

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 Matthias C of E Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Lucy Blewett
Pupil premium lead	Lucy Blewett
Governor / Trustee lead	Ariane Dunwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,125
Recovery premium funding allocation this academic year	£18,126
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£186,251

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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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.

- *What are your ultimate objectives for your disadvantaged pupils?*
 - Disadvantaged pupils will achieve in line with their non disadvantaged peers
 - Disadvantaged pupils will achieve above or in line with other disadvantaged pupils nationally
 - Disadvantaged pupils will have access to the same opportunities and experiences as non disadvantaged peers
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
 - At Ks2 disadvantaged pupils outperform their non disadvantaged peers in RWM at expected standard and greater depth standard.
 - Additional adult support is of a high quality and is monitored and evaluated
- *What are the key principles of your strategy plan?*
 - Quality first teaching with pupils having access to models of best practice in the classroom ensuring disadvantaged pupils are challenged in the work they are set
 - Targeted interventions- led by additional adults as well as teachers, designed to 'keep up' rather than 'catch up'; academic mentors & national tutoring programme. Acting early to intervene at the point need is identified
 - Wider school strategies- including access to services such as REU, A space, Hackney music service, SWAPA, Hackney Pirates literacy programme, attendance services. Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Low levels in communication and language and personal, social and emotional development on entry to EYFS, evidenced by baseline. Underdeveloped oral language skills and vocabulary gaps evident across Ks1 and Ks2.
2	EAL – 49.8% of our pupils have English as an additional language and some families do not speak English at home and lack confidence supporting their children with homework, particularly reading and writing. For some children, their only exposure to English is in school time.

3	SEND – 22% of our pupils have special educational needs. Within our school there are a wide range of needs, both for pupils with Education Health Care Plans and for those who require additional support. High level of need observed in children entering nursery & reception.
4	Attendance: School wide issue especially post covid (95% attendance, 20% persistent absence) Absence for PPG pupils is 98.2% with 21.9% PA. Challenge is with PPG PA children.
5	Parental engagement with learning: typically parents do not attend learning / support events such as workshops and parenting support, although attendance at parents' evenings and social events has improved. Although this became virtual during covid it has still impacted attendance/ engagement
6	Social Deprivation- indicators place the school in the highest quintile nationally. Idaci index 0.4. Due to a range of social and economic pressures a large number of children miss out on opportunities for educational enrichment outside school. We have a number of families who are supported by Children's Social Care and families who need help from the school in order to support their children's learning.
7	Emotional and behavioural needs, low resilience (emotionally and academically) and emotional well-being.

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
Improved oral language skills and vocabulary amongst ppg pupils	Assessments and observations indicate significantly improved oral language amongst ppg pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Raised attainment and accelerated progress in all year groups	Pupils eligible for PPG grant achieve in line with or above their peers nationally The progress of PPG pupils is good or better
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Pupil voice, student and parent surveys and teacher observations Significant reduction in referrals to WAMHS Increase in parental engagement for workshops and school events
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained attendance from 2024/25 demonstrated by: The overall absence rate for all pupils above 95% with a sustained closing of gap between ppg and non ppg peers The percentage of all persistent absent pupils to be below 15% and the figure among ppg pupils being no more than 2% lower than their peers.

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: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	Another group of assessment purposes involves monitoring student progress, forecasting student performance, or evaluating the effectiveness of teaching. These kinds of assessments are 'high-level' in the sense that a single, global score, often from a standardised test, usually gives Professor Rob Coe, EEF Assessing Learning	
To further embed dialogic activities across the school curriculum, we will use 'The oracy imperative: Transform Teaching and learning through talk' and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions/toolkit strand/EEF	
Release time for senior leaders to coach and support teachers / teaching and learning ECT programme of CPD to support teachers who are NQT+1	Evidence has shown that high quality teaching matched to pupil needs results in accelerated progress	
IXL maths and SPAG Times Tables Rockstars Accelerated Reader	High level of engagement on all three sites to promote home learning, targeted closing of gaps and active engagement and diagnostic testing of children across whole school	
Renew access to Read Write Inc training and virtual classroom to continue to secure excellent phonics teaching for all pupils.	EEF evidence shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Evaluation Evidence Phonics The Reading Framework, DfE	

<p>Enhance our curriculum planning and teaching and learning in maths, in line with DfE and EEF guidance.</p> <p>Continue to actively engage with Maths Hub resources and CPD (including Teaching for Mastery TRG led by DHT).</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 KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	

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

Budgeted cost: £ 26,767.30 + £20,000 = £46,767

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of the Academic mentor Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Provision reception- year 3</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:</p> <p>One to one tuition EEF</p> <p>And in small groups :</p> <p>Small group tuition Education Endowment Foundation EEF</p>	
<p>Use of the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Provision upper Ks2</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:</p> <p>One to one tuition EEF</p> <p>And in small groups :</p> <p>Small group tuition Education Endowment Foundation EEF</p>	
<p>Further develop our 1:1 tutoring offer to catch up any pupils at risk of falling behind in phonics.</p> <p>RWI 1:1 Tuition</p>	<p>EEF analysis of studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to</p>	

	the explicit nature of the instruction and the intensive support provided. EEF Evaluation Evidence Phonics The Reading Framework, DfE	
Well-Comm	Data from Well-Comm interventions 2019-21 shows accelerated progress in speech and language and rapid identification of pupils who need targeted / additional support to address specific gaps / needs Oral language interventions/EEF	
Implement the NELI intervention for key children in Reception. Fund release time for trained TA to deliver the intervention.	An EEF evaluation showed that the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. These impacts on language skills were still seen 6 months after the intervention. Nuffield Early Language Intervention, EEF	

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

Budgeted cost: £55,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised places in clubs, including Breakfast Club, After School Club and extra-curricular activities including residential	We have found that access to Breakfast Club has improved engagement, punctuality and attendance for pupils. We have also found that access to after school clubs has helped children to improve their social skills and relationships whilst giving them access to a wider range of experiences.	
Embedding principles of good practice set out in EEF's Parental Engagement guidance. This will involve release time for class based leaders and teaching staff to plan and develop workshop resources and deliver training.	The <i>Working with Parents to Support Children's Learning</i> guidance from the EEF provides the following recommendations: provide practical strategies to support learning at home and offer more sustained, intensive support where needed. EEF Parental Engagement	
A space	100% of referred spaces for A space are for pupils in receipt of PPG.	
Hackney Music service	The EEF Toolkit states that arts participation can lead to +2 months. Improvements to learning appear to be more achievable with younger learners. We are conscious that currently disadvantaged pupils are not accessing peripatetic music teaching.	

Hackney Pirates	Literacy programme for 'love of writing' offered to PPG year 6 pupils after school at Hackney Pirates. Children work with authors to publish own work	
Embed the principals of good practice set out in the DfE's Improving School Attendance guidance, particularly to address persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Improving School Attendance	

Total budgeted cost: £ 186,251

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Key Stage 1

Context: Year 2

Number of Year 2 Pupils on roll	18
Number of Disadvantaged Pupils	7
Number of Other pupils	11

Number of EHCP	3
Number of LAC	0

Age expected standard: Year 2	Reading		Writing		Mathematics	
	Number	%	Number	%	Number	%
All Pupils	16	88.9	14	77.8	15	83.3
Disadvantaged Pupils	6	85.7	5	71.4	5	71.4
Other pupils	10	90.9	9	81.8	10	90.9

Higher Standard/Greater depth	Reading		Writing		Mathematics	
	Number	%	Number	%	Number	%
All Pupils	5	27.8	4	22.2	5	27.8
Disadvantaged Pupils	2	28.6	0	0.0	1	14.3
Other pupils	3	27.3	4	36.4	4	36.4

Key Stage 2

Context: Year 6

Number of Year 6 Pupils on roll	41
Number of Disadvantaged Pupils	29
Number of Other pupils	12

Number of EHCP	12
Number of LAC	0

Age expected standard: Year 6	Reading		Writing		Mathematics		RWM Combined	
	Number	%	Number	%	Number	%	Number	%
All Pupils	33	80.5	31	75.6	34	82.9	30	73.2
Disadvantaged Pupils	23	79.3	22	75.9	24	82.8	21	72.4
Other pupils	10	83.3	9	75.0	10	83.3	9	75.0

Higher Standard/Greater depth	Reading		Writing		Mathematics		RWM Combined	
	Number	%	Number	%	Number	%	Number	%
All Pupils	15	36.6	12	29.3	15	36.6	12	29.3
Disadvantaged Pupils	11	37.9	9	31.0	12	41.4	9	31.0
Other pupils	4	33.3	3	25.0	3	25.0	3	25.0

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.