

Pupil premium strategy statement

This statement details our school's use of pupil 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	St Matthew's CE Primary School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2028
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	£148,956.06
Recovery premium funding allocation this academic year	-
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	£148,956.06

Statement of intent

- Ensure that pupils eligible for Pupil Premium make rapid, sustained progress from their starting points so they achieve at least in line with national expectations by the end of Key Stage 2, and fewer pupils leave KS2 below the national standard.
- Close attainment gaps between disadvantaged pupils and their peers in reading, writing and mathematics across the school, with particular focus on priority learners (lowest 20%).
- Remove barriers to learning that arise from poor communication and language skills, high levels of EAL and high pupil mobility, and the social/ACE-related factors arising from local deprivation factors.
- Increase pupils' school engagement, attendance and readiness to learn and ensure families are engaged, supported and able to contribute to their child's learning.

How this strategy works towards those objectives

- Use high-quality teaching, targeted academic support and wider strategies to directly address barriers to learning.
- Invest in sustained CPD and coaching to lift Quality First Teaching with a particular focus on oracy-rich pedagogy, development of writing and effective use of adaptive teaching.
- Strengthen wider strategies that support attendance, pastoral needs and parental engagement, recognising that social context and family factors influence access to and benefit from teaching.
- Monitor and evaluate impact termly, using assessment data to adjust provision promptly.

Key principles of the strategy

- All actions are evidence based and known to be effective.
- Focus on improving universal teaching, whilst also prioritising and targeting priority learners
- Precise identification of priority learners based on up to date achievement information, as well as robust monitoring and data analysis
- Actions are designed to support pupils in becoming independent learners as opposed to strategies that are reliant on adult support
- Respectful, collaborative and precise engagement with parents/carers to help learning at home and improve attendance.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language on entry to Reception is well below expected: many pupils require strong communication and language support to access the curriculum and keep up.

2	High proportion of EAL and pupil mobility (majority of casual admissions are new arrivals and EAL) which complicates continuity of learning and slows progress for disadvantaged pupils.
3	Local deprivation, ACEs, safeguarding and parenting concerns impact some pupils' readiness to learn, limit learning opportunities outside of school and create barriers to attendance.
4	In 2024–25, Year 6 Pupil Premium pupils achieved at 19% compared to a national average of 47%, and across many year groups/subjects the gap widened.

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
1. Improved oracy and communication and language development for disadvantaged pupils in the early years so they can access the curriculum confidently.	By the end of Reception, the proportion of PPG pupils meeting the GLD for communication and language increases from the baseline, and teacher assessment and classroom observations show increased use of vocabulary in Reception and KS1.
2. Rapidly improved progress for EAL/disadvantaged pupils and smoother integration for casual admissions.	Newly arrived EAL PPG pupils have a robust induction which includes a language assessment, and within two terms a high proportion of these pupils show measurable progress against language targets.
3. Increased attendance, punctuality and reduced barriers to learning for disadvantaged pupils.	Whole-school attendance remains in line with similar schools and persistent absence (PA) for PPG pupils reduces from the baseline. Robust support and access to services reduce lost learning time and disruption due to behaviour. Parent feedback show increased parental confidence in supporting learning for priority learners.
4. Narrowing attainment gaps in reading, writing and maths with improved KS2 outcomes for disadvantaged pupils.	By end of 2025–26, proportion of PPG pupils in Y6 reaching national average increases from the baseline of 19% to approach national averages within 3 years. The gap narrows in more subjects/year groups. Priority learners who are PPG make rapid and sustained progress so that overall attainment improves.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £68,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. CPD and curriculum development prioritises development of oracy in the classroom from EYFS to Year 6.	EEF Teaching and Learning Toolkit – Oral language interventions: “On average, oral language approaches have a high impact on pupil outcomes (+6 months).” The guidance emphasises embedding spoken language into curriculum and sustained training for staff: Oral language interventions (EEF) .	1
2. Instructional coaching by trained staff is used to support teachers and Learning Support Assistants to improve their practice, improving outcomes for pupils.	EEF emphasises high-quality teaching as highest-value approach; quality CPD and coaching improves classroom practice and outcomes (Guidance: “A School’s Guide to Implementation” and Teaching and Learning Toolkit supports effective professional development). See EEF targeted academic support page and resources. Targeted academic support / School planning (EEF) .	4, 1
3. Targeted support for phonics, speech and language and times table recall enables PPG children to make faster rates of progress.	EEF Guidance Report: Deployment of Teaching Assistants (2025) – five recommendations including that TAs supplement high-quality teaching, scaffold learning and deliver structured interventions where appropriate: Deployment of Teaching Assistants (EEF guidance report) .	1, 2, 4
4. Development of vocabulary, particularly subject-specific vocabulary, across all curriculum subjects through effective use of oracy and written strategies.	EEF Oral language interventions guidance emphasises vocabulary linked to curriculum content and the need for modelling and active use to secure learning: Oral language interventions (EEF) .	1, 4
5. Development of a language-rich provision in EYFS, with staff acting as play-partners and utilising the ShREC approach as well as modelled talk, language-rich continuous provision and interventions such as Language Link and Singing Bag.	EEF oral language and early years resources show particularly high impact in early years (+7 months) and recommend curriculum-integrated talk and structured interactions: What does the evidence base tell us about effective oral language practice (EEF) .	1

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

Budgeted cost: £62,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. One-to-one phonics tutoring for priority learners.	EEF One-to-one tuition: “One-to-one tuition is very effective... approx. five months’ additional progress on average; short, regular sessions (c.30 mins, 3–5x per week) over up to 10 weeks are optimal. Tutoring should be explicitly linked to normal lessons.” One to one tuition (EEF) . Also EEF guidance on small group tuition and the Tutor Trust trial showing positive effects. Targeted academic support (EEF) .	4, 2
7. Language Link interventions in EYFS as well as SALT for SEND children.	EEF: Oral language interventions have high impact (+6 months) and work best when integrated with the curriculum and delivered with staff training. Oral language interventions (EEF) .	1, 2
8. Use of Learning Village to provide bespoke, precise support for casual admissions who are EAL.	EEF oral language guidance and targeted academic support emphasise assessment-driven, curriculum-linked interventions for pupils with language gaps; the Toolkit notes targeted interventions are effective when linked to classroom teaching. Oral language interventions (EEF) ; Targeted academic support (EEF) .	2, 4
9. Effective SEND support for PPG children who are SEND such as sensory room, OT room, alternative provision outside of the classroom, learning mentor led pastoral intervention such as Lego therapy, Attention Hillingdon, Singing Bag and colourful semantics.	EEF Deployment of Teaching Assistants and SEND resources emphasise that SEND pupils need high-quality teaching and carefully chosen interventions; leaders should ensure TAs support inclusion without replacing teacher instruction. Deployment of Teaching Assistants (EEF guidance report) .	4, 2

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

Budgeted cost: £18,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
10. Individualised attendance support, including letters, robust tracking, early help, family support worker deployment, learning mentor, attendance support plans.	EEF Rapid Evidence Assessment on attendance interventions: overall evidence is limited but parental communication (personalised letters/messages) shows promise; EEF recommends tailored, responsive approaches and better communication with parents: Attendance interventions rapid evidence assessment (EEF) .	3
11. Parent workshops and coffee mornings to support them in maximising their children's progress. Support from Education Mental Health Support workers and family support worker.	EEF Parental Engagement guidance: parental engagement has a positive impact (approx +4 months) and targeted, personalised communication (e.g., short texts linked to learning) is promising and low cost: Parental engagement (EEF) and Working with Parents to Support Children's Learning (EEF guidance report) .	2, 3, 1
12. Universal free breakfast club, free toast, in-school pastoral support from learning mentor.	EEF attendance and wider strategies reviews indicate that meal provision and early morning check-ins can help improve readiness to learn and attendance; evidence quality varies but these strategies are recommended as part of a wider tailored approach. Attendance interventions rapid evidence assessment (EEF) .	3
13. Support for new families, particularly those who are new arrivals or EAL to ensure that they have necessary access to services.	EEF parental engagement guidance recommends tailored communications and sustained relationships; for EAL families, translated materials and personal contact increase engagement and support learning at home. Parental engagement (EEF) .	2, 3
14. Enrichment through Flourish Friday, after school clubs, in-school enrichment	EEF wider strategies and school improvement guidance highlight the value of enrichment to support engagement and personal development; while evidence on attainment effect size is mixed, enrichment supports attendance, motivation and	3, 4

opportunities and pupil leadership opportunities.	broader personal development derived in EEF summaries. Evidence brief on improving attendance and support for disadvantaged pupils (EEF) .	
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Total budgeted cost: £148,956.06

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 2024 to 2025 academic year.

Remove barriers to learning that disadvantaged children face so that they can achieve their full potential

- KS2 combined outcome: 19% of PPG pupils at the expected standard vs 47% nationally → persistent barriers to learning are still affecting upper KS2 outcomes.
- Clear gains in Writing (biggest narrowing) and some gains in Maths (overall narrowing, but inconsistent), but Reading gap widened overall → reading remains a key barrier to accessing the wider curriculum.
- Strong improvement in Writing across the school suggests classroom practice and curriculum adaptations are reducing academic barriers.
- Some Maths improvement (particularly Y1; and Y4 if “narrowed” applies) indicates targeted support is beginning to work.
- Reading is the main barrier (overall gap widened), limiting pupils’ access to all subjects.
- Upper KS2 outcomes (Year 6 combined) show the cumulative effect of barriers that haven’t been fully addressed.

Next steps

- Improve reading fluency
- Improve attendance/readiness to learn
- Ensure robust identification and monitoring of priority learners

Narrow the attainment gaps between disadvantaged pupils and their peers

- Writing: Gap narrowed across the school; strongest improvement overall. (Years 1, 3, 4, 6 improved.)
- Maths: Gap narrowed overall, however still inconsistent
- Reading: Gap widened overall, even though Years 1, 3, 4, 5 showed improvement.
- Writing shows sustained, school-wide narrowing—your biggest success.
- Early gains in Y1 (Reading/Maths/Writing) indicate strong foundations being laid in KS1 and robust transition from EYFS.
- Early Reading needs further development.
- Consistency across year groups—particularly Maths—so improvement is sustained.

Next steps

- Targeted interventions in Phonics
- Tuition and boosting for PPG children in Y6
- Oracy-rich pedagogy to improve quality first Teaching and Learning
- Ensure robust identification and monitoring of priority learners

Ensure that disadvantaged children make accelerated progress in Reading and become fluent readers, enabling them to access learning across the curriculum.

- Overall Reading gap widened, despite improvements in Years 1, 3, 4, 5.
- Upper KS2 Reading progress appears insufficient; fluency/comprehension gaps likely persist and affect the Year 6 combined outcome.

Next steps

- Strengthen development of vocabulary across the curriculum
- Oracy-rich pedagogy to improve quality first Teaching and Learning
- Ensure robust identification and monitoring of priority learners

Ensure that disadvantaged children make accelerated progress in Writing and Maths, enabling them to reach Age Related Expectation in these subjects.

- Writing: Largest, school-wide narrowing; improvements in Y1, Y3, Y4, Y6.
- Maths: Overall narrowing, but inconsistent across year groups
- Maths needs greater consistency across year groups and perhaps sharper focus on fluency and of number facts such as Times Tables

Next steps

- Development of writing curriculum
- Greater focus on fluency, number fact recall and arithmetic