



At St. Matthew's School, we have high educational expectations within a caring Christian community so all our children have successful futures.

**Pupil Premium Strategy 2020/21 – Summer 1 Update 2021**  
**3 Year Strategy Summary information**

<b>School</b>	St Matthew's CE Primary School, Redhill				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£123, 035 at September	<b>Date of most recent PP Review</b>	19.6.19
<b>Total number of pupils</b> <u>(Nursery to Yr6)</u>	398	<b>Number of pupils eligible for PP</b> <u>(Nursery to Yr6)</u>	100 (inc 6 PP+)  95 PP (£1345) 5 (£1900)	<b>Date for next internal review of this strategy</b>	End summer 2021

**Context of school:**

420 full-time places for pupils aged 4-11 years  
Part-time and full-time nursery places for up to 80 pupils aged 3+ to 4 years.  
15 place special needs support centre, which has specialist facilities for children (aged 7-11) with a diagnosis of Autistic Spectrum Disorder.  
Diverse community, including many families experiencing high levels of social and economic disadvantage  
The majority of our pupils are from one of the following ethnic groups: 41% White British, 21% Indian, 9% Other White background, 7% Black African.  
There are approximately 35 different languages spoken by children at the school.  
The proportion of pupils known to be eligible for Pupil Premium funding is 24%  
A large proportion of our pupils have English as an additional language (36.5%), this is above the national average.  
The mobility of our pupils is also higher than national figures.  
The proportion of our pupils at SEND is 23%. The number of pupils who have an Education, Health and Care plan is above average (25 pupils), above national average.

**Aim for Pupil Premium Spending:** In making decisions about the use of the Pupil Premium Grant (PPG) we have considered the context of the school and the challenges faced by our families and pupils. We have reviewed common barriers to learning (see website) and thought about the specific barriers for our current cohort of pupils (see below). Our main aim in using the Pupil Premium Grant is to narrow the gaps in attainment and progress between pupil groups. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning, ensuring all children are in a good emotional state to learn and make progress. Our aim is to ensure that children make accelerated progress in order to reach or exceed age related expectations as they move through the school.

**Other supporting evidence to be considered alongside this strategy:**

Half termly data & PPM records  
Pupil voice  
Attendance figures  
HT reports to MAT & Governors  
SLT & MLs monitoring records  
EEF Research  
Case studies  
Termly PP Governor questions



<b>Barriers to future attainment</b>	
<b>Key In-school barriers *provisional figures 1.9.2020</b>	
<b>A.</b>	Communication skills including speech and language and vocabulary is low for children in receipt of PPG funding on entry to St Matthew's School.
<b>B.</b>	*10.2% of pupil premium pupils have additional special educational needs.
<b>C.</b>	*27% of pupil premium pupils have English as an Additional Language.
<b>D.</b>	* Over 20% of pupil premium pupils have multi-additional needs, such as PPG, EAL and SEND.
<b>External barriers</b>	
<b>E.</b>	Aspirations: many children are not exposed to rich and varied life experiences, and education is not promoted at home.
<b>F.</b>	Lack of family support or opportunity due to deprivation: impact on attendance, academic performance, home learning and self-esteem of PP pupils, as well as attendance rates.
<b>G.</b>	Mobility: mobility in the area is high. Many children in receipt of PPG have had disrupted prior education and thus join the school with gaps in their learning.
<b>1. Desired outcomes to overcome each barrier</b>	
<b>Success criteria</b>	
<p><b>A</b> Improved language and literacy skills to accelerate attainment and progress in the Early Years particularly, so that more PP Pupils achieve GLD.</p> <p>Continued increase in PP pupils achieving greater depth at the end of each Key Stage.</p>	<p>EYFS: Pupils eligible for PP have improved communication and literacy skills during their time in EYFS, reaching GLD in Communication and Language and Literacy. Children eligible for PP who were identified through speech and language screening as below expected' make progress achieve GLD.</p>

	<p>KS1: Maintain the high number of pupils working at greater depth at end of KS.</p> <p>KS2: Increase in the number of pupils working at greater depth at end of KS.</p>
<p><b>B C D</b> Close the attainment gap between PPG and NPPG in Reading, Writing and Maths to less than 10% in yr 6.</p> <p>Close the progress gap between between PPG and NPPG in Reading, Writing and Maths to within 5%</p> <p>For those with multiple barriers: Higher rates of progress for those classified as SEND Support/PPG/EAL show progress through targeted intervention and strategic provision mapping.</p>	<p>Pupils eligible for PP make rapid progress in RWM closing the attainment gap between NPPG to no more than 10% and the progress gap to within 5%.</p> <p>Pupils eligible for PPG identified as SEND Support/EAL make progress within 5% of those NPPG within these vulnerable groups, by the end of Key Stages EYFS/1/2 in maths, reading and writing.</p> <p>Interventions/provision is tailored to the individual needs and is mapped out to assess impact.</p>
<p><b>E</b> Aspirations: all children to demonstrate a growth mindset and high aspirations in all that they do.</p>	<p>Conversations with and observations of pupils demonstrate positive attitudes to learning, high aspirations and growth mindset.</p> <p>Pupil voice about school is positive.</p>
<p><b>F</b> Family support: parents to engage with school in all ways offered (open classes, volunteering, home learning, workshops, attendance at whole school events etc) to secure the best outcomes for their children</p>	<p>Parents' events well attended.</p> <p>Home learning completed by all families.</p> <p>Parents speak positively about the school.</p>
<p><b>G</b> Mobility: pupils transferring in to school will quickly be baselined for intervention and make good progress each half term.</p>	<p>All pupils making good progress in R, W, M each half term.</p>

**Percentage of children eligible for PPG at November 2020 by Year group**

(as a percentage of PP pupils in school /96)

<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>SNSC</b>
<b>48</b>	<b>40</b>	<b>39</b>	<b>48</b>	<b>48</b>	<b>59</b>	<b>65</b>	<b>51</b>	<b>15</b>
<b>3</b>	<b>7</b>	<b>8</b>	<b>16</b>	<b>16</b>	<b>14</b>	<b>20</b>	<b>16</b>	<b>9</b>

**Overview of priorities**

	<b>Priority</b>	<b>Desired impact</b>
<b>1</b>	Learning and the Curriculum	Children in receipt of Pupil Premium funding are achieving at least as well as their peers and are making good progress
<b>2</b>	Social, emotional, behavioural needs	Children in receipt of Pupil Premium funding are emotionally ready to learn and have the resilience to manage any difficulties they may encounter
<b>3</b>	Enrichment beyond the curriculum	Children in receipt of Pupil Premium funding have equal access to wider opportunities including trips and clubs
<b>4</b>	Other including resources	Children are in school every day, ready to learn

**Long term priorities for the next 3 years**

**Priority 1 Learning and the Curriculum**

**Ensuring that children in receipt of Pupil Premium funding are achieving at least as well as their peers and are making good progress**

<b>Intent</b>	<b>Implementation</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Barrier targeted</b>	<b>Desired impact</b>
<p>To ensure all children have access to quality first teaching that is responsive to their needs</p>	<p>Quality first teaching</p> <p>Internal and external CPD for staff</p> <p>Monitoring by leadership team</p> <p>Pre-teaching to address misconceptions and break down barriers to learning</p> <p>Complete regular assessments, provision maps and case studies to ensure that children receive targeted provision that impacts their educational outcomes</p>	<p>EEF research states: Great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.</p> <p>Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.</p>	<p>A</p> <p>F</p>	<p>* Accelerated progress and improved outcomes for all pupils in receipt of PPG in reading, writing and maths</p> <p>* in progress gap between those in receipt of PPG and those not</p>
<p>To provide targeted support in reading, phonics, writing and maths to those in receipt of PPG</p>	<p>Reading Recovery</p> <p>Numbers Count</p> <p>Speech and Language</p> <p>REMA EAL support</p> <p>School lead interventions (including precision teaching, phonics and lunch time reading)</p>	<p>The school events in the accredited, teacher led interventions of Reading Recovery and Numbers Count to ensure that every child can read and is numerate by the end of KS1.</p> <p>Large number of EAL pupils joining mid-year with little or no English means that the school need to fund 2 REMA teachers for a day a week (1 EYFS/KS1, 1 KS2)</p> <p>High speech and communication needs mean the school fund a speech and language therapist for a</p>	<p>A</p> <p>F</p> <p>G</p>	<p>* Increase pupils' reading age</p> <p>* Improved end of KS outcomes in R, W, M</p> <p>* Children can access the curriculum Children build vocabulary needed to access learning</p> <p>Improved communication and understanding of language to diminish</p>

	Educational Psychologist services	<p>day a week to run structured intervention (individually and in groups) who is also able to provide formal and informal advice and assessment for pupils who present with difficulties within SLC.</p> <p>The school runs its own programme of recognised and targeted interventions</p> <p>The school employs its own Educational Psychologist for a day a week who is able to carry out assessments, provide formal and informal advice and training for intervention co-ordinators and teachers. This is particularly important as 36% of pupils in receipt of PPG also have SEND.</p>		<p>the differences of those in receipt of PPG and Non-PP pupils. Particularly successful in EYFS</p>
To provide specific interventions for the most able disadvantaged pupils	<p>Greater depth writers events</p> <p>Coding club</p> <p>Debating club</p>	<p>Accelerated provision – differentiated adult led additional opportunities and events</p> <p>Appropriate challenge in English and Maths lessons leads to raised expectations and outcomes</p>	A E F	<p>Raised aspirations</p> <p>Love of learning promoted</p> <p>Pupils appropriately challenged in a range of areas</p> <p><b>* see data and intervention log</b></p>
<b>Total budgeted cost</b>				<b>£100,500</b>

**Long term priorities for the next 3 years**

**Social, emotional, behavioural needs**

**Ensuring children are emotionally ready to learn and have the resilience to manage any difficulties they may encounter.**

<b>Intent</b>	<b>Implementation</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Barrier targeted</b>	<b>Desired impact</b>
<p>To remove barriers to learning for pupils in receipt of PPG with emotional and or behavioural needs.</p>	<p>Provide a minimum of a two days a week ELSA provision across the school (4 afternoons a week) to address emotional and behavioural needs</p> <p>Staff 'Chill Zone' quiet room each lunch time so that pupils can have a quiet space where they can meet and talk with an adult / friends.</p> <p>To provide termly supervision for 4 ELSA with local network and EP advice</p> <p>Employment of play therapist to work with targeted pupils for supporting attachment, early childhood trauma, difficult home circumstances</p> <p><i>Provide weekly support to pupils in receipt of PP funding through Forest School learning and access to a qualified teacher mentor to increase engagement with learning.</i></p>	<p>Some vulnerable children find learning within a conventional classroom challenging and thus alternative time away from the classroom setting is needed on a 1:1 basis to be able to share their concerns and to learn strategies to enable them to access learning in the classroom.</p>	<p>A,B, D, E, F, G</p>	<p>* To support students with specific social difficulties and emotional and behavioural issues</p> <p>* Reduce difficulties and barriers to learning</p>

	<i>Cost: £30,000</i>			
To provide before and after school care to ensure pupils in receipt of PPG are in school every day ready to learn	Breakfast club After school club <i>Cost: £500.00</i>	All children have equal access to the extra provision available at school and in school related activities and are in school every day, on time and ready to learn.	F	* Good attendance and punctuality of pupils in receipt of PPG thus improving educational outcomes  Improved behaviour and levels of concentration
To strengthen relationships between home and school	Parent workshops Parent support from Children, Families and Learning Support Worker <i>Related cover and resources costs</i>	Parental experience of their own education can be a barrier to working with school to achieve best outcomes for their children. In response to this, we have created a programme of events, meetings and workshops to work alongside parents and break down barriers.	A, E, F	* Increased parental attendance at school events and understanding of and involvement in children's education Good increase in involvement with online parent workshops and Zoom parents evenings Relationships established with families and other relevant professionals to work together to improve learning outcomes for children
<b>Total budgeted cost</b>				<b>£20,500.00</b>



**Long term priorities for the next 3 years**

**Enrichment beyond the curriculum**

**Ensuring that children in receipt of pupil premium have equal access to wider opportunities including trips and clubs**

<b>Intent</b>	<b>Implementation</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Barrier targeted</b>	<b>Desired impact</b>
To enhance life experiences of pupils in receipt of PPG	<p>Ensure children have opportunities to engage in enrichment opportunities such as clubs, trips and events where they can represent the school</p> <p>Year 6 residential trip</p> <p>Team building day at Carroty Wood to develop resilience</p> <p>Outdoor &amp; adventurers club, forest school and overnight camping</p>	<p>All children have equal access to the extra provision available at school and in school related activities.</p> <p>Children gain additional skills to transfer and draw on to aid their learning in the classroom (building confidence, resilience, team work)</p> <p>Children build supportive positive relationships with peers and staff</p>	E	<p>Children develop friendships, confidence, self-esteem, resilience and independence and have a great understanding of the world around them and the opportunities available to them in the future.</p> <p>School has undertaken an extensive piece of work on Wellbeing – see catch up strategy for details</p>
<b>Total budgeted cost</b>			<b>£3200.00</b>	

Long term priorities for the next 3 years				
Other (including supply of resources)				
Ensuring that all children are in school every day, ready to learn				
Intent	Implementation	What is the evidence and rationale for this choice?	Barrier targeted	Desired impact
To provide uniform and basic supplies for families in urgent need of support	Provide uniform  Provide equipment needed for access to lessons  Cost £500.00	To provide equal access to education for our most vulnerable pupils.	E F	Children's basic needs are met  *Children are in school ready to learn Continued focus on attendance  Children have strong self-esteem
To provide before school care and breakfast during SATs week	Two members of staff to provide before school care and prepare breakfast for 25 Yr 6 PP pupils Monday – Thursday of SATS week.  Cost of staffing and provisions: £1000.00	To ensure that all children are in school, ready to learn with potential barriers to learning removed before sitting end of Key Stage tests.	E F	Children enter school with a positive attitude
To ensure pupils in receipt of Pupil Premium funding maintain good attendance	Children, families and learning support worker, administration staff and senior leaders to monitor patterns of attendance  Follow attendance strategy including first day calling and home visits where necessary to ensure good attendance of those children in receipt of PP funding	For children in receipt of PP funding to be in school every day ready to learn to ensure maximum impact of the provision	E F	* Children in school every day ready to learn Continued focus on attendance as attendance in bubbles and remotely during lockdown was good for all pupils  * Parents understand the need for good attendance  * Parents understand the link between good attendance and attainment

<p>To work as a Senior Leadership Team and with other professionals to ensure effective use of PPG to raise attainment and to track progress of pupils in receipt of PPG.</p>	<p>Attend meetings with professionals (CP, CIN, TAF meetings)</p> <p>Attend CPD on best use of PPG</p> <p>Allocate time for SLT to review and monitor PPG at least termly</p> <p>Allocate time for CFALSW / DSLs to attend meetings and meet with families and other professionals</p> <p>Cost: £30,000</p>	<p>To high levels of mobility and deprivation in the area it is key the the DSLs and CFLAW has dedicated time and meetings to ensure all vulnerable pupils are safeguarded well and their needs are met.</p> <p>Attendance for this group of pupils is key.</p> <p>The school has worked hard to improve attendance and reduce the number of persistent absentees and work with parents and other professionals is key to ensure this improve even further.</p>	<p>E F G</p>	<p>*Improved attendance and punctuality for vulnerable groups and increased engagement of parents of vulnerable pupils</p> <p>School acts in a timely fashion to provide for needs of vulnerable pupils minimising negative effects on educational outcomes</p> <p>Staff make the necessary adjustments to ensure needs of those in receipt of PPG are met</p> <p>Progress and attainment of those in receipt of PPG is a key focus and reviewed half termly.</p>
<b>Total budgeted cost</b>				<b>£31,500.00</b>

<b>Total Spend Forecast</b>	£155, 700
<b>Over Spend Forecast</b>	£35,375 to be taken from SEND and EAL budget where there is cross over (see details on Pg 4)

**Key**

Successful – continue	Unsuccessful – more work needed on this	* being carried over due to Covid-19
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**Monitoring**

Effectiveness reviewed each half term by senior and middle leaders at PEACH meeting  
Governor PP questions asked each term and presented to Governors  
Termly update of this document by senior leaders to amend planned strategies

**Review**

<b>Review of expenditure 2019/20</b>		<b>Nature of Support</b>	<b>Impact and Outcomes</b>
Total number of pupils on roll at September 2019	393	Focus on learning in the curriculum 74 %	<p>Steady improvement in disadvantaged pupil progress internal data</p> <p>Key Stage 2 results at GD are strong - combined 20% against a National Average in 2019 of 11%. All PAGES performed well against national measures for progress.</p> <p>Key Stage 1 results were strong July 2019 –above average for ARE and above average for GD Phonics 79% against National Average 2019 82% - smaller cohort 47 pupils</p> <p>Year 2 – 9 re-sits and 6 passed 2019. School Cumulative 94% - Cumulative National Average 91%.</p> <p>PP maths non-send to be a focus group. Maths Features strongly in the SIP – Maths Mastery Hub</p>
Total number of pupils on role eligible for PPG at September 2019	102	Focus on social, emotional and behaviour 12%	<p>Excellent SIAMS rating so know all children are accessing high quality personal development opportunities, behaviour seen in school</p> <p>30% of our children in receipt of PPG needed emotional, social or behavioural interventions. 97% of these made good progress.</p>
Total number of pupils on role eligible for PPG at Summer 2020	117	Focus on enrichment beyond the curriculum 2.4%	
Total amount of PPG received	£135,800  £21, 700 to be taken from SEND (36% PP pupils) budget and EAL (17% PP pupils) where there is cross over	Other, including cover costs and support for families 23%	<p>All pupils have access to trips and residential trip</p> <p>Number of persistence absentees reduced from 34 to 17 2018/19</p> <p>Overall 95.2% attendance at January 2020 PP</p>

<b>Attainment by end of KS1 2019</b>	Pupils eligible for PP	Pupils Not eligible for PP	National
<b>% achieving a combined score in reading, writing and maths</b>	58%	81%	All 55% PPG 60%
<b>Reading</b>	75%	81%	All 75% PPG 62%
<b>Writing</b>	75%	86%	All 69% PPG 55%
<b>Maths</b>	58%	97%	All 79% PPG 62%
<b>Attainment by end of KS2 2019</b>	Pupils eligible for PP	Pupils Not eligible for PP	National
<b>% achieving a combined score in reading, writing and maths</b>	17%	34%	All 65% PPG 51%
<b>Reading</b>	38%	67%	All 74% PPG 62%
<b>Writing</b>	71%	81%	All 79% PPG 68%
<b>Maths</b>	58%	81%	All 79% PPG 67%

#### KS2 Progress Scores 2018/19

Measure	Score all pupils	Score PP pupils
Reading	- 0.95	-3.7
Writing	+2.25	1.5
Maths	-0.5.	-1.6