# Pupil premium strategy statement – St Matthew’s Catholic Primary

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  | 230 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2021/22 to 2024/25 |
| Date this statement was published | December 23’ |
| Date on which it will be reviewed | October 24’ |
| Statement authorised by | Linda Scott |
| Pupil premium lead | Paul Whitehead |
| Governor / Trustee lead | Linda Scott |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 91,665 |
| Recovery premium funding allocation this academic year*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £ 9,572 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £ 0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ 101,237 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:** *What are your ultimate objectives for your disadvantaged pupils?*
* *How does your current pupil premium strategy plan work towards achieving those objectives?*
* *What are the key principles of your strategy plan?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas in order to fulfil our mission for every child to ‘be the best that they can be’. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.Our approach to ensuring the best outcomes is high-quality teaching, coupled with effective support for children’s personal development, including their mental-health and wellbeing. We identify and focus on gaps in learning in order to ensure good progress in skills and knowledge. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that non-disadvantaged pupils’ attainment will be improved and sustained alongside progress for their disadvantaged peers. We have high expectations and aspirations for all our pupils, including those from disadvantaged backgrounds and we ensure that everything we do, academically, socially and spiritually serves to give the children the best possible outcomes and life chances. All staff, regardless of their role, commit to this through their ongoing professional learning, relationships with children and their families and their deep understanding that every child can be the best that they can be. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | 37% of our disadvantaged children are also on the SEN register |
| 2 | The vast majority of our children start school well below average, with poor communication and social skills, which need to be addressed for children to be able to access the full curriculum. For the last three years, children have entered Nursery (F1) on average developing at 16-26 months. The baseline at 3 the start of Reception (F2) has been developing at 22-36 months for the last two years. |
| 3 | Low starting points are reflected in lower acquisition of phonics and reading skills, particularly for disadvantaged pupils. |
| 4 | 100% children on Child Protection or Child in Need plans are disadvantaged. |
| 5 | Emotional well-being: 95% of disadvantaged children are on our SMART register |
| 6 | Attendance of disadvantaged is below that of all pupils |

## 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.

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| Intended outcome | Success criteria |
| Improved language and oracy skills among disadvantaged pupils | Observations and assessments demonstrate good oracy skills and the use and knowledge of vocabulary in all subject areas |
| Improved phonics attainment for disadvantaged pupils | Year 1 phonics screening check demonstrates improved outcomes for disadvantaged pupils year on year |
| Improved reading attainment among disadvantaged pupils | KS2 reading outcomes in 2024/25 show that 50% of disadvantaged pupils meet the expected standard |
| Improved writing attainment among disadvantaged pupils | KS2 writing outcomes in 2024/25 show that 40% of disadvantaged pupils meet the expected standard |
| Improved maths attainment among disadvantaged pupils | KS2 maths outcomes in 2024/25 show that 70% of disadvantaged pupils meet the expected standard |
| Improved and sustained attendance by all pupils, particularly disadvantaged pupils | Absence rate is similar to national for all pupils and disadvantaged pupils Percentage of pupils who are persistently absent is similar to national for all pupils and below national for disadvantaged pupils |
| Support the personal development and mental and physical health of all pupils, particularly disadvantaged pupils | Children’s high level of well-being positively impacts on attendance, outcomes and enjoyment of school. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff training in teaching and supporting oracy across school | Oral Language Interventions EEFhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1,2,3 |
| Purchase a DfE validated SSP programme (RWI); staff training to ensure fidelity to the programme | Phonics EEFhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2,3 |
| Training for staff in teaching of writing, supported by Literacy specialist as appropriate | EEF Effective Professional Development Guidance.https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf | 1,2 |
| Training of staff in Maths mastery, disseminated to Teachers and TAs by Maths leaders who have accessed WYMH programmes | Mastery Learning EEFhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning | 1,2 |
| Delivery of a programme of professional development that support teachers and TAs to refine and further develop their skills, including using instructional coaching | EEF Effective Professional Development Guidance.https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf | 1,2,3,5 |
| Training of staff in outdoor learning and resources to support learning. | Physical Activity EEFhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity | 1,2,3,5 |
| Purchase of Accelerated Reader renewal | Accelerated Reader - EEFhttps://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader |  |

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

Budgeted cost: £ 38,200

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted interventions to support children with speech and language needs; additional skilled, ELKLAN trained staff employed | Oral Language Interventions EEFhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1,2,3 |
| Targeted Y1 phonics intervention small group support (1/2 term) | Small Group Tuition – EEFhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1,2,3 |
| Targeted small group reading support in KS1 and KS2 | Small Group Tuition – EEFhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1,2,3 |

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

Budgeted cost: £ 25,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Nurture interventions for pupils with identified wellbeing needs; training for staff on supporting children with mental health, including for the Mental Health Champion | Social and emotional Learning - EEFhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 5 |
| Implementation of whole school strategies to monitor and improve attendance | Improving School attendance – support for schools. | 5 |

**Total budgeted cost: £** *101,900*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| 2022/23 Pupil outcomes using the same rigour and procedures as statutory assessments: GLD: 23% of disadvantaged pupils gained a Good Level of Development. 44% of the full cohort achieved GLD. Phonics: 67% of disadvantaged Y1 pupils passed the phonics screening check. Year 2: Reading 33% disadvantaged pupils were working at ARE; Writing 0% ARE (full cohort); Maths 60% disadvantaged pupil were working at ARE. Year 6: Reading 77% disadvantaged pupils were working at ARE, with 33% working at greater depth; Writing 67% disadvantaged pupils were working at ARE; Maths 89% disadvantaged pupils were working at ARE, with 22% working at greater depth. RWM 56% disadvantaged pupils achieved a combined ARE. The greatest impact on children’s learning has been seen in the lower end of the school and in writing throughout KS2.School did observe a significant impact on a small number of children in terms of mental health; individual support by the Mental Health Champion was put into place for identified children and a number of these continue in 2021/22. Overall, the Pupil Premium funding was used effectively to support the wellbeing and learning of disadvantaged children |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| A strength of our school is that we know our families very well and are able to offer support and signpost to the parents, including those with children deemed to be disadvantaged. |