



St Matthew's

'Let Your Light Shine' Matthew 5:16



Pupils in school	190 (September 2019)
Proportion of disadvantaged pupils	47% (2018/19)
Pupil premium allocation this academic year	£108,500 (01.04.19 – 31.03.20)
Publish date	04 November 2019
Review date	July 2020
Statement authorised by	Charles Daniels - Interim Principal (Autumn term 2019)
Pupil Premium Champion	Jonathan Drake
Governor lead	

Year	R	1	2	3	4	5	6	Total
NOR	6/30	8/29	12/29	14/30	13/25	9/19	15/28	77/190
% PP	20	27.58	41.37	46.6	52	47.36	53.57	40.52

Priority 1	Raise levels of attainment and progress in reading across the school
Priority 2	Improve attendance and reduce persistent absence

Focus	Targets
Reading KS2 Progress	<ul style="list-style-type: none"> Achieve at least the national other average progress score The number of pupils achieving '0' (expected progress) is at least in line with national other
Reading KS2 Attainment	<ul style="list-style-type: none"> In line with national other pupils
Reading KS1 Attainment	<ul style="list-style-type: none"> Close the gap to school other pupils (end of Year 1 gap - 5 pupils)
Phonics Year 1	<ul style="list-style-type: none"> Achieve national average expected standard
Attendance	<ul style="list-style-type: none"> Improve attendance of disadvantaged pupils by at least 1%

Key Stage 2 Progress and Attainment Data 2019 – last academic year

Measure	St Matthew's pupils		National Non Pupil Premium
	Pupil Premium (10)	Non Pupil Premium (14)	
Reading	1.7		
Writing	2.0		
Mathematics	-1.7		

Measure	St Matthew's pupils		National Non Pupil Premium
	Pupil Premium (10)	Non Pupil Premium (14)	
Reading – ExS	60%	50%	
Reading – HS	20%	28.6%	
Writing - ExS	80%	71%	Data
Writing – HS	20%	28.6%	Not
Maths – ExS	60%	64%	Currently
Maths - HS	20%	14.3%	Available
Combined – ExS	50%	50%	
Combined - HS	10%	14.3%	

Key Stage 1 Attainment Data 2019 – last academic year

Measure	St Matthew's pupils		National Non Pupil Premium
	Pupil Premium (14)	Non Pupil Premium (15)	
Reading – ExS	42.9%	86.7%	
Reading – GD	14.3%	33.3%	
Writing - ExS	42.9%	86.7%	Data
Writing – GD	0%	26.7%	Not
Maths – ExS	57.1%	86.7%	Currently
Maths - GD	7.1%	26.7%	Available
Combined – ExS	35.7%	86.7%	
Combined - GD	0%	20%	

Reception Attainment Data 2019 – last academic year

Measure	St Matthew's pupils		National Non Pupil Premium
	FSM (8)	Non FSM (18)	
GLD	62.5%	66.6%	Data
Reading	75%	66.6%	Not
Writing	75%	72.2%	Currently
Number	75%	83.3%	Available

Phonics Attainment Data 2019 – last academic year

Measure	St Matthew's pupils		National Non Pupil Premium
	Pupil Premium	Non Pupil Premium	
Year 1	45.5%	88.9%	Data
Year 2 - cumulative	85.7%	93.3%	n/a

Years 1, 3, 4 and 5 Attainment Summary July 2019 – last academic year

- Year 1 pupil premium attainment is well below school's non-pupil premium children in all areas
- Year 3 pupil premium attainment is above school's non-pupil premium children in reading and in line for writing, mathematics and combined
- Year 4 pupil premium attainment is well below school's non-pupil premium children in all areas
- Year 5 pupil premium attainment is in line for reading and writing and well below in maths and combined compared to school's non-pupil premium children

Quality First Teaching

Measure	Activity
Priority 1	The school's reading strategy is developed and implemented throughout the school – SDP Priority 1.
Priority 2	The English Subject Leader is provided with appropriate leadership time in order to develop, implement and monitor the reading strategy.
Priority 3	Robust reading, writing and mathematics moderation meetings are held termly and led by the subject leaders for English and mathematics,
Priority 4	Target Tracker (CDAT wide initiative) is introduced and embedded across the school focussing on reading, writing, mathematics, history and geography.
Priority 5	Provide all staff with appropriate professional development that directly impacts on school priorities and raising attainment.
Priority 6	Work with the maths hub and purchase textbooks and pupil books to embed Teaching for Mastery across all year groups.
Barriers to learning these priorities address	<p>Raise attainment for pupil premium children in all year groups and to close the gap to school's non pupil premium children by</p> <ul style="list-style-type: none"> • Improving teaching staff's subject knowledge; • Ensuring teachers plan appropriately for pupil premium children; • Providing subject leaders with sufficient time to monitor the quality of teaching and learning.
Projected spending	£43,794

Targeted Academic Support

Measure	Activity
Priority 1	Establish small group phonics, reading and mathematics interventions for disadvantaged pupils falling behind age-related expectations to be delivered by teachers as well as teaching assistants
Barriers to learning these priorities address	Raise attainment for pupil premium children by providing them with additional targeted support to meet their individual needs
Projected spending	£19,157

Wider Strategies

Measure	Activity
Priority 1	Appoint an Attendance Officer and develop an attendance strategy – SDP Priority 2.
Priority 2	Appoint a new Pastoral Worker to work closely with identified pupils and families.
Priority 3	To enhance the school's cultural capital and ensure that finance is not a barrier to any pupil (including educational visits, Year 6 residential and music in Years 5 and 6)
Priority 4	Review the school's positive behaviour policy, undertake Team Teach training, additional training if required, purchase appropriate resources (e.g. CPOMS and tablets for TAs) and undertake a Behaviour Review
Priority 5	Increase the number of pupil premium children attending Breakfast Club and improve its educational provision during
Barriers to learning these priorities address	Improve emotional well-being, attitudes to learning and attendance for our pupil premium children
Projected spending	£45,549

Monitoring and Implementation

Area	Challenge	Mitigating action
Quality First Teaching	Ensuring sufficient time is given for (1) subject leadership and (2) staff professional development	<ul style="list-style-type: none"> • Use of INSET days, staff meetings, team teaching and internal support • Source additional training through CDAT, Chester Diocese, Stockport LA, English Hub and other training providers
Targeted support	Ensuring sufficient time and staff are available to deliver additional support on a regular basis	<ul style="list-style-type: none"> • Termly pupil progress meetings are used to identify targeted pupils • Action plans produced to identify and provide additional support
Wider strategies	Engaging with families that face significant challenges	<ul style="list-style-type: none"> • Appointment of Attendance Officer • Appointment of new Pastoral Manager