

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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  | 205   |
| Proportion (%) of pupil premium eligible pupils   | 18%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022-2024/2025   |
| Date this statement was published   | December 2021 (3 year plan)<br>Reviewed Nov 2022 (see part B) |
| Date on which it will be reviewed   | July 2022   |
| Statement authorised by   | Eve Alderson, Headteacher                                     |
| Pupil premium lead  | Eve Alderson, Headteacher                                     |
| Governor / Trustee lead   | Wilf Flynn  |

## Funding overview

| Detail  | Amount                               |
|---|--------------------------------------|
| Pupil premium funding allocation this academic year   | 2021/22 £50, 730<br>2022/23 £42, 935 |
| Recovery premium funding allocation this academic year  | 2021/22 £4,930<br>2022/23 £4, 930    |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0                                   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | 2021/22 £55, 660<br>2022/23 £47, 865 |

# Part A: Pupil premium strategy plan

## Statement of intent

St Matthew's RC Primary mission statement is central to the life of the school:

*"Welcome to our happy school, where everyone is valued and given the opportunity to 'let their light shine.' With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals, as we learn, and grow, in a safe and enjoyable environment."*

We are a fully inclusive school and aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and attain well in all subjects. The purpose of the pupil premium strategy is to support disadvantaged pupils, ensuring that they reach their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or require early help. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is central to our approach, with a focus on ensuring that disadvantaged pupils receive timely and effective support in order to address any gaps in learning. This also applies to non-disadvantaged pupils, with the aim being that progress is rapid and sustained for all pupils at St Matthew's.

Our Pupil Premium Strategy also feeds into wider school education recovery plans through targeted support via the National Tutoring Programme for pupils whose education has been the most affected by the COVID-19 pandemic.

Our key principles of this strategy are as follows:

- Provide swift and timely intervention for disadvantaged pupils which is personalised and bespoke, based on individual needs and gaps.
- Adopt an effective whole school approach in which all staff are accountable for the outcomes of all pupils, including disadvantaged children, and expectations are high.
- Carry out robust assessment procedures in order to be able to identify individual needs and measure the impact of any interventions.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Gaps in phonics knowledge are evident due to inconsistent teaching approaches during remote learning. Disadvantaged pupils have been particularly affected by this. X% of Y2 disadvantaged pupils who sat the phonics check in autumn term 2021 passed.  |
| 2                | Poor language skills suggest limited vocabulary and oral language skills, particularly impacted by the pandemic. These are more prevalent among our disadvantaged pupils.  |
| 3                | Internal assessments indicate that the writing attainment of disadvantaged pupils is low. A large proportion of disadvantaged pupils are not on track to achieve age related expectation in writing.   |
| 4                | Internal assessments, observations and work scrutinies suggest that the COVID-19 pandemic has impacted upon attainment in both core subjects (reading, writing and maths) and foundation subjects. This has resulted in some knowledge gaps, leading to pupils falling behind in core subjects. This has impacted disadvantaged pupils more significantly than non-disadvantaged pupils. |
| 5                | Our observations suggest that the behaviour, social and emotional wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Referrals to our School Counsellor and the Healthy Minds Team have increased significantly following school closures.          |
| 6                | Observations and discussions with pupils and families have identified a lack of enrichment opportunities during school closure and lockdowns caused by COVID-19. These have been most prevalent for disadvantaged 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.

| Intended outcome  | Success criteria  |
|---|---|
| Pupils to receive consistently high quality phonics teaching and to make rapid progress in phonics. | <ul style="list-style-type: none"> <li>All staff to be trained in Sounds-Write Phonics programme and the programme to be embedded across school.</li> <li>Decodable texts to be closely matched to the phonics stage.</li> <li>Gaps in phonics knowledge to be identified and addressed immediately.</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• More than 85% of disadvantaged pupils to pass the phonics screening check in 2024/25</li> </ul>   |
| Improved oral language skills and vocabulary amongst disadvantaged pupils.  | <ul style="list-style-type: none"> <li>• Staff to ensure that gaps are identified swiftly and interventions put in place to address these.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Speechlink programme to be fully embedded and progress to be evident via assessments in 2024/25.</li> </ul> |
| Improve writing attainment among disadvantaged pupils.  | <ul style="list-style-type: none"> <li>• More than 80% of disadvantaged pupils to meet age related expectation in Key Stage 2 in 2024/25.</li> <li>• Assessment of writing to be securely embedded across school.</li> </ul>   |
| Improved maths attainment among disadvantaged pupils.   | <ul style="list-style-type: none"> <li>• More than 80% of disadvantaged pupils to meet age related expectation in Key Stage 2 in 2024/25.</li> <li>• Diagnostic assessment of maths to be securely embedded across school.</li> </ul>  |
| Improved reading attainment among disadvantaged pupils.   | <ul style="list-style-type: none"> <li>• More than 80% of disadvantaged pupils to meet age related expectation in Key Stage 2 in 2024/25.</li> <li>• Diagnostic assessment of reading to be securely embedded across school.</li> </ul>  |
| To ensure improved social, physical and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>High levels of social, physical and mental wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Questionnaire results</li> <li>• Pupil observation and discussion</li> <li>• An increase in disadvantaged pupils attending enrichment and extra-curricular activities.</li> </ul>  |

## 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: £15, 000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of DfE validated Systematic Synthetic Phonics programme (Sounds-Write) to ensure strong phonics teaching for all pupils.</p> <p>Sounds-Write training to be undertaken by relevant staff.</p> <p>Decodable texts to be purchased in line with new phonics scheme.</p> <p>Teacher release time to be funded.</p> | <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Education Endowment Foundation</p>   | <p>1, 4</p>                   |
| <p>Purchase of Speechlink SLCN programme.</p> <p>Training to be undertaken by relevant staff in order to assess pupils and provide appropriate interventions.</p>   | <ol style="list-style-type: none"> <li>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</li> <li>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</li> <li>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</li> <li>4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities</li> </ol> | <p>2</p>                      |

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|---|---|---|
|   | <p>separately where needed to meet particular needs.</p> <p>Education Endowment Foundation<br/>Speechlink Impact Report</p>   |   |
| <p>Diagnostic assessments to be purchased across school.</p> <p>Staff to be trained in administering these and interpreting the data.</p>   | <p>Standardised tests can provide insight into the specific strengths and weaknesses of individual pupils in order to ensure they receive the appropriate support and intervention necessary to help them succeed.</p> <p>Education Endowment Foundation</p>  | 4 |
| <p>Enhancement of maths mastery across school and in line with DfE and EEF guidance.</p> <p>Teacher release time will be funded to access Maths Hub training and resources, then roll this out across school.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Maths Guidance KS1 and 2-<br/><a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a></p> | 4 |

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

Budgeted cost: £30, 930

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional interventions targeted at disadvantaged pupils who require further support in core subjects.</p>  | <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Education Endowment Foundation</p> | 1, 2, 3, 4                    |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils who have been impacted by the pandemic. A significant</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.</p>  | 1, 2, 3, 4                    |

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| proportion of pupils who receive tutoring will be disadvantaged. |  |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9, 730

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| School Counsellor to be used to support all pupils but particularly those that are disadvantaged to support emotional wellbeing across school. | EEF toolkit indicates that 'social and emotional learning' can generate +4 months progress.<br><br>Education Endowment Foundation | 4, 5                          |
| Behaviour management 'Good to be Green' system to be purchased.<br>Staff to be trained in this and scheme to be rolled out across school.      | EEF toolkit indicates that 'behaviour interventions' can generate +3 months progress.<br><br>Education Endowment Foundation       | 5                             |
| Extra-curricular activities to be funded for disadvantaged pupils where necessary.   | EEF toolkit indicates that 'social and emotional learning' can generate +4 months progress.                                       | 4, 5                          |

**Total budgeted cost: £55, 660**



## 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 2021 to 2022 academic year.

1. Gaps in phonics knowledge are evident due to inconsistent teaching approaches during remote learning. Disadvantaged pupils have been particularly affected by this.

Sounds – Write training has been undertaken by staff and this approach to phonics teaching is now being used in the infants. It is having a positive impact for our disadvantaged pupils, who are becoming increasingly more confident in decoding words using their phonic knowledge. Sounds-Write is also being used as an intervention to support those disadvantaged pupils who need additional phonics support – TAs have also been trained in Sounds-Write.

2. Poor language skills suggest limited vocabulary and oral language skills, particularly impacted by the pandemic. These are more prevalent among our disadvantaged pupils.

Speechlink has been trialled and will be rolled out during the year or 2022-2023. Vocabulary and language skills have been a focus in Reception and are having a positive impact on all pupils, including our disadvantaged pupils.

3. Internal assessments indicate that the writing attainment of disadvantaged pupils is low. A large proportion of disadvantaged pupils are not on track to achieve age related expectation in writing.

Writing was a focus for school in 2021-2022. Pupil progress meetings showed good progress in writing for disadvantaged pupils. 60% of disadvantaged pupils achieved ARE in writing in KS2 SATS and 40% were working towards expected standard. Across school, 76% of pupils were either at ARE or working towards this at the end of the year. Pupil books showed good progress in writing and basic skills which had been lacking following the pandemic are now beginning to be embedded.

4. Internal assessments, observations and work scrutinies suggest that the COVID-19 pandemic has impacted upon attainment in both core subjects (reading, writing and maths) and foundation subjects. This has resulted in some knowledge gaps, leading to pupils falling behind in core subjects. This has impacted disadvantaged pupils more significantly than non-disadvantaged pupils.

Developments took place in core subjects to ensure that gaps were addressed. Planning and teaching were adapted to meet the needs of all pupils, Question Level Analysis also took place to identify specific gaps in SATs. Tutoring and interventions also took place to support gaps for individual pupils in core subjects. Purchasing standardised tests allowed teachers to analyse gaps effectively. This had a positive impact on our disadvantaged pupils.

5. Our observations suggest that the behaviour, social and emotional wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Referrals to our School Counsellor and the Healthy Minds Team have increased significantly following school closures.
6. Observations and discussions with pupils and families have identified a lack of enrichment opportunities during school closure and lockdowns caused by COVID-19. These have been most prevalent for disadvantaged pupils.

Activities to support the behaviour, social and emotional wellbeing of our pupils have ensured that wellbeing has been a priority. All children were able to access school trips and extra-curricular activities, including our new wraparound care provision. Referrals continued to be made to our School Counsellor and Healthy Minds team. Parents reported. In a summer 2022 survey, 98% of parents said that their children were happy in school.

## 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 |
|-----------|----------|
|           |          |
|           |          |

## 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?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

**Further information (optional)**

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