

Pupil premium strategy statement

St Matthew's CE Primary School, Stretton

This statement details our school's use of pupil premium (and recovery premium) 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	Stretton St Matthew's CE Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	9.6% (20 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	B Jamson
Pupil premium lead	Mr W Hitchcock
Governor / Trustee lead	B Jamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,105
Recovery premium funding allocation this academic year	£0
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	£30,105

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Strategy is designed to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils, nationally, achieve less well than non-disadvantaged pupils.

The school identifies children for additional support and intervention. In addition, disadvantaged pupils benefit from well trained staff, which enables 'quality first teaching' as well as targeted intervention.

A significant proportion of our disadvantaged pupils are Post LAC. Maintaining effective pastoral/emotional support is a priority to enable these children to achieve. Our caring Christian ethos supported by whole school restorative approaches and targeted pastoral support aims to address these barriers to learning. Our Pupil Premium Strategy Plan supports dedicated time for experienced and well-trained pastoral support staff.

Our effective broad and balanced curriculum is enhanced with rich experiences. Some of our pupils' parents are unable to provide the cultural and sporting experiences others take for granted. We aim for all our disadvantaged pupils to attend extra-curricular provision to complement our rich curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring equity of educational achievement
2	Meeting the pastoral / emotional Needs to disadvantaged pupils
3	Access to Extra-Curricular Provision

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
------------------	------------------

Disadvantaged pupils achieve well	Disadvantaged pupils achieve well compared to their non-disadvantaged peers
Disadvantaged pupils emotional needs are met	Disadvantaged pupils have good relationships, confidence and self-esteem. These in turn, will also support disadvantaged pupils' academic achievement.
Disadvantaged pupils benefit from the rich extra-curricular experiences provided by the school.	All disadvantaged pupils have equal opportunity to access extra-curricular provision. Uptake of extra-curricular provision by disadvantaged pupils is high.

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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training	'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' (EEF Guide to Pupil Premium Autumn 2021).	1

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

Budgeted cost: £ 28,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions & Pastoral Support	Evidence consistently shows the positive impact that	1,2

	targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. (EEF Guide to Pupil Premium Autumn 2021).	
--	--	--

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

Budgeted cost: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider Opportunities, including access to extra-curricular clubs.	Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. (EEF Guide to Pupil Premium Autumn 2021).	3

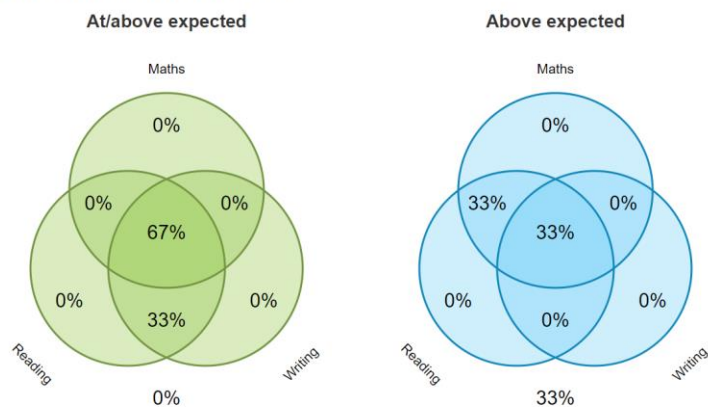
Total budgeted cost: £30,105

Part B: Review of outcomes in the previous academic year

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

Pupil Premium attainment 2023

Combined attainment

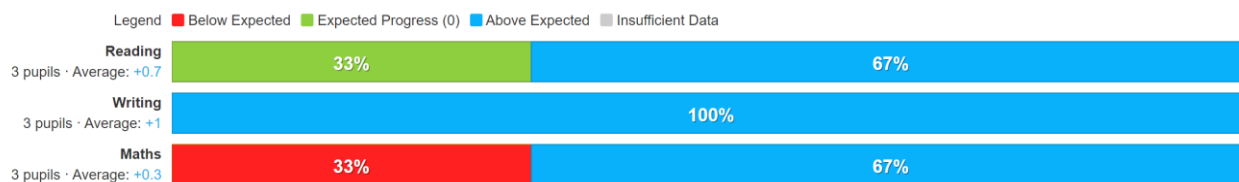


Non-Pupil Premium attainment 2023

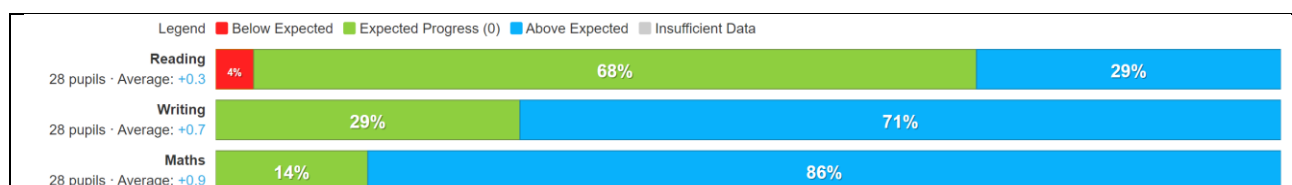
Combined attainment



Pupil Premium progress 2023



Non Pupil Premium progress 2023



The data above shows the attainment and progress of children in receipt of pupil premium compared to children who are not pupil premium at the end of KS2. The children in receipt of pupil premium performed well last year. The data is to be treated with caution as there are only 3 pupil premium pupils in the Year 6 cohort. The gap between progress is much smaller which demonstrates that the pupil premium children made very good progress from their starting points.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We allocated sessions from our Wellbeing Lead dedicated to the emotional wellbeing and academic achievement of service children.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children.