

# St Matthew's CofE (Aided) Infant School

## Pupil Premium Strategy Statement 2021 to 2022

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 Matthew's Infant School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	1.38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2024
Date this statement was published	31 <sup>st</sup> December 2021
Date on which it will be reviewed	20 <sup>th</sup> July 2022
Statement authorised by	K Hutt
Pupil premium lead	K Hutt
Governor / Trustee lead	A Boothby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 2,129.58
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Targeted Academic Support funding allocation this academic year (School led tutoring)	£ 202.50
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 4,332.08

# Part A: Pupil premium strategy plan

## Statement of intent

Through this strategy, we aim to enable all pupils to have the opportunity to meet at least the expected standard at the end of EYFS and end of Key Stage One. This strategy is built around the EEF 3-Tiered approach to the improvement of inclusive teaching, targeted academic support and wider strategies that relate to non-academic challenges to success in school. St Matthew's 3-Tiered approach aims to meet the needs of all pupils, particularly the disadvantaged, using and interpreting assessment and research evidence to diagnose needs and to support targeted inclusive teaching and targeted academic support where indicated.

### Tier 1 - High Quality Teaching

Whole staff CPD to embed a robust Synthetic Phonics Programme and effective phonics teaching to raise standards in phonics and reading, providing consistency in teaching and learning – enabling all pupils to learn to and enjoy reading, and make sufficient progress to meet or exceed age-related expectations, including the lowest 20% of readers.

Build an effective CPD coaching system that focuses on inclusive quality first teaching strategies, ensuring resources and strategies are applied consistently across the school so that maximum opportunities are used to impact on the outcomes of pupils' learning, including PP and SEND. Strategies identified and implemented in lessons through SENDCo co-teaching to develop teacher confidence to develop and apply effective strategies that enable their classrooms to be more inclusive and where SEND pupils and lowest 20% access learning in the lesson input – engaging and effective learning for all.

### Tier 2 – Targeted Academic Support

Use of standardised assessment that gives diagnostic information about which pupils need targeted catch-up intervention support in literacy and numeracy – using proven, effective programmes that have good impact on outcomes (1stClass@Number / 1stClass@Number1 / phonics catch up as identified in Little Wandle assessments / 1:1 reading and comprehension / NELI).

Teacher-led targeted catch-up interventions that are connected to classroom teaching – writing catch up group / pre and post teaching.

### Tier 3 – Wider Strategies

Attendance monitoring and working with parents to improve attendance where this is identified as an issue for a child. Involve EWO where this is indicated.

Focused time on wellbeing as a school community, engaging in community activities, wellbeing curriculum opportunities as well as activities that develop social and emotional skills.

## Challenges

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

Challenge number	Detail of challenge
1	Less well-developed communication and language when joining Reception. Lower level of story language and rhyming ability, and of vocabulary development.
2	Lower attendance due to covid school closures / isolation periods / illness.
3	Slower progress than peers in developing phonic knowledge and skills and in reading – both decoding and comprehension. There may be less reading with parents at home.
4	Slower progress than peers in developing writing skills.
5	Pupils can struggle with engagement and application to the learning during lesson inputs.
6	Identified SEND barriers to learning.

## 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
<p>Fully implemented Synthetic Phonics Programme (Little Wandle) that is robust, consistent and effective across the school, raising standards in phonics and reading from the beginning of entry to school in EYFS.</p> <p>All pupils to achieve at least expected in phonics and reading.</p>	<p>Quality phonics CPD ensures all staff are both confident and effective in delivering the phonics programme, providing appropriate challenge for all children in phonics and reading from their starting points.</p> <p>Ongoing assessment and data of progress in phonics each half-term identifies pupils who are not making expected progress so that targeted support is put in place in the form of daily catch-up. The pace of teaching is not slowed for those who fall behind.</p> <p>Parents are involved in supporting their child's reading.</p> <p>All pupils learn to and enjoy reading, regardless of their background, needs or abilities, so that all pupils, including the lowest 20% make sufficient progress to meet or exceed age-related expectations.</p>
<p>Targeted NELI support in place for pupils identified as needing to develop their communication and language skills in EYFS - helps them to close this gap with their peers.</p>	<p>Quality CPD for the TA delivering the programme builds confidence and skills to provide high quality targeted support for pupils in line with the NELI programme.</p>

	<p>Diagnostic assessment through the NELI programme identifies pupils who will receive targeted NELI support from Spring 2022.</p> <p>Evaluation at the end of the programme shows good progress and impact made on the development of pupils' communication and language through the programme.</p>
<p>Quality First Teaching resources and strategies are applied consistently across the school so that maximum opportunities are used to impact on the outcomes of all pupils' learning including SEND.</p>	<p>Inclusive quality first teaching strategies are identified and implemented in key parts of lessons with teachers identifying what the most effective strategies are and which resources best reinforce concepts.</p> <p>The impact of the SENDCo co-teaching with teachers provides confidence in applying and evaluating strategies that enables classrooms to be most inclusive and impactful – with SEND pupils and the lowest 20% accessing learning during lesson inputs.</p> <p>Pupils' outcomes for learning can be clearly identified through the teaching of the strategies.</p>
<p>Improve aspects of literacy and numeracy that are a challenge for disadvantaged pupils so that all pupils can reach at least expected in maths, reading and writing by the end of KS1.</p>	<p>A balanced and engaging approach is in place consistently across the school to develop reading, including decoding and comprehension skills. As well as the effective implementation of the systemic phonics programme, there is reading for pleasure and across the curriculum and effective guided reading sessions that teach pupils to use strategies for developing and monitoring their reading comprehension, with good impact on outcomes.</p> <p>Pupils are able to use strategies for planning and monitoring their writing and these are effectively modelled by teachers in lessons.</p> <p>Fluent written transcription is developed through extensive and effective practice, with the explicit teaching of spellings and topic vocabulary.</p> <p>Diagnostic assessment enables targeted academic support for disadvantaged pupils that is known to be effective through research and to have previous good impact on outcomes.</p>
<p>Attendance good for all pupils across the school.</p>	<p>Attendance issues are identified early and are addressed with parents so that support is in place to make immediate and long-term improvement in attendance.</p> <p>Where school is missed due to covid-related issues, effective home learning is in place and any catch up need is identified and addressed.</p>

## 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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies for inclusive quality first teaching are identified, developed and implemented in key parts of lessons – developed as a whole school through SENDCo co-teaching and developing use of strategies and use of resources to support learning.	Aligns with DfE strategy so that teaching improvement meets the needs of pupils and fulfils the expectation of the pupil premium strategy document. Spending on developing high quality teaching through CPD and coaching helps to ensure an effective teacher is in front of every class and every teacher is supported to keep improving to ensure maximum outcomes for pupils. Retention of highly experienced SENDCo to focus on CPD and SEND outcomes.	3, 4, 5, 6
Whole staff CPD on effective teaching with fidelity to the Little Wandle Phonics Programme.	Spending on developing high quality phonics provision and CPD to develop the knowledge and teaching skills of the whole staff ensures that an effective teacher or TA is delivering phonics lessons and catch-up interventions with fidelity to the programme. Little Wandle is a DfE approved synthetic phonics programme.	3

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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI programme to address pupils' language needs in EYFS	Developed by leading academics in the field of language and literacy development – robust evaluations of the programme show that it has been found to improve pupils' language and early literacy skills (EYFS based).	1, 4
Little Wandle Phonics Catch up Interventions – small group and 1:1 daily sessions.	As part of the complete Little Wandle systematic, synthetic phonics programme, the catch-up interventions are shown to	3

	ensure that children at risk of falling behind meet age-related expectations.	
1stClass@Number / 1stClass@Number1 maths daily structured interventions.	Diagnostic maths assessment using the Sandwell Maths Test highlights which children are at risk of falling behind meeting age-related expectations. Previous use of these interventions has shown very good impact on outcome for pupils who have taken part in 2020-2021. High quality CPD for TAs has resulted in confidence in delivering the intervention with fidelity to the programme.	5,6
Teacher-led targeted writing catch up, connected directly to classroom teaching (2-3 x week)	Uses high quality information about pupils' current capabilities to select the best next steps for teaching pupils to use strategies for monitoring and improving their writing.	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance meetings with EWO / parents to improve pupil attendance where concerns are identified.	Meeting and working with parents on attendance issues can allay anxieties e.g. about covid-related issues and can support parents to aim for improved attendance. Meeting with the EWO can provide support where needed.	2

**Total budgeted cost: £ 4,000**

## 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.

#### Targeted Support Evaluation

- Diagnostic assessments (benchmarking / Sandwell Maths Test / Phonics Tracker / teacher assessment of writing) enabled targeted academic support in small groups and some 1:1 precision teaching.
- Very good progress made in Maths Interventions 1stClass@Number / 1stClass@Number1 – The Sandwell diagnostic test data analysis shows that the average number of months progress made in the summer term in all 3 classes was 7 to 8 months. All children, including SEND made good progress.
- Literacy Catch Up groups enabled good progress in reading and writing, and children growing in confidence and stamina for writing more independently.
- Phonics Catch Up groups enabled at least steady and for most, good progress in phases 3, 4 and 5. (97% of Year 2 passed the Phonics Screening Check in December 2020 – 1 child disapplied due to SEND)
- Very positive feedback from parents regarding remote learning provision throughout school closures (Parent Remote Learning Survey May 2021) Quality First Teaching provision.
- SEND progress monitored and tracked in pupil progress reviews – steady progress through targeted interventions

### 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
1stClass@Number Maths Intervention	Every Child Counts
Phonics Tracker	Phonicstracker.com