

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium 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 Church of England Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	34.6%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	May 2023
Statement authorised by	Governors
Pupil premium lead	Darren Gates
Governor / Trustee lead	Derek Ramsay / Jane Trampnow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,310
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	£180,310

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure good progress and attainment across the curriculum for all disadvantaged pupils, regardless of their background or starting point.

In 2021, SLT worked with a MAT advisor to analyse and diagnose the individual needs of our disadvantaged pupils and to identify next steps. Marc Rowland's research, 'Addressing Educational Disadvantage – The Essex Way' was used to steer discussions. The strategy was also informed by guidance from EEF.

High-quality teaching lies at the heart of 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 potential disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

St Matthew's Church of England Primary School aims for all pupils to...

- Develop good speech and language skills.
- Develop their emotional literacy and self-confidence.
- Access interventions that enable them to catch up where necessary.
- Be supported by parents who are informed and enthusiastic about learning.
- Have high aspirations and access quality enrichment alongside a broad and balanced curriculum.

The current Pupil Premium strategy has increased staffing levels to facilitate the delivery of interventions, particularly regarding speech and language. It has ensured that all children have access to enrichment opportunities and has enhanced support for pupils and parents through the Family Support Worker's role, ELSA programme and other forms of nurture and therapy.

There has been a significant rise in the number of pupils eligible for free school meals, from **65** pupils in October 2019 to **144** pupils in October 2022.

Challenges

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

	Detail of challenge
1	Assessments and observations show that many pupils have underdeveloped speech and language skills . For example, last year, <i>Language Link</i> assessments in EYFS show that 51% of pupils had severe difficulties and 17% have moderate difficulties.
2	A high proportion of EAL pupils in school (58% / 35 languages) means that language acquisition and development takes longer and needs more intensive support.
3	Poor attendance , exacerbated by coronavirus, means children lose out on learning time. Nov 2021 whole school attendance was 91.7% Just 12% of disadvantaged pupils had full attendance compared with 19% of non-disadvantaged.
4	High levels of mobility disrupt the continuity of learning. School stability is 65% compared with 81% nationally. Continually assessing new pupils and filling gaps takes time and resources.
5	Observations and discussions with stakeholders indicate limited parental capacity to support learning in some families.
6	Ongoing monitoring and ELSA referrals show that many pupils have emotional and/or wellbeing needs that affect their ability to focus on learning.
7	Observations and discussions with pupils indicate that many disadvantaged pupils lack access to enrichment opportunities. This limits their experiences and aspirations and can prove a stumbling block to learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Staffing ratios reflect the level of need in specific classes and interventions are delivered routinely to help pupils catch up.	End of year data shows that pupils have made expected progress or better.
Improved speech and language skills for all pupils, including disadvantaged and those with SEND / EAL.	Speech & Language / Oracy provision is high quality and pupils make good progress, as evidenced through book scrutiny, engagement in lessons and formative assessment.
Improved attendance and punctuality impact positively upon learning.	Attendance data improves and is above the national average. The attendance of disadvantaged pupils is in line with non-disadvantaged pupils.
Increased parental engagement and support with learning improves outcomes for pupils.	Parent workshops, videos and online information are available and accessed. This is evidenced through parent surveys, ClassDojo data and records of attendance at events.
Pupils are ready to learn because their emotional and wellbeing needs are met.	FSW, ELSA, Chaplaincy and other nurture provision is effective, as evidenced through pupil perceptions, observations and nurture session notes.
Pupils' aspirations and experiences are enhanced through a range of enrichment opportunities in school.	After school clubs are well attended. The MAT Passport is fully implemented. All pupils participate in initiatives such as... • Living Well Week • Theatre visits • Class trips • Multi-Sports Clubs • Choir and Samba Club

Activity in this academic year

Teaching Budgeted cost: £78,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing levels reflect the level of need in specific classes, with new staff employed as necessary. eg. EYFS classes	Evidence suggests that TAs offering targeted one to one or small group support has a positive impact upon pupils' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 2 3 4
CPD is organised to address whole school priorities. eg. writing and oracy	CPD which promotes high quality teaching is pivotal in improving children's outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 2 3 4
Purchasing a DfE validated phonics scheme facilitates effective phonics teaching.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 3 4

Targeted academic support Budgeted cost: £65,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
S&L therapist weekly sessions with follow up work led by HLTAs. Oracy project.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 2 3 4
Targeted interventions help pupils catch up.	EEF endorsed interventions in place... • Catch Up Literacy / Numeracy • Phonics booster groups	1 2 3 4

Wider strategies Budgeted cost: **£36,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents are given access to workshops, online videos and advice regarding attendance, parenting and learning. • Triple P courses • FSW advice • EWO referrals • ClassDojo	DfE's Improving School Attendance guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF suggests that parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3 4 5
FSW and Chaplain offer support to families to improve wellbeing and school readiness. • ELSA • TLG Coaching • Play Therapy • Suffolk Young Carers	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. This includes improved academic performance, attitudes, behaviour and relationships with peers. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	5 6
All pupils access a range of enrichment activities.	Participation in Arts activities can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	7

Total budgeted cost: £180,310

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.

Academic Outcomes

See Ofsted & Outcomes section on the school website.

Speech & Language

54 pupils accessed S&L support and individual records provide evidence of progress. 17 pupils have been discharged as they have made good progress. 47% of pupils assessed as working below expectations in EYFS and Year 1 have now caught up. Others have made good progress. Oracy has remained high profile across the school and helped pupils with the acquisition of language.

Attendance

Overall attendance was 91% for the previous academic year. This mirrors national statistics. Progress was made with specific pupils, through working with EWO & FSW.

Parental Engagement

The annual parent survey (July 2022) indicated that...

100% of parents said communication with the school was good.

100% of parents said the school makes them aware of what their child is learning.

100% of parents said the school supports their child's wellbeing and mental health.

100% of parents with SEND children said their child is supported to succeed.

Nurture

35 pupils had timetabled ELSA sessions. Many more accessed support as needed.

10 pupils accessed YMCA counselling.

10 girls attended the Phoebe group to improve their confidence and self-esteem.

6 pupils had weekly sessions with a TLG coach.

4 pupils had weekly play therapy.

Deputy Head teacher undertook Triple P Parenting training ready to deliver sessions.

Enrichment

All pupils had access to a wide range of enrichment activities. Every class trip had the coach / transport paid for to ensure visits were affordable for parents. As well as outings to Bradfield Woods, Colchester Zoo, Easton Farm Park, Felixstowe, Rendlesham Forest, Southwold and Tunstall Forest, the children also enjoyed...

- Arts Week
- Aspire Black Suffolk Workshops
- The Big Hoot
- Careers Fair
- Dance East visit
- Eastern Angles theatre visit
- Farm Show
- Jubilee Tea Party
- Red Rose Chain Theatre workshops
- Prayer Space event
- Rock Paper Scissors art workshops
- Spill Festival
- Theatre production of *The Secret Garden*
- Windrush workshops

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
Catch Up Literacy	
Catch Up Numeracy	
SEND Inspire	
Flash Academy	
Success for All Phonics	