

Pupil Premium Plans for 2016- 2017

Pupil Premium funding in 2016/17 is expected to be £ 659,368 . It will be used in a range of specific interventions targeted at improving attainment and progress. With such a high proportion of disadvantaged students it is difficult to target support only towards those eligible as funds expended anywhere in the Academy will have an effect on Pupil Premium students and interventions that benefit Pupil Premium students will benefit other students. Results for 2015-16 however, would point to the need to focus our attention on the most able, while not neglecting the others.

At St Matthew Academy our approach will be around improving the quality of Teaching and Learning for all. This has been shown to be beneficial to all students, but particularly so to students from disadvantaged backgrounds. We will focus on:

- Improve the quality of teaching across the academy. In particular:
 - Raising expectations
 - Improving planning for individual needs
 - Improving the quality of both written and verbal feedback. This is known to have high impact and is good value for money
 - Improving the quality of questioning
- Continue to improve literacy and numeracy across the academy (LEXIA being introduced , new Reading scheme in Primary)
- Improving behaviour for learning. According to the EEF, improving behaviour can have a 'direct and lasting effect on pupils' learning. A new behaviour system has been implemented which aims to reward positive learning behaviours and target behaviours which inhibit learning. Staff have received and will receive on-going training around the successful implementation of this system and strategies to ensure that a highly positive learning ethos is maintained in all classes.
- Appointment of a Coordinator for Gifted and Talented pupils, to focus on improving the quality of teaching for this group as well as increasing the opportunities available for high ability pupils to benefit from enrichment activities, at all times raising expectations.
- Appointment of an EAL Coordinator across the whole Academy.

Expenditure 2016-17	Cost
Academic intervention and support	
Full time Teaching Assistants in every KS1 and KS2 class , working closely with the class teacher with the aim to secure good progress for all children. (Calculated at 52% of the total)	£125,000
Assistant Head Teachers to running booster groups during the Easter holidays	£22,105
Funding of Primary school journeys , visitors and other educational visits, Forest School and art workshops	£2,000
Interventions to improve reading: A new reading scheme to be implemented across the primary. Staff to be trained in implementing the reading scheme and its interventions. Lexia intervention to be implemented across the school and training given to all staff. Lexia interventions for secondary pupils to take place after school.	£9,000
After school enrichment clubs: Primary PP children given priority	£2,000
Secondary literacy programmes run by 5 trained Teaching Assistants	£8,500
Staffing for the ACE group , all of whom were in receipt of PP. This is a small group for less able students who require extra support and intervention in the transition to secondary school. It is taught by highly skilled senior staff, supported by two Teaching Assistants.	£70,416
English as an Additional Language Co-Ordinator to oversee language development of all pupils, ensuring that the environment across the school is a language rich environment.	£28,000
Gifted and Talented Co-Ordinator , targeting the more able pupils across the school and planning for opportunities for all pupils to achieve in their talent. To raise the profile of Gifted and Talented as a focus across the school.	£28,000
New Behaviour system across the academy to ensure consistency and reward positive learning to ensure a highly positive learning ethos. Staff will receive on-going training and resource to ensure the system is used consistently.	£6,000
Key Stage 4 Alternative Curriculum: We have continued the development of the alternative curriculum at Key Stage 4, providing some of our weakest students with qualifications which focus on both academic success and key skills. These are taught in small groups, and ensure that all of our young people leave school with a suite of high quality qualifications alongside the Core.	£35,000
Secondary Saturday and School Holiday Sessions: Teachers and members of Support Staff ran extra study sessions during school holidays, and on Saturdays during term-time.	£30,000
Secondary Maths and English Consultants , working with vulnerable students in order to improve outcomes.	£15,000
Secondary Teaching and Learning Consultant working with teachers to improve quality of teaching for all pupils	£8,000
SEN Consultant working with both sections to improve provision for those pupils with SEND	£6,000
EAL HLTA to improve outcomes for those who have not yet reached fluency in English	£24,820
Debate Mate for more able students – 2 hours a week led by a teacher	£1,520
KPMG mentoring scheme for more able secondary pupils	£5,000

Speech Therapist advice to staff and group work with targeted pupils	£8,750
Educational Psychologist : assessment and subsequent advice	£9,857
Drumbeat ASD advice and training for staff across the academy	£3,900
Pastoral Care	
Funding allocated to enable vulnerable children to attend Primary Breakfast Club and our after school provision	£1,000
Nurture room lead to provide support for children with emotional and behavioural needs	£28,000
Drama therapist worked with pupils of all ages to improve behaviour and concentration skills on a 1:1	£25,000
Students to attend New Woodlands School on a full time basis in order to reduce the risk of exclusion and improve their engagement with school. Mentor to work in school one day a week to support pupils in St Matthew Academy	£19,500
Jimmy Mizen Foundation , who worked with disadvantaged and vulnerable pupils to improve attendance and behaviour	£20,000
Alternative off site education for a small number of PP secondary students with the aim of avoiding permanent exclusion, improving engagement in school and avoiding NEET at age 16.	£16,000
Secondary behaviour interventions and mentoring: The continued improvement of behaviour across the secondary sector has been an important aspect of our focus to drive forward the attainment of those students who are subject to the pupil premium. We have appointed a Director of Learning for every year group, supported by a non-teaching Pastoral Support Manager who is able to carry out behaviour interventions and mentoring.	£50,000
Behavioural Support Unit to remove pupils from class allowing the teacher to concentrate on teaching the majority, while operating as a serious sanction for the pupil.	£26,100
Strategies to improve attendance and punctuality across the school: employment of a dedicated Attendance Officer.	£28,000
TOTAL	£659,368

Pupil Premium Key Outcomes 2016-17

As a general rule across the Academy, less able pupils in receipt of Pupil Premium funding performed very well indeed, in most cases better than the national comparator (i.e non disadvantaged pupils). Middle ability pupils performed broadly in line with national. Higher ability pupils underperformed. This reflects the fact that much of the funding used was more successful at boosting the performance of the less able.

2016-17 Outcomes

Key Stage One

Cohort: 54

Disadvantaged Pupils: 29 (54%)

	Reading			
	Expected or above		Greater depth	
	All	Disadvantaged	All	Disadvantaged
School %	67	62	13	14
National %	76	79	25	28

For Reading, our Key Stage One pupils did not perform as well as National, nor did our disadvantaged pupils.

	Writing			
	Expected or above		Greater Depth	
	All	Disadvantaged	All	Disadvantaged
School %	67	66	11	10
National %	68	72	16	18

For Writing, our Key Stage One pupils did not perform as well as National, however the gap has narrowed with only 1% difference. Our disadvantaged pupils did not perform as well as National.

	Maths			
	Expected or above		Greater Depth	
	All	Disadvantaged	All	Disadvantaged
School %	72	69	15	14
National %	75	79	21	23

For Maths, our Key Stage One pupils did not perform as well as National, although the gap has narrowed. Our disadvantaged pupils did not perform as well as National.

This result may reflect the profile of our intake, with a high number of mid-year admissions and EAL pupils.

Key Stage Two

Cohort: 55

Disadvantaged: 32 (58%)

	Reading			
	Expected		Greater depth	
	All	Disadvantaged	All	Disadvantaged
School %	55	44	9	3
National %	72	77	25	29

At expected, all pupils did not perform as well as National in Reading nor did our disadvantaged pupils. At greater depth, all pupils did not perform as well as National in Reading. Our disadvantaged pupils achieving greater depth in Reading did not perform as well as National.

	Writing			
	Expected		Greater Depth	
	All	Disadvantaged	All	Disadvantaged
School %	67	53	20	13
National %	76	81	18	21

At expected, all pupils did not perform as well as National in Writing, nor did our disadvantaged pupils. All pupils working at greater depth were above the national comparator (+2%), however, our disadvantaged pupils did not perform as well.

	Maths			
	Expected		Greater Depth	
	All	Disadvantaged	All	Disadvantaged
School %	47	31	4	3
National %	75	80	23	27

At expected, all pupils did not perform as well as National in Maths, nor did our disadvantaged pupils. At greater depth, all pupils did not perform as well as National in Maths, nor did our disadvantaged pupils.

Of note, though, is that the percentage of Special Educational Needs (31%) in this year group was significantly above the national average, most of whom were also disadvantaged. St Matthew Academy had several new admissions throughout the year who were EAL.

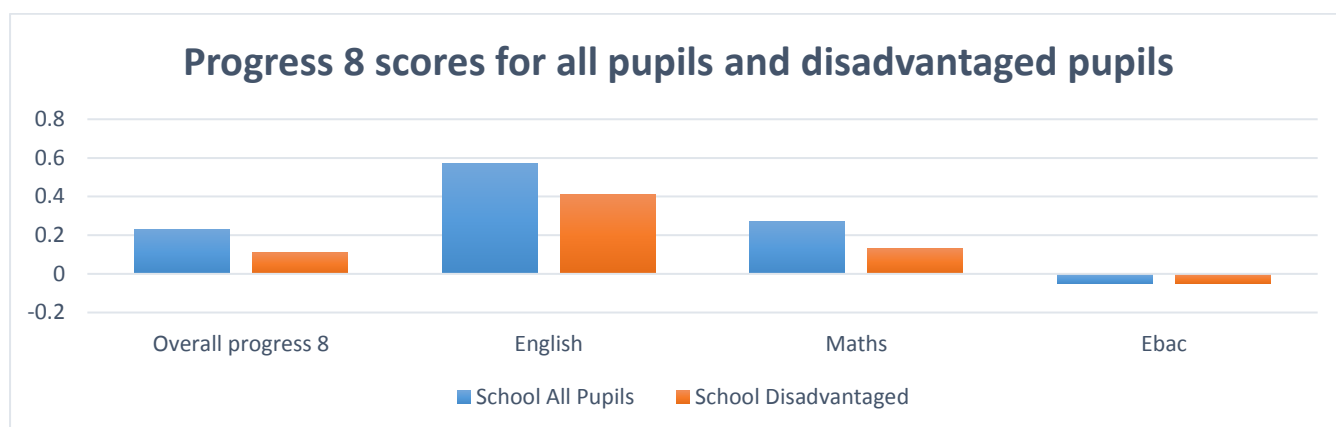
Secondary Sector

Progress 8

Number of pupils: 142

Number of disadvantaged pupils: 74 (52%)

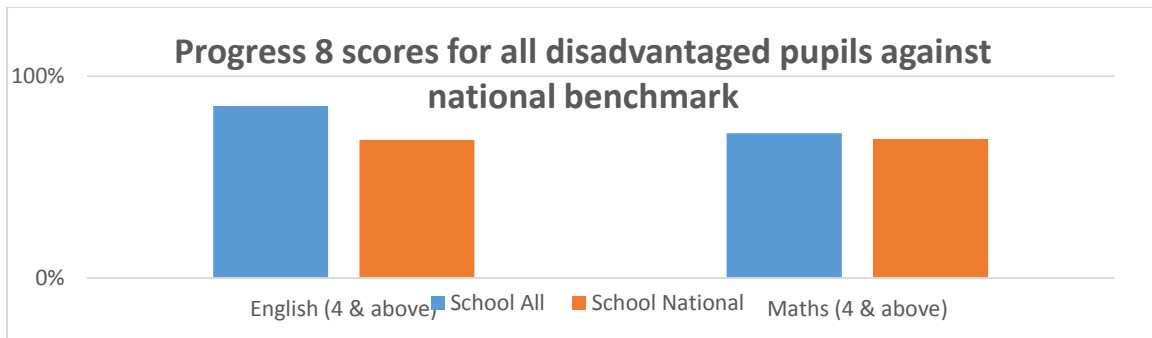
	School		National
	All Pupils	Disadvantaged	
Overall progress 8	0.23	0.11	-0.03
English	0.57	0.41	-0.03
Maths	0.27	0.13	-0.02
Ebac	-0.05	-0.05	-0.03



Our disadvantaged pupils closed the gap in terms of achieving the Ebac. The gap still needs to close in Maths and English between both groups of pupils, however we are above National targets.

Our disadvantaged pupils overall have done very well in achieving grade 4 -9 in English and Maths.

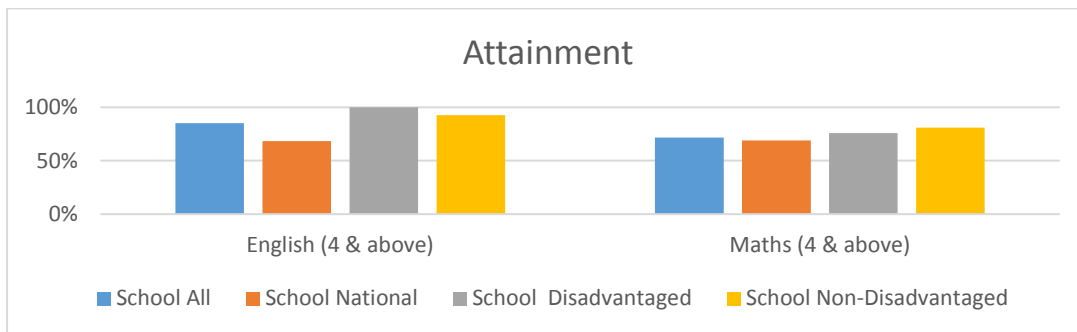
	School	
	National benchmark	Disadvantaged
Overall progress 8	0.11	0.11
English	0.11	0.41
Maths	0.12	0.13
Ebac	0.13	-0.05



Nationally our pupils are above where they should be in terms of Maths and English. The intervention programmes that were put in place were successful in ensuring that students made good progress.

Attainment

	All	National	Disadvantaged	Non-Disadvantaged
English (4 & above)	85%	68.45%	100%	92.60%
English Lang (4 & above)		64.90%		
English Lit (4 & above)		72.00%		
Maths (4 & above)	71.80%	68.90%	75.90%	80.90%



The data shows that our pupils are well above national results in achieving grade 4 – 9 in English and above in maths. Our disadvantaged pupils excelled in English and achieved above their expected targets. In maths the gap between our disadvantaged and non-disadvantaged pupils is slight, again illustrating that maths interventions had impact. Both groups are above the national average in maths. We will continue our focus on disadvantaged pupils in maths.

Planned Expenditure for 2017-18

Expenditure 2017-18	Cost
Academic intervention and support	
Full time Teaching Assistants in every KS1 and KS2 class , working closely with the class teacher with the aim to secure good progress for all children.	£125,000
One intervention teacher and a Higher Level Teaching Assistant to work with Primary booster classes, small groups and one to one during the school day, after school and during the Easter holidays.	£37,500
Phase Lead teachers to running booster groups during the Easter holidays	£10,000
Funding of Primary school journeys , visitors and other educational visits, Forest School and art workshops	£2,000
Interventions to improve reading: A new reading scheme to be further implemented across the primary phase to support a new guided reading scheme that will be used by all year groups to raise pupils comprehension skills.	£7,000
Homework Club for pupils who do not have access to the correct environment conducive to school work.	£6,000
Maths training to develop all staffs pedagogical knowledge of the subject, with a focus on closing the gap between disadvantaged pupils and all pupils.	£2,500
Primary Maths Co-ordinator to lead in developing the maths curriculum and provision across the Primary phase.	£7,225
Improving classroom and school environment to support teaching and learning for all pupils and access for all.	£10,000
Provide training for all staff to improve effective feedback between teacher and pupil.	£3,000
After school enrichment clubs: Primary PP children given priority.	£2,000
Secondary literacy programmes run by 5 trained Teaching Assistants after school.	£7,000
Staffing for the ACE group , all of whom were in receipt of PP. This is a small group for less able students who require extra support and intervention in the transition to secondary school. It is taught by highly skilled senior staff, supported by two Teaching Assistants.	£63,000
Additional Adult to support teaching and learning within the classroom and run interventions for small targeted groups.	£18,615
Gifted and Talented Co-Ordinator targeting the more able pupils across the school and planning for opportunities for all pupils to achieve in their talent. To raise the profile of Gifted and Talented as a focus across the school.	£7,000
New Behaviour system across the academy to ensure consistency and reward positive learning to ensure a highly positive learning ethos. Staff will receive on-going training and resource to ensure the system is used consistently.	£6,000
Key Stage 4 Alternative Curriculum: We have continued the development of the alternative curriculum at Key Stage 4, providing some of our weakest students with qualifications which focus on both academic success and key skills. These are taught in small groups, and ensure that all of our young people leave school with a suite of high quality qualifications alongside the Core.	£10,000

Small class and group tuition: To enable teachers to focus exclusively on a small number of learners. Intensive tuition in small groups is to be provided to support our lower attaining learners or those who are falling behind.	£15,000
Curriculum Software: A whole school investment in curriculum software such as Hegarty Maths, Maths Watch and Lexia to support independent learning for pupils. Opportunities for pupils to have access to ICT after school will be created.	£20,000
Secondary Saturday and School Holiday Sessions: Teachers and members of Support Staff ran extra study sessions during school holidays, and on Saturdays during term-time.	£12,000
Secondary Teaching and Learning Consultant working with teachers to improve quality of teaching for all pupils	£43,000
Debate Mate for more able students – 2 hours a week led by a teacher	£1,520
KPMG mentoring scheme for more able secondary pupils	£500
Speech Therapist advice to staff and group work with targeted pupils	£8,750
Educational Psychologist : assessment and subsequent advice	£9,857
Drumbeat ASD advice and training for staff across the academy	£2,900
Pastoral Care	
Funding allocated to enable vulnerable children to attend Primary Breakfast Club.	£1,225.50
Primary Learning Mentor to provide support for children with emotional and behavioural needs	£27,000
Key Pupil Premium students to attend New Woodlands School on a full time basis in order to reduce the risk of exclusion and improve their engagement with school	£19,500
Jimmy Mizen Foundation , who worked with disadvantaged and vulnerable pupils to improve attendance and behaviour	£15,000
Nurture room lead to provide support for children with emotional and behavioural needs	£28,000
Secondary behaviour interventions and mentoring: The continued improvement of behaviour across the secondary sector has been an important aspect of our focus to drive forward the attainment of those students who are subject to the pupil premium. We have appointed a Director of Learning for every year group, supported by a non-teaching Pastoral Support Manager who is able to carry out behaviour interventions and mentoring.	£50,000
Use of the Behavioural Support Unit to remove pupils from class allowing the teacher to concentrate on teaching the majority, while operating as a serious sanction for the pupil.	£25,000
Strategies to improve attendance and punctuality across the school : employment of a dedicated Attendance Officer, supported by an independent specialist attendance service	£38,025
TOTAL	£651,117.50

Key Outcomes for 2017-18

Pupil Premium funding in 2017/18 is expected to be £ 651,117.50. It will be used in a range of specific interventions targeted at improving attainment and progress. With such a high proportion of disadvantaged students it is difficult to target support only towards those eligible as funds expended anywhere in the Academy will have an effect on Pupil Premium students and interventions that benefit Pupil Premium students will benefit other students. It will also be used to improve Teaching and Learning across the academy.

Results for 2016-17 however, would point to the need to focus our attention on our disadvantaged pupils' progress of all ability to ensure that all disadvantaged pupils make sufficient progress and achieve to the best of their ability. St Matthew Academy are adopting an all pupil focus for all to achieve.

At St Matthew Academy our approach will be around improving the quality of Teaching and Learning for all. This has been shown to be beneficial to all students, but particularly so to students from disadvantaged backgrounds. We will focus on:

- Improve the quality of teaching across the academy. In particular:
 - Raising expectations for all pupils
 - Improving the curriculum for all pupils
 - Improving the quality of both written and verbal feedback by all staff.
- Reducing class sizes. Research suggests that as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.
- Continue to improve literacy and numeracy across the academy through training, INSETS and monitoring to ensure all pupils are getting quality Teaching and Learning in every lesson.
- To embed collaborative learning within lessons throughout the academy. The EEF states that the impact of collaborative approaches on learning is 'consistently positive' and has a high impact. The academy's Teaching and Learning team will support all staff through training and bespoke support.
- To improve the quality of feedback between teacher and pupil to ensure impact. Feedback studies tend to show very high effects on learning. Research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Staff will receive specific training and support to ensure all feedback is effective.
- To continue to improve behaviour for learning. According to the EEF, improving behaviour can have a 'direct and lasting effect on pupils' learning. A new behaviour system has been

implemented which aims to reward positive learning behaviours and target behaviours which inhibit learning. Staff have received and will receive on-going training around the successful implementation of this system and strategies to ensure that a highly positive learning ethos is maintained in all classes. Characteristics for learning have been introduced. Further training and resources are needed to embed these characteristics across the academy.

- To continue to raise attendance across the academy. Attendance is vital to all pupils achieving. We must ensure that all our pupils have an equal chance to make good use of the education that the school offers by providing a positive and encouraging atmosphere. To achieve this it is important that each child attends school regularly and punctually. When a child does not attend school regularly and on time they will have difficulty keeping up with their work and will therefore underachieve.
- To increase the awareness and importance of promoting and protecting children's emotional well-being and good health. Staff will receive training to equip them with the knowledge and skills to address emotional well-being and mental health across the academy. To continue to develop more specialised interventions to support pupils with their mental health.