

## Pupil premium strategy statement – St Matthew Academy

1. Summary information (pupil numbers from Oct 2020 census)							
School	St Matthew Academy						
Academic Year	2020-2021	Total PP budget	£500,000	Date of most recent PP Review	Oct / Nov 2020		
Total number of pupils	1022	Number of pupils eligible for PP	464	Date for next internal review of this strategy	Oct 2021		
Number of primary pupils eligible for PP	113	Primary PP budget	£157, 477	Number of secondary pupils eligible for PP	351	Secondary PP budget	£315, 215

2. Current attainment (for 2019-2020 cohort) – as the KS2 national tests were not sat by year 6 pupils and KS4 outcomes were centre assessed there is no nationally standardised data for these cohorts.			
	Pupils eligible for PP SMA	All Pupils SMA	National average
KS4: Progress 8 score average	N/A	N/A	N/A
KS4: Attainment 8 score average	N/A	N/A	N/A
KS2: Reading progress	N/A	N/A	N/A
KS2: Writing progress	N/A	N/A	N/A
KS2: Maths progress	N/A	N/A	N/A

### 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	The progress being made by less able PP pupils is less than other pupils during KS4
D	A high proportion of pupils eligible for PP are also on the EAL register

#### 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 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	Reduced variation in progress between PP pupils with different levels of prior attainment	Less able and more-able pupils 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 12% and reduce absence rates even further to below 5% so they are in line with national figures for all pupils
F	Less student participation in 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

2020/2021

### 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, including use of the new online resource SORA	All pupils will read in form time as part of a programme led by the form tutors where they read with the pupils. Texts will be provided for form groups to share. This will be overseen by the AHT. Differentiated by text and level.	Form groups will be reading the same text materials and staff have been trained on delivery methods.	AHT – literacy lead	October 2021
A&B – Improved literacy and numeracy progress	Pedagogy and practice INSET sessions tailored to core skills: reading, literacy and oracy	We want to offer high quality teaching to all pupils to continue to improve outcomes. Delivering these training sessions to staff will increase their ability to deliver core skills in their teaching practice and their understanding of the barriers that stand in our pupils' way.	The pedagogy and practice sessions have been designed over three sessions to include input, peer observation and a final seminar session.	DHT – teaching and learning lead	October 2021
A&B – Improved literacy and numeracy progress	Dedicated core intervention lessons at KS4 led by subject specialists to boost progress in English and Maths	Pupils will have further teaching from a subject specialist in these core subjects to ensure higher rates of progress and higher outcomes in KS4.	Lesson observations and scheme of learning scrutiny.	AHT – KS4 raising standards lead	October 2021

B – Improved numeracy progress	Class sizes are reduced so we have more Maths class groups, smaller groups and better progress	With smaller class sizes the pupils can get more tailored teaching, more individual pupil attention and better support.	Lesson observations and scheme of work scrutiny .	HOD Maths Teaching & Learning team	October 2021
C – Reduced variation in progress between PP pupils with different levels of prior attainment	Reduced class sizes in a wide range of subjects to promote higher rates of progress	With smaller classes the pupils can get more tailored teacher, more individual attention and better support. Less able pupils in subjects that are set also benefit from smaller classes and more tailored support.	Lesson observations and scheme of work scrutiny.	DHT – Teaching and learning lead	October 2021
D – 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.	EAL lead and T&L team	October 2021
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 2021
<b>Total budgeted cost</b>					<b>£180 000</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 & C– Improved literacy progress	Lexia programme	The programme targets 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 2021
A, B & C	Targeted pupils in year 7 & 8 attend after school sessions to support literacy and numeracy	Small group sessions focussing on basic literacy and numeracy will enable pupils to make more progress than they normally would.	Sessions are taught by highly trained TAs and observed by head of literacy	SENCO	October 2021
A, B & C	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 teachers and two teaching assistants.	SENCO	October 2021
A, B & C	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.	SENCO	October 2021

D – 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. EAL HLTA leads and a member of the inclusion team is trained in ESOL.	EAL lead	October 2021
D – Improved levels of literacy, numeracy and fluency for EAL pupils	Utilise online tools to support learning and purchase specialist software to aid EAL pupils	Trial / investigate online resources such as these to help boost pupils' language acquisition: <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	EAL Lead	October 2021
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.	AHT – KS4 RSL	October 2021
<b>Total budgeted cost</b>					<b>£110000</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.	DHT - Pastoral	October 2021
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.	DHT - Pastoral	October 2021
F - Less student participation in 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	DHT - Pastoral	October 2021
All targets	In light of COVID-19 situation in school, ensure that the capacity is there to provide online / remote learning on Google Classroom and that pupils have access to ICT equipment	Following school closure in spring / summer 2020, pupils missed a significant amount of learning time and there is the possibility of further missed time during this academic year. Providing remote learning will help to ensure that pupils do not miss out on their learning. For those without ICT access or equipment at home, this will be loaned where possible to ensure that all have access.	Google Classroom training has been given to all staff and a remote learning handbook has been put together. A log is kept of pupils without or with limited ICT access at home to coordinate support where needed.	DHT – Teaching and learning lead	October 2021

All targets	Homework clubs and library extended opening hours 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. For pupils without ICT access at home, this will help to ensure that pupils can complete online homework as appropriate.	Inclusion team and pastoral team will monitor	SLT	October 2021
All targets	First class pastoral care and enrichment	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.	DHT - Pastoral	October 2021
<b>Total budgeted cost</b>					<b>£30,000</b>

## 5. Planned expenditure - Primary phase only

Academic year	2020/21				
<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	EYFS and KS1 Phase Leader and Literacy lead	October 2021
A – Improved literacy progress	To ensure all pupils receive high quality teaching of reading by reviewing the pedagogy and embedding reading implementation policy	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 will need to further fostered through-out the primary phase.	CPD for staff. Book scrunities Utilising external workshops. Lesson observations. Pupil voice	Primary Head and Literacy lead	October 2021
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 and further embedding the writing implementation policy.	Although the percentage of pupils reaching greater depth has increased over the last three years, the teaching of literacy needs to be further strengthened across the primary phase. As additional targeted CPD is required for staff to ensure expectations are clear, understood and consistently embedded.	High quality CPD delivered and regular monitoring of pupil outcomes to ensure they meet expectations	Primary Head and Literacy lead	October 2021

B – Improved numeracy progress	Embed the numeracy implementation policy throughout school and purchase resources to aid integration of policy.  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.  Integration of mathematical manipulatives to aid teaching and provide additional scaffolds.	Primary Maths subject lead	October 2021
A & B	Use of PiXL support and consultancy across KS1 and KS2 – focusing on laser sharp assessment and intervention	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 via providing intervention resources and supplementary lesson resources.	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 2021
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 coordinator to improve their understanding of how EAL pupils learn and what strategies can be put in place. EAL coordinator to offer in class support to teachers and provide additional small group intervention sessions for selected pupils.	Observation of teacher lessons. Planning audits Book audits	Head of EAL and T&L team	October 2021
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 2021
<b>Total budgeted cost</b>					<b>£160,000</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 2021
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 2021
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 2021
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	Pastoral support mentor will be given training to develop his role in this area.	DHT primary	October 2021

A, B, C & D	KS2 booster sessions after timetabled lessons and during holiday periods.	Some pupils will require additional 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 2021
All targets	Specialist external professionals utilised to meet needs of individual pupils.	Some pupils will require a specialist intervention – for example from speech therapist and educational psychologist. These professionals can also offer advice and training to support and further develop SMA staff.	Regular meetings with specialists to assess and track impact. SEND implementation plans and action plans will be used to baseline pupils attainment and then during SEND panel review meeting the SENCO and class teachers will track and assess pupil progress	Primary Head/SENCO	October 2021
<b>Total budgeted cost</b>					<b>£12,000</b>
<b>(Please note costs for many of these activities have already been budgeted for in the previous section)</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 phase leaders and senior staff to identify pupils with pupils whose attendance is a cause for concern	Ensuring class teachers are promoting and encouraging pupils to improve their attendance. This methodology will work in unison with the family liaison officer, mentor and attendance officer.	Regular calendared meetings to discuss strategies and individual cases. A weekly attendance tracker will be produced and disseminated to staff to track all pupils' attendance.	Primary Head	October 2021
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 2021
All targets	First class pastoral care to develop social, personal and emotional skills	Funding set aside to ensure PP pupils are able to access opportunities provided. For example – breakfast club, after school clubs, support with visits, residentials, funding for equipment and uniform.	Close monitoring of PP pupils to ensure they are targeted for opportunities. PP pupils clearly highlighted and targeted to attend additional before and after school provisions	Primary Head	October 2021
<b>Total budgeted cost</b>					<b>£24,500</b>

Please note that planned expenditure is currently forecasted to be above the expected amount of Pupil Premium funding for 2012-21 as this amount has been reduced since the plans were initially made.

## Impact of expenditure 2019-2020

At KS4, disadvantaged pupils overall made good progress but this was lower than for non-disadvantaged pupils. The progress of disadvantaged pupils varied significantly. However, the majority of disadvantaged high prior attaining pupils made positive progress. Some less able pupils made less progress than their peers. Less able pupils will be an area for focus during 2020-2021.

At KS2, disadvantaged pupils performed slightly below the (2019) national attainment level in comparison to national measure of PP attainment. Due to Covid-19 and school closures, progress measures in-line with national comparisons are unavailable for KS1 and KS2. Nonetheless, from analysing the attainment gap between disadvantaged and non-disadvantaged, our key priority for 2020/21 remains to narrow the gap between these two groups.

## Outcomes at Key Stage 1

### Attainment – Percentage at Expected standard

The data in this table represents the attainment of pupils in March 2020 before school partial closure.			
	All pupils	Disadvantaged	National for disadvantaged (2019)
Reading	69%	50%	62%
Writing	73%	60%	55%
Maths	65%	40%	62%

Attainment for disadvantaged pupils indicates that they did not perform as well in reading and maths compared to pupils within the academy and disadvantaged pupils nationally, however they outperformed disadvantaged pupils nationally in writing. A continued focus on support and challenge for the disadvantaged cohort will be implemented this year and the importance of working closely with parents and families so they are able to support with the core skills of literacy and numeracy will be vital.

## Outcomes at Key Stage 2

### Attainment – Percentage at Expected standard

The data in this table represents the attainment of pupils in March 2020 before school partial closure.

	All pupils	Disadvantaged	National for disadvantaged (2019)
<b>Reading</b>	72%	61%	62%
<b>Writing</b>	74%	65%	68%
<b>Maths</b>	72%	61%	67%

The percentage of disadvantaged pupils meeting the expected standard falls short of all pupils at the Academy and nationally in maths. Ensuring the gaps are narrowed in attainment figures in maths is the priority for 2020/21. Gaps in attainment in reading and writing for disadvantaged pupils remain too wide and work will continue to reduce these gaps still further.

Due to school closure progress data is not valid for this cohort.

## Outcomes at Key Stage 4

### Progress

The progress data in this table has been calculated by Sisra Software using the 2020 CAGs and the 2019 progress methodology. These progress scores are therefore not accurate but do enable comparisons between the whole cohort and the disadvantaged pupils to be made.

Progress 8	All pupils (138)	Disadvantaged (79)	National for disadvantaged (2019)
<b>Overall</b>	+1.02	+0.69	-0.45
<b>English</b>	+1.12	+0.83	-0.44
<b>Maths</b>	+0.96	+0.59	-0.39
<b>EBacc</b>	+1.18	+0.88	-0.50
<b>Open</b>	+0.86	+0.47	-0.48

Disadvantaged pupils at the Academy made good levels of progress. Their progress is higher than the progress made by disadvantaged pupils nationally in 2019, with high performance by disadvantaged pupils in English and EBacc subjects continuing to suggest that the focus on literacy interventions continues to have a positive impact. Progress rates remain lower for disadvantaged pupils than they are for the whole cohort and we will continue to ensure the gap is narrowed.

**Attainment**

	All pupils	Disadvantaged	National for disadvantaged (2019)
<b>Grade 5 for Eng &amp; Ma</b>	56.8%	49.2%	24%
<b>Attainment 8</b>	51.91	46.60	36.5
<b>EBacc APS</b>	4.74	4.19	3.07
<b>EBacc entry</b>	59.0%	50.8%	27%

Attainment measures for PP pupils have continued to improve and are now significantly above national comparisons. The attainment of disadvantaged pupils in these areas compared with national figures for 2019 indicate that use of PP funding is continuing to have the desired impact.

## Key Outcomes for 2019-2020

	Desired outcomes	Success Criteria	Impact
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.	<p>The PP budget allocated to the Academy has enabled it to implement a wide range of strategies to support the achievement of disadvantaged pupils. The biggest proportion of the budget has been spent on ensuring that disadvantaged pupils benefit from quality first teaching, with lower teacher to pupil ratios and highly skilled support staff. This benefits all pupils.</p> <p>Interventions had been planned for both within the curriculum and beyond. While the impact of COVID-19 means that the impact of these measures cannot be directly measured, the continued good levels of progress by PP pupils at KS4 suggests that work done in school is having an impact, e.g. in high progress scores for English and Maths at KS4. As yet, the aim of there being no progress gap between disadvantaged and non-disadvantaged pupils has not been realised. However, this gap narrows and will continue to be the aim.</p> <p>Within the primary phase, disadvantaged pupils performed slightly below the (2019) national attainment level, consequently ensuring the gaps are narrowed for pupils attainment at the end of each Key Stage remains a priority for 2020/21.</p> <p>Based on centre assessed grades at KS4, more-able boys eligible for PP all had positive rates of progress.</p>
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 12% and reduce absence rates even further to below 5% so they are in line with national figures for all pupils	The impact of school interventions on more-able pupils shows evidence of impact. Similarly, disadvantaged EAL pupils showed high rates of progress at the end of KS4.
F	Less student participation in 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.	Attendance of all pupils has been impacted by COVID-19 during this academic year. Attendance data ceased being collected from March 23 <sup>rd</sup> 2020 due to partial school closure however at this point the number of persistent absentee PPM pupils was still slightly above 12%