pupils to enable quality first teaching from the teacher	TAs – £8000	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	High Impact Through pupil progress meetings and PDMs we are now focusing on quality first teaching. TA support has evolved from pre learning and small group learning to a more inclusive method during which the TAs work in class alongside the teacher allowing the PP children to benefit from quality first teaching. This has come through the introduction of mixed ability learning with a focus on feedback

Disadvantaged pupils to be aspirational and resilient	Elite Commando 12 week training programme to build on resilience and aspiration	£3225	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	Moderate Impact The children enjoyed the sessions however there is little evidence as yet that it made an impact
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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	SB – £8500	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	High Impact Improved social, emotional and mental health.
Children to respond positively to support and have a positive 'can do' attitude to their work.	Nurture Group	SB – £1510	Many of our disadvantaged pupils have a very negative attitude towards themselves and their work. The nurture develops their self-esteem and promotes positive relationships with support staff especially.	The targeted pupils will be a focus for book looks and learning walks.	GT & JB	High Impact Improved social, emotional and mental health and improved learning behaviour – evident in books
For every child to be	Breakfast	PP –	Many of our disadvantaged	The school bus will ensure	GT & JB	High Impact

in school at the correct time ready for learning.	club	£2000	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 children get to breakfast club in time.		Improved social, emotional and mental health and improved learning behaviour – evident in books and in data
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iii. **Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in physical activities**

Desired outcome	Chosen action/ approach	Cost	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	£1952	Pupils from disadvantaged families cannot often afford the additional expenditure of a trip.	PSA and school business manager to identify pupils	GT, JB & AF	High Impact No child has been excluded from a trip due to financial concerns.
No pupil is excluded from the opportunity to have music lessons	Parent support advisor to liaise with parents to access funding	£216	Pupils from disadvantaged families cannot often afford the additional expense of music lessons	PSA and school business manager to identify pupils	GT, AF & JB	Moderate to high Impact All pupil premium children learn a musical instrument if they choose to.
No pupil to be excluded from any	Parent support	£544	Pupils from disadvantaged families cannot often afford	PSA and school business manager to identify pupils	GT, AF & JB	Moderate to high Impact

additional sports clubs	advisor to liaise with parents to access funding		the additional expense of additional sports clubs			All pupil premium children take part in additional sports clubs they choose to.
All pupils given a fair opportunity to take part in holiday clubs	Parent support advisor to liaise with parents to access funding	£440	Pupils from disadvantaged families cannot often afford the additional expense holiday clubs	PSA and school business manager to identify pupils	GT, AF & JB	Low Impact Children are kept safe and occupied during the holidays however there is no evidence that this directly resulted in improved progress

iv. **Parental engagement – especially regarding attendance at information and workshop evenings and completion of homework**

Desired outcome	Chosen action/ approach	Cost	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	High Impact Building relationships with our vulnerable families has enabled

						relationships to develop with both children and parents – relationships built on mutual respect
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