

## Pupil premium strategy statement – St Matthew Academy

Information						
<b>St Matthew Academy</b>						
	<b>2019-20</b>	Total PP budget	<b>£ 487,685</b>	Date of most recent PP Review		
pils	<b>945</b>	Number of pupils eligible for PP	<b>466</b>	Date for next internal review of this strategy		
P	<b>135</b>	Primary PP budget	<b>£178k</b>	Number of secondary pupils eligible for PP	<b>331</b>	Secondary PP bud

Performance (for 2018-19 cohort)			
	Pupils eligible for PP SMA	All Pupils SMA	National
re average	<b>+0.23</b>	<b>+0.53</b>	<b>-0.30</b>
score average	<b>4.5</b>	<b>4.85</b>	<b>4.35</b>
ess	<b>+0.07</b>	<b>+0.16</b>	
ss	<b>+4.48</b>	<b>+4.32</b>	
is	<b>+1.90</b>	<b>+2.62</b>	

## Progress attainment (for pupils eligible for PP)

Children in the school who are eligible for PP have lower literacy levels, which prevents them from making as much progress as their peers.

Children in the school who are eligible for PP have lower numeracy levels, which prevents them from making as much progress as their peers.

A significant portion of pupils eligible for PP are also on the EAL register

More able boys who are eligible for PP are making less than expected progress during KS2, 3 and 4

Children in the school who are eligible for PP have historical low attendance to school, which means they have gaps in their knowledge and affects their learning.

A significant portion of pupils that are PP have greater links to negative external influences outside of school, which can lead to them becoming disaffected and disengaged.

Objectives	Success criteria
Improvement in 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 assessment at the end of the year and in external tests and exams.
Improvement in 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.
Improvement in 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.
Improvement in progress in literacy, numeracy and fluency for EAL pupils eligible for PP	Pupils whose home language is not English or have come to the UK from another country will make more progress than non-EAL pupils. This will be evidenced using internal & external tests and exams at the end of the year.
Reduction in attendance rates for pupils eligible for PP	Reduce the number of persistent absentees (PA) among pupils eligible for PP from 12% and reduce absence rates even further to below 5% so they are in line with school figures for all pupils
Reduction in participation in negative external influences meaning better attendance and achievement in school	Develop a closer working relationship with these pupils and their families and engage them in school more and providing them with more opportunities for learning and achievement.

**Literacy - Secondary phase only**

2019/20

**of teaching for all**

	<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>Ver</b>
/	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	
/	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	
/	Dedicated weekly literacy lessons for year 7 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	

	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	HOD Maths Teaching & Learning team
of nd s	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
ss	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	AAHT – MAGT lead T&L team
	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

**Total budgeted cost**

Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	V ir
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	
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 and highly trained literacy TAs and observed by head of literacy	SENCO	
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.	SENCO	
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	

of id s	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 lead
of id s	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	EAL Lead
ss	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.	AAHT – MAGT Lead
	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

**Total budgeted cost**

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	<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>V ir</b>
	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	
	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	
ol	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	
	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	Inclusion team and pastoral team will monitor	SLT	
	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	

**Total budgeted cost**

**diture - Primary phase only**

2019/20

**of teaching for all**

	<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>V</b> <b>ir</b>
/	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	
/	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. Utilising external workshops.	Primary Head and Literacy lead	
/	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 and Literacy lead	
	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.	Primary Maths subject lead	



	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.	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
of id s	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.	Observation of teacher lessons. Planning audits Book audits	Head of EAL and T&L team
	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
	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

**Total budgeted cost**

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	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	W ir
/	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	
	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	
of id s	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	
ss	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	

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
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

**Total budgeted cost**

**(Please note costs for many of these activities have already been budgeted for in the previous section)**

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Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Vir
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	
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	
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	
				<b>Total budgeted cost</b>

ed expenditure is currently forecasted to be above the expected amount of Pupil Premium funding for 2019-20 as this amount has not been made.

S4 the less able and middle ability disadvantaged pupils performed well and made good progress. The high ability disadvantaged pupils performed well and made good progress. The high ability disadvantaged pupils at the Academy and therefore this will be an area for continued focus during 2019-20. The progress of disadvantaged pupils in reading is less strong than their counterparts so close tracking and monitoring of their outcomes to ensure the gap is narrowed.

Stage 1

Stage at Expected standard

	All pupils	Disadvantaged	National for all	Gap between national and disadvantaged
Reading	70%	64%	75%	-11%
Writing	70%	64%	69%	-5%
Maths	73%	64%	76%	-12%

The data for disadvantaged pupils indicates they performed less well when compared with all pupils at the Academy and nationally. A continued focus on the disadvantaged cohort will be implemented this year and the importance of working closely with parents and families will be vital.

Stage 2

	All pupils	Disadvantaged	National for disadvantaged pupils	Gap
Reading	+0.19	+0.07	-0.62	+0.69
Writing	+4.32	+4.48	-0.50	+4.98
Maths	+2.65	+1.90	-0.71	+2.61

disadvantaged pupils made more progress than disadvantaged pupils nationally in all aspects of reading, writing and maths. Progress in writing are strongest and in maths also strongly significant when comparing to national. Progress in reading for all pupils as well as disadvantaged pupils is an area for focus to ensure progress rates are significantly above average.

#### Progress at Expected standard

	All pupils	Disadvantaged	National for disadvantaged	Gap between national and PP
Reading	64%	60%	62%	-2%
Writing	81%	80%	68%	+12%
Maths	70%	63%	67%	-4%

Progress in 2018/19 has resulted in strong attainment for all groups of pupils.

Progress for disadvantaged pupils meeting the expected standard falls just short of all pupils at the Academy and nationally in maths and reading. Closing the attainment gap in these areas is the priority for 2019/20.

#### Progress 8

Progress 8	All pupils (138)	Disadvantaged (79)	National for disadvantaged	Gap between SMA disadvantaged and national disadvantaged
Overall	+0.53	+0.27	-0.45	+0.72
English	+0.65	+0.49	-0.44	+0.93
Maths	+0.40	+0.03	-0.39	+0.42
Ebacc	+0.58	+0.33	-0.50	+0.83
Open	+0.47	+0.24	-0.48	+0.72

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at the Academy made much more progress than **all** pupils nationally and when compared with disadvantaged pupils nationally rates can be seen. The gap is widest in English indicating the focus on literacy interventions is having the required impact.

s has reduced this year for both disadvantaged and non-disadvantaged and work to tackle this will impact positively on all pupils. Targeted pupils are targeted for more bespoke interventions.

is lower for disadvantaged pupils than they are for the whole cohort and we will continue to ensure the gap is narrowed.

	All pupils	Disadvantaged	National for disadvantaged	Gap
Grade 5 for Eng & Ma	48%	38%	24%	+14%
Attainment 8	48.49	44.84	36.54	+8.3
EBacc APS	4.07	3.92	3.07	+0.85
EBacc entry	43%	44%	27%	+17%

Results for PP pupils indicate that EBacc APS and entry is stronger than for the national disadvantaged cohort.

Disadvantaged pupils compared with the national disadvantaged cohort is significantly better indicating our use of PP funding is having a positive impact.

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Desired outcomes	Success Criteria	Impact
<p>85% of pupils eligible for PP make progress in line with non PP pupils by the end of the year. This will be evidenced using KS2 and Reading age assessments at the end of the year and in external tests and exams.</p>	<p>High levels of progress in literacy (reading and writing) for pupils eligible for PP</p>	<p>Our PP budget of almost half a million pounds enabled the Academy to implement a wide range of strategies to support the achievement of disadvantaged pupils. The largest proportion of the funding was spent on ensuring disadvantaged pupils benefited from strong quality first teaching, with low adult to pupil teacher ratios and highly skilled support staff. Interventions both within the curriculum and outside of school for some pupils have accelerated progress and addressed gaps when identified have been addressed. While we have not yet achieved our desired outcome of having no progress gap between disadvantaged and non-disadvantaged pupils, the gap has continued to narrow, indicating the impact of our PP spending decisions has been very positive.</p> <p>The close working relationships with parents and the strong attendance at school (top 20%) and involvement in school activities for disadvantaged pupils. Because of this, disadvantaged pupils enjoy attending school and a range of positive relationships exist between pupils, staff and parents. This strong engagement from all parties and the focus on improved outcomes.</p>
<p>85% of pupils eligible for PP make progress in line with non PP pupils by the end of the year. This will be evidenced using KS2 &amp; Numeracy assessments at the end of the year and in external tests and exams.</p>	<p>High levels of progress in numeracy for pupils eligible for PP</p>	
<p>85% of 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 &amp; external tests and exams.</p>	<p>High levels of progress for more able boys eligible for PP</p>	
<p>85% of pupils whose home language is not English or have come to school from a different country will make more progress than non-EAL pupils. This will be evidenced using KS2 assessments at the end of the year and in external tests and exams.</p>	<p>High levels of progress in literacy, numeracy and fluency for EAL pupils eligible for PP</p>	
<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to less than 13% and reduce absence even further to below 4.8%.</p>	<p>Increased attendance rates for pupils eligible for PP</p>	
<p>Develop a closer working relationship with these pupils and their families, keeping them in school more and providing them with more opportunities.</p>	<p>Less student participation in negative external influences meaning better attendance and achievement in school</p>	