



National College for
Teaching & Leadership



Pupil premium strategy statement:

Name of school: St. Matthew's High Brooms Primary School

1. Summary information					
School	St Matthew's High Brooms				
Academic Year	2019-20	Total PP budget	£178,500	Date of most recent PP Review (LA)	12/12/16
Total number of pupils	378 (All years) 322 Y1-Y6	Number of pupils eligible for PP	135 36% 122 pupils Y1 – Y6 38%	Date for next internal review of this strategy	November 2020

2. Current attainment (yr1-6)	
	<i>Pupils eligible for PP (your school)</i>
% achieving expected standard or above in reading, writing and maths	68 out of 122 (55.7%)
% making expected standard or above in reading	77 out of 122 (63.1%)
% making expected standard or above in writing	71 out of 122 (58.2%)
% making expected standard or above in maths	90 out of 122 (73.8%)

KS2 SATs 2019					
	Reading	Writing	GPS	Maths	Combined
PP	65.7%	65.7%	68.6%	77.1%	54%
Non PP	87%	87%	92.6%	90.7%	83%

KS1 SATs 2019			
	Reading	Writing	Maths
PP	37.5%	37.5%	37.5%
Non PP	82.5%	82.5%	82.5%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A. Speech and Language Difficulties

B. Basic Literacy Skills (reading, phonics, writing, spelling)

C. Basic maths skills (number bonds, tables)

D. Broad and Balanced Curriculum

External barriers *(issues which also require action outside school, such as low attendance rates)*

E. Attendance

F Well-being

G Parental engagement, support and aspiration

H Very low “on entry” attainment

C. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria and Evidence</i>
A.	<p>Promote speech and language skills for all PP children with a focus on YR Ensure that EYFS staff are skilled in developing pupils early language and listening skills Ensure that children are speaking and listening to a very high standard. Implement intervention groups for speech and language 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. Engage in the speech bubbles programme</p>	<p>Pupils eligible for PP in EYFS make accelerated progress by the end of the year Baseline Data Tapestry Target Tracker Data EYFS Gov monitoring reports PPMs Intervention Records Read/Write/Inc Assessment Results Edukey</p>
B.	<p>Pupil Premium children will make progress in literacy. Give children the opportunity to select from a range of high quality texts to develop and nurture love of reading. Use Read/Write/Inc in targeted groups to ensure progress in phonics. Use intervention groups for PP children to make progress in writing. Introduce and evaluate paired reading programme. Promote Buster’s Reading club to encourage reading at home. Train TAs in precision teaching.</p>	<p>Spelling Age Tests KS2 SATs KS1 SATs Target Tracker No Nonsense spelling programme Interventions eg paired reading, teacher led writing intervention Intervention Records Precision Teaching – Educational Psychologist training Phonics – RWI KS1 Phonics screening >85% Edukey Well-stocked and regularly used library</p>
C.	<p>Basic maths skills are explicitly taught in each year group with additional support given to those not attaining the agreed level. PP children will continue to close the attainment gap in age appropriate basic maths skills. PP children will be confident in age appropriate basic maths skills. Ensure focussed teaching is consistent across all year groups for the teaching of tables Train adults delivering interventions in dyscalculia.</p>	<p>Maths No Problem will be more effective due to better basic knowledge underpinning new learning. Target Tracker Tables Testing Yr 4 Time tables rockstars Dyscalculia training</p>

	<p>Train TAs in precision teaching</p> <p>Participate in Teaching School Alliance Maths Programme</p>	<p>KS2 Mental Arithmetic Scores</p> <p>Intervention records</p> <p>Records of Maths programme participation</p>
D.	<p>Pupil Premium children with very low “on entry” skills will be rapidly identified and given additional support.</p> <p>Complete Baseline Data and analyse.</p> <p>Plan additional support to target identified children.</p> <p>Discuss children in Needs meetings.</p>	<p>The gap between PP and non PP children will not grow in EYFS.</p> <p>Tapestry</p> <p>On entry data (to identify)</p> <p>Records from pre school</p> <p>% at GLD+</p> <p>Needs meeting minutes</p>
E.	<p>96% plus attendance for children eligible for PP funding</p> <p>Culture of whole school accountability.</p>	<p>Attendance for PP children will increase to 96%</p> <p>Attendance officer reports</p> <p>Attendance letters/meetings</p> <p>Governor monitoring reports</p> <p>PPMs</p> <p>Needs minutes</p> <p>Green cards given as incentive.</p>
F.	<p>Continue to offer support to families through Pastoral Care to improve the quality of life for vulnerable PP children.</p> <p>Children’s emotional needs are met and in order to access learning.</p>	<p>More children will be able to access the curriculum all day.</p> <p>More children will have their basic needs in terms of well-being, met.</p> <p>Well-being Monitoring</p> <p>Target Tracker</p> <p>Pupil voice survey.</p> <p>Needs Meeting Minutes</p> <p>SDQ Questionnaires</p>
G.	<p>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.</p> <p>Greater attendance at parent workshops.</p> <p>Attendance at consultations.</p>	<p>PP pupils will feel better supported by parental attitudes and interest in their learning.</p> <p>All children will read at home.</p> <p>Homework will be completed.</p> <p>Homework club offered</p> <p>Target Tracker</p> <p>Learning will be given higher value at home.</p>

H.	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. Work alongside Broomhill Bank to support children who have been identified in pre-school.	Liaison with pre-schools Pre-schools & Nursery visits Reception tours Home/school visits Rapid identification of children with speech & language difficulties Work with School's Specialist Teaching service (Broomhill Bank) Immediate Interventions put in place RWI Gap between PP and non PP will diminish.
-----------	---	---

D. Planned expenditure

Academic year

2019/20

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 Speech and Language skills	Early intervention. Helicopter Stories Use of "Power of reading" strategies. Parent workshops Speech Link Language Link Speech Bubbles	Gap analysis – we know that many of our PP children have a more limited vocabulary. Helicopter Stories research Speech Bubbles research SATS outcomes. EYFS Baseline	Inclusion leader will ensure children identified in EYFS are rapidly supported. PPMs Staff Training Intervention Leaders Training	SL (inclusion leader) WW & lit team	3x a year
Ensure basic maths skills are acquired at age appropriate stages.	Put in interventions for any children not on track to meet targets. Times Table approach (Times Table rockstars) Interventions Maths Alliance Project	SATS results for maths Outcomes of maths team monitoring. SLT observations Data Analysis	Maths team monitor including book scrutiny Lesson Obs Inclusion leader will set up and monitor additional support groups. Intervention records PPMs	Maths team SL	3x a year

<p>Improve progress and attainment in reading.</p>	<p>Improve accountability for parents in supporting reading at home.</p> <p>Use of Busters Book Club</p> <p>Readers workshop</p> <p>Accelerated reader</p> <p>Comprehension Skills</p> <p>Library</p> <p>High Interest Low Ability books bought.</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. 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 focus.</p>	<p>Training</p> <p>Monitoring, SLT, Literacy Lead, literacy team</p> <p>TT data</p> <p>PPMs</p>	<p>SLT</p> <p>Literacy team</p>	<p>3x a year</p>
---	--	---	---	---	-------------------------

<p>Ensure broad and balanced curriculum is taught with a focus on progression of skills</p>	<p>Curriculum maps for all year groups</p> <p>staff training CPD</p> <p>target tracker to assess</p> <p>Providing exciting enriching experiences</p> <p>Expert teachers (Art, Forest School, Sport)</p>	<p>Ofsted Feedback July 2018</p> <p>Ofsted Framework</p> <p>Pupil Voice – curriculum had narrowed and was too focussed on testing.</p> <p>Parent Consultations</p>	<p>Training</p> <p>Monitoring</p> <p>TT data</p> <p>Planning</p> <p>Planning Meetings at beginning of terms.</p>	<p>TH</p> <p>SLT</p>	<p>3x a year</p>
<p>Total budgeted cost</p>					<p>£85,000</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>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>Speech link Language Link</p> <p>Yr 6 Debating Day</p> <p>Helicopter Stories</p> <p>Speech Bubbles</p>	<p>Baseline data shows that children have low speech and language ability.</p> <p>Strategies highlighted will enable early and on- going identification and support.</p> <p>Speech Bubbles research https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/speech-bubbles/</p> <p>helicopter stories research https://static1.squarespace.com/static/53ad7934e4b0a25fee7c47b2/t/53baab80e4b0afc035d389fb/1404742528104/Helicopter+Technique+Evaluation.pdf</p>	<p>Inclusion leader will monitor in classrooms and work with EYFS TAs</p> <p>PPMs will be used to support interventions and monitor impact.</p>	<p>Inclusion leader</p> <p>Literacy team</p>	3x a year

<p>Children can move on in their learning because they have the underpinning basic skills or they have their basic well-being needs met</p>	<p>Trained support for “in-house” identified specific areas of intervention in reading, maths and writing.</p> <p>Pastoral team and FLO have made high impact in children’s ability to learn.</p> <p>Reading Dog Lego Therapy Talk time Needs meetings Counselling Anti-bullying Alliance Training for all staff Playground support</p>	<p>well-being research proves that children learn better when showing higher levels of well-being.</p> <p>Prior success with specific interventions.</p> <p>Leuven Scales</p>	<p>Regular Needs meetings</p> <p>Inclusion leader present at PPM</p> <p>Regular classroom visits by SLT</p> <p>Regular Liaison with Pastoral Team</p> <p>Data Analysis</p>	<p>SLT</p> <p>Inclusion Lead</p> <p>Pastoral Team</p> <p>CTs TAs</p>	<p>3x a year</p>
Total budgeted cost					£ 75,000
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?
<p>Children have a growth mindset and have positive behaviours for learning</p>	<p>Growth mindset Behaviour for learning</p>	<p>We need the children to understand that effort will lead to positive outcomes and why this is important. We need to improve resilience.</p>	<p>PSHE leader to monitor</p> <p>Staff meetings and training</p>	<p>EC</p>	<p>3x a year</p>

<p>Children have access to activities that promote motivation to learn.</p>	<p>Promote sport, art, music and support extra-curricular activities.</p>	<p>Results have increased with higher uptake in extra -curricular activities and sports.</p> <p>Pupil voice surveys show that these activities are crucial to children's positive attitudes to school</p> <p>An evaluation into Forest Schools which was carried out by The New Economics Foundation showed how children having access to Forest School can increase confidence, social skills, communication as well as knowledge and understanding.</p>	<p>SLT – curriculum design and timetabling</p> <p>Finance meetings</p> <p>Gov visits</p> <p>Pupil voice survey</p> <p>Data Analysis</p>	<p>SLT</p> <p>Sports Team</p> <p>Music Team</p> <p>JTW</p> <p>DG</p>	<p>termly</p>
Total budgeted cost					<p>£28.500</p>