



What is pupil premium?

The pupil premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free school meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months). Schools receive this funding to support their eligible pupils and narrow the attainment gap between these pupils and their peers.

School priorities/Aims

Following the publication of the EEF Pupil Premium Guidance in July 2019 and looking at the in school trend for DP progress and attainment, the DP strategy for 2019-20 has three key strategic priorities:

- 1) Improve progress for all DPs by recruiting, retaining and developing high quality classroom practitioners.** This includes the improvement in the quality of teaching, which we recognise as having the greatest impact on disadvantaged pupils.
- 2) Secure progress for all DPs by creating a culture, which focuses on improving standards for all.** This includes strategies to reduce the number of DP FTEs and increase levels of DP attendance.
- 3) Ensure DPs receive appropriate and targeted interventions to improve progress and ensure they are able to access all enrichment opportunities.**

Pupil premium allocation:

| | |
|----------------|----------|
| 2018/19 | £506,770 |
| 2019/20 | £544,170 |
| 2020/21 | £589,235 |

How do we decide how the funding is allocated?

St. Matthew's is committed to allocating the pupil premium funding in a way that will have the greatest impact on attainment and achievement. Funding has been allocated based on regular tracking of pupils initially to see where the need for intervention is greatest. However much use has been made of research from charities such as The Education Endowment Fund (the Sutton Trust) which highlight best cost/impact initiatives. The statement below from the EEF Pupil Premium Guidance document illustrates our approach:

“The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups..”

To ensure effective and efficient use of pupil premium funding, activities and interventions are now evaluated regularly through data collection, including the impact of progress of pupils in all years at the end of each academic year.

2019-2020 ALLOCATION:

Pupils eligible for pupil premium have been able to access:

Teaching and Learning

- Quality First Teaching: recruitment of additional high-quality staff, including AHT for Teaching & Learning, with the overarching aim of improving the quality of Teaching & Learning for all pupils.
- Targeted Lesson 6 intervention for Year 11 pupils, as well as in class support for disadvantaged pupils identified by teachers as part of the school QA process.
- Provision of revision materials for disadvantaged Year 11 pupils across a range of subject areas to support examination preparation.
- Targeted tuition in partnership with 'The Tutor Trust' for Year 11 cohort in English and Maths
- Provision of learning resources, including laptops provided by the local authority during extended school closure to disadvantaged pupils.

Curriculum Enrichment

- Whole school focus on Literacy, including the introduction of 'Drop Everything and Read' and the Accelerated Reader programme in Year 7. This has seen the average reading age of disadvantaged pupils in Y7 improve at an increased rate compared to non-disadvantaged pupils, based on the NGRT (New Group Reading Test) by GL assessment.

| | Average reading age Y7 tested Aut 2019 | Average reading age Y8 tested Autumn 2020 | Improvement in months |
|-----------------------------------|---|--|--------------------------|
| Disadvantaged students | 10 years 11 months | 12 years 2 months | 15 |
| Non disadvantaged students | 11 years 9 months | 12 years 3 months | 6 |

- Disadvantaged pupils were given full access to external trips and outside activities to enhance the curriculum, for example R.E. retreats in Year 7, KS4 Geography and History field trips. DP funding was used to subsidise the cost of these trips for disadvantaged pupils.
- Priority careers meetings for all Year 11 disadvantaged pupils and support with the college application process.
- Careers and college application support to Year 11 pupils during extended school closure

Personal Development, Behaviour and Welfare

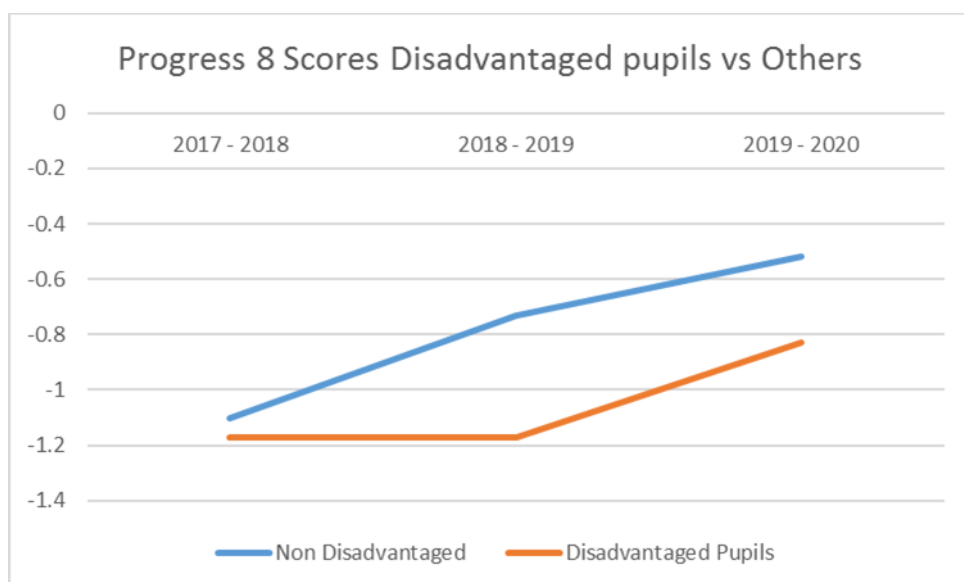
- Targeted pastoral support for individuals and small groups based on needs analysis by Year Heads, discussions with parents, form teachers and support staff, particularly with regard to attendance, persistent absence (PA) and punctuality. Disadvantaged students are prioritised to ensure they are the first students to be provided with this support.
- Targeted support from the attendance manager to work with those disadvantaged pupils who were persistently absent from school.
- Requests of teaching and support staff for financial support to remove barriers for the most disadvantaged pupils, in order to increase/encourage good attendance at school.
- **In school provision to key worker and vulnerable pupils throughout lockdown period**
- **Weekly phone calls home to all pupils to check on wellbeing during lockdown, including follow up phone calls by the attendance team for disadvantaged students in need of extra support.**
- **Regular home visits made by the wider pastoral team to the most vulnerable families during extended school closure.**
- **Provision of FSM vouchers, food packages, hygiene packages and SEMH wellbeing materials to the most vulnerable families during extended school closure.**

Breakdown of Expenditure 2019-20

| | |
|--|----------|
| Additional staffing including SLT time and lead practitioners | £149,400 |
| Administrative support including school data manager | £15,400 |
| CPD programme and development | £14,000 |
| DP Numeracy Intervention Tutor | £19,750 |
| Tutor Trust Year 11 programme | £3,248 |
| Literacy programme and development | £38,900 |
| Connexions Careers Service | £9,200 |
| Pastoral, attendance and behaviour support | £78,250 |
| Additional Financial support and parental engagement | £1000* |

OVERALL ATTAINMENT AND PROGRESS FOR DISADVANTAGED PUPILS 2019-20

PROGRESS (2020 data based on Centre Assessed Grades)



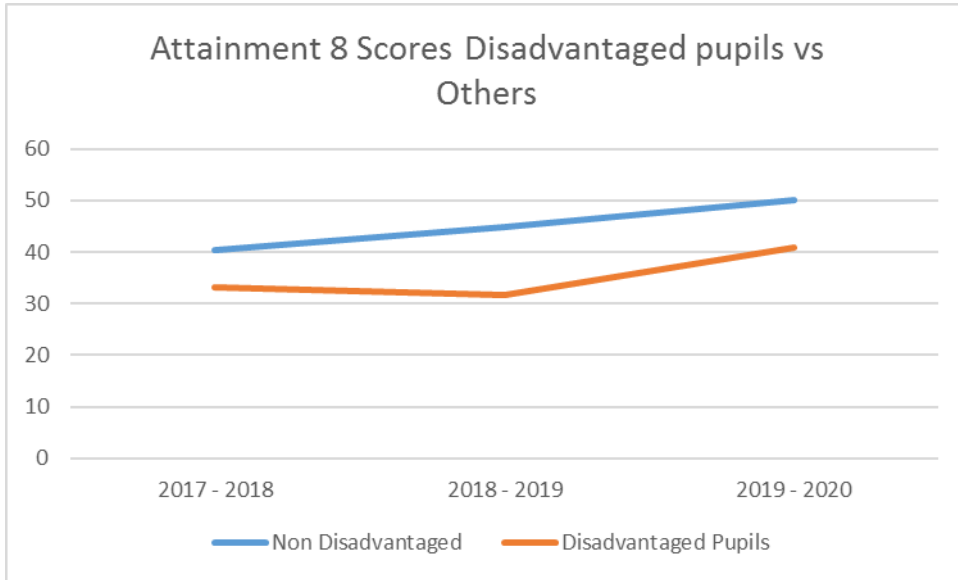
| 2017 - 2018 | Progress 8 | P8 English | P8 Maths |
|------------------------------|------------|------------|----------|
| Other Pupils (Non DP) | -1.1 | -1.14 | -0.92 |
| Disadvantaged Pupils | -1.17 | -1.22 | -0.97 |

| 2018 - 2019 | Progress 8 | P8 English | P8 Maths |
|------------------------------|------------|------------|----------|
| Other Pupils (Non DP) | -0.73 | -0.52 | -0.85 |
| Disadvantaged Pupils | -1.17 | -1.15 | -1.19 |

| 2019 - 2020 | Progress 8 | P8 English | P8 Maths |
|------------------------------|------------|------------|----------|
| Other Pupils (Non DP) | -0.52 | -0.21 | -0.63 |
| Disadvantaged Pupils | -0.83 | -0.62 | -1.14 |

The summary above shows how the progress gap between disadvantaged and other pupils narrowed in 2019-20 in terms of overall progress and in English, however although the progress of disadvantaged pupils improved slightly in Maths, the gap to other students widened and this is a key target for improvement in the 2020-21.

ATTAINMENT (2020 data based on Centre Assessed Grades)



| 2017 - 2018 | Basics (EnMa 4+) % | Basics (EnMa 5+) % | Attainment 8 | A8 English | A8 Maths |
|------------------------------|-----------------------|-----------------------|--------------|------------|----------|
| Other Pupils (Non DP) | 53 | 33.3 | 40.36 | 8.62 | 8.32 |
| Disadvantaged Pupils | 36 | 23 | 33.22 | 7.31 | 6.87 |

| 2018 - 2019 | Basics (EnMa 4+) % | Basics (EnMa 5+) % | Attainment 8 | A8 English | A8 Maths |
|------------------------------|-----------------------|-----------------------|--------------|------------|----------|
| Other Pupils (Non DP) | 62.2 | 40.9 | 44.81 | 9.98 | 8.63 |
| Disadvantaged Pupils | 28 | 22.6 | 31.56 | 7.04 | 5.94 |

| 2019 - 2020 | Basics (EnMa 4+) % | Basics (EnMa 5+) % | Attainment 8 | A8 English | A8 Maths |
|------------------------------|-----------------------|-----------------------|--------------|------------|----------|
| Other Pupils (Non DP) | 71.2 | 52.5 | 50.1 | 10.91 | 9.6 |
| Disadvantaged Pupils | 43 | 28 | 40.98 | 9.00 | 7.26 |

KEY STAGE 3 2019 – 2020 (BASED ON SPRING TERM DATA)

| | % Other (Non DP) pupils equal or above target across all subjects | % DPs equal to or above targets across all subjects | % Upper Ability DPs equal to or above target across all subjects |
|---------------|--|--|---|
| Year 7 | 80.9 | 72.1 | 79.1 |
| Year 8 | 75.5 | 63.1 | 67.9 |
| Year 9 | 75.9 | 65.5 | 57.3 |

| | % Other (Non DP) pupils equal or above target in English | % DPs equal to or above target in English | % Other (Non DP) pupils equal or above target in Maths | % DPs equal to or above target in Maths |
|---------------|---|--|---|--|
| Year 7 | 73.5 | 65.7 | 83.1 | 73.0 |
| Year 8 | 63.2 | 50.7 | 53.6 | 44.5 |
| Year 9 | 66.4 | 54.8 | 72.7 | 63.7 |

The summary above shows how the overall progress gap in Y7-9 and the progress gap for Maths and English showed ranged between 8-12% of students who were equal to or above target. The lack of end of year exams in 2020 due to school closure makes a fair comparison with the previous year difficult, but it would appear that the progress gap at KS3 appears to have remained similar. Reducing this gap is now a key area of school improvement.

TUTOR TRUST TUITION

28 Year 11 pupils were targeted for Tutor Trust tuition in HT3 and HT4, 12 for English and 16 for Maths. Due to lockdown from HT4 onwards, the tuition programme was not completed however there was still significant improvement seen in the performance of these pupils.

Of those pupils who were part of the target group;

| | | |
|----------------|---|--|
| English | 12/12 pupils targeted to achieve a Grade 5+ | 11/12 pupils improved their predicted Grade 4 following November PPE to a final Grade of 5 or above in the final Centre Assessed Grades. |
| Maths | 16/16 pupils targeted Grade 4+ | 11/16 pupils improved their predicted Grade 4 following November PPE to a final Grade of 5 or above in the final Centre Assessed Grades. |

DP MATHS SUPPORT – DP MATHS INTERVENTION TUTOR

Our DP Maths intervention tutor worked with KS4, with an emphasis on helping key students in Y11 to achieve a Grade 4, thus improving their life chances by gaining them access to the college courses of their choice. Some time was spent supporting students in lesson time, but the majority of time was spent working with these students in small groups either during the school day or after school. In total the tutor worked with 36 students and their average predicted grade rose from 3.3 at the end of Y10 to 4.1 in their final GCSE grades.

ATTENDANCE

Percentage attendance 18/19 Vs 19/20 Ending HT4

ALL FIGURES FROM SEPT TO END OF HT4 – 02/09/2019 to 20/03/2020

| Key Groups | End HT4 18/19 | End HT4 19/20 | Cohort group analysis |
|------------|---------------|---------------|-----------------------|
| DP | 91.51% | 92.26% | ↑0.75% |
| Non DP | 96.29% | 95.85% | ↓0.44% |

Table above shows the increase in the attendance of disadvantaged pupils in academic year 2019/20 compared to the previous year.

Persistent Absence Analysis 2018/19 Vs 2019/20

| | 2018-2019 | 2019-2020 |
|----------------------------|-----------|-----------|
| Total no on roll | 1243 | 1291 |
| Total no of DP | 622 | 668 |
| Total no of non-DP | 621 | 623 |
| No of students who were PA | 233 | 239 |
| No of DP who are PA | 179 | 165 |
| No of non-DP who are PA | 54 | 74 |
| % of students who were PA | 18.7% | 18.5% |
| % of DP who are PA | 28.8% | 24.7% |
| % of non-DP who are PA | 8.7% | 11.9% |

The table above shows that the overall percentage of students who were persistently absent from school fell by 0.2%. The percentage of non-disadvantaged students who were PA increased by 3.2% but the percentage of disadvantaged students dropped by 4.1%. Persistent absence is measured as students with an attendance of 90% or lower.

SUPPORT FOR VULNERABLE PUPILS DURING LOCKDOWN

Home visits to vulnerable pupils conducted during lockdown

| Reason for home visit | Totals |
|--|-------------|
| Vulnerable pupil visit | 174 |
| Pastoral visit | 37 |
| Work drop off | 261 |
| Reward drop off | 60 |
| Food delivery - pupils | 170 |
| Food delivery - households | 121 |
| Due to non contact key worker | 70 |
| Due to non contact by FT | 89 |
| Vulnerable pupil visit - Easter eggs | 97 |
| Form Tutor recognition | 101 |
| Food basic delivery - Questionnaire response | 42 |
| SEMH work pack delivery | 72 |
| Coping skills pack - Questionnaire response | 100 |
| Toiletries | 80 |
| Total households visited | 1304 |