St Matthew's Catholic Primary School

Pupil premium strategy statement 2021-2022

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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 Catholic Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	The report will be reviewed and amended accordingly throughout this academic year.
Statement authorised by	Mrs C Sime
Pupil premium lead	Mrs J Walsh
Governor / Trustee lead	Mrs C Byrne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

Our school holds a firm belief, that all pupils receive a quality education during their time with us. We recognize our moral obligation to make a difference for all children irrespective of the challenges they face in life. All stakeholders have a shared vision and commitment of their responsibility to meet the outcomes for our disadvantaged pupils and raise the expectations of what they can achieve.

We have identified our challenges based on evidence and have clear justification as to these decisions.

With this in mind it is our intention to continue to strive for excellence in teaching and provision, in order that they make good progress and achieve across all areas of the curriculum.

As a school we will identify the challenges faced by all our vulnerable pupils. This is irrelevant of whether they are recognized as disadvantaged or not. We will consider these challenges carefully and use measured approaches to monitor them.
With this in mind we will continue to ensure that high-quality teaching remains at the heart of all we do.

This plan will serve as a working tool, intended to be a key step in the timeline of planning, to continue to further improve the effective use of Pupil premium funding and thus increase the life chances and opportunities for vulnerable pupils.

Its intention is, the identification of effective baselines for each of the challenges against which to measure impact and progress. Early identification is essential in order to intervene at the point at which it is recognised. Further it ensures all actions are sharply focused, particularly in the use of targeted interventions.

The plan should serve to ensure effective overlap with whole school, planning, monitoring and training. It will used as a tool to clarify for all staff that pupil premium should not be equated with low ability.

Our approach will be determined by our robust self-diagnostic assessment procedures. We will measure the impact of these regularly to ensure maximum effectiveness.

Pupil premium for 2021 to 2022 is allocated to children from low-income families who are currently known to be eligible for FSM. It includes pupils recorded in the October 2021 school census who are known to have been eligible for free school meals (FSM) since October 2015, as well as those first known to be eligible at October 2021.
It includes pupils recorded in the January 2021 school census who were looked after by the local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Challenges

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

Challenge number	Detail of challenge
1	**Lower levels of spoken communication skills.** *The school is keen to manage the gaps for children entering full time education with limited access to language and poorer levels of literacy. This is alongside their lower starting points in other areas of learning. Another factor contributing to this barrier is the number of pre-school providers we have, typically over 30 a year. Children enter Foundation Stage 2 with a range of experiences and varied transitional information. Staff are robust with early identification of need through Reception Cohort screening, baseline assessments and the use of a language and communication specialist. This has been supported by regular monitoring meetings to ensure PP pupils have made progress to bring them at least in line with all pupils nationally in EYFS.*
2	**Gaps in basic skills development – Reading, Writing and Mathematics.** *The school ethos promotes mutual respect and value for the contributions of ALL pupils irrespective of their attainment group. The focus is always on high quality teaching and learning and matched to the pupils' needs. Lessons are highly focused and appropriately paced to sustain engagement and enjoyment. Intensive feedback is crucial in supporting children and addressing misconceptions, as well as establishing their attitudes to learning.*
3	**To sustain current levels of punctuality and attendance.** *To continue to review data of a weekly basis, PA for SEN pupils is high, liaise with SENCO to ensure appropriate plans are in place and attendance remains a focus. Review and amend attendance policy where necessary. Explore different ways to provide attendance data, focus on website information. Holidays in term time continue to be recorded as unauthorized. Our assessments and observations suggest that this challenge is impacting our pupils in a negative way.*
4	**Family Engagement** *It is beneficial to gather information at the earliest possible opportunity, in order to then review and measure impact at the end of the year. Continue to broaden the involvement of parents through annual surveys and by proactively encouraging parents of PP children to participate in further development of the PTA.*
5	**Low self- esteem and self–regulation, need to develop engagement and more positive attitudes to learning.**

	The school continues to promote an ethos where ALL pupils feel valued as individuals are encouraged in their learning, personal growth and social development in a healthy and safe environment. All staff are trained on 'growth mindset' strategies and this underpins classroom practice. Thinking skills are embedded in our teaching approaches. *The school recognises the importance of establishing baselines for each pupil in terms of attitudes to learning and aspirations. Research best practice via Sutton Trust and Pupil premium Awards website. Most importantly we will identify the categories of low, middle and high attainers, as lack of aspiration may be a barrier for middle and more able pupils.*	
6	**Social and emotional well-being of pupils post-covid.** *Our assessment tool that measures children's well-being (PASS) along with observations and dialogues with children and families has uncovered a number of social and emotional issues. Many of these were exacerbated by lockdown and school closure. A large percent of these children fell under our vulnerable category.* *In addition to this, the number of teacher referrals and parental requests for intervention with the school councillor has risen significantly.*	

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	Approaches	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Welcom Oracy project Time to Talk	Indications of significant improvement from assessments and observations.
Accelerated levels of Achievement & Attainment in English and Maths at the End of Year / End of Key Stage for P.P and non - P. P.	Read, Write Inc Talk for write Maths No Problem	Evidence of children making progress across all areas at key points.
To acheive and sustain improved attendance for all our pupils, particularly our disadvantaged ones.	Reward assembly 100% Rewards Class Award System Twitter/Website	Evidence of improved attendance and punctuality throughout the school, particular for PP pupils.
Evidence of quality first teaching across the school.	Monitoring, Book Scrutiny, Pupil Voice, Display	Staff highly skilled and competent to deliver high quality lessons.
Ensure differentiation, targeted support and interventions are used effectively to support all learner	Provision Plans Monitoring to measure impact.	High quality interventions are delivered, monitored at regular intervals to ensure maximum impact.
To ensure appropriate timely early intervention in EYFS	SENDO timetabled in EYFS	Evidence of more pupils achieving expected levels at

and KS1 to accelerate attainment and progress reducing the need for intervention later in school.	HLTA – Key stage 1	the end of EYFS and KS1, and reduced need for catch up in KS2.
Hard to reach parents feel confident and empowered in supporting learning and development at home.	Welcome Meetings Parents evenings Drop in sessions Parent Programmes	To improve the engagement of parents in supporting disadvantaged children at home, research ways of this still being effective under the current restrictions.
A wide variety of opportunities for enrichment and curriculum support are being provided for PP children.	Extra-curricular Map Trips Outdoor Learning	All PP children have accessed extra-curricular opportunities.
Target families who we feel should be entitled to PP and support them through this process	Drop in sessions Pastoral Care	Successful engagement with new/target families.
Children develop wider skills of independence, resilience and responsibility.	Thinking Skills Jigsaw P4C	Sustained evidence of pupils demonstrating improved self-esteem. Direct impact on self- esteem & self-confidence that translates into effective classroom learning.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Purchase of standardised assessments. (NFER, VERNON, ORT, RWI)	These tests support staff in the identification of pupil's strengths and areas for targeted support. They subsequently inform teachers planning and identify pupils for intervention.	
• Training for staff on new initiatives and teaching programmes. (RWI)	A solid evidence base suggests a strong approach to the early teaching of phonics will impact reading accuracy. Staff who are trained to deliver quality lessons effectively.	
• Whole school focus on Oracy and extending vocabulary.	There is strong evidence that this improves high quality teaching and is low cost with high impact	
• Staff CPD is focused on whole school objectives outlined in SDP.	End of year analysis from robust monitoring systems has informed decisions around whole school priorities.	
• Subject Leaders are regularly released to focus on agreed aspects of their curriculum area.	High quality first teaching lies beneath robust systems of subject monitoring.	
• Explicit targeted intervention, provision mapping.	Effective method which ensures teaching is targeted at specific needs and gaps in learning,	

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Coaching and Mentoring Programme.	Targeted support for staff.	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Intervention Provision Map produced for whole school. • MITA – Local Authority Project 'Improving the use of support staff in school' • Year 5 After School provision by 'Third Space Learning' – Targeted pupils. • 'Vocabulary' - Local Authority Project. • 'Voice 21' Oracy Project. • 'Wellcom' delivered to all EYFS cohort on entry. • 'Working Memory' – Local Authority Project targeted at Year 3 pupils. • 'More Able Learners' – member of staff	Support is directed accurately towards identified pupils, progress is tracked and monitored and amended where necessary. TAs deployed and prepared for their classroom roles, and that participation in MITA was associated with a positive impact in terms of pupil engagement. Boost pupil's progress and raise attainment - Each pupil's learning journey is tailored to their individual learning gaps, helping to accelerate maths progress and raise attainment across the school. Improved learning and life chances of young people through talk so that all children can use their voice for success in school and in life. It has been concluded, through the action research, that screening children in Reception has a positive effect on the class teachers' ability to plan according to individual needs by having a more in-depth understanding of children's language development skills. EEF Research supports this approach. All learners are entitled to be stretched and challenged. The **most** effective **able student provision** is rooted	

	in **good** classroom teaching and learning.	
appointed to track this section of learners. • 'ASD Friendly Strategies' – Embedded across school environment and provision.	Proven research suggests by embedding these strategies for ALL children, will, by default, help those with autistic minds.	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Whole school relaunch of behaviour management to improve behaviour across the school.	Consistent systems to improve overall behaviour management based on research from EEF.	
b. Focus on Playtime and lunchtime strategies, implementation of 'play monitors'	Effective strategies to support children, particularly those with identified needs: lunch groups, safe spaces etc	
c. Re-focusing of recording of incidents to fall in line with safeguarding systems using CPOMS.	Behaviour interventions/EEF (educationendownmentfoundation.org.uk)	
d. Analysis of data by DHT, reporting to governors	Chronology of incidents can be analysed to identify further training needs and strategies.	

Develop a team within school to co-ordinate the sustained improvement of whole school attendance. (DHT, Senior Admin, EWO)	Embedded principles of good practice set out in the DfE's 'Improving School Attendance' advice.	
Opportunities for promoting and improving 'Well-Being' are intricately woven into the whole school curriculum, evidenced in books and identified through a provision map. (Jigsaw, No Outsiders, Zones of Regulation, ROAR)	Pupils aware of their on-going needs and understand the systems and processes to support this.	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Outcomes to date Autumn 2021						
Current performance of disadvantaged pupils compared to other children in the school						
Based on teacher assessment and NFER tests from Summer 2021	Reading		Writing		Mathematics	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
% of FS Children on Track for ELG						
% of Y1 Children working at or above age-related expectations						
% of Y2 Children working at or above age-related expectations						
% of Y3 Children working at or above age-related expectations						
% of Y4 Children working at or above age-related expectations						
% of Y5 Children working at or above age-related expectations						
% of Y6 Children working at or above age-related expectations						

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

DATA ANALYSIS – LYNNE to insert.

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

Programme	Provider
Mathematics	Third Space Learning

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A