St Matthew's Pupil Premium Strategy 2024-2025

This statement details our school's use of pupil premium and recovery premium funding for the 2023 to 2024 academic year, aiming to help improve the attainment of our pupils with identified need for support.

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	64
Proportion (%) of pupil premium eligible pupils (& prev LAC)	10%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023 to 2026
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kathy Hutt Headteacher
Pupil premium lead	Kathy Hutt Headteacher
Governor / Trustee lead	Alison Boothby Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Post Looked After funding this academic year	£ 2,667.50 £1,054.17
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 5,721.67

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve well. The aim of our Pupil Premium Strategy is to maximise impact from Pupil Premium and Recovery Premium funding through supporting pupils with identified needs.

We intend that diagnostic assessment, high quality teaching and targeted academic support are applied consistently across the school, with particular focus on reading, writing and maths so that all pupils can achieve their best outcomes, including PP, SEND and the lowest 20%.

We use a whole school tiered approach that aims to PP / Recovery fund spending in line with EEF guidance on effective use of this funding to meet the needs of all pupils:

- High quality teaching through effective, targeted CPD – alongside curriculum development and purposeful use of assessment.
- Targeted academic support to address gaps identified in language development, literacy or numeracy – linked to classroom teaching and specific needs.
- Wider strategies that support social, emotional and behavioural needs and that support good attendance.

Our approach will be cyclical with assessment and analysis of needs / evidence-based practice and interventions / evaluation of impact / and next steps assessment that feeds into next steps for good progress.

Diagnostic assessment of academic challenges is used to identify where attainment is below or predicted to be below age related expectations, and wider challenges are also taken into consideration – these are identified through internal data and information.

Challenges

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

Challenge number	Detail of challenge
1	Developmental gaps in learning and ability to focus on tasks identified through teacher feedback on pupils' levels of engagement, participation and progress.
2	Barriers to learning identified – including: cognition and learning / physical and sensory / communication and interaction / social, mental and emotional health
3	Poor attendance / persistent absence

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
Good progress and attainment in core subjects for all pupils.	All pupils to be engaged in and enjoying learning, evidenced in learning walks and pupil discussions as well as teacher feedback. To make good individual progress against targets set – evidenced in assessments and Pupil Progress Reviews. To close gaps to enable achievement of end of year expectations in reading, writing and maths by the end of KS1. To pass the phonics screening check in Y1.
Good attendance maintained over each school year.	At least 90% attendance for all pupils. Where attendance is below this, attendance is improved through identifying barriers and providing support where needed.

Activity in this academic year

This details how we intend to spend our pupil premium / recovery premium funding **this academic year** to address the challenges listed above.

Teaching Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Job-share cross over time each half term, and working with SENDCo, to work together to identify barriers to learning, consistency of strategies being used to support, and ongoing monitoring of effectiveness of strategies.	High quality teaching strategies maximise learning and good outcomes for pupils as cited in EEF research.	1 & 2
Subject leadership time for further development and leadership of the sequential curriculum progressive key sticky knowledge and explicit vocabulary for each year group.	A sequential and progressive curriculum with clearly identified key sticky knowledge and explicit teaching of vocabulary enables teachers and pupils to identify what they know and how to build on this learning.	
WalkThru Project continuous CPD for teaching staff, bringing new staff on board and progressing through identified clusters (Questioning and	WalkThru CPD and resources are based on Rosenshine's Principles of Instruction for Quality First Teaching. The coaching style enables teachers to identify pupils' learning challenges and to refine and enhance QFT strategies that will maximise pupil engagement with learning and impact on outcomes.	

Feedback strategies / Explaining and Modelling strategies)		
Use strategies that will promote and maintain good attendance for all pupils – Share clear attendance message with parents in Sept 2023 and keep parents updated termly with their child's attendance data. Address lower attendance (90% or below) through meeting parents to identify barriers to attendance and to put support in place to improve attendance. Free breakfast club to support getting to school on time and attendance.	Pupils with good attendance achieve better outcomes and have fewer gaps in their learning. Pupils with good attendance are more likely to feel confident in their learning and friendships. Parental communication approaches and targeted parental engagement interventions are helpful in supporting pupil attendance. Breakfast club can help pupils have a quiet and settled start to the school day and can support parents to get their child to school on time if they also have another school run to do.	3
Teach each class the sequential Mastering Number programme, through daily maths meetings. Further develop expertise in delivery of Power Maths Curriculum, building in nrich activities and post learning catch up. Use diagnostic maths assessments to identify and put in place intervention support needed for catch up 1:1 or small groups.	Mastering Number is research-based and is aimed at strengthening the understanding of number, and fluency with number facts in EYFS and KS1. Power Maths is a whole-class mastery programme aligned with White Rose Maths and aims to enable all pupils to achieve well. Both of these programmes are research-based and build on current Maths Mastery skills, aiming to improve maths confidence and outcomes. Intensive 1:1 or small group support is most likely to be impactful if it is provided in addition to and is explicitly linked with normal lessons. Assessment of learning gaps enables them to be addressed through targeted and meaningful interventions.	1 & 2
Embed reading strategies identified as priorities in Transforming Reading Culture in School Project. Train new staff in Little Wandle Phonics programme for effective delivery and good outcomes in phonics. Use LW diagnostic assessment every half term to ensure accurate, targeted 1:1 / small group intervention enables pupils to catch up. Train TAs to use 'Literacy for All' to support reading fluency in KS1,	Early reading development is a significant part of the curriculum in the infant years – pupils who enjoy books and reading from a young age are predicted to achieve better outcomes throughout their school life. Strategic deployment of TAs ensures that priority pupils are enabled to be supported to catch up. Intensive support, 1:1 or small group can support pupil learning effectively. LW assessments clearly identify gaps and which interventions are needed to enable catch up. Literacy for All is researched based and enables pupils to increase their reading fluency.	1 & 2

supplementing LW interventions.		

Targeted academic support (1:1 support / small group interventions)

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up Little Wandle interventions as indicated by LW assessment analysis in EYFS and Y1.	LW interventions in 2022 to 2023 helped pupils to close the gaps in their phonics and to achieve well. Most pupils passed (86%) and 7% were very close to passing (30 / 32 score)	1 & 2
Maths catch up (post teaching and extension of tasks)	Post teaching enables misconceptions to be addressed while the learning is still fresh and builds confidence in the learner. Extension of tasks enables more practice and increases fluency.	1 & 2
1:1 Literacy for All reading intervention	Research-based and run by Surrey STIP team who have found that this intervention helps fluency in and enjoyment of reading where pupils are not reaching expected in KS1.	1 & 2
Diagnostic assessment of early language development through NELI programme in EYFS	NELI diagnostic assessment helps to indicate areas for early language development for individuals and small groups of pupils in EYFS. This assessment is clear in what information is being gathered and how this information will inform next steps planning and interventions for language development to improve learning outcomes. Research and evaluation shows that NELI pupils make on average 3 months of additional progress in language.	1 & 2

Wider strategies (attendance, behaviour, wellbeing) Budgeted cost: £ 3,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talks that include statistics and evidence about attendance on learning for parents. Meetings with parents to address barriers to attendance and strategies put in place to support attendance.	Good attendance directly affects pupil outcomes with poor attendance leading to poorer outcomes. Building positive relationships with parents and working on addressing barriers to attendance can positively support improvement in pupil attendance.	3
Identify and address barriers to learning that are behaviour based	Targeted support for social and emotional skills where the need is identified / with behaviour support as indicated by behaviour	

(ASD) affecting personal and class learning.	observed. 1:1 where needed / small group and whole class support by LSA.	
Identify and address barriers to learning that are wellbeing based.	Refer to Home School Link Worker to offer support to child and parents so that wellbeing barriers to learning are addressed and supported. PP pupils – provide financial support through uniform as needed / trips and after school club provision as well as wrap around care through breakfast and after school club.	

Total budgeted cost: £ 5,721

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2022 to 2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcomes of Whole School 3-Tiered Approach

High Quality Teaching (outcomes measured in Little Wandle diagnostic assessments, Phonics Screening Checks, Target Tracker assessment, teacher assessment and KS1 SATS, end of year outcomes and pupil enjoyment and engagement in learning.

- Subject leadership focus on curriculum development has further refined the sequential 'sticky knowledge' and explicit vocabulary for subjects from EYFS to the end of KS1. This is enabling teachers to better assess pupil knowledge through review, to build on previous learning sequentially and to target next steps for individuals, small groups and the whole class. Much of the curriculum now identifies key 'sticky knowledge' and key vocabulary and next steps are to further refine this as ongoing evaluation of the curriculum takes place by subject leaders.
- Curriculum development: Introduction of Power Maths and Mastering Number has had a very positive impact on pupil enjoyment and achievement in maths this academic year, particularly in KS1.
- WalkThru CPD and coaching meetings led to effective implementation of 'Signal, Pause, Insist', a whole school, consistent approach to readiness to pay attention – observed in learning walks around the school, including lessons and non-lesson application e.g. in the lunch hall. 'Golden Minutes' successfully introduced into many lessons and particularly well in Year Two for appropriate tasks where concentration enables improved outcomes – handwriting practice / editing / thinking before sharing ideas.
- Job-share cross over time enabled KS1 teachers to identify and address barriers to learning for pupils which fed into their pupil passport targets and resources to support. Ongoing evaluation against these targets in Pupil Progress Reviews ensured progress was monitored and fed into STIP assessments with the STIP team. Next step learning / appropriate interventions planned in lessons, including post-teaching in maths and response to teacher feedback in key curriculum areas – writing and further challenge.
- Development of review in lessons has resulted in improved assessment of what pupils know and can remember, enabling assessment to lead into next steps learning in the sequential curriculum that builds on previous learning.
- Guided writing is used effectively in Year Two to target next step learning in lessons. Our next steps are to extend this to EYFS and Year One – staff changes in 2023 to 2024 in these year groups.
- Subject leader monitoring shows that pupils are engaged in and enjoy learning – evidenced in learning walks and observations.

Targeted Academic Support

- Little Wandle SPP has continued to ensure that ongoing diagnostic assessment is used to identify pupils that need 1:1 and small group interventions. Pupils in Year One have made very good progress from their starting points and have achieved well. Assessments before the screening check showed that gaps were closed significantly through targeted, daily 1:1 intervention and small group intervention (assessed in practice tests / screening check outcomes where only two pupils were not in the 30s).
- 1st Class@ Number for maths in Y1 – small group.
- 5-minute box for literacy and numeracy to reinforce early literacy and number skills (EYFS and Y1)
- Spellings and comprehension small group catch up Y2.
- Assessment feeds into termly Pupil Progress Reviews, focusing on pupils who are identified as needing targeted support (including Pupil Premium, SEND and lowest 20% of learners), ensuring that appropriate support is put in place – 1:1 intervention / small group intervention / STIP assessment and Mindworks referral.
- Pupil progress reviews ensure that progress is assessed and monitored for impact on outcomes and next steps / targets are put in place (Pupil Passport records need, targets and ongoing evaluation of effectiveness of interventions). Pupils make good individual progress against targets set – evidenced in books, progress in interventions helping to reduce gaps in learning.
- 1:1 ISP targeted interventions and LSA provision to support ASD to access curriculum in EYFS and Year One.

Addressing Wider Challenges

- Attendance 1:1 support for ASD in EYFS
- Revised start / finish time for ASD in EYFS to support wellbeing and attendance – working with parent and inclusion officer.
- Working with REMA to support attendance (EYFS)
- 1:1 ASD provision to support behaviour issues Y1
- HSLW for emotional support Y1 (x2)

Outcomes 2022-2023 for PP / SEND / Lowest 20%

EYFS

PP / prev LAC 3 / STIP & ISP 4 / Attendance 2 / Lowest 20% 5 (includes joiners and STIP support)

	Emerging (Reading / Writing / Number)	**Expected** (Reading / Writing / Number)
Pupil Premium / prev LAC	33%	66%
STIP Support / ISP	66%	33%
Attendance Support	50%	50%
Lowest 20%	100% (includes 2 joiners – one in Feb 23 (also very poor attendance / one in May 23)	

Year One

PP 0 / STIP and ISP 4 / Lowest 20% 6 (includes 3 STIP)

Phonics Screening Check

	Working Towards (WTS)	Expected (EXS)
STIP Support / ISP	50%	50%
Lowest 20%	66%	33%

Reading

	Working Towards (WTS)	Expected (EXS)
STIP Support / ISP	50%	50%
Lowest 20%	33%	66%

Writing

	Working Towards (WTS)	Expected (EXS)
STIP Support / ISP	75%	25%
Lowest 20%	83%	17%

Maths

	Working Towards (WTS)	Expected (EXS)
STIP Support / ISP	75%	25%
Lowest 20%	66%	33%

Year Two

Lowest 20% 4 / STIP Assessment and referral 2

Reading

	Working Towards (WTS)	Expected (EXS)
STIP Support / referral	100%	
Lowest 20%	75%	25%

Writing

	Working Towards (WTS)	Expected (EXS)
STIP Support / referral	50%	50%
Lowest 20%	50%	50%

Maths

	Working Towards (WTS)	Expected (EXS)
STIP Support / referral		100%
Lowest 20%	25%	75%

Science

	Working Towards (WTS)	Expected (EXS)
STIP Support / referral		100%

Lowest 20%		100%

Externally provided programmes

Programme	Provider
Little Wandle Revised Letters and Sounds	Little Wandle
The Literary Curriculum	The Literacy Tree
1stClass@Number / 1stClass@Number1	Edge Hill University – Every Child Counts
Power Maths	Pearsons
Mastering Number	NCTEM
Literacy for All	Surrey STIP team
NELI	Nuffield Foundation