

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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 Academy
Number of pupils in school	1,010
Proportion (%) of pupil premium eligible pupils	42.9
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Miranda Baldwin, Headteacher
Pupil premium lead (secondary)	Victoria Dunne, AHT
Pupil premium lead (primary)	Jo Chick, Primary Head
Governor / Trustee lead	Joan Forrest Chair of Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total £486,285 Primary £110,580 Secondary £375,705
Recovery premium funding allocation this academic year	Total £111,208 Primary £11,020 Secondary £100,188
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£597,493

Part A: Pupil premium strategy plan – Secondary Phase

Statement of intent

St Matthew says 'let your light shine'. We aim for all of our pupils to flourish, meet their potential and let their own light shine. We want all pupils at our school, including disadvantaged pupils, to make excellent progress and achieve strong outcomes across the curriculum, enabling them to progress to the next stage of their education or training after Year 11. Our intention is that all of our pupils have access to a broad curriculum offer and enrichment opportunities to enable them to do this.

Our strategy is also aligned to our wider school plans for education recovery in the aftermath of the pandemic and school closures. We will use targeted support through the National Tutoring Programme to support pupils whose education has been most negatively impacted.

Our pupil premium strategy will help achieve this by focusing on:

- Quality first teaching in the classroom. This is at the heart of our approach, as high quality teaching and learning can have the biggest impact on the progress that our pupils make.
- Ensuring that pupils' progress is rigorously tracked and that appropriate interventions are in place to support pupils to close any gaps in their learning.
- Supporting the wider needs of our pupils so that they meet their potential, irrespective of any barriers to their attainment.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that attainment in core subjects (English, Mathematics, Science and RE) is very good and ensuring that pupils are not disadvantaged by the lasting effects of COVID-19 pandemic.
2	Ensuring that attainment is very good in options subjects at GCSE, with a focus on raising attainment in History, Modern Foreign Languages, Art and Design and Design Technology.
3	Narrowing attainment and progress gaps in particular for disadvantaged SEND, Black Caribbean, Mixed Other and disadvantaged high prior attaining pupils.
4	Securing high pupil attendance, especially for disadvantaged pupils with prior attendance concerns and particularly following the previous challenges posed by the COVID-19 pandemic.
5	Supporting the increasing social, emotional and mental health needs of pupils, e.g. anxiety, low self-esteem and concern about the pressures of external examinations and catching-up on gaps in learning.
6	Providing pupils with enrichment activities, cultural enrichment, other life experiences and broader parts of the curriculum.
7	Ensuring all pupils have access to high quality informed and relevant Careers advice and Guidance

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
Securing high attainment and progress for our disadvantaged pupils.	Progress 8 gap between disadvantaged pupils and their non-disadvantaged peers to be closed.
Improved achievement for disadvantaged target groups (SEND, BCRB, HPA and MOTH pupils).	The Progress 8 gap is no more than 0.2 between disadvantaged and non-disadvantaged target groups.
Securing high attendance for all pupils, including disadvantaged pupils.	Pupil attendance is above 95% for disadvantaged pupils and below 10% for Persistent absence
Ensure that pupils' wellbeing and wider needs are identified and met.	All disadvantaged pupils requiring additional mental health intervention will have received support. No gaps in engagement in enrichment and extra-curricular activities.
Disadvantaged Year 11 pupils will all go onto their preferred choice of Post 16 pathway that meets their future goals.	0% NEET

Activity in this academic year

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

Teaching

Budgeted cost: Approximately £290,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching for all pupils: additional teaching staff to enable smaller class sizes, nurture groups in KS3 and high quality of teaching and learning.	EEF suggests that the ensuring high quality of teaching and learning is the most impactful strategy for improving attainment and progress (here). EEF toolkit notes that interventions such as smaller class sizes and more individualised support can have a positive impact on progress.	1, 2, 3
Utilise teaching and learning coaches to help lead on CPD, coaching and ongoing improvements in teaching and learning.	EEF suggests that the ensuring high quality of teaching and learning is the most impactful strategy for improving attainment and progress. The DfE's 2015 report on supporting the attainment of disadvantaged pupils notes that high quality teaching is especially important for disadvantaged pupils. Porritt et al (2017) suggests that collaborative approaches to professional development sustained over time have higher impact.	1, 2, 3
Utilise teaching and learning coaches to help lead on the CPD and training of Early Career Teachers.	EEF suggests that the ensuring high quality of teaching and learning is the most impactful strategy for improving attainment and progress. The DfE's 2015 report on supporting the attainment of disadvantaged pupils notes that high quality teaching is especially important for disadvantaged pupils. Worth (2020) highlights ongoing challenge of retaining ECTs after their initial year, so clear support over the two-year programme is key to retention.	1, 2, 3
Continue to invest in the use of standardised assessment on entry to Year 7 to ensure that all pupils have a clear baseline assessment.	Standardised tests provide a clear indication of a pupil's current ability, strengths and weaknesses, which is particularly important following the impact of the COVID-19 pandemic and the lack of KS2 attainment data for two cohorts. This can then be used to pitch teacher instruction and guide interventions, as noted by the EEF here .	1, 2, 3
Invest in ICT provision for pupils.	Many pupils, particularly disadvantaged pupils, lack good access to ICT resources outside of school. With good ICT provision in school, pupils can access a device to complete homework, revise or plan for what they need to do using Google Classroom. The EEF toolkit (here) demonstrates the positive impact of completing homework and retrieval practice/self-quizzing.	1, 2, 3, 6

Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches – Teaching mathematics at key stage 3 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models EEF Improving Mathematics at Key Stages 2 and 3	1, 3
Improving literacy in all subject areas in line with recommendations in the EEF guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject (here). Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English OUP report 2021-22	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Approximately £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupils with opportunities for independent study: extended library opening hours and Saturday study	Many pupils lack devices or space at home with which to study or complete homework. Providing space for pupils to study and complete homework will help ensure that all can access it. The EEF toolkit demonstrates the positive impact of completing homework (here).	1, 2, 3, 6
Provide pupils in Year 11 with half term, holiday and Saturday intervention.	These small groups sessions would be targeted at pupils requiring additional support and differentiated accordingly, allowing them to close gaps in knowledge and skills and benefit from small group teaching. The EEF toolkit (small group tuition) suggests that such small group tutoring can boost progress by up to 4 months.	1, 2, 3, 5, 6
Engage with the National Tutoring Programme to provide small-group and possibly one to one tuition in core subjects	Targeting tuition at pupils with specific skills or knowledge gaps will help them catch up on lost learning and not fall further behind, potentially adding 4 months to their progress (small group tuition and one to one tuition)	1, 3, 6
Reading Tutors and colleagues in the inclusion team provide targeted interventions in literacy, (Thinking Reading	Teaching Assistant interventions has been identified by the EEF (here) as adding up to 4 months of progress for pupils. Pupils targeted in these groups will work with colleagues to bridge gaps in key skills that will help them access the wider curriculum and school life.	1, 2, 3, 5

Programme) numeracy and other key skills.		
Revision guides and materials are provided to all eligible pupils to support with independent learning including stationary and exam equipment such as calculators.	Feedback from pupils shows this will impact pupils positively and evidence from Heads of department indicate a widespread need for more support for pupils.	1, 2, 3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Approximately £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer working closely with pastoral colleagues across the Academy to raise attendance.	The DfE's 2015 report on supporting the attainment of disadvantaged pupils notes the importance of high and sustained attendance, and the impact in successful schools of addressing this through various interventions. Parental engagement, which is part of the work done by the attendance officer and pastoral teams, can have a significant impact on pupil attainment according to the EEF toolkit (here).	4, 5
Recruitment of colleagues to improve the wellbeing and behaviour of pupils: mentoring and counselling.	The EEF toolkit highlights the positive impact on progress that mentoring and social and emotional learning approaches can have on pupil progress.	5
Provide a broad extracurricular and enrichment offer including summer school to pupils with some targeted interventions and financial support.	A Social Mobility Commission report on the impact of extracurricular activities suggests that they help pupils to form social connections, learn new skills, reduce stresses and raise aspirations (here).	6
Provide training and support for Careers Lead and utilise external support for independent and specialist support.	A number of reports have highlighted that too much careers education in England is a 'postcode lottery', with quality varying considerably by school and area (here). There is still limited evidence of impact however pupil feedback indicates a lack of aspiration and knowledge amongst our PP pupils and this is an area for us to focus on.	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: Approx £480,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score for our disadvantaged pupils was +0.32, compared to non-disadvantaged pupils at +0.37. This indicates that our disadvantaged pupils made very similar progress to our non-disadvantaged pupils. The Attainment 8 score for disadvantaged pupils was 45.45, compared to non-disadvantaged pupils at 50.68, this correlates with the cohort distribution, as 88% of our disadvantaged pupils were low or middle prior attainers.

61% of disadvantaged pupils achieved 9-4 including English and Maths, and 47% achieving 9-5 English and Maths. In comparison, 74% of non-disadvantaged pupils achieved 9-4, and 58% achieved 9-5 English and Maths.

The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 and for non-disadvantaged pupils it was 50.2. For Progress 8, the national average score for disadvantaged pupils was -0.57 and for non-disadvantaged pupils it was 0.17.

Key Stage 4 data and our internal assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 was successful in comparison to national figures.

Disadvantaged pupils had an attendance rate of 90.1% compared to national average of 85.5%. This indicates our attendance strategy has had a very positive impact.

Many aspects of our pupil premium strategy were successfully implemented:

- Literacy has been supported by the successful introduction of the Thinking Reading programme and Sparx Reader
- After-school intervention provision for literacy and numeracy
- Provision and support for EAL pupils (Progress 8 score for EAL pupils was +0.71 indicating EAL pupils made more than expected progress)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

Part A: Pupil premium strategy plan – Primary Phase

Statement of intent

St Matthew says 'let your light shine'. We believe that all pupils in the Primary phase, including disadvantaged pupils, have a right to excellent quality first teaching and good or better progress. We do not believe that there is a limit to what any child can learn or achieve and we know that with a personalised and committed approach to teaching and learning, all children, including disadvantaged pupils, have the potential to continually improve and meet the aspirational targets that we set for them. We intend for all pupils to have access to a broad and balanced curriculum offer and believe that this is the best way to develop a contextual understanding of core skills. We also believe that all children, including disadvantaged pupils and without exception, should have access to enrichment opportunities which will also see them develop into confident and responsible individuals and ensure that they are well placed to achieve success in the next stage of their school careers.

We have also ensured that our plan for education recovery is embedded within our Pupil premium strategy and wider goals for developing teaching and learning and independence for all pupils.

Our pupil premium strategy will help achieve this by focusing on:

- Quality first teaching in the classroom. This is at the heart of our approach, as high quality teaching and learning can have the biggest impact on the progress that our pupils make
- Ensuring that pupils' progress is rigorously tracked and that appropriate interventions are in place to support pupils to close any gaps in their learning
- Supporting the wider needs of our pupils so that they meet their potential, irrespective of any barriers to their attainment.
- Providing pupils with opportunities to enrich their cultural capital and have experiences both inside and outside of school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Where data is referenced, this refers to 2019 data when national data was last published.

Challenge number	Detail of challenge
1	Continue to support pupils to attain Greater Depth in Maths at the end of Key stage 2 so that results continue to be above national.
2	Securing the percentage of children attaining the Expected standard in Maths at the end of each year group, in line with data comparison from the PiXL cohort .
3	Ensuring the percentage of pupils attaining the Greater Depth standard in reading at the end of Key stage 2 remains in line or above national.
4	Narrowing the gap between disadvantaged and non-disadvantaged pupils in the year 1 phonics screener.
5	Securing the number of pupils that have a reading age that is at or above their chronological age in KS2 with a particular focus in Year 3.
6	Ensuring disadvantaged pupils with prior attendance concerns have good attendance that is at or above the national average.
7	Providing pupils with opportunities that enhance their cultural capital and give them experiences both in and outside of school.

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
Improve the % of disadvantaged pupils obtaining the Expected standard in Reading from the last published data.	The difference in percentage between disadvantaged and non-disadvantaged pupils meeting the Expected standard in Reading at the end of Key stage 2 will reduce.
Pupils achieve the expected standard in Maths in line with comparative data from the PiXL cohort.	The percentage of children, including disadvantaged pupils, attaining the Expected standard in Maths at the end of each year group, is in line with data comparison from the PiXL cohort.
The % of disadvantaged pupils obtaining Greater Depth in Reading will improve from the last published data.	The gap between disadvantaged and non-disadvantaged pupils meeting the Greater Depth in Reading at the end of Key stage 2 will be narrowed.
The % of disadvantaged pupils reading at their chronological ages will improve this academic year.	The gap between their reading age and chronological age will reduce significantly for all children.
Increasing the amount of disadvantaged pupils who attend afterschool clubs and interventions.	Every disadvantaged pupil in the school will have taken part at least one club and an intervention over the academic year.

<p>The attendance of disadvantaged pupils will improve and become closer to that of their non-disadvantaged peers.</p>	<p>Pupil attendance is above 95% for disadvantaged pupils and below 10% for persistent absence.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Approximately £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed PiXL through training and implementation to support EXS and GDS attainment by providing a clear and proven structure of DTTR (diagnose, test, therapy, revisit).	<p>PiXL Club has been proven to have a significant impact on improving pupil outcomes at the end of KS2 in other schools (PiXL, 2021). Acquiring age related expectations in core subjects before pupils move onto the next stage of their schooling is essential to their future success at school and in life. This provision will be accessed by children entitled to the PPG, who have not yet made expected progress in the core subjects from K S1 and those who are working below age related expectations. The PiXL Associate will visit 4 times over the year to work alongside the Raising Standards Lead to ensure pupils benefit from the latest research and developments.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,5,6
Each half term will have a clear focus of pedagogy on CPD with the aim of improving teachers' classroom practice in the context of our school.	<p>EEF report states that 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,4,5,6
Invest in ICT provision for pupils to enable all children to access learning platforms for self-directed and guided practice	The EEF toolkit (here) demonstrates the positive impact of completing homework and retrieval practice/self-quizzing.	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Approximately £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide after school intervention in core subject areas for all year groups, targeting disadvantaged pupils.	<p>Education Endowment Foundation report with Durham University into the effectiveness of additional academic intervention found that, 'headline result suggests that this programme could have an impact equivalent to 3 months of additional progress in one year.' (EEF, Nov. 2014).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,5,6
Providing experienced support staff in all year groups to raise the attainment and progress of all pupils alongside teaching staff.	<p>If TAs are to play a direct instructional role, it is important that they supplement, rather than replace, the teacher. Schools can mitigate 'separation effects' by ensuring the pupils who struggle most have no less time with the teacher than others. Rather than deploy TAs in ways that replace the teacher, TAs can be used to enable teachers to work more with lower-attaining pupils and those with SEND. Where TAs do work with pupils individually or in groups, it is essential that they are equipped with the skills to support learning, consistent with the teachers' intentions.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1701351004</p>	1,2,3,4,5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Approximately £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Decrease persistent absence of disadvantaged children	Improved attendance results in improved access to teaching, which leads to better learning and progress and reduces the risk of gaps arising in children's learning by building strong relationships with parents and carers at the start of their time at St. Matthew Academy. We are placed to provide support, as and when required. Parental engagement, which is part of the work done by the attendance officer and pastoral teams, can have a significant impact on pupil attainment according to the EEF toolkit (here).	8
All children to attend at least one trip each year in the Primary phase that will be fully subsidised if required	There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	7
Ensure that all disadvantaged children have the opportunity to attend an after school club, fully subsidised if required.	Research suggests that disadvantaged pupils, too often, do not have the opportunity to take part in activities such as their non-disadvantaged peers (Donnelly, Lazetic, Sandoval Hernandez, Kumar, & Whewall, 2020). In recognising the many benefits, both academically and socially we are keen to ensure that all pupils have the opportunity to take part in these activities. https://www.understandingsociety.ac.uk/research/publications/525798 A Social Mobility Commission report on the impact of extracurricular activities suggests that they help pupils to form social connections, learn new skills, reduce stresses and raise aspirations (here).	7

Total budgeted cost: Approx £10,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our assessment data from the 2022-23 academic year showed that our efforts to improve the literacy progress of our most disadvantaged pupils were highly effective.

The attainment in phonics was very pleasing with 100% of disadvantaged children reaching the Expected Standard in the Phonics Screener compared to 69.4% nationally.

In KS2, 68% of the pupils were disadvantaged. 67% of disadvantaged pupils reached the Expected Standard in maths, reading and writing compared to 70% nationally – this is the difference of 1 pupil. 83% of disadvantaged pupils reached the Expected Standard in writing, 83% in maths and 72% in reading. A whole school target is still to improve the reading ages of children across the academy. With PiXL analysis, we are able to identify gaps in knowledge and put in place interventions to address these. As the reading ages improve, we expect to see the writing outcomes of pupils improve. With the improvement of reading fluency, this will also enable learners to access other areas of the curriculum more independently.

The impact of full-time teaching assistants in each class has continued to promote positive progress and attainment of children across the primary phase. Teaching assistants have focussed heavily on providing reading interventions and have had a lot of CPD on reading 1:1 with children. As a result of this, 82% of disadvantaged children in Year 6 are reading at or above their chronological age, 75% in Year 5, 63% in Year 4 and 38% in Year 3 – lower KS2 is a priority this academic year. Alongside academic interventions, our support staff have been running interventions to support pupil's social and emotional health through Lego therapy and social/emotional interventions with carefully selected pupils across the school. They have had multiple training sessions with external speech and language specialists throughout the year.

We continue to work hard on enriching pupil's cultural capital throughout the year. Last year, all pupils were taken to the beach at the end of term, which was fully subsidised by the school. We held our annual Cultural Day where we had a range of external visitors who provided workshops for pupils in the primary phase. We were also able to support disadvantaged pupils in Year 6 who attended a 2-night residential in Guildford.

We continue to work closely with families of disadvantaged pupils who are persistently absent and ensure that timely interventions are put in place and any barriers to attending school are removed. This is further addressed through weekly scrutiny of the attendance tracker during inclusion panel meetings and phase leader meetings.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	