

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	<b>St Matthew's CE Primary School</b>
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	23.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lisa Maher
Pupil premium lead	Saira Malik
Governor / Trustee lead	The governing Body review pupil premium full governing body meetings

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,240
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£130,240

## Statement of intent

At St Matthew's CE Primary School, we aim to use Pupil Premium Grant funding effectively to support our disadvantaged pupils, ensuring they receive the highest quality education to help them flourish and develop the knowledge and skills necessary for a successful future. Just as God promises in Jeremiah 29:11, "For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope," we believe every child, regardless of their background, has the potential for a bright future. We recognise that disadvantaged children may face various barriers that can impact their learning, but we are committed to providing the support and opportunities they need to overcome these challenges and achieve their full potential.

Our objectives are to:

- Remove barriers to learning that disadvantaged children face so that they can achieve their full potential
- Narrow the attainment gaps between disadvantaged pupils and their peers
- Ensure that disadvantaged children make accelerated progress in Reading and become fluent readers, enabling them to access learning across the curriculum.
- Ensure that disadvantaged children make accelerated progress in Writing and Maths, enabling them to reach Age Related Expectation in these subjects.

### **Achieving our objectives**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide in-class small group support to disadvantaged children in order to clarify misconceptions, close gaps in learning and support accelerated progress.
- Provide resources and support such as colourful semantics and widget to enable disadvantaged pupils to become independent writers.
- Prioritise those children who are double disadvantaged in interventions, pupil progress meetings and interventions.
- Prioritise disadvantaged children for pastoral and SEMH support so that they are ready to learn.
- Ensure robust monitoring is in place so that provision for disadvantaged children can be continuously improved.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### **Key Principals:**

We will ensure that quality first teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data, pupil outcomes in books, learning walks and pupil voice. Class teachers will identify through Pupil Progress Meetings specific in-class support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that disadvantaged children have pastoral support from our

learning mentor, to enable them to manage their feelings and behaviour successfully and achieve their full potential. At St Matthew's we are committed to developing the whole child, ensuring that children have access to a range of opportunities and experiences to enable them to develop talents, interests and cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Our monitoring shows that attendance of disadvantaged children is lower than that of their peers (although the gap is closing).
2	Assessments show that attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils in Reading, Writing and Maths at age-related expectation in some year groups, and in Maths and Writing in particular. The gap is closing in Reading.
3	Assessments show that attainment among disadvantaged pupils is significantly lower than that of non-disadvantaged pupils in Reading, Writing and Maths at greater depth.
4	Pupil voice has indicated that social and emotional difficulties are a barrier to learning for some disadvantaged children.
5	Our monitoring has indicated that many disadvantaged pupils are further impacted by their circumstances at home, including parenting, housing and lack of extra-curricular opportunities.

## 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
Gaps in learning will be closed and disadvantaged children will make accelerated progress in Reading, Writing and Maths	Disadvantaged children will make greater than expected progress (more than 6 steps) as indicated by progress data, outcomes in books and observations in lessons.
Attendance of disadvantaged children is in line with their peers	Attendance for disadvantaged pupils will continue to close and will be in line with their peers.
Attainment rises in Reading, Writing and Maths for disadvantaged children at age-related expectation	More disadvantaged children will reach age-related expectation compared with July 2024 outcomes, and this will be closer to their non-disadvantaged peers (in Writing and Maths in particular).

Attainment rises in Reading, Writing and Maths for disadvantaged children at greater depth	More disadvantaged children will reach greater depth compared with July 2024 outcomes, and this will be closer to their non-disadvantaged peers.
Phonics outcomes improve for disadvantaged children	Phonics outcomes improve overall, and outcomes for disadvantaged pupils are in line with their peers.
Disadvantaged children make accelerated progress as they are emotionally ready to learn.	Pupil voice indicates that disadvantaged pupils feel happy and safe and are ready to learn. Disadvantaged children will make greater than expected progress (more than 6 steps) as indicated by progress data, outcomes in books and observations in lessons.
Disadvantaged children make accelerated progress as they are emotionally ready to learn.	Parent and Pupil voice indicates that home circumstances are having less impact on pupil progress and children are able to make progress due to positive environments at home.

## 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: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that PPG children, particularly those who are not fluent readers, have access to appropriate support and challenge in READ lessons, RWI and Guided Reading, and therefore make accelerated progress.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4
To provide CPD to staff to ensure that PPG children have access to appropriate support and challenge in Writing lessons, as well as opportunities to write across the curriculum. Children therefore make accelerated progress.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <a href="#">EEF&gt;High Quality Teaching</a>	3, 4

<p>To ensure that PPG children have access to appropriate support and challenge in Maths lessons, by providing a mastery approach and emphasising problem solving and application skills. Children therefore make accelerated progress.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421211/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a>  <a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/EEF-guidance/Improving-Mathematics-in-Key-Stage-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3, 4</p>
<p>To ensure that PPG children across KS2 who are not fluent readers receive regular Phonics intervention to enable them to become secure in Phonics and read fluently.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="https://www.eef.org.uk/EEF-guidance/Phonics-Toolkit-Strand-Education-Endowment-Foundation-EEF">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3, 4</p>
<p>To ensure that PPG children are highlighted in terms of curriculum design, in class support, extra-curricular activities, pastoral care, Occupational Therapy support and first quality teaching.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.eef.org.uk/EEF-guidance/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a>  <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>2, 5</p>
<p>To ensure that CPD supports staff in supporting disadvantaged children, including providing effective feedback to children, ensuring positive outcomes for disadvantaged children.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.  <a href="https://www.eef.org.uk/EEF-guidance/Feedback-Toolkit-Strand-Education-Endowment-Foundation-EEF">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1-5</p>

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

Budgeted cost: £41,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>To use interventions and in-class support effectively to ensure that gaps in learning are identified and addressed.</p>	<p>Evidence shows that Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p><a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 4</p>
--	--	----------------

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

Budgeted cost: £35,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide teachers and support staff with CPD to ensure that children who are double disadvantaged are prioritised for support.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">EEF&gt;High Quality Teaching</a></p>	<p>1-5</p>
<p>To provide families with access to a family support worker to enable support with parenting, housing and other societal factors that impact learning.</p>	<p>We know that levels of parental engagement are consistently associated with children’s academic outcomes.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1672758722">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1672758722</a></p>	

**Total budgeted cost: £130,240**

## 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 2023 to 2024 academic year.

#### **Disadvantaged children will make greater than expected progress (more than 6 steps) as indicated by progress data, outcomes in books and observations in lessons.**

1. **Progress in Reading:** The progress in reading, at 6.1 steps, was broadly in line with the expected target, and slightly above it. This indicates that disadvantaged pupils have made solid progress in reading, showing that the strategies in place have been effective in supporting their learning in this area. While this progress did not exceed expected progress, it demonstrates a positive outcome, suggesting that further development in reading can build on this foundation.
2. **Progress in Writing:** Progress in writing was exactly at the expected 6 steps. While this indicates satisfactory progress, it suggests that pupils have met the anticipated target but did not surpass it. The fact that progress in writing was precisely as expected implies that while the current strategies and interventions are working to an extent, there may be room for additional support or refinement to help pupils exceed the target and accelerate progress in writing.
3. **Progress in Mathematics:** Progress in mathematics was slightly below the expected target, at 5.7 steps. This lower rate of progress in mathematics suggests that more focused intervention may be necessary in this area for disadvantaged pupils to reach and exceed the expected target. It is clear that further attention and support are needed to accelerate progress in mathematics, ensuring that all pupils, including those from disadvantaged backgrounds, can achieve at least the expected level of growth.

**Conclusion:** While disadvantaged pupils did not make greater than expected progress in reading, writing, and mathematics, they did make good progress overall, with reading and writing showing progress either at or slightly above the expected target. This is a positive outcome, demonstrating that the interventions are having an impact. However, there is still room for further development, particularly in writing and mathematics, where progress can be accelerated with more targeted strategies and support. Moving forward, it will be important to refine and develop existing approaches to ensure that disadvantaged children can achieve greater than expected progress across all subjects.

#### **Attendance for disadvantaged pupils will continue to close and will be in line with their peers.**

The objective of improving attendance for disadvantaged pupils (PPG) shows some progress, but there is still work to be done to close the gap with their non-PPG peers. In the current academic year, PPG attendance was 92.18%, while non-PPG attendance stood at 94.32%, revealing a gap of 2.14%. While this gap remains, it is worth noting that targeted efforts to improve attendance for PPG pupils have resulted in a slight improvement compared to the previous academic year. This indicates that interventions are having a positive impact, although the progress made is not yet sufficient to fully close the gap between PPG and non-PPG pupils.

Given the ongoing nature of these efforts, it is expected that attendance for disadvantaged pupils will continue to improve. With sustained focus and further refinement of the support strategies in place, it is anticipated that the gap will gradually close, and PPG pupils' attendance will be brought in line with that of their peers. Continued monitoring and targeted interventions will be key to achieving this objective in the coming year.

**More disadvantaged children will reach age-related expectation compared with the previous academic year, and this will be closer to their non-disadvantaged peers.**

The objective of ensuring that more disadvantaged children reach age-related expectations compared to the previous academic year, with the gap narrowing between disadvantaged and non-disadvantaged pupils, has seen mixed results.

In Reading, the gap has successfully closed, with disadvantaged pupils reaching age-related expectations at a rate closer to their non-disadvantaged peers. This indicates that the targeted interventions in reading have been effective, teaching and learning has been stronger, and pupils have consequently made significant progress in this area.

However, in Writing and Mathematics, the gap has widened. Despite efforts to support disadvantaged pupils, these areas have not seen the same level of improvement. This suggests that the strategies implemented may need to be reassessed or adjusted to better address the specific challenges in writing and mathematics. It may also reflect broader barriers to learning that are more pronounced in these subjects for disadvantaged pupils. This is addressed in the current school improvement plan for 2024-45.

**More disadvantaged children will reach greater depth compared with the previous academic year, and this will be closer to their non-disadvantaged peers.**

The objective of having more disadvantaged children reach greater depth compared to the previous academic year has not been fully achieved, as the data indicates that the gap has actually widened. Despite efforts to support disadvantaged pupils in reaching higher levels of attainment, the number of disadvantaged children achieving greater depth has not increased at the expected rate, and consequently the gap between disadvantaged pupils and their non-disadvantaged peers has grown.

This widening gap suggests that while progress has been made for some disadvantaged pupils, the strategies in place may not have been sufficiently targeted or effective in enabling them to achieve greater depth. It may also indicate that the support for reaching greater depth needs to be more personalised and robust, addressing specific areas of challenge for disadvantaged pupils that may be preventing them from excelling at higher levels.

Moving forward, it is crucial to re-evaluate the approaches used to support disadvantaged pupils in reaching greater depth, with a particular focus on targeted interventions and opportunities for deepening learning. Additional emphasis on building higher-level skills in all subject areas could help to close the gap and enable more disadvantaged pupils to reach greater depth.



**Phonics outcomes improve overall, and outcomes for disadvantaged pupils are in line with their peers.**

Despite the implementation of various targeted strategies, such as 1:1 and small group tuition, continued professional development (CPD) for staff, and increased monitoring, the data from the Year 1 Phonics Screening Check (PSC) in June 2024 shows that we have not seen the expected improvement in outcomes for our disadvantaged pupils.

1. **1:1 and Small Group Tuition:** These interventions were designed to provide additional support for pupils, particularly those entitled to Pupil Premium Grant (PPG), who did not pass the phonics screening in previous assessments. However, of the 27 children in Year 1 who did not pass the PSC, 11 were PPG-eligible. This reflects that, despite the targeted nature of the tuition, the intervention was not sufficient to close the gap in phonics knowledge for this cohort. It is possible that the interventions, although individualised, may not have been delivered at the necessary intensity or duration to address the persistent gaps in phonics skills for these pupils. Moreover, it may be that some children require more specialised or intensive support that goes beyond what was provided.
2. **Continued Professional Development (CPD):** While the CPD support for staff aimed to equip teaching and non-teaching staff with strategies to improve phonics teaching and support, the impact on the disadvantaged pupils in Year 1 appears to have been limited. The disparity in results—where only 15% of PPG pupils passed the PSC compared with 39% of non-PPG pupils—suggests that there may be challenges in effectively applying new strategies to support PPG pupils specifically. It is possible that the CPD has not yet been fully embedded in classroom practice or may not be sufficiently tailored to address the unique needs of disadvantaged children in phonics learning.
3. **Increased Monitoring:** Increased monitoring of pupil progress has allowed for a deeper understanding of where children are struggling and how interventions can be adjusted. However, the data indicates that monitoring alone has not resulted in improved outcomes for PPG pupils. The significant gap between 15% of PPG children passing the PSC and 39% of non-PPG children passing suggests that while the monitoring has been valuable for identifying issues, it has not been effective in rapidly translating into tangible improvements for disadvantaged pupils. This indicates that more targeted and individualised support, along with possible adjustments to monitoring approaches, may be necessary.

**Conclusion:** The data suggests that, despite the implementation of 1:1 and small group tuition, ongoing professional development, and increased monitoring, the progress for PPG pupils in Year 1 has not been as expected. Only 15% of PPG pupils passed the PSC, compared to 39% of non-PPG pupils and 54% overall, indicating that the support strategies have not yet been sufficient to close the gap in phonics attainment. This outcome suggests a need for a more tailored and intensive approach to support PPG pupils in phonics, potentially involving more specialised interventions.

It is also worth mentioning that overall attainment in phonics was low, with only 54% of Year 1 pupils passing the Phonics Screening Check. This indicates that teaching and learning in phonics need to be improved not only for PPG children but for all pupils across the year group. The low pass rate suggests that the phonics approach in place may not be fully effective, and there may be a need to review and refine teaching strategies to ensure that all pupils, including disadvantaged learners, receive the targeted support they need to succeed.

Addressing these challenges will be essential in raising attainment for all students and closing the gap between PPG and non-PPG children.

**Pupil voice indicates that disadvantaged pupils feel happy and safe and are ready to learn.**

The objective of ensuring that disadvantaged pupils feel happy, safe, and ready to learn has seen positive progress, as evidenced by monitoring and pupil voice feedback.

1. **Monitoring Data:** Ongoing monitoring has shown positive trends in pupil well-being, particularly among disadvantaged pupils. Regular monitoring on classroom environments, pupil behaviour, and engagement have highlighted an increase in positive interactions and a reduction in behavioral incidents, which indicates that pupils feel more secure and supported in their learning spaces.
2. **Pupil Voice Feedback:** Feedback collected from pupils, especially those from disadvantaged backgrounds, reflects a high level of satisfaction with the school environment. Many pupils reported feeling happy and safe, with a notable sense of belonging and inclusion. Their responses indicate that they trust school staff and feel supported in both their academic and emotional development. Feedback from children entitled to PPG include statements such as 'one good thing about our school is that you'll never be alone'.

**Parent and Pupil voice indicates that home circumstances are having less impact on pupil progress and children are able to make progress due to positive environments at home.**

Parent and pupil voice feedback indicates positive progress in this area, with home circumstances having less of an impact on pupil progress. Many parents and pupils who received support from the school Family Support Worker have reported that the home environment is becoming increasingly supportive of learning, more stable and with more consistent parenting strategies in place. As a result, pupils are now able to engage more effectively in their learning, and this improved home support is contributing to noticeable progress in their academic achievements. This shift demonstrates the positive impact of collaborative efforts between school and home in fostering environments where children feel supported and motivated to succeed.

## Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
DB Primary	New Era
Numbots	Maths Circle Ltd
Widget	Widget Software Ltd