

## Pupil premium Strategy Statement 2023-2024

December 2023

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Matthew's Primary School
Number of pupils in school (excluding Nursery)	41 children
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2023-2024- 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Maltese (Executive Headteacher)
Pupil premium lead	Sarah Green (Head of School) Helen Selinas (Head of School)
Lead Governor	Liz Lyle

### Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£70,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Premium	£6,453
<b>Total budget for this academic year</b>	<b>£76,678</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We take into account the barriers to learning that children may face. This statement is to support all pupils and their individual needs.

Our current School Development Plan focuses specifically on the attainment and progress of all pupils across the curriculum, aiming to:

- build knowledge, develop language skills and provide a wide range of opportunities for all pupils, particularly disadvantaged pupils and pupils with SEND
- to enable pupils to build on previously learnt knowledge and develop a wide range of skills to apply in all aspects of their learning
- to deliver a broad, balanced and ambitious curriculum with strong partnerships to develop pupils' learning across key stages
- deliver a curriculum that is personal to the pupils' needs within the school - widening opportunities and experiences whilst developing language, oracy and communication
- promote the spiritual, moral, social and cultural development of our pupils through the curriculum offer, Collective Worship and extra-curricular activities

We use the EEF High Quality Teaching principles to guide our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

We aim to improve the attainment and progress of all pupils, providing additional interventions where needed.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- provide additional opportunities for service and cultural capital development

***This year we will be targeting our pupil premium grant at Strand 2. 'Academic Support' to enable rapid progress for pupils.***

## Challenges

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

Challenge number	Detail of challenge
1	Persistent absenteeism of some pupils
2	To raise standards in writing and reading (specifically the lowest 20% of readers in each class)
3	Low starting points on entry to primary school
4	Self- regulation strategies of some pupils
5	High mobility
6	Speech, Language and Communication Needs
7	Mental health and well-being (online safety)

## 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	Persistent absenteeism of some pupils	Persistently absent pupils will be identified, support plans put in place and attendance increased
2	To raise standards in writing and reading (specifically the lowest 20% of readers in each class)	Pupil Progress will specifically identify disadvantaged children and plan for pupils in lowest 20% to have bespoke support

3	Low starting points on entry to primary school	Early baseline assessments of pupils on entry will enable targeted interventions
4	Self- regulation strategies of some pupils	More structured behaviour management system linked to zones of regulation initiative 2022-2023 so that they make positive choices intrinsically
5	High mobility	To involve new pupils within year (not EY) in a basic core assessment of RVM to ensure staff have knowledge to plan in a targeted manner
6	Speech, Language and Communication Needs	SALT provision will be provided for identified pupils alongside planning for oracy, language and communication development within learning
7	Mental health and well-being (online safety)	Well-being of disadvantaged pupils will be part of the Pupil Progress meeting and pupils at risk of harm or are vulnerable will be identified and supported

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the

### High Quality Teaching and CPD

Budgeted cost: **£16,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide planned and high-quality training about: <ul style="list-style-type: none"> <li>• speech and language</li> <li>• online safety</li> <li>• behaviour management</li> <li>• feedback and marking</li> <li>• moderation of books (PP - non-PP)</li> </ul>	EEF has a clear bank of evidence which supports high quality teaching as central to pupil progress. For this to happen there needs to be high quality CPD. This will be led by HofS or EHT <a href="#">Pupil-Premium-resource-evidence-brief-Poster.pdf</a> <b>EEF Toolkit - Oral Language Interventions</b> has very high impact for low cost (+6 progress rating) <b>EEF Toolkit - Feedback</b> has a very high impact for low cost (+6 progress rating).	2 + 3 + 4 + 6

Look specifically at writing books of PP pupils and moderate standards compared to non-PP peers	<b>EEF Toolkit – Individualised Instruction</b> has moderate impact for low cost (+4 progress rating). <b>Staff need to conference PP pupils after moderation to ensure impact</b>	2 + 5
Bespoke support to staff with planning of writing for PP pupils based on individual needs and interests and to model conferencing.	<b>EEF Toolkit – Individualised Instruction (of staff)</b> has moderate impact for low cost (+4 progress rating). HofS to provide support.	2 + 3
Introduction of a new Feedback and Marking Policy with a key focus on writing	<b>EEF Toolkit - Feedback</b> has a very high impact for low cost (+6 progress rating). School needs a new policy to be written, disseminated and shared.	2

### Targeted academic support

Budgeted cost: **£47,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress meetings will specifically identify disadvantaged children and plan for pupils in lowest 20% to have bespoke support, specifically reading and writing	<p><b>EEF Toolkit – Reading Comprehension Strategies</b> has a very high impact for low cost (+6 progress rating).</p> <p><b>EEF Toolkit - Phonics</b> has high impact for low cost (+5 progress rating).</p> <p>PP pupil standards to be identified and small group and individual support provided for reading.</p> <p><b>EEF Toolkit - Homework</b> has high impact for low cost (+5 progress rating). HofS to support staff in planning of homework for reading and writing.</p>	2
Early baseline assessments of pupils on entry will enable targeted interventions	<b>EEF Toolkit – Individualised Instruction</b> has moderate impact for low cost (+4 progress rating). Teacher to complete regular baselines with a focus on ensuring PP pupil standards challenged.	2 + 3

SALT provision will be provided for identified pupils alongside planning for oracy, language, and communication development	<p><b>EEF Toolkit - Oral Language Interventions</b> has very high impact for low cost (+6 progress rating)</p> <p>The Blossom Project to be delivered in EY</p> <p>SALT interventions to be provided in KS1/KS2 led by HofS SEND / SALT</p>	3 + 6
Well-being of disadvantaged pupils will be part of the Pupil Progress meeting and pupils at risk of harm or are vulnerable will be identified and supported	<p><b>EEF Toolkit - Mentoring</b> has low impact (+2 progress rating) BUT as this will be done by highly qualified staff the impact should be greater</p> <p><b>EEF Toolkit – Metacognition and Self-Regulation</b> has very high impact for low cost (+6 progress rating).</p> <ul style="list-style-type: none"> <li>o MIND Wellbeing Practitioner</li> <li>o Drama therapy</li> <li>o Art therapy</li> </ul>	4 + 6 + 7

### Wider strategies

Budgeted cost: **£20, 980** (4290 + 5000 + 4400 + 2400 + 2250 + 1820 + 820)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Persistently absent pupils will be identified, support plans put in place and attendance increased	<p>In order for children to benefit from interventions, they need to be in school.</p> <p>Support will be offered to families in different ways; one way will be to support families rehoused further out of the area to travel; this will be done using the following criteria:</p> <ul style="list-style-type: none"> <li>● Case by case</li> <li>● PP child</li> <li>● MOVED from initial address of registration</li> <li>● Specified distance - cannot walk in less than 20 minutes and within zone 3 of London tube map</li> <li>● Must provide receipts</li> <li>● Will be reviewed half termly</li> </ul>	1 + 6

More structured behaviour management system linked to zones of regulation initiative 2022-2023 so that they make positive choices intrinsically	<p><b>EEF Toolkit – Metacognition and Self-Regulation</b> has a very high impact for low cost (+6 progress rating).</p> <p><b>EEF Toolkit – Behaviour Interventions</b> has moderate impact for low cost (+4 progress rating).</p>	4 + 6
To involve new pupils within year (not EY) in a basic core assessment of RVM to ensure staff have knowledge to plan in a targeted manner	<b>EEF Toolkit – Individualised Instruction</b> has moderate impact for low cost (+4 progress rating). Staff will complete a writing / reading and number assessment as well as an observation of behaviour.	2 + 3 + 5
Support with the cost of educational visits	<b>EEF Toolkit - Oral Language Interventions</b> has very high impact for low cost (+6 progress rating) Educational visits are vital to building service and cultural capital	2 + 6 + 7
Support with the cost of school uniform	Feeling part of the school community is vital for integration and feeling part of school.	5
<b>Total budgeted cost:</b>	<b>£84,980</b>	

## Part B: Review of outcomes in the previous academic year 2022-2023

### Pupil Premium Strategy Outcomes 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

#### Overview comments:

Attendance has remained stable for PP pupils – a few persistent absentees impact figures. This year we will target PP pupils with <math>-90\%</math> attendance and put in place a programme of support.

In Early Years, outcomes for communication and language have been very positive (100% meeting the EY goal), but there needs to be more focus on achieving GLD and a forensic understanding of the barriers.

In KS2 the gaps between PP and NPP remain significant, and in fact increased 2022-2023. Mobility has some impact on this, but teachers need to ensure they are clear about which children are in receipt of PP and require additional support to overcome potential barriers.

	Intended outcome	Success criteria	Outcome
1	<ul style="list-style-type: none"> <li>Improved attendance and/or punctuality pupil for all pupils, specifically disadvantaged pupils</li> </ul>	<p>Pupils with persistent absence (below (90%) or punctuality concerns will have shown an improvement at the end of the academic year.</p> <p>Attendance for pupils with FSM will improve.</p>	<p>Attendance PP pupils 2021-2022 Compulsory School Age: 94.74% Non-Compulsory School Age: 96.6%</p> <p>Attendance PP pupils 2022-2023 Compulsory School Age: 93.29% Non-Compulsory School Age: 96.98%</p>
2	<ul style="list-style-type: none"> <li>To increase % of pupils achieving EXS in reading, writing and maths</li> <li>To increase % of pupils achieving GDS</li> </ul>	<p>The lowest 20% of pupils in each class meet their reading targets.</p> <p>% of disadvantaged pupils achieving GDS increases in reading, writing and maths</p>	<p>57% EXS RWM PP pupils 2021-2022 46% EXS RWM PP pupils 2022-2023</p> <p>8% GDS RWM PP pupils 2021-2022 9% GDS RWM PP pupils 2022-2023</p>



	<p>in reading, writing and maths</p> <ul style="list-style-type: none"> <li>To increase % of pupils achieving EXS across the curriculum in UKS2</li> <li>To close the attainment gap between disadvantaged and non-disadvantaged pupils in LKS2</li> </ul>	<p>Disadvantaged pupils joining the school through in-year admissions may need specific support to help them access the curriculum and to make expected progress. Pastoral support may be needed to support disadvantaged pupils as they settle into school.</p> <p>Gaps will be filled (based on on-entry assessments) and interventions put in place where necessary. For pupils identified with SEN needs (including SaLT) provision and interventions put in place to support individual needs.</p>	<p>62% EXS in foundation subjects PP pupils 2021-2022 57% EXS in foundation subjects PP pupils 2022-2023</p> <p>67% EXS Reading PP 2021-2022 90% EXS Reading NPP 2021-2022</p> <p>68% EXS reading PP 2022 - 2023 87% EXS reading NPP 2022-2023</p> <p>15% EXS RWM SEND pupils 2021 - 2022 63% EXS RWM NOT SEND pupils 2021-2022</p>
3	<p>EY Focus</p> <ul style="list-style-type: none"> <li>To continue to embed the new EY Framework and school curriculum</li> <li>To develop communication skills and oracy across all areas of learning</li> <li>To further improve pupil outcomes in reading and phonics</li> </ul>	<p>Pupils will be supported by the school's EY curriculum, focussing on Communication and Language and Personal, Social and Emotional Development.</p> <p>The Wellcome</p>	<p>% GLD PP pupils 2021-2022 3 pupils 1 (33%) pupil achieved GLD</p> <p>% GLD PP pupils 2022-2023 2 pupils 1 (50%) pupil achieved GLD</p> <p>% PP children meeting standard in Communication and Language 2021-2022 100%</p> <p>% PP children meeting standard in Communication and Language 2022-2023 100%</p>
4	<p>High mobility</p> <ul style="list-style-type: none"> <li>Ensure pupils who are new to the school are able to meet their full</li> </ul>	<p>Due to the central location of the school, children leave and join the school at regular intervals throughout the year. The vast majority of pupils who leave the school move</p>	<p>% children arriving into school (Y1-Y6) 2022-2023 who met EXS in RWM 7/17 (41% pupils) Context:</p> <ul style="list-style-type: none"> <li>1 pupil in Yr 1 had never attended school before</li> </ul>

	academic potential with the appropriate pastoral support	out of the borough, out of London or to the independent sector. It is essential that pupils who join the school mid-year feel welcome and safe as soon as they join St Matthew's to support their academic progress.	<ul style="list-style-type: none"> <li>• 6 pupils from overseas</li> <li>• 1 Fair Access Protocol</li> <li>• 1 with an EHCP for ASD</li> <li>• 1 with complex needs and we applied for High Needs Funding</li> </ul>
5	To develop communication skills and oracy across all areas of the curriculum and school life	Implementation of the EEF Tiered Model and the Rosenshine Principles will enable pupils to develop tier 3 vocabulary across all reads of the curriculum.	<ul style="list-style-type: none"> <li>• Staff PDM with SALT in EYFS (Supporting Communication with Makaton)</li> <li>• TA Support from QEII -Autism Advisory Teacher and Speech and Language Specialist</li> <li>• Author Visit and Workshops- Michael De Souza</li> <li>• Transition Workshops</li> <li>• MIND Workshops</li> <li>• Archives History Workshops</li> <li>• Westminster Platform</li> <li>• Maths Institute Classes</li> <li>• Whole school full sentence responses</li> <li>• Volunteers from secondary schools engaging pupils in conversation</li> <li>• Trips and projects including the St Paul's Cathedral workshops and performances</li> <li>• Competitions including Spelling Bee &amp; Times Table Bee</li> </ul> <p>Staff completed CPD to understand Rosenshine's Principles</p>
6	Pupils with attachment/trauma will be supported with interventions/therap	Pupils will have strategies to equip their emotional development and self-regulation. This should then impact positively on	<p>Number of pupils who received therapeutic support 2022-2023 14 pupils</p> <p>Art therapy</p>

	etic support in school to support their progress across the curriculum	social interactions and progression in the curriculum.	Drama therapy Drawing & Talking MIND SALT
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### Externally provided programmes

Programme	Provider
Mental Health Wellbeing Practitioner	Trailblazers
Dramatherapy	Roundabout
Art Therapy	Vincent Family Project

### Service pupil premium funding (optional)

Measure	Details	Outcome
How did you spend your service pupil premium allocation last academic year?	Additional TA support in class TA support at lunchtime for craft/reading activities Dramatherapy Extra Adult in Reception EP Consultation Services Home School Coordinator Support	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.
What was the impact of that spending on service pupil premium eligible pupils?	Support with SEMH of service pupil premium to achieve GLD in Reception	% PP Reception children who had GLD

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.