

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

PUPIL PREMIUM 2017 – 2018

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	205
Total number of pupils eligible for Pupil Premium	47
Total Pupil Premium grant received	£62, 040

Identified barriers to educational achievement

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

- Pupil Premium/ Disadvantaged Pupils at the end of KS2 performed lower than the national average in Maths
- Pupil Premium/ Disadvantaged Pupils at the end of KS2 performed lower than the national average in Reading
- Internal analysis of data shows Pupil Premium/ Disadvantaged Pupils attainment is below that of non-Disadvantaged/ non-Pupil Premium Pupils in Maths, Reading and Writing in Year 6 (Progress is in line for Maths and Writing)
- 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. Closing the Gap – Year 6 (10 Pupil Premium, 18 non Pupil Premium)

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?
<p>80% of PP pupils in Y6 to achieve EXS and above in Maths. 70% of PP pupils in Y6 to achieve EXS and above in Reading 80% of PP pupils in Y6 to achieve EXS and above in Writing</p> <p>To provide all pupils with quality feedback in Maths, Writing, SPAG and Reading which redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by</p>	To split the Year6 class every morning – 15 pupils per class – mixed ability	TBC	<p>According to the Education Endowment Foundation, reducing class size to between 15 and 20 pupils does improve pupil progress and attainment. With a class of 15 the teacher can personalise their teaching approach and as a result the pupils change their learning behaviours.</p> <p>According to the Education Endowment Foundation, quality feedback to learners (Bloom's 'Mastery Learning') tends to have the greatest impact. This requires a good understanding of the individuals prior knowledge and understanding and their preferred learning techniques.</p>	Regular pupil progress meetings, learning walks and formal lesson observations.	GT & RB	<p>Year 6 December 2017 progress data: (progress from Sept – Dec – 1pt expected) Maths 1.2 Reading 0.9 Writing 1.3</p> <p>This compares to the following data from the same cohort in Year 5: December 2016 progress data: (progress from Sept – Dec – 1pt expected) Maths 0.9</p>

aligning effort and activity with an outcome.			A smaller class enables the teacher to have a deeper understanding of individuals and also allows the teacher to spend more time giving 1 – 1 feedback during the lesson.			Reading 0.6 Writing 0.8
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ii. Closing the Gap across all year groups

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 provide an additional teacher to help all class teachers to deliver interventions on a 1-1 and small group basis.	TBC	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	Closing the Gap data for term 1 2017/ 18 shows increase rates of progress for disadvantaged pupils
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.	TAs – £8000	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. The Education Endowment	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	

	<p>This may include:</p> <ul style="list-style-type: none"> 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 		<p>Foundation has evidence to suggest that where TA provides 1 – 1 or small group support the impact on the learner is positive. The TA support should be based around a clearly specified approach which TAs have been trained to deliver.</p> <p>Pupil premium pupils are a key group. During pupil progress meetings interventions are evaluated based on clear measures and assessments.</p>			
To provide disadvantaged pupils with the support and practise they need to work together effectively.	Mixed ability learning and the use of talk partners	TBC	Both the Sutton Trust and Shirley Clarke agree that by adopting mixed ability teaching the school is more likely to use inclusive teaching strategies and to promote higher aspirations for all pupils.	Regular pupil progress meetings, learning walks, formal lesson observations and pupil conferencing.	GT	
To provide the pupils with a safe and positive environment	Playtime intervention – ‘Positive	TBC	The Education Endowment Foundation have found that reducing challenging behaviour in school can have a direct and	Playground observations, pupil conferencing, parent consultation.	GT	

to socialise and play in.	Playtimes' GHLL		lasting effect on pupils learning. The 'Positive Playtimes' scheme focuses on wellbeing and is led by the pupils.			
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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	
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	
For every child to be in school at the correct time ready for learning.	Breakfast club	PP – £2000	Many of our disadvantaged families struggle with the morning routine. Pupils are often coming to school not	The school bus will ensure the children get to breakfast club in time.	GT & JB	

			having had any breakfast. The funding enables pupils to attend breakfast club and start the day in a calm manner ready to learn.			
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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	
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	
No pupil to be excluded from any additional sports clubs	Parent support advisor to liaise with parents to	£544	Pupils from disadvantaged families cannot often afford the additional expense of additional sports clubs	PSA and school business manager to identify pupils	GT, AF & JB	

	access funding					
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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	