

## Pupil premium strategy statement – St Matthew Academy

1. Summary information								
School		St Matthew Academy						
Academic Year		2018-19	Total PP budget		£ 501, 893	Date of most recent PP Review		Jan 2019
Total number of pupils		956	Number of pupils eligible for PP		501	Date for next internal review of this strategy		Oct 2019
Number of primary pupils eligible for PP	170	Primary PP budget	£ 200,200	Number of secondary pupils eligible for PP	331	Secondary PP budget	£301,693	

2. Current attainment (for 2017-18 cohort)			
	Pupils eligible for PP SMA	All Pupils SMA	National average
KS4: Progress 8 score average	+0.13	+0.32	-0.03
KS4: Attainment 8 score average	47.9	46.1	44.26
KS2: Reading progress	+1.76	+0.99	0
KS2: Writing progress	-2.27	-2.71	0
KS2: Maths progress	0.69	-0.12	0

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

A	Pupils entering the school who are eligible for PP have lower literacy levels, which prevents them from making as much progress
B	Pupils entering the school who are eligible for PP have lower numeracy levels, which prevents them from making as much progress
C	A high proportion of pupils eligible for PP are also on the EAL register
D	More able boys who are eligible for PP are making less than expected progress during KS2, 3 and 4

#### External barriers

E	Pupils entering the school who are eligible for PP have historical low attendance to school, which means they have gaps in their knowledge and affects the progress they make
F	A high proportion of pupils that are PP have greater links to gangs and negative external influences outside of school, which can lead to them becoming disaffected or getting into trouble in later years

4. Desired outcomes		Success criteria
A	High levels of progress in literacy (reading and writing) for pupils eligible for PP	Pupils eligible for PP make progress in line with non PP pupils by the end of the year. This will be evidenced using English and Reading age assessments at the end of the year and in external tests and exams.
B	High levels of progress in numeracy for pupils eligible for PP	Pupils eligible for PP make progress in line with non PP pupils by the end of the year. This will be evidenced using Maths & Numeracy assessments at the end of the year and in external tests and exams.
C	High levels of progress for more able boys eligible for PP	More able boys eligible for PP make progress in line with non PP pupils by the end of the year. This will be evidenced using internal & external tests and exams.
D	High levels of progress in literacy, numeracy and fluency for EAL pupils eligible for PP	Pupils whose home language is not English or have come to the school from a different country will make more progress than non-EAL pupils. This will be evidenced using assessments at the end of the year and in external tests and exams.
E	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees (PA) among pupils eligible for PP to less than 13% and reduce absence rates even further to below 4.8%.
F	Less student participation in gangs and negative external influences meaning better attendance and achievement in school	Develop a closer working relationship with these pupils and their families, keeping them in school more and providing them with more opportunities.

### 5. Planned expenditure - Secondary phase only

Academic year	2018/19
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#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A – Improved literacy progress	Reading programme implemented in form time	All pupils will read in form time as part of a programme led by the form tutors where they read to the pupils and pupils read aloud. Any misconceptions will be dealt with by the form tutors. This will be overseen by the AHT. Differentiated by text and level.	Form groups will be reading the same book and staff provided training on the best delivery methods. Peer observation schedule in place and sessions observed by experts.	AHT – literacy lead	October 2019
A – Improved literacy progress	Dedicated development of literacy delivery and understanding through INSET	We want to offer high quality teaching to all these pupils to drive up results. Delivering these training sessions to staff will increase their ability to deliver literacy sessions and their understanding of the barriers that stand in our pupils' way.	Peer observation of attendees' classes after the course, to embed learning	AHT – literacy lead	October 2019
A – Improved literacy progress	Dedicated weekly literacy lessons for year 7 and 8 pupils across the whole year group led by subject specialists	All pupils follow a grammar for writing programme to develop their basic literacy skills in writing as well as have dedicated reading sessions where pupils are encouraged to make use of the LRC by borrowing age appropriate books to ensure that they have reading ages of appropriate ability and are able to access the demands of the curriculum.	Sharing of best practise led by Literacy co-ordinator and learning walk/observations within team.	AHT – literacy lead	October 2019

B – Improved numeracy progress	Class sizes are reduced so we have more Maths classes, smaller groups and better progress	With smaller class sizes the pupils can get more attention and better support	Lesson observations and scheme of work scrutiny	AHT – Director of Maths Teaching and Learning team	October 2019
C – Improved levels of literacy, numeracy and fluency for EAL pupils	Teachers are trained to provide better support for EAL pupils via briefings and other training sessions	All teachers to receive training from the EAL co-ordinator to improve their understanding of how EAL pupils learn and what strategies can be put in place. EAL co-ordinator to offer in class support to teachers.	Observation of teacher lessons.	Head of EAL and T&L team	October 2019
D – Improved progress rates for more able boys	Teachers are trained to provide better support for more able boys via briefings and other training sessions	All teachers receive training from T & L team to ensure lessons are pitched to challenge the most able learners.	Observation of teacher lessons	AHT and T&L team	October 2019
A, B, C & D	Class sizes reduced across the academy so we have a lower pupil teacher ratio	With smaller class sizes the pupils can get more attention and better support	Lesson observations and scheme of work scrutiny	SLT	October 2019
<b>Total budgeted cost</b>					<b>£170 000</b>

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A – Improved literacy progress	Lexia programme	The programme targets under achieving readers who have reading ages significantly below actual ages and uses phonic teaching to ensure that rapid progress of word decoding and comprehension is possible. The programme is rolled out as intervention to pupils in Y7-10 and staff are trained to lead it.	Specialist training is provided to all staff who run the programme, learning walks, feedback to Literacy co-ordinator.	AHT – literacy lead	October 2019
A – Improved literacy progress	Targeted pupils in year 7 & 8 are withdrawn from one MFL lesson to focus on extra literacy/English lessons	Small group lessons focussing on basic literacy or English skills will enable pupils to make more progress than they normally would.	Lessons are taught by teachers and highly trained literacy TAs and observed by head of literacy	AHT - Inclusion	October 2019
A & B	KS3 intervention group	This small group of less able pupils will benefit from close supervision and extra support from highly skilled staff to support transitions and their ability to access the wider curriculum.	Lessons are taught by highly skilled SEN teachers and two teaching assistants.	AHT - Inclusion	October 2019
A & B	KS4 core intervention option	Identified pupils are given extra support in the core subjects to ensure they are able to achieve a suite of high quality qualifications that will prepare them for the next stage in their education.	Taught by subject specialists.	AHT - Inclusion	October 2019

C – Improved levels of literacy, numeracy and fluency for EAL pupils	Pupils in all years are withdrawn for specialist 1 to 1 English tuition.	Intensive one to one intervention from the EAL team allows the student to develop their language more effectively and at a faster pace.	The EAL team is trained to teach English as a foreign language	Head of EAL	October 2019
C – Improved levels of literacy, numeracy and fluency for EAL pupils	Utilise online tools to support learning and purchase specialist software to aid EAL pupils	Investigate purchasing two or more of these online services: <ul style="list-style-type: none"> <li>• This is Language</li> <li>• One Stop English</li> <li>• Easy Test Maker</li> <li>• Language Nut</li> </ul>	The EAL team will assess the progress the pupils are making on the websites	Head of EAL	October 2019
D – Improved progress rates for more able boys	Mentoring and enrichment programme	To get these pupils more engaged in aiming for the top grades by using one to one mentoring focusing on future aspirations	Mentors will be teaching staff with the capacity to give pupils one to one time.	AHT	October 2019
A, B, C & D	Intervention sessions after timetabled lessons and during holiday periods.	Some pupils need guided and focused revision opportunities alongside timetabled lessons as otherwise they will not make effective use of independent study time.	Intervention sessions taught by specialist GCSE teachers.	DHT	October 2019
<b>Total budgeted cost</b>					<b>£126 000</b>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E - Increased attendance rates for pupils eligible for PP	Attendance officer working closely with pastoral teams across the Academy	Ensuring form tutors are promoting and chasing attendance alongside the DOL, pastoral staff and attendance officer.	Regular calendared meetings to discuss strategies and individual cases.	Deputy Head Pastoral	October 2019
E - Increased attendance rates for pupils eligible for PP	Mentoring for pupils with poor attendance	Trying to get these pupils more engaged in school through a mentoring programme should lead to them improving their attendance	Pastoral team will work with attendance officer to monitor what is being done.	Deputy Head Pastoral	October 2019
F - Less student participation in gangs and other external influences meaning better attendance and achievement in school	We have increased the mentoring provision to work with the pupils most at risk	In previous years these pupils have decreasing attendance and an increase in poor behaviour as they get older. We want to attempt to stop this from happening by getting a team of people to work with the pupils.	Head of pastoral will monitor this to ensure the mentoring taking place is high quality	Deputy Head Pastoral	October 2019
All targets	Homework clubs for pupils that struggle to complete homework properly at home	If pupils do not complete homework properly they will miss out on crucial learning and possibly be put off school if they continually get in trouble for not doing it	Inclusion team and pastoral team will monitor	SLT	October 2019
All targets	First class pastoral care	Funding set aside to ensure PP pupils are able to fully access opportunities offered. For example – breakfast club, support with visits and residentials and funding for equipment and uniform.	Close monitoring of PP pupils to ensure they are targeted for opportunities.	Deputy Head Pastoral	October 2019
<b>Total budgeted cost</b>					<b>£46 000</b>

## 5. Planned expenditure - Primary phase only

Academic year	2018/19				
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A – Improved literacy progress	To ensure year 1 and 2 pupils receive consistent and targeted Phonics teaching	Additional targeted adult support will enable additional groups to be set up providing specialist and targeted support to meet identified need. Additional learning resources to be purchased to ensure consistency in delivery and CPD for all staff involved.	Lessons are taught by teachers and highly trained TAs and observed by Phase Leader	Phase Leader	October 2019
A – Improved literacy progress	To ensure all pupils receive high quality teaching of reading by reviewing the pedagogy	Reading ages of many pupils is limiting their ability to access the wider curriculum. A focus on the teaching of reading and on promoting a love of reading is required.	CPD for staff. Monitoring of book lending in the library and pupils reading diaries.	Primary Head	October 2019
A – Improved literacy progress	To ensure all pupils and particularly the more able pupils receive high quality teaching of writing skills by reviewing the pedagogy	Previously pupils have struggled to reach greater depth expectations in this area and have not had the skills or knowledge required. CPD for staff is required to ensure expectations are clear and understood.	High quality CPD delivered and regular monitoring of pupil outcomes to ensure they meet expectations	Primary Head	October 2019
B – Improved numeracy progress	Review the pedagogy of teaching maths throughout the school	To ensure that all pupils are able to make good progress in maths by using teaching methods that build conceptual understanding.	CPD for subject lead and use of subject specialists from secondary to support the developments. AHT – Director of Maths to evaluate implementation alongside primary colleagues.	Maths lead	October 2019

A & B	Use of PiXL support and consultancy across KS1 and KS2 – focusing on laser sharp assessment	Using a range of PiXL strategies resulted in improved outcomes in the previous year. These strategies now need to be fully embedded across all year groups.	Raising Standards leader to work with DHT to roll out across all year groups using lessons learnt from year 6 in previous year	Raising Standards Lead	October 2019
C – Improved levels of literacy, numeracy and fluency for EAL pupils	Teachers are trained to provide better support for EAL pupils via briefings and other training sessions	All teachers to receive training from the EAL co-ordinator to improve their understanding of how EAL pupils learn and what strategies can be put in place. EAL co-ordinator to offer in class support to teachers.	Observation of teacher lessons.	Head of EAL and T&L team	October 2019
D – Improved progress rates for more able boys	Resourcing new curriculum	By implementing new schemes of work including Abacus and Wordsmith to specifically engage these pupils.	High quality training and support will be offered to all staff to support the introductions of the new curriculum.	DHT Primary	October 2019
A, B, C & D	Full time teaching assistants assigned to all classes	By ensuring TAs work closely with the teacher all pupils will be supported to make good progress and where gaps are identified focused one to one support can be delivered.	TAs will be trained to deliver high quality interventions within the classroom setting.	Head of Primary	October 2019
A, B, C & D	Small class teaching by ability in year 6	Pupils will receive more direct instruction as they will be in smaller classes for morning core lessons and these will be grouped by ability with TA support.	Close tracking of pupil outcomes with movement of groups to respond immediately to identified need.	DHT Primary	October 2019
<b>Total budgeted cost</b>					<b>£206 000</b>

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A – Improved literacy progress	Interventions across the school	Progress data is fully analysed to identify pupils that require further support in English to make strong progress. Question level analysis will be used to provide individualised intervention programmes.	Stringent monitoring of assessment data to ensure intervention is having the required impact. Regular learning walks to monitor quality of teaching and learning.	Primary Head	October 2019
B – Improved numeracy progress	Interventions across the school	Progress data is fully analysed to identify pupils that require further support in maths to make strong progress. Question level analysis will be used to provide individualised intervention programmes.	Stringent monitoring of assessment data to ensure intervention is having the required impact. Regular learning walks to monitor quality of teaching and learning.	Primary Head	October 2019
C – Improved levels of literacy, numeracy and fluency for EAL pupils	Utilise online tools to support learning and purchase specialist software to aid EAL pupils	Investigate purchasing two or more of these online services: <ul style="list-style-type: none"> <li>• This is Language</li> <li>• One Stop English</li> <li>• Easy Test Maker</li> <li>• Language Nut</li> </ul>	The EAL team will assess the progress the pupils are making on the websites	Head of EAL	October 2019
D – Improved progress rates for more able boys	Mentoring and enrichment programme	To get these pupils more engaged in aiming for the top grades by using one to one mentoring focusing on future aspirations	Mentor will be given training to develop his role in this area.	Primary Head	October 2019

A, B, C & D	KS2 booster sessions after timetabled lessons and during holiday periods.	Some pupils need extra guided and focused booster opportunities alongside timetabled lessons as they do not have opportunities to do this at home.	Booster sessions taught by specialist KS2 teachers.	DHT primary	October 2019
All targets	Specialist external professionals utilised to meet needs of individual pupils.	Some pupils need more specialist intervention – for example from speech therapist and educational psychologist. These professionals can also offer advice and training to SMA staff.	Regular meetings with specialists to assess and track impact.	Primary Head	October 2019
<b>Total budgeted cost</b>					<b>£12000</b>
<b>(Please note costs for many of these activities have already been budgeted for in the previous section)</b>					

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E – Increased attendance rates for pupils eligible for PP	Attendance officer working closely with phase leaders and senior staff	Ensuring class teachers are promoting and chasing attendance alongside the family liaison officer, mentor and attendance officer.	Regular calendared meetings to discuss strategies and individual cases.	Primary Head	October 2019
All targets	To develop self-motivated behaviour development for pupils with their families	Mentor and family support worker are able to support families and pupils with full range of needs to ensure pupils are able to thrive academically and socially at school.	Close tracking of pupils to ensure they remain on track to make strong progress.	Primary Head	October 2019
All targets	First class pastoral care to develop social, personal and emotional skills	Funding set aside to ensure PP pupils are able to fully access opportunities offered. For example – breakfast club, after school clubs, support with visits and residentials and funding for equipment and uniform.	Close monitoring of PP pupils to ensure they are targeted for opportunities.	Primary Head	October 2019
<b>Total budgeted cost</b>					<b>£24500</b>

Please note that planned expenditure is currently forecasted to be above the expected amount of Pupil Premium funding for 2018-19 as this amount has been reduced since the plans were initially made.

## Impact of expenditure 2017-18

As a general rule across the Academy the less able and middle ability PP pupils performed well and made good progress. The high ability PP pupils performed less well as did all high ability pupils at the Academy and therefore this will be an area for particular focus during 2018-19.

## Outcomes at Key Stage 1

### Attainment – Percentage at Expected standard

	All pupils	Disadvantaged	National for all	Gap
Reading	83%	84%	75%	9%
Writing	76%	84%	70%	14%
Maths	78%	81%	76%	5%

Attainment for PP pupils indicates they performed strongly when compared with all pupils at the Academy and nationally.

## Outcomes at Key Stage 2

### Progress

	All pupils	Disadvantaged	National for all	Gap
Reading	1.76	0.99	0.03	0.96
Writing	-2.27	-2.71	0.03	-2.74
Maths	0.69	-0.12	0.03	-0.15

The table shows that PP pupils made more progress than all pupils nationally in reading. Progress rates for PP pupils in maths and writing indicate the importance of reducing the gap in these areas.

### Attainment – Percentage at Expected standard

	All pupils	Disadvantaged	National for all	Gap
Reading	76%	71%	75%	-4%
Writing	68%	65%	78%	-13%
Maths	70%	68%	76%	-8%

The percentage of PP pupils meeting the expected standard falls short of all pupils at the Academy and nationally. The gap is widest for writing so this will be an area of focus in 2018-19.

### Outcomes at Key Stage 4

#### Progress

Progress 8	All pupils	Disadvantaged	National for all	Gap
Overall	0.32	0.13	-0.02	0.15
English	0.44	0.28	-0.04	0.32
Maths	0.33	0.19	-0.02	0.21
Ebacc	0.32	0.06	-0.03	0.09
Open	0.24	0.07	-0.04	0.11

The table shows that PP pupils made more progress than all pupils nationally with a significant gap between the progress rates. The gap is widest in the core subjects indicating the focus on literacy and numeracy intervention is having the required impact. However progress rates are all lower than they are for the whole cohort and it will be important that we continue to ensure the gap is narrowed.

### Disadvantaged pupils based on rank of progress score when compared nationally

	2016	2017	2018
Overall	Top 20%	Top 20%	Top 20%
English	Top 20%	Top 20%	Top 20%
Maths	Top 40%	Top 20%	Top 20%
EBacc	Top 40%	Top 40%	Top 20%
Open	Top 20%	Top 40%	Top 40%
Science	Top 40%	Top 40%	Top 40%
Languages	Top 40%	Top 40%	Top 20%
Humanities	Top 60%	Top 40%	Top 40%

The table provides further evidence that PP pupils make good/outstanding progress in all subjects when compared with data for all PP pupils nationally.

### Attainment

	All pupils	Disadvantaged	National for all	Gap
Grade 5 for Eng & Ma	52%	46%	43%	+3%
Attainment 8	47.9	46.1	46.4	-0.3
EBacc APS	4.1	3.9	4.0	-0.1
EBacc entry	32%	27%	38%	-11%

Attainment measures for PP pupils indicate that EBacc APS and entry lags behind data for all pupils nationally. This is a result of historical curriculum decisions and will improve significantly for future PP cohorts at the Academy.

## Key Outcomes for 2017-18

At St Matthew Academy the approach focused on 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 focused 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.

Results across the Academy continued to improve during 2017-18 particularly at KS2. Our focus on improving the Quality of Teaching for all pupils had a very beneficial impact on all PP pupils. However improvements across the range of areas detailed above will have ensured that PP pupils at SMA were able to achieve strong outcomes. The gap between the achievement rates of PP and non PP pupils remains and therefore it is vital that we continue to focus strategically on this group of pupils.