

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the academic years 2024 to 2027 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	274
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	October 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Julian Rogers
Pupil premium lead	Lynne Martin
Governor / Trustee lead	Fiona Pattison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,970 (Oct 2024 census)
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	£120,970

Part A: Pupil premium strategy plan

Statement of intent

School Demographic

St. Matthew's Church of England Primary School is situated in an area of social and economic deprivation. 94% of children come from families in the bottom 40% most deprived nationally, (Index of Deprivation affecting Children, January 2024) with 44% of children in the bottom 10%. 28% of children are entitled to free school meals which is above the national figure of 24.6% for 2023/24.

98% of our children have English as an additional language and those who have most recently arrived in the UK, require the most support. For these children, English is not spoken at all at home and they rely on school to introduce them to the language for both social and academic purposes.

Overall, 29% of children have SEND, 32% of which are also eligible for PP funding. During the last 3 years the severity and complexity of SEND across school has increased significantly. In 2019/20 the number of children with Education Health Care Plans was 11. By 2023/24 this figure had increased to 18 and is on track to increase to 19 by January 2025. The percentage of children with SEND has increased from 20% in 2020/21 to the current figure of 29% in 2024/25.

Statement of Intent St. Matthew's Church of England Primary School

Our curriculum is designed to engage, support and challenge pupils to achieve their potential. We are committed to ensuring highly effective teaching, support and tuition are in place for our disadvantaged children to improve their academic outcomes. Staff and governors understand that any child, regardless of eligibility for PP funding, may at some point require additional support or intervention. We are committed to doing our very best to meet academic, social, emotional and welfare needs of all our children.

Our Pupil Premium Lead is the Deputy Headteacher and, as a Designated Safeguarding Lead, is able to support the wellbeing of children and families. The designated Pupil Premium Governor is a retired Headteacher with a wealth of experience in schools.

This document details the proposed spend of the Pupil Premium Grant for the next three academic years. Informal reviews will take place twice per academic year. A full, written evaluation will be published on an annual basis.

Anticipated funds available 2024 to 2025 = £120, 970 (based on current school PP numbers October census)

Anticipated funds available 2025 to 2026 = £120, 970* (based on current school PP numbers)

*figures are subject to change

Pupil Premium (PP) provides additional funding for:

- **Pupils who are eligible for free school meals, or have been eligible in the past 6 years (£1, 480)**
- **Pupils who have been adopted from care or have left care (£2, 570)**
- **Pupils who are looked after by the local authority (£2, 570)**

Service Pupil Premium (SPP) provides additional funding (£340) for the pastoral support of pupils with a parent who currently serving in HM forces or has retired on a pension from the Ministry of Defence.

In- School Barriers to Learning

- 28% of children in school are entitled to additional funding through the Pupil Premium Grant. This is above the national figure for 2023/24 of 24.6% (school census, June 2024).
- 29% of children from Reception to Year 6 have SEND which is significantly above the national figure of 18.4% (EHCP and SEND support combined, school census June 2024).
- 32% of PP pupils also have SEND, some with significant barriers to learning, progress and development. Social/emotional needs are also additional barriers for some PP pupils.
- Many children enter school with low levels of language, vocabulary and comprehension skills which impacts on attainment. This includes newly arrived *Fair Access* pupils across school with little or no English.
- School is still recovering from the legacy of closures and disruption to education during the COVID-19 pandemic. This has particularly affected communication, vocabulary and knowledge retention. Gaps in writing have been a particular challenge and although much has been done to remedy this, some of our younger children are still working below age related expectations.
- The limited engagement and gaps in learning of some pupils means that only the highest quality teaching and learning opportunities must be provided. Therefore, continuous professional development remains an essential part of school improvement.
- Extended holidays abroad during term time has a detrimental impact on learning and development for a small number of pupils. School has robust systems in place to discourage this type of leave but this does not always dissuade parents as they are understandably keen to visit family abroad. Fixed penalty notices are issued to parents but do not serve as a deterrent as they often save thousands of pounds by taking holidays during term time.

External Barriers

- The home environment for some pupils eligible for PP funding is not conducive to learning – due to socio-economic factors such as low income, over-crowding and sometimes, isolation.
- The lack of spoken English at home, or greatly reduced exposure to language and vocabulary, can limit children significantly.
- Limited life experiences can have a detrimental effect on the understanding and engagement of some children. With our *Fair Access* children, these barriers are often compounded.
- Increasing numbers of parents have a limited understanding of the importance of their role in reinforcing the school's work in both the academic and personal development of their children. A small minority of parents are disinclined to support the school's ambitions for their children at home.
- A small but significant number of parents and carers rely on intensive support for issues that, on the surface, may seem beyond the remit of a school but ultimately impact the education and well-being of their children.
- The national cost of living crisis has impacted the majority of our families and their ability to meet the financial demands of running a home and providing additional opportunities for their children.

Challenges

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

Challenge number	Detail of challenge
1	Attainment To improve the outcomes for all PP children in reading, writing and mathematics.
2	Achievement To improve academic achievement for all children through high quality teaching, learning and assessment and feedback opportunities across the curriculum.
3	Engagement To improve engagement and academic achievement for all children through an inspiring curriculum, metacognition, self-regulation and personal development.
4	Language To ensure all pupils, but particularly those new to English, are given rich and varied opportunities to develop language skills and extend their vocabulary and understanding.
5	Wellbeing To identify and support the social, emotional and mental health needs of children. Children with SEND, from vulnerable families or those who have experienced trauma or disruption are potentially most affected.

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
To ensure that outcomes for PP children are at least in line with those of all other pupils in school in reading, writing and mathematics.	Outcomes for PP children are at least in line with all other children in phonics, reading, writing and mathematics.
To ensure all PP children, particularly those with SEND, make good progress from their individual starting points.	Increase in the number of children achieving end of year expectations or bespoke SEND targets.
To ensure all children receive high quality teaching, learning and assessment opportunities delivered by well trained teachers and teaching assistants.	Children continue to enjoy an inspiring, inclusive curriculum that ensures they 'know more and remember more'. Gaps in learning and development are addressed through high quality teaching and intervention.
To ensure the social, emotional and well-being needs of all PP children are supported to ensure they reach their potential.	Children's needs are met through a successful in-school, team approach and with outside agencies where appropriate.

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
<p>Additional Upper KS2 Teacher Year 5 and 6 smaller class and nurture provision for SEND and vulnerable children.</p> <p>Reduced class numbers (-10) in Year 5 and 6 to increase teacher time and high quality interactions with groups or individual pupils.</p> <p>All upper KS2 children benefit from smaller class sizes and increased flexibility of organisation and quality/quantity of feedback.</p> <p>£34, 000</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Feedback + 6 months impact</p> <p>Collaborative learning approaches + 5 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>Reducing class size + 2 months impact</p>	<p>1, 2, 3, 4 & 5</p>
<p>Lower KS2 Teacher Year 3 and 4 smaller class and nurture provision for SEND and vulnerable children.</p> <p>Reduced class number to increase teacher time and high quality interactions with groups or individual pupils.</p> <p>Children will benefit from smaller class size and increased flexibility of organisation and quality/quantity of feedback.</p> <p>Partial funding £8,000</p>	<p>The success of this approach in UPKS2 has provided leaders and governors with the evidence to extend this strategy into lower Key Stage 2</p> <p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Feedback + 6 months impact</p> <p>Collaborative learning approaches + 5 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>Reducing class size + 2 months impact</p>	<p>1, 2, 3, 4 & 5</p>

<p>Additional HLTA hours</p> <p>To provide release for teachers and phase leaders to improve teaching and learning across school.</p> <p>This will include devising bespoke knowledge organisers as part of the school's priority of improving retrieval practice so that children 'know more and remember more'</p> <p>£5,000</p>	<p>EEF Research Guidance: High Quality Teaching</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>1, 2, 3 & 4</p>
<p>Continuous Professional Development</p> <p>Programme of high quality INSET and other training and resources (mainly teacher reference books) to further improve curriculum, teaching, learning & assessment.</p> <p>2024/5 & 2025/6 priorities will be reading fluency and comprehension & retrieval practice in non-core subjects.</p> <p>3 members teachers to complete middle leadership programmes (NPQLM)</p> <p>£5,000</p>	<p>EEF Research Guidance: High Quality Teaching (as above)</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>Bespoke training courses for teachers and support staff.</p> <p>Consultant training, support and challenge to develop leadership and management across school.</p>	<p>1, 2, 3, 4 & 5</p>
<p>'Learning By Questions'</p> <p>Digital resource for all children in Year 3 to Year 6.</p> <p>£1,000</p>	<p>Learning by Question is endorsed by EEF research (https://www.lbq.org/Evidence)</p> <p>Learning by Questions is 'used to support great teaching by identifying gaps, immediate feedback, increased enjoyment, targeted interventions, topic reviews and ready to progress resources.'</p>	<p>1, 2, 3 & 4</p>

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

Budgeted cost: **£31,770**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early years interventions</p> <p>Trained Level 3 Teaching Assistant to deliver interventions on a daily basis to selected children.</p> <p>(Interventions include Wellcomm, early reading, mathematics and Body Awareness)</p> <p>£10, 257</p>	<p>EEF Toolkit :</p> <p>Communication and language approaches + 7 months impact</p> <p>Early literacy approaches + 4 months impact</p> <p>Early numeracy approaches + 7 months impact</p> <p>Physical development approaches + 5 months impact</p> <p>Play-based learning + 4 months impact</p>	<p>1, 2, 3 & 4</p>
<p>Mixed class targeted HLTA/TA support</p> <p>Support in Year 1 & 2 mixed aged class to deliver age related curriculum in English and mathematics in smaller groups.</p> <p>£7,790</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Feedback + 6 months impact</p> <p>Collaborative learning approaches + 5 months impact</p>	<p>1, 2, 3 & 4</p>
<p>Upper Key Stage 2 Tuition</p> <p>HLTA delivery of daily tuition before school for target children in Years 5 and 6.</p> <p>All sessions will be linked to classroom teaching and the curriculum.</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Reading comprehension strategies + 6 months impact</p> <p>Feedback + 6 months impact</p>	<p>1, 2, 3 & 4</p>

<p>£3,960</p>	<p>Small group tuition + 4 months impact</p> <p>Extending school time + 3 months impact</p>	
<p>Fischer Family Trust Reading Intervention</p> <p>Trained teaching assistant to deliver daily one to one reading/writing sessions with selected children</p> <p>(Designed for children who do not have the skills to access group programmes.)</p> <p>£3, 420</p>	<p>EEF Toolkit :</p> <p>Reading comprehension strategies + 6 months impact</p> <p>Feedback + 6 months impact</p> <p>One to one tuition + 5 months impact</p> <p>Homework + 5 months impact</p> <p>Parental engagement + 4 months impact</p>	<p>1, 2, 3 & 4</p>
<p>Effective deployment of HLTAs and teaching assistants to support selected children across school.</p> <p>Delivery of targeted interventions including support for children with SEND who do not receive additional funding</p> <p>£4,000</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Reading comprehension strategies + 6 months impact</p> <p>Feedback + 6 months impact</p> <p>Small group tuition + 4 months impact</p> <p>EEF Research Guidance ‘Making Best use of Teaching Assistants’</p>	<p>1, 2, 3, 4 & 5</p>
<p>Commission 6 week placements in local specialised nurture provision for pupils with significant behaviour needs and vulnerabilities.</p> <p>£2, 343</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>Behaviour interventions + 4 months impact</p>	<p>3 & 5</p>

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

Budgeted cost: **£36,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Relax Kids' Out-reach teacher to deliver wellbeing and resilience development programme from Reception to Year 6.</p> <p>1 to 1 or small group intervention for the most vulnerable pupils to promote positive mental health.</p> <p>Group work for socially and emotionally vulnerable KS2 pupils in preparation for high school.</p> <p>£7,000</p>	<p>EEF Research Guidance 'Improving Social and Emotional Learning in Primary Schools'</p> <p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>Behaviour interventions + 4 months impact</p>	<p>2, 3 & 5</p>
<p>School Clubs <i>Breakfast Club</i> Children are provided with a healthy, nutritious start to every school day. Children attending school for before school tuition also given a free breakfast.</p> <p>£3,700</p> <p><i>A range of curriculum and enrichment activities including KS2 Homework Club</i></p> <p>£1,500</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Homework + 5 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>Extending school time + 3 months impact</p> <p>Children were keen to participate in a range of after school clubs. This is demonstrated through the increased % participation. Homework Club is particularly beneficial for those new to English and ensures access to ICT equipment for these children.</p>	<p>1, 2, 3, 4 & 5</p>

<p>Pupil and Families Wellbeing Lead For all children and families, but particularly those with SEND or social/emotional, academic or attendance vulnerabilities.</p> <p>PFWL to provide support and rigour to improving attendance across the federation.</p> <p>PFWL to support children with behavioural challenges or pastoral needs as part of the DSL team.</p> <p><i>Partial funding</i> £12,000</p>	<p>This key appointment has allowed senior leaders and DSLs to have more time available to focus on SEND provision and improving teaching, learning and assessment.</p> <p>EEF Research Guidance ‘Improving Social and Emotional Learning in Primary Schools’</p> <p>EEF Research Guidance ‘Working with Parents to Support Children’s Learning’</p> <p>EEF Toolkit : Metacognition and self-regulation + 7 months impact</p> <p>Parental engagement + 4 months impact</p> <p>Behaviour interventions + 4 months impact</p>	<p>1, 2, 3, 4 & 5</p>
<p>Trips and Experiences</p> <p>Reviewing and improving our curriculum engagement by providing heavily subsidised or free events/trips/visitors to school.</p> <p>Funding for inspirational visitors to school during our September Super Learning Week.</p> <p>Reception to Year 6 contribution to selected curriculum based trips for disadvantaged children.</p> <p>£10,000</p>	<p>Educational and experiential visits are an important part of our curriculum offer. Leaders believe that this provides further inspiration for pupils’ academic achievement and progress, and overall wellbeing.</p> <p>Events during Super Learning Week allow teachers to go through previous year’s reports to parents with all children. These extended conversations about academic progress and personal development are very much valued by both teachers and children.</p> <p>The cost of educational trips and visits has increased significantly in the past two years. The cost of living crisis means it is more difficult for parents to make a voluntary contribution to fund these activities.</p>	<p>2, 3, 4 & 5</p>

<p>Additional Resources</p> <p>To purchase additional resources including class sets of motivating and challenging class novels to use for teaching whole class reading fluency and comprehension.</p> <p>£2,000</p>	<p>EEF Toolkit :</p> <p>Peer tutoring + 7 months impact</p> <p>Reading comprehension strategies + 6 months impact</p> <p>Feedback + 6 months impact</p> <p>Collaborative learning approaches + 5 months impact</p>	<p>1, 2, 3 & 4</p>
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Total budgeted cost: £120,970

Externally provided programmes

Programme	Provider
Wellcomm	GL Assessment
Body Awareness	Blackburn with Darwen SEND Support Service
See and Learn	Blackburn with Darwen SEND Support Service
Attention for Learning (autism)	Blackburn with Darwen SEND Support Service
FFT Reading Intervention	Fischer Family Trust
Read Write Inc	Ruth Miskin
Rising Stars Assessments	Hodder Education
British Picture Vocabulary Scale	GL Assessment
York Assessment for Reading Comprehension	GL Assessment
Relax Kids	Relax Kids Franchise
Kagan	Kagan Ltd CPD
Learning by Questions	Learning by Questions
Times Tables Rockstars	Maths Circle Ltd
Mathletics	Mathletics