



Pupil premium strategy statement



St Matthew's C of E Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kelly Osborne-James
Pupil premium lead	Shelly Collins
Governor / Trustee lead	Peter Chester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,565.33
Recovery premium funding allocation this academic year	£6162.50
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£58,7727.83

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

With love and faith, we aspire and achieve.

***Jesus said, 'The thief comes only to kill and destroy,
I have come so you may have life, life in all its fullness.'***

Our intention is that all of our children are supported in school to make great progress and achieve well in all subjects. The focus of our pupil premium strategy is to support disadvantaged children well so they are given every opportunity to aspire and achieve enabling them to flourish and live life to the full.

Our whole school ethos is of aspiration and achievement for all, rather than stereotyping disadvantaged pupils as a group facing barriers or with less potential to succeed. Vulnerable children come to school with different challenges, many with low aspiration, lacking the motivation to work hard and achieve well. Some children are not supported at home with learning to read or completing homework tasks as education is not a priority. Some of our disadvantaged pupils suffer trauma before they come to school, coming from families who have poor mental health, experience domestic abuse and drug misuse mean that these children often have poor self-esteem.

High quality teaching is at the heart of our approach, with a focus on areas for which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap for disadvantaged children and at the same time supporting all children in our school. Our focus is for disadvantaged children's progress to remain in line or exceed prior attainment and for non-disadvantaged children's progress to be sustained and improved.

To address specific learning needs, we provide individual support to our pupils to identify and meet the challenges they face. Group support will be provided for children of similar educational need. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and whilst also improving readiness to learn supporting all to flourish.

For all children and families, we provide strong social and emotional support through our Pastoral interventions. This enables us to respond quickly to behaviour and/or attendance issues, family needs etc, following the school's ethos of supporting all those who are part of the St Matthew's family.

Our responsive approach is based on robust diagnostic assessment to assess individual needs and identify common challenges. The approaches we use dovetail together to support children in all aspects of school life, from emotional development to academic success, to help all of our children to have faith in themselves and others, have high aspiration and achieve to their best.

To support these, we will:

- Ensure disadvantaged children are challenged and supported in the work they are set.
- Early intervention is applied at the point of need
- Provide all our children and families with strong social and emotional support through our Pastoral support strategies.

Challenges

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

Challenge number	Detail of challenge
1	Early intervention is imperative for children with underdeveloped oracy and this is a school is a focus and key curriculum driver. This remains a challenge especially among many disadvantaged children, as well as this there is evidence of vocabulary gaps. These are evident in Reception class, through to KS2.
2	Low levels of literacy and phonics continue to be a focus. Assessment, observation and discussion with children suggest that disadvantaged children have greater difficulties with phonics than their peers, this negatively impacts their development as readers.
3	The impact of school closures continues to affect the wellbeing of our children. This is supported by national studies. This has resulted in greater gaps for children from disadvantaged families leading to them falling further behind in age related expectation, especially in reading, writing and maths. Assessment, observations and discussion have highlighted that children's development in writing has been adversely affected by the pandemic. Children lack the resilience and motivation to write at length. Spelling is also an area where disadvantaged children's knowledge of spelling patterns is significantly below that on non-disadvantaged children.
4	We are supporting disadvantaged families with wrap around care as some families experience difficult and challenging behaviour at home. We support families financially by paying for holiday clubs, after school and breakfast clubs. We support families financially with funding for school trips to ensure children have access to cultural capital and experiences.
5	Wellbeing of families and parents in an integral part of ensuring children come to school and that families have a safe space to discuss home issues. Support for families and individuals continues to be a priority for school. We have a number of families and children who have social and emotional needs who have been referred to specialist support, including play therapy, psychotherapy, nurture and mindfulness groups as well as 1-2-1 support and individual family support.

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
Improved phonics knowledge in the Early Years.	The number of children passing the PCS in Year 1 79 %, (this is above the national rate) 89% at Year 2.

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NELI programmes is completed for children in EYFS and Year 1 and children's oral skills and vocabulary show an improvement.	All children identified are supported to engage with NELI programme. The programme is delivered x3 weekly throughout the 20 weeks required. 100% of children make improvement against previous assessment data. Children throughout the school are assessed at the end of each term to ensure they are on track for core subjects. Those who are not are given swift interventions to support them to keep up. Interventions are robustly monitored every short term. Impact is that 100% of children are able to read in line with previous published data or better.
Improved reading attainment amongst disadvantaged children.	Children who are identified as not being read with at home or not achieved ARE, are read with at least twice a week in school to support fluency of reading. Adaptations and interventions are in place to support children with low reading attainment to ensure skills in fluency and comprehension are supported. Any child who did not achieve required reading score for PSC continues to be supported through interventions and supported reading. End of KS2 outcomes for 24/25 will show more than 80% of disadvantaged pupils meet the expected standard in reading.
Reading and writing support Children maintain progress in line or better than previous published data scores.	Gaps are identified using standardised assessment tool at the end of each year to baseline the children for the following year. Support strategies are put in place to close gaps identified, and these are robustly monitored and effectiveness is assessed. Observations and assessment have shown that vulnerable children have been more affected by school closures than other pupils, this is supported by national studies. The result of this is that disadvantaged children's outcomes in core subjects are falling further behind age related expectations. The largest impact is on the children's confidence, resilience and independence. End of KS2 outcomes for writing will show that 80% will achieve ARE. Children who are new to school are supported by improved continuous provision opportunities so they are able to engage in independent writing activities set out in the provision. Improving outdoor area provision ensures that there are always opportunities for children to write to support all child led learning, this will be a focus this year.
To achieve and sustain improved wellbeing for all pupils in our school, with a focus on disadvantaged families.	Children and parents are supported with play therapy, nurture, psychotherapy, 1-2-1 support as well as individualised family support. 90% of children's Boxall Profile scores show an improvement in resilience and overall wellbeing. Member of staff to completed Nurture training to support for children from all year groups. This is a targeted intervention that supports confidence, low self-esteem, conflict and resolution strategies etc.

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: £5,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments – GL Assessment	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Early literacy skills will be a focus area this year to support all children in development and acquisition of sounds as well as love of reading ensuring the books taken home clearly match the teaching of phonics.	Phonics teaching continues to be a strength in Early Years. There is a consistent approach, in line with the School's Phonic progression document. This year the ambitious phonics programme has been adapted in line with new DfE guidelines. Termly rigorous assessment ensures tracking of sound acquisition supporting the early identification of any gaps. A variety of approaches are employed for swift intervention, including enhancements in Early Years, daily 1-2-1 reading and precision teaching provision. Year 2 and Year 3 children who did not pass the phonics screening check continue to receive interventions in phonics and reading. Research suggests that individualised instruction can result in +4 months progress. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2,
Speech and language are a focus and due to COVID19 many children lost the opportunity to	School uses NELI early language intervention to support children with language needs. All YR pupils are screened to identify those who need to be part of the programme. PP pupils who are borderline are included. The programme is delivered in T3.	1, 2

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develop their speech. The school supports children in EYFS by implementing the NELI programme. (Nuffield Early Language Intervention) starting in January.	Focus: new cohort to be screened for NELI. Y1 transition to be supported by adult familiar with programme. There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading, Oracy is one of our key curriculum drivers this year: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our reading, writing and maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher and senior leader release time to adapt core and foundation curriculum subjects to address the needs of our children with a focus on retrieval practice, cognitive overload and teaching adaptations.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the, drawing on evidence-based approaches: educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning EEF supports the ethos of regular monitoring to ensure the right supportive strategies are in place for all children. 'Building an ongoing, holistic understanding of your pupils and their needs'. The EEF Guide to the Pupil Premium EEF This advocates a tiered approach to use of Pupil Premium spending including Developing high quality teaching and assessment. Targeted interventions to support language development, literacy and numeracy.	1, 2, 3

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

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils and others identified	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2

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who have relatively low spoken language skills.		
Additional phonics sessions targeted at all pupils disadvantaged or not who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Support teachers in identification of strategies to support progress from ARE to greater depth	Strong teaching strategies support children in achieving to their true potential. Focussed support in needed to increase greater depth across all core subjects with targeted academic support. Using Pupil Premium: Guidance for School Leaders	
Teachers given .5 day each term to plan targeted interventions	Giving teacher's time to focus on children's individual needs and planning bespoke interventions has ensured that intervention targets are tight and time bound. Research suggests that individualised instruction can result is +4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3

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

Budgeted cost: £18,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training focus on	Both targeted interventions and universal approaches can have positive overall effects:	5

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developing our school ethos and improving wellbeing across school.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
PE kits uniform etc	Supplying children with school uniform is fundamental to their wellbeing and supports many of our low-income families.	5
Breakfast/ after school club Holiday clubs PGL	Children who do not receive breakfast in the morning will be given breakfast in school. Staff pick up children who are not able to be transported to school due to parent's and carers mental health issues. On occasion after school provision is needed if parents need to attend appointments. There has been growing requests for financial support for parents to access holiday clubs.	5
Pastoral support	Children and parental support put in place to ensure children are ready to learn. This is delivered in a variety of ways, including play therapy, counselling, parent's group, psychotherapy and nurtured documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf	5

Total budgeted cost: £61,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children passing the PCS at Year 1 - 78%, which was in line with national average and a decrease to 30% in Year 2, due to the SEND needs.

74% of EYFS children were secure in 75% of Phase 5 sounds.

GLD for disadvantaged children in EYFS (x3) was 66%. x1 children EHCP didn't achieve GLD.

Throughout the school phonics is assessed at the end of each term to ensure children are on track. Those who are not are given swift interventions to support them to keep up. These are robustly monitored every short term. The impact of this is that all children achieved in line with previous published data.

Progress from Autumn 23 to Summer 24 shows an increase of children working at risk or higher from 64% to 69%. In increase of 5%.

Through the year data shows that all bar 2 children made progress in line with previous published data or better: x2 children went from ARE to at risk in maths. These children receive interventions to support their mathematical fluency.

Reading: 80% of disadvantaged children achieved in line with ARE in reading: 11.5% at greater depth, an increase of 5.5%

Writing: 69% % of disadvantaged children achieved in line with ARE in writing an increase of 5%. With greater depth increasing from 0% to 3.8%.

Maths: 80% of disadvantaged children achieved in line with ARE in maths.

Successful strategies have been to build on teacher's knowledge and understanding of the challenges that disadvantaged children face day to day and the impact of this in the classroom. By focussing on quality first teaching, teachers are ambitious for the academic attainment of all pupils regardless of their starting points and improving the outcomes for disadvantaged children by not setting limits on what they can achieve.

By baselining all children at the start of the academic year using GL Assessments teachers have a clear understanding of children's progress and so can identify any lost learning and gaps in children's knowledge. Robust 'keep up' strategies are put in place and monitored every short term by class teachers and TA's. These programmes are given a clear time frame and success criteria. This strategy enables children to progress faster, also allowing for identification of those in need of additional support or a change in strategy. This strategy has proved to be very successful and so will continue to be used. Class teachers are given time each term to assess and plan effective interventions in core subjects to facilitate keeping up strategies.

Due to the pandemic many children, especially the disadvantaged, were negatively mentally affected. We supported children through play therapy, mindfulness groups, nurture groups as well as supporting parents with family and 1-2-1 counselling, as well as supporting Year 6 with transitions to secondary school. The school supported x12 children through Mindfulness, x8 children with Play Therapy, x17 children with Nurture. 9 children have been supported WITH Child Psychotherapy. This is a mixture of long- and short-term interventions. For all children who received a pastoral intervention 100% were able to show progress against their targets on the Boxall Profile data. The impact of this is that all these children show improved learning behaviours and therefore able to engage more fully with their work.

Programme	Provider
Play Therapy	N Watson
Nurture	S Strachan
Psychotherapy	S Costelloe