



Pupil premium strategy statement: Name of school: St Matthew's High Brooms Primary

1. Summary information					
School	St Matthew's High Brooms				
Academic Year	2017-18	Total PP budget	£183,480	Date of most recent PP Review (LA)	12/12/16
Total number of pupils	442 (All years) 394 Y1-Y6	Number of pupils eligible for PP	144 32.6% 139 pupils Y1 – Y6 35.3%	Date for next internal review of this strategy	November 2107

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	67 out of 139 (48.2%)	67.3% National Non PP
% making expected standard or above in reading	89 out of 139 (64%)	76.7% National Non PP
% making expected standard or above in writing	78 out of 139 (56.8%)	81% National Non PP
% making expected standard or above in maths	89 out of 139 (64%)	80.1% National Non PP

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speaking and listening skills (vocabulary, listening to others, speech)
B.	Aspiration, B4L, attitudes to learning, learning to learn
C.	Basic maths skills (number bonds, tables)
D.	Very low “on entry” attainment
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance
F.	Well-being
G.	Parental engagement, support and aspiration
H.	Very low “on entry” attainment

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria and Evidence</i>
A.	<p>Promote oral literacy skills for all PP children with a focus on YR.</p> <p>Ensure that EYFS staff are skilled in developing pupils early language and listening skills To ensure that children are speaking and listening to a very high standard. To ensure children’s knowledge of an enriched vocabulary is more secure and that children are more confident about the meanings of words and how they can be used. Children to be more confident and independent using language and listening skills Children to have more confidence using language effectively in a variety of contexts. To continue to build on the work of the Early Excellence project</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>Tapestry</p> <p>Target Tracker Data</p> <p>EY Gov reports</p> <p>PPIs</p>
B.	<p>Pupil Premium children will be aspirational in their learning, see themselves as motivated learners and improve their outcomes.</p>	<p>PP children will see themselves as learners and have strategies to enhance their progress, Enhanced learning culture for all.</p> <p>% PP at ARE and above</p> <p>Pupil voice surveys</p>

C.	There will be an agreed policy on the teaching of basic maths skills in each year group with additional support given to those not attaining the agreed level. PP children will be confident in age appropriate basic maths skills.	PP children will be confident in age appropriate basic maths skills. Maths No Problem will be more effective due to better basic knowledge underpinning new learning. % ARE TT
D.	Pupil Premium children with very low “on entry” skills will be rapidly identified and given additional support.	The gap between PP and non PP children will not grow in FS. Tapestry On entry data (to identify) Records from pre school % at GLD+
E.	97% plus attendance for children eligible for PP funding Culture of whole school accountability	Attendance for PP children will increase to 97% or more. Attendance clerk’s reports PPIs Needs minutes
F.	Continue to support families through Pastoral Care team to improve the quality of life at home for vulnerable PP children. Families will have basic needs met and be in a better position to support their children’s learning.	More children will be able to access the curriculum all day. More children will have their basic needs in terms of well- being, met. Children will feel safe at home. Learning will be given higher value at home. % ARE will rise. Pupil voice survey.
G.	All parents of children eligible for pupil premium will take an interest in their child’s learning, read with them at home, encourage homework to be completed. Greater attendance at parent workshops. All to attend consultations.	PP pupil’s will feel better supported by parental attitudes and interest in their learning. All children will read at home. Homework will be completed. % ARE
H.	Children will enter school with improved oral skills. Work with pre-schools to identify needs of vulnerable families and put in place early support and interventions. Work with pre schools to encourage parental interest and involvement in the early stages of learning , particularly emphasising the importance of talking with their children.	On entry data will show a rise in core skills. Speech and language attainment will be higher on entry. Gap between PP and non PP will diminish.

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve language and literacy skills	<p>Early intervention. Ensure high quality role play areas are provided for all children to rehearse challenging vocabulary prior to writing. Use of “Power of reading “strategies.</p> <p>Plan for overt teaching of speaking and listening skills. Explore new support materials.</p>	<p>Gap analysis – we know that many of our PP children have a more limited vocabulary.</p> <p>Research into the effects of “Talk before writing”</p> <p>SATS outcomes.</p>	<p>Inclusion leader will ensure children identified in FS are rapidly supported.</p> <p>Literacy team will monitor the use of role play / talk before writing in the classrooms.</p> <p>SLT will have regular WLT meetings.</p>	<p>SL (inclusion leader)</p> <p>WW & lit team</p>	Term 2, 4 and 6.
Ensure basic maths skills are acquired at age appropriate stages.	<p>Agree a basic skills policy for maths</p> <p>Put in interventions for any children not on track to meet targets.</p>	<p>SATS results for maths</p> <p>Outcomes of maths team monitoring.</p> <p>SLT observations</p>	<p>Maths team will monitor the implementation of the policy.</p> <p>Inclusion leader will create and monitor additional support groups.</p> <p>SLT will have regular WLT meetings.</p>	<p>Maths team</p> <p>SL</p>	Term 2,4,6.

<p>Improve progress and attainment in reading.</p>	<p>Improve accountability for parents in supporting reading at home. Use of Busters Book Club</p> <p>Readers workshop</p> <p>Accelerated reader</p> <p>Library</p>	<p>We know that children’s weaknesses in reading are speed and comprehension from SATS results and from evidence from Accelerated reader”</p> <p>Reading records show that many children eligible for PP are not reading at home.</p> <p>Accelerated reader gives us specific information that we can use for targeted</p>	<p>Training</p> <p>Monitoring , SLT Wendy Walters, literacy team</p> <p>TT data</p> <p>PPIs</p>	<p>SLT</p> <p>Wendy Walters and Literacy team</p>	<p>Each term</p>
<p>Ensure feedback supports good levels of progress,</p>	<p>QFT in all classes</p> <p>Implementation of feedback policy</p> <p>Peer mentoring</p> <p>Conferencing.</p> <p>Pupil lead consultations.</p>	<p>John Hattie research</p> <p>Observations / lesson study on the impact of feedback</p> <p>Need to make better progress in KS2.</p>	<p>Training</p> <p>Monitoring – AVT, assessment leader</p> <p>Year group focus weeks</p>	<p>AVT</p> <p>SLT</p>	<p>During focus weeks and in March and June</p> <p>Term 3, 5 and 6</p>
<p>Total budgeted cost</p>					<p>£80,000</p> <p>+</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Children have confidence and are more skilled with spoken language	<p>Pre teaching.</p> <p>Quality inputs on vocabulary through Read, write inc.</p> <p>Use of "Power of reading " strategies.</p> <p>Use of Accelerated reader diagnostic tools.</p> <p>"I can talk " programme</p> <p>Continue to build on Early Years Project on indoor role play in familiar settings</p> <p>1:1 support programmes</p> <p>More planned opportunities to practice</p>	<p>On entry data shows low language and oral literacy skills,</p> <p>Strategies highlighted will enable early and on- going identification and support.</p>	<p>Inclusion leader will monitor in classrooms and work with FS TAs</p> <p>PPIs will be used to support interventions and monitor impact.</p>	<p>OW – trained in "I can talk"</p> <p>Inclusion leader</p> <p>Literacy team</p>	Terms 2, 4 and 5
Children can move on in their learning because they have the underpinning basic skills or they have their basic "well – being " needs met	<p>Trained support for "in-house" identified specific areas of intervention I reading, maths and writing.</p> <p>Pastoral team and FLO have made high impact in children's ability to learn.</p>	<p>We can see that expert adults can quickly diagnose and move learning forward</p> <p>Prior success with specific interventions.</p>	<p>Regular needs meetings</p> <p>Inclusion leader present at PPI</p> <p>Regular classroom visits by SLT</p>	<p>RT</p> <p>KM</p> <p>TAs</p> <p>Pastoral team.</p>	Every term
Total budgeted cost					£ 80,000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Children have a growth mindset and have positive behaviours for learning	Growth mind set/ BLP/behaviour for learning	We need the children to understand that effort will lead to positive outcomes and why this is important. We need to improve resilience.	PSHE leader to monitor Staff meetings and training	EC	
Children have access to activities that promote motivation to learn.	Promote sport, art, music and support extra- curricular activities.	Results have increased with higher uptake in extra -curricular activities and sports. Pupil voice surveys show that these activities are crucial to children's positive attitudes to school	SLT – curriculum design and timetabling Finance meetings Gov visits Pupil voice survey	SLT Sports Team Music Team JTW	
Total budgeted cost					£25.000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerated progress for PP children in maths.	Maths interventions	Some children made better progress than others. We need all children to make accelerated progress.	Although maths is still improving we are not seeing enough conversion from interventions into the whole class. We therefore need a whole school approach that promotes consistency and is multi- sensory so that those with SEND are supported within the classroom.	£25,000 for next year 16 – 17

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerated progress in reading	Reading interventions	This continues to be an area of priority.	While school approaches work better – culture around reading, especially for boys needs to change.	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail
<p>The following are some of the additional areas that we engage in so that children eligible for PP make good progress at St Matthew's and attain well.</p> <ul style="list-style-type: none"> TA training for inclusion TA training – Growth Mind set Pastoral support – full time support worker. Needs Meetings every three weeks to discuss vulnerable children and families. Reading Dog Talk Time FLO Consultations – parental engagement in learning Resources IT Homework Club Support for extra- curricular activities Visits and visitors Sports and Swimming Staffing Lunch Clubs Curriculum Design Use of TAs Vision

Values
Learning Community
Safeguarding to a high standard
Beanstalk readers
Work with multiple agencies and other schools
High needs funding
Open door policy