

Pupil premium strategy statement

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 Bloxam C of E Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 – 2023 2023 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Anita Timson
Pupil premium lead	Helen Francis
Governor / Trustee lead	Helen Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,320.00
Recovery premium funding allocation this academic year	£8,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£88,440.00

Part A: Pupil premium strategy plan

Statement of intent

At St. Matthew's Bloxam C of E Primary School, we are committed to promoting the progress and attainment of all children, to ensure every pupil achieves to their fullest potential allowing every child to let their light shine.

Our aim is that all of our children who receive Pupil Premium funding will make accelerated progress in core subjects narrowing the attainment gap to peers. We will do this through quality first teaching, intervention support and an intensive pastoral support service for pupils and parents. We use same-day interventions to close daily gaps in lessons. We facilitate pupils accessing a wide range of enrichment experiences which will positively impact pupil's academic achievement, well-being, attendance, confidence, readiness to learn and their future aspirations in life.

We offer personalised pastoral support service for pupils and parents / carers to ensure any issues are addressed, sign post for further support and increase attendance at school and support our children's health and wellbeing to enable them to access learning.

We will continue to ensure that St Matthew's Bloxam continues to be a safe, honest, inclusive, kind and respectful school as we learn together.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths and Science.
2	The attendance of our Pupil premium children as a group is lower than the whole school.
3	Limited life experiences and opportunities and poor parental engagement.
4	Increased numbers of pupils with social, emotional and mental health difficulties.
5	Increased numbers of pupils with speech and language difficulties.
6	There is a considerable crossover of our Pupil Premium children who fall in to other vulnerable groups.

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	Success criteria
1. The gap between Pupil Premium children's attainment will decrease through accelerated progress to close the gap in literacy (reading and writing) attainment.	- Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. - Accelerated progress in reading and writing. Average point's progress is at least 2.5 points or more per child per term. - Gap is closed between Pupil Premium compared to all pupils in schools and nationally. - Range of interventions to support Pupil Premium children. - Use of CLPE and power of reading strategies. - Pupil Progress meetings will have a focus on Pupil Premium children.
The gap between Pupil Premium children's attainment will decrease through accelerated progress to close the gap in math's attainment.	- Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. - Accelerated progress in mathematics. Average point's progress is at least 2.5 points or more per child per term. - Gap is closed between Pupil Premium compared to all pupils in schools and nationally. - Range of interventions to support Pupil Premium children. - Use of Power Math's / White Rose strategies. - Pupil Progress meetings will have a focus on Pupil Premium children.
Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	- High quality first teaching delivered, using a variety of strategies for engagement and involvement. - Lessons will involve modelling and teaching of self-regulative strategies. - Pupil Premium children will be fully engaged in all parts of their lessons using their personalised strategies. - Pupil Progress meetings shows identified children are making accelerated progress to close the attainment gap.
Children with SEMH needs supported and ready to learn.	- Children with SEMH needs are supported to ensure they are ready to learn. - Children with SEMH needs have access to Nurture Group or nurturing activities.

	• Children with SEMH needs supported by Learning Support Mentor. • All staff will access SEMH training throughout the year. • Pupil Premium children will be fully engaged in lessons and use self-regulation strategies.
Increase the attendance / punctuality rates for targeted Pupil Premium children.	• Attendance tracked and monitored by Attendance lead and Learning Mentor. • Learning Mentor to support families to increase attendance and support outside issues that may be hindering attendance. • Reduce the % of persistence attendance and lateness for Pupil Premium children. • Target – 95%
Improve speech and language skills for all children throughout school, especially on entry in Early Years.	• On entry to Nursery / Reception children will be screened using the Wellcomm materials to assess their language skills. • Children will receive specific intervention to develop speech and language skills and access Speech and language services quickly. • Speech and language interventions delivered throughout school following SALT advice.
Raise educational aspirations of Pupil Premium children and increase vital experiences to enhance learning and ensure they have high expectations for themselves.	• Raise aspirations through education pathway visits – high schools, colleges, universities and visitors from a range of careers. • Pupil Premium children have access to uniform to promote a sense of well-being and belonging. • School trips funded and after school clubs funded. • Visitors in school to enrich experiences.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development and pupil progress meetings focused on internal data. When class teachers are aware of which Pupil Premium children did not make good progress and they can identify target children.	EEF- Individualised instruction. +4	1, 6
Continued professional development for teachers and Learning Support assistants to raise pupil outcomes: - Time to talk training - Speech and language training - Protective behaviour training - Specific subject leadership training	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £53,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching - Whole school White Rose and Power Maths scheme for delivery of Maths - Maths and English are high priority on the school development plan and CPD plan. - CLPE and Literacy Shed scheme for delivery of	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. EEF - Feedback +6 EEF – Homework +5 EEF – Reading comprehension +6	1, 3, 4, 5, 6

English and dedicated reading comprehension sessions. • Live marking and feedback • Pupil Progress meetings track progress of Pupil Premium children and timely interventions are put into place. • Homework		
Learning support assistants deliver same day interventions and weekly small group interventions to pupils identified.	EEF – Teaching Assistants interventions +4	1, 4, 5, 6
School Led Tutoring • After analysing cohorts we identified 20 children in Year 6 cohort. • 20 children to receive 15 hours 1:3 tutoring. Funded partially through school led tutoring – identified on October census.	EEF - Tutoring +4	1, 3, 4, 5, 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team to support the well-being of parents/carers and children. • Dedicated person in role, who builds a relationship where families trust them and listens to them leading to improved relationships with school and increased attendance. • Dedicated person who monitors attendance and offers support.	EEF - Parental engagement +4	1, 2, 4
Increased cultural, sporting and enrichment experiences promoted in the curriculum and through wider school experiences.	EEF –aspiration interventions - awaiting evidence EEF – physical activity +1	1, 2, 3, 4

• Learning is personalised and contextualised in concrete experiences and language rich environments. • Reduction in cost of trips and support for school uniforms. • Enrichment activities offer children a context for learning and a stimulus for learning.		
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Total budgeted cost: £88,440

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.

Due to Covid-19, analysing internal progress has proved challenging due to being in lockdown last summer 2020.

Context; There were 43 children on the pupil Premium register, 24 have SEND needs and 11 are on the EAL register.

The focus on 2020 – 2021 centred on identifying gaps in learning and closing the attainment gap and supporting social, emotional mental health and well-being for our pupils following National Lockdowns. Their emotional well-being was constantly monitored and children were ready to learn, this is demonstrated through work in books and a reduction of ticks on the behaviour logs. Pupil Premium has an increased profile in school through whole staff awareness. Pupils were fully engaged in a wide range of trips and cultural experiences - see school website, SMB Noticeboard page on Facebook and @Stmattsblox on Twitter.

Through Speech and Language support, 96% children in the Early Years made good progress in Communication and Literacy and significant progress was made on Speech and Language support plans.

Pupil Premium attendance was 91.80% compared to 95.85% whole school attendance with 13 pupils meeting persistent absence threshold, therefore this is a target in 2021-2022.

Our Learning Mentor was a life line for families throughout the pandemic, supporting through being a listening ear, supporting with accessing food banks, food hampers, seeking benefits and offering well-being support as well attending multi-agency and safeguarding meetings to support the children and families.

Desired outcomes in 2020 - 2021

1	Accelerate progress to close the gap in literacy (reading and writing) attainment.	4% difference in expected progress to Non PP students, which the gap has stayed the same in reading and increased by 1% from Spring 2021 in writing. - Percent at ARE has increased from Spring, however still below 50% of PP students achieving ARE, this is still an area of concern.
2	Accelerate progress to close the gap in math's attainment.	- Expected and accelerated progress has increased with 80% making expected progress to Non PP students, which has increased by 29% from Spring 2021. - Percent at ARE has increased from Spring, however still below 50% of PP students achieving ARE, this is still an area of concern.
3	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	- High quality first teaching, internally monitored by SLT and MLT and externally monitored by Catherine Nyman on learning walks. - Learning walk focus on engagement and involvement of PP children resulting in accelerated progress especially in reading and writing (+6% to whole school progress in reading and +1% in writing)
4	Children with SEMH needs supported and ready to learn.	- SEMH needs supported well by Learning mentor and in class bubbles. Nurture support due to COVID-19, was in class support. - Behaviour incidents have significantly reduced from a total of 460 in Autumn term to 139 in Summer term.
5	Increase the attendance / punctuality rates for targeted Pupil Premium children.	94.3% whole school attendance in Summer term, 90.5% PP attendance, which has decreased in the summer term due to Covid-19 13 PP students, (22%) are persistent absentees – working closely with Deputy Head and Learning Mentor.
6	Improve speech and language skills for all children throughout school, especially on entry in Early Years.	- Sarah Wilson, Reception LSA attended Level 3 Time to talk training to support Early Years speech and language. - Increased percentage in Nursery working at ARE for CL. (90.5% - an increase of 15.7%) - Increased percentage in Reception working at ARE for CL – 93.2%, an increase of 30.6% - Progress is good – 96% making expected progress and 78% making accelerated progress.
7	Raise educational aspirations of Pupil Premium children.	- Limited due to Covid-19 restrictions and lockdown - Let's Count Day, Safer Internet Day, Chinese New Year, Empathy Week, World Book Day, Science day, Red Nose day, Easter, Wellbeing day,

	Autumn 2019			Autumn 2020			Spring 2020			Spring 2021			Summer 2020	Summer 2021		
FSM / PP All pupils Difference	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress		% at ARE	Expected or above progress	Ave points progress
Reading	42% 67% -25% (Same)	71% 89% -18%	1.8 1.8 Same	45% 63% -18% (Reduced by 7%)	65% 69% -4% (Reduced by 14%)	3.5 3.3 +0.2 Increased	49% 80% -31% (increased by 6%)	63% 74% -11% (reduced by 7%)	3.8 3.8 Same	26% 56% -30% Increased by 2%	84% 90% -6% Increased by 2%	4.3 4.7 -0.4 Increased	No data due to COVID-19	46% 66% -20% Same	84% 88% -4% Reduced by 2%	7.3 7.2 +0.1 Reduced by 0.5
Writing	32% 60% -28% (reduced by 10%)	78% 85% -7%	1.6 1.75 -0.15	41% 57% -16% (Reduced by 12%)	70% 64% +6% (Reduced by 13%)	3.0 3.1 -0.1	36% 72% -36% (increased by 10%)	51% 74% -23% (increased by 16%)	3.3 3.8 -0.5	23% 40% -17% Increased by 1%	87% 89% -2% Increased by 8%	4.1 4.5 -0.4 Increased		33% 51% -18% Increased by 1%	84% 85% -1% Reduced by 16%	7.0 7.0 Same Reduced by 0.4
Maths	33% 65% -32% (widened)	69% 86% -17%	1.7 2 -0.3	44% 60% -16% (Reduced by 16%)	58% 71% -13% (Reduced by 4%)	2.8 3.4 -0.6	48% 70% -22% (reduced by 10%)	71% 76% -5% (reduced by 12%)	3.6 3.9 -0.3	25% 39% -14% Increased by 3%	86% 93% -7% Increased by 13%	4.0 4.6 -0.6 Same		48% 66% -18% Increased by 8%	80% 85% -5% Increased by 29%	6.8 7.25 -0.45 Reduced by 0.15
Average	35.6% 64% 28.4%	73% 87% -14%	1.7 1.85 -0.15	43% 60% 17% (Reduced by 11.4%)	64.3% 68% 3.7% (Reduced by 10.3%)	3.1 3.2 -0.1	44% 74% -30%	62% 75% -13%	3.6 3.8 -0.2	25% 45% -20% Increased by 3%	86% 91% -5% Increased by 13%	4.13 4.6 -0.47 Increased		42.3% 61% 18.7% Reduced by 1.3%	83% 79% 4% Decreased by 4%	7.0 7.15 -0.15 Reduced by 0.32

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
Power Maths	Pearson
Power of Reading	CLPE
Reading comprehensions and interventions	Literacy Shed

Further information

We are linked to Rugby School providing mentoring programmes and enrichment activities throughout the year.