



National College for
Teaching & Leadership



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

1. Summary information					
School	St Matthew's High Brooms				
Academic Year	2016-17	Total PP budget	166,320	Date of most recent PP Review	12/12/16 by LA
Total number of pupils	447	Number of pupils eligible for PP	161 YR-Y6 35.5% 146 Y1-Y6	Date for next internal review of this strategy	September 2017

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	77 out of 146 (52.7%)	
% making expected standard or above in reading	96 out of 146 (65.7%)	
% making expected standard or above in writing	86 out of 146 (58.9%)	
% making expected standard or above in maths	86 out of 146 (58.9%)	

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.	Reading comprehension and speed. Desire to read. Attainment and progress in maths.
B.	Resilience, aspiration, B4L,
C.	Oral language skills, listening, vocabulary
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance, parental support, Well-Being issues
E.	Parental engagement and aspiration

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured.</i>
A.	<p>Children eligible for PP will make good progress in reading and their comprehension skills will improve. More books being read enjoyed and understood.</p> <p>Children will be more confident when working with new, age appropriate maths concepts and will make better progress, performing well in test situations. Maths No Problem will provide a greater level of consistency towards teaching maths – concrete, visual and then abstract approaches, enabling all children to access the learning.</p>	<p>Accelerated reader shows increased % of children making better progress. We are able to monitor progress more closely in reading and to get information about key areas that we are able to follow up in teaching.</p> <p>Increased % ARE reading Increased % ARE maths</p> <p>Lesson observations will show that in maths children will be supported through concrete and visual methods to approach new problems and to make progress. Staff are more confident to consistently teach maths that children will understand as shown through lesson observations and Year group focus weeks.</p>
B.	<p>Children willing to have a go at tackling new learning and will understand that effort leads to success. Children will be aspirational in their learning and see it as exciting.</p>	<p>Training for “Growth Mindset” will have taken place. There will be evidence in the school environment, including all classrooms that Growth mindset and being aspirational in learning are part of the daily culture. Children are able to talk about “effort leading to success” In class obs we can see that children are applying this to their learning.</p>
C.	<p>Increase the number of children eligible for PP funding who are able to speak with age appropriate fluency and draw on a wider vocabulary</p>	<p>YR project having an impact through familiar role play situations. Frequent opportunities to speak in public. Language interventions.</p>

D.	96% attendance and above for all children eligible for pupil premium funding	Incentives will be put in place. Tracking will show an upward trend. Families followed up where needed through meetings with attendance clerk and SLT
E.	Parents will take a greater interest in their children's learning and support home learning.	Pupil lead consultations will be in place and support parent's engagement and dialogue about learning between parent and child. Busters book club will support parents to understand that the habit of reading at home is important and an increasing number will support this initiative.

5. Planned expenditure					
Academic year		2016/17			
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 progress and attainment in maths.	Maths No Problem Training for staff New approaches to teaching tables	Inclusive practice Gap analysis V up levelled and aspirational EY approach – v multi sensory and moving from concrete learning through to abstract.	Training with Maths No Problem Team and through staff meetings using our expert team. Monitoring and support by maths team. Year group focus weeks. Working with Southborough School Moderation PPIs/ TT data	Bev Howden, Maths team SLT	Each term Governor day Focus Weeks

<p>Improve progress and attainment in reading.</p>	<p>Readers workshop Accelerated reader Library Busters Book Club</p>	<p>We know that children's weaknesses in reading are speed and comprehension.</p> <p>Accelerated reader gives us specific information that we can use for targeted teaching</p> <p>We need to spend more time reading to promote fluency and speed – visiting the library for this also helps to make this a</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>All children feel fully included in the classroom</p>	<p>QFT Maths No problem approach Multi ability</p> <p>Group work</p> <p>Partner work</p> <p>Mixed ability approach</p>	<p>Mixed ability – research</p> <p>Psychology of inclusive practice</p> <p>Growth minds et</p> <p>Sutton Trust</p>	<p>Training</p> <p>Monitoring – SLT – Year group focus weeks</p>	<p>JH</p> <p>SLT</p>	<p>During focus weeks and in March and June</p>
<p>Total budgeted cost</p>					<p>£77.000</p> <p>£50,000 additional staff (RT,</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>"I can talk " programme</p> <p>Early Years Project on indoor role play in familiar settings</p> <p>1:1 support programmes</p> <p>More planned opportunities</p>	<p>We have worked with Early Excellence and have taken part in a research project</p> <p>On entry data shows that this is an area of weakness for many children.</p> <p>EYs outcomes.</p>	<p>Monitoring by Literacy team</p> <p>Governor days</p> <p>Focus weeks</p>	<p>Trained staff in Y1</p> <p>DM</p> <p>Literacy team</p>	<p>Spring 1</p> <p>Summer 1</p>
Children can move on in their learning because they have the underpinning skills	<p>Adult support for "in-house" identified specific areas of intervention reading, maths and writing.</p>	<p>We can see that expert adults can quickly diagnose and move learning forward</p> <p>We have identified skills that through support are transferred back to the classroom.</p>	<p>SIP</p> <p>Monitoring by inclusion leader</p> <p>Class teacher feedback</p> <p>TA meetings and feedback</p> <p>DDIC</p>	<p>RT</p> <p>KM</p> <p>Debbie</p>	<p>Every term</p>
Children make accelerated progress in maths	<p>Maths intervention - 1st class maths</p> <p>Success at arithmetic</p>	<p>Research</p> <p>Gap analysis</p> <p>We have seen rapid progress using these two interventions</p> <p>Staff are well trained in these interventions</p> <p>Targeted , small group work that transfers well into the classroom</p>	<p>Monitoring by inclusion leader</p> <p>Monitoring and support from maths team</p> <p>Focus weeks - SLT</p>	<p>Inclusion leader</p> <p>SLT</p>	<p>Termly</p>
Total budgeted cost					£ 20,000

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 willing to make an effort and risk making mistakes.	Growth mind set/ BLP -	We need the children to understand that effort will lead to positive outcomes and why this is important. We need to improve resilience. Observations show that some PP children are not seeing themselves as learners.	Staff will be trained through staff meetings and the PSHE leader will attend a course. Lesson study and feedback	EC TH	Spring 2 Summer 2
Children have a good level of "buy in" and see themselves as able to be successful	Promote sport, art and music.	Sutton report Research from schools that are making a difference for PP children Research on attitudes to learning.	Use of experts in each area to establish high standards for achievement, SLT to monitor.	Sports team SLT Subject leaders	Termly
Total budgeted cost					£20.000