

# ST. MATTEWS'S C.E. PRIMARY SCHOOL (LITTLE LEVER)

## PUPIL PREMIUM GRANT EXPENDITURE 2019-2020

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. There are three categories of children that qualify for pupil premium:

- Free school meals (FSM),
- Children who have been on FSM within the last 6 years (Ever 6)
- Looked after children (LAC)
- Children whose parent(s) have served in the armed forces.

The Government believes that schools should decide how the Pupil Premium is allocated and spent, since it is felt that they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. At St Matthew's, we work hard to ensure that the maximum number of pupils benefit from this funding. Different students have different needs regardless of why they are eligible for this funding and we aim to ensure support is created and utilised dependent upon what each student requires to achieve.

### Number of pupils and pupil premium grant (PPG) anticipated for academic year 2019-2020

Total number of pupils eligible for PPG (including LAC and Service Children )	37
Amount of PPG received per pupil	£ 1320 £ 2300 (PPG LAC)
<b>Total amount of PPG anticipated 2019-2020 ( final figure available April 2020)</b>	£45860

### Identified barriers for Pupil Premium Children

- Attendance and punctuality
- SEND
- Behaviour
- Learning difficulties
- Mental health
- Welfare
- Resilience
- Confidence
- Anxiety
- Young carer
- Parental issues
- Domestic arrangements

### Principles

At St Matthew's we support the progress of all of our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners in

small groups, focusing on numeracy, literacy and social skills. The progress of children eligible for pupil premium and all other children is regularly reviewed by the Senior Management Team and Governing Body to ensure Pupil Premium funding makes a significant impact on the children's education and lives.

The purpose of this funding is to support these groups of children in their education to ensure their attainment and progress continues to grow in-line with their peers. At St Matthew's Primary School, we use this funding in a number of ways to ensure children are overcoming any identified potential barriers to learning. In order to raise achievement, promote social skills and develop learning and behaviours for learning and increase the progress of eligible pupils. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems.

Strong leadership and a designated Pupil Premium Governor ensure that Pupil Premium funding has the necessary impact in improving outcomes for Pupil Premium children.

Our excellent pastoral care & rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement effective intervention strategies that maximise progress.

#### **Intended outcomes**

- Narrow and close the gap between the achievement of children in receipt of the grant and their peers.
- Develop parental engagement in supporting learning.
- Accelerate progress and raise achievement.
- Improve learning outcomes
- Children, where it is appropriate, to achieve or exceed national expectations in all year groups.
- Children to attain in line or above national expectation the end of KSFS, KS1 and KS2
- Children make at least good progress across all core subjects each year.
- Individualised support in place for barriers that impact specific children's learning.
- Build on any Special Needs support already in place. (For children identified as SEN)
- Raise aspirations and developing life skills needed in the workplace.

#### **How we provided support 2018-2019**

- A Pupil Premium lead from the senior leadership team acts as an advocate and champion for pupils who are eligible for Pupil Premium by working closely with class teachers to remove barriers to learning for these pupils through focused support of their personal and academic development. This is to ensure that each child is challenged to achieve the

highest standard they can and that provision is targeted specifically and in a timely manner to achieve this.

- Deploying staff with appropriate skills to support Pupil Premium children has been successful in supporting individual children's learning, social and behavioural needs allowing them to make good progress and achieve their full potential.
- A strong emphasis on developing children's Personal, Social and Emotional skills to give them the best opportunity for success in all areas of learning and create a strong foundation for future school achievement has been key in the Reception Class to enable children to make good progress in all areas of learning and reach a good level of development.
- Individual profiles for pupil premium children have been successful in identifying any barriers to learning and tracking children's progress and attainment and monitoring the effectiveness of any interventions they receive to ensure they are challenged to achieve and make good or better progress.
- An extensive variety of small group and one to one interventions delivered by the teachers and skilled teaching assistants have had a major impact on providing additional support in maths, reading, writing and concentration working on filling gaps of pupils at risk of underachieving and reaching their full potential. More able disadvantaged children also receive interventions to continue to challenge them and increase progress further.
- Reading interventions delivered by skilled teacher for identified Y6 children needing additional support to improve confidence and skills to achieve expected progress in the KS2 SATs
- Interventions using IDL programme to improve spelling and reading.
- Termly Pupil Progress meetings have been successful in monitoring children's progress and identifying any possible barriers to learning and interventions needed to accelerate learning.
- Increasing confidence and resilience and developing a focus on learning skills has impacted on children developing a more positive approach to learning.
- Our Learning Mentor has provided support and guidance for children and their families to help them overcome social, emotional, and behavioural problems which act as barriers to learning. This has been achieved through the Learning Mentor providing specific academic and pastoral support both in and out of the classroom personal to individual children and their families and this has been successful in children becoming more engaged in learning.
- Developing positive partnerships with parents and parent's engagement in children's

learning by providing meet the teacher and an additional parents evening.

- Homework club runs at lunchtimes available for those who may not have access to facilities at home.
- After school maths club in Year 6 for targeted children to provide additional support on developing reasoning and test based skills in preparation for SATS.
- Children identified as having Special Educational Needs also participate in other intervention programmes identified and organised by the SENCO in partnership with class teachers e.g. spelling or reading programmes, social skills or friendship groups, basic skills in mathematics.
- Providing professional development for both teachers and teaching assistants in reading has been successful in ensuring consistent high quality support to improve pupils vocabulary and reading skills.
- Subsidising costs for enrichment activities such as non-residential visits and residential visits provide children with experiences that they might not have been able to have and provide children with a broad and balanced curriculum.
- Subsidising school uniform.
- Subsidising morning snacks and juice ensures children's basic needs are met to enable them to concentrate and focus on learning.

**We have decided to continue to support the following schemes next year using our Pupil Premium Grant, as following review, analysis and discussion, these have proved to be successful and Pupil Premium Funding is being used for their upkeep and development.**

#### **How we will build on this in 2019-2020**

The school has identified the barriers potentially affecting our children and the strategies are targeted.

- Improved progress in reading skills across all year groups with appropriate interventions.
- Small maths and reading group booster sessions led by teaching staff
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## Measuring the Impact of spending to July 2019

For each table % is given for 'all pupils' and then for % of PPG children out of the total PPG children in that cohort. (PPG includes pupils with SEN)

Foundation Stage	Good Level of Development
All Pupils	61%
PPG Pupils (2 children)	50%

Year 1	Working at the level of the Phonics Screening Check
All Pupils	93%
PPG Pupils (4 children)	100%

End of Key Stage 1 6 PPG children	Reading		Writing		Maths	
	All	PPG	All	PPG	All	PPG
Below /Pre the standards	0%	0%	3%	0%	4%	0%
Has not met the standard	0%	0%	0%	0%	0%	0%
Working towards the standard	26%	33%	26%	50%	29%	15%%
Working at the expected standard and above	74%	67%	71%	50%	71%	50%
Working at greater depth within the expected standard	29%	0%	19%	0%	32%	33%

End of Key Stage 1 6 PPG children	Reading, Writing and Maths Combined	
	All	PPG
Working at the expected standard	71%	50%
Working at greater depth within the expected standard	6%	0%

End of Key Stage 2 (33) 4 PPG children	Reading		Writing		GAPS		Maths	
Scaled scores	All	PPG	All	PPG	All	PPG	All	PPG
100 and above	78%	25%	N/A	N/A	81%	50%	78%	25%
110 and above	30%	25%	N/A	N/A	39%	25%	36%	25%
Teacher assessment writing only								
Below /Pre the standards			6%	0%				
Has not met the standard			0%	0%				
Working towards the standard			9%	50%				
Working at the expected standard and above			85%	50%				
Working at greater depth within the expected standard			24%	25%				

End of Key Stage 2 4 PPG children	Reading, Writing and Maths Combined	
	All	PPG
Working at the expected standard ( Scaled Score 100 Reading and Maths, Writing- teacher Assessment)	76%	25%
Working at greater depth within the expected standard	21%	25%

#### End of Year Outcomes

Achieved at least the expected standard July 2019	Reading, Writing and Maths Combined		Reading		Writing		Maths	
	All	PPG	All	PPG	All	PPG	All	PPG
Year 1	81%	60%	86%	75%	80%	75%	80%	50%
Year 3	70%	25%	68%	100%	65%	66%	75%	89%
Year 4	60%	50%	81%	60%	78%	60%	78%	40%
Year 5	61%	33%	75%	67%	66%	50%	69%	50%

## Development and Planned Spend 2019-20

- Pupil Premium spending is reviewed each year and will be reviewed in July 2020.
- All Pupil Premium children's progress and attainment is assessed, monitored and analysed each half term and children in receipt of Pupil Premium are identified and tracked as a discrete group. This analysis is then used to inform children's progress to enable the early identification of need, support and appropriate intervention.
- Attendance and punctuality for Pupil Premium Children has improved slightly over the year and will continue to be focus for the learning mentor and attendance lead in the coming year.
- Learning mentor to continue to work with parents and careers to help them overcome social, emotional, and behavioural problems to reduce barriers that impact on children's progress in the classroom.
- A review of factors affecting learning and how these barriers impact in the classroom will enable a more bespoke provision for individuals who are not making their expected progress.
- Staff will continue to focus on challenging all pupils by providing 1:1 and small group support specifically focussed for PPG children's specific needs.
- IDL to be used as a specific intervention in some areas for PPG children to improve reading and spelling.
- Small group and 1:1 maths booster groups for Year 6 pupils developing confidence and skills in answering reasoning questions and test based skills in preparation for SATs.
- Subsidising costs for basic needs, clothing and residential and non-residential trips.
- Continue to promote healthy minds programme introduced in 2018 to build confidence and resilience.