

Pupil premium strategy statement

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	St. Matthew's CE Primary School
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2022 2022 to 2023 2023 to 2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
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	Year 1 £90,735 Year 2 £102,735 Year 3 £116,020
Recovery premium funding allocation this academic year	£9,860 (2021 to 2022) £10,440 (2022 to 2023) £11,310 (2023 to 2024)
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	£127, 330

Part A: Pupil premium strategy plan

Statement of intent

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

We are committed to ensuring highly effective teaching, support and tuition are in place for our disadvantaged children to improve their academic outcomes. Technology and other quality resources are used to engage, support and challenge pupils to achieve their potential. 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 all children's academic, social, emotional and pastoral needs.

The disruption to education during the last two years has been unprecedented. Our school leaders, staff and governors are determined to work together to 'build back better', and understand their roles and responsibilities in the challenge ahead.

Our Pupil Premium Lead is the Deputy Headteacher and, as a Designated Safeguarding Lead, is able to support the pastoral needs 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 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 2022 to 2023 = £109, 255 (based on current school PP numbers)

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*these figures are subject to change once final figures are released.

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, 455)**
- **Pupils who have been adopted from care or have left care (£2, 530)**
- **Pupils who are looked after by the local authority (£2, 530)**

Service Pupil Premium (SPP) provides additional funding (£335) 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

- 26% of all pupils in school are entitled to additional funding through Pupil Premium. 28% 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.
- More children are entering 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.
- Children who enter school through *Fair Access* continue to require a significant amount of daily additional support.
- 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.
- As a result of the essential adjustments to classroom organisation due to the COVID -19 pandemic, all teachers had to modify teaching, learning and assessment strategies. This had a particular and significant impact on teachers' ability to provide quality one to one feedback, particularly in writing.
- End of summer term assessments for all pupils indicate that the continued disruption through staff and pupil absence, bubble closures and a second national lockdown, has had a detrimental impact on attainment and progress; writing being most affected.
- Children have missed opportunities to develop effective social and emotional skills due to lack of experiences at home and those that would be ordinarily be provided through school. This has particularly affected our youngest children.

External Barriers

- Opportunities to engage with parents, particularly those with Reception children, has been dramatically reduced this year due to local and national COVID-19 restrictions. In the previous two years, this was an important way for school to cultivate shared ambitions and approaches to help children achieve a Good Level of Development.
- 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.
- Generally, families whose children enter school through *Fair Access* do not qualify for social security benefits, and as a consequence, PP funding. However, school is compelled to use the funding to provide additional academic support for these children who are often the most disadvantaged.
- 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 above 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.
- Children and families may have experienced considerable trauma and/or mental health issues due to the pandemic. It is anticipated that this will continue to become apparent across this academic year and beyond.

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 as a result of the pandemic and school closure. Children with SEND, from vulnerable families or those who have experienced trauma 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 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 expected progress from their individual starting points.	Increase in the number of children achieving end of year expectations or 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, intervention and tuition.
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: £50,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional KS2 Teacher 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 KS2 children benefit from smaller class sizes and increased flexibility of organisation and quality/quantity of feedback.</p> <p>£31,790</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 & 5</p>
<p>Additional HLTA hours To provide release for phase and curriculum leaders to improve teaching and learning across school.</p> <p>£6,440</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 Programme of high quality INSET and other training to further improve curriculum, teaching, learning & assessment.</p> <p>£4,000</p>	<p>EEF Research Guidance: High Quality Teaching (as above)</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>Additional HLTA/TA hours</p> <p>Support in Year 1 & 2 mixed aged class to deliver age related curriculum in English and mathematics in smaller groups.</p> <p>£6,568</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>‘Learning By Questions’</p> <p>Digital resource for all children in Year 3 to Year 6.</p> <p>£1,250</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</p>

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

Budgeted cost: £31,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS2 ‘Reading Champion’</p> <p>HLTA delivery of daily bespoke reading curriculum and support in smaller groups in Years 3 to 6.</p> <p>Also daily small group (3 children) tuition before school</p> <p>£11,756</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>Extending school time + 3 months impact</p>	<p>1, 2, 3 & 4</p>

<p>Nuffield Early Language Intervention</p> <p>Trained Teaching Assistant to deliver the intervention on a daily basis to selected children.</p> <p>(Designed to improve listening, narrative and vocabulary skills.)</p> <p>£10, 296</p>	<p>EEF Toolkit :</p> <p>Oral language interventions + 7 months impact</p> <p>One to one tuition + 5 months impact</p> <p>Small group tuition + 4 months impact</p>	<p>1, 2, 3 & 4</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, 284</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 and tuition during the normal school day and some before/after school.</p> <p>£6,000</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>Extending school time + 3 months impact</p> <p>EEF Research Guidance ‘Making Best use of Teaching Assistants’</p>	<p>1, 2, 3, 4 & 5</p>

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

Budgeted cost: £19,121

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>£4,680</p>	<p>EEF Toolkit : Metacognition & self –regulation + 7 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>EEF Research Guidance ‘Improving Social and Emotional Learning in Primary Schools’</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>£2,868</p> <p><i>A range of curriculum and enrichment activities including KS2 Homework Club</i></p> <p>£2,295</p>	<p>EEF Toolkit : 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>Pastoral Support</p> <p>For all children and families, but particularly those with SEND or new arrivals.</p> <p>Deputy Headteacher and Inclusion Leader (Both trained DSLs)</p> <p>£5,000</p>	<p>Support for children, parents and staff mental health and wellbeing following the disruption to education.</p> <p>Inclusion Leader to arrange support from outside agencies where appropriate.</p> <p>DSL Team to support children with behavioural challenges or pastoral needs.</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>1, 2, 3, 4 & 5</p>
<p>Additional Resources</p> <p>Including new teaching/tuition areas and interactive whiteboards.</p> <p>£3,000</p>	<p>EEF Toolkit :</p> <p>Oral language interventions + 7 months impact</p> <p>One to one tuition + 5 months impact</p> <p>Small group tuition +4 months impact</p>	<p>1, 2, 3 & 4</p>
<p>Trips and Experiences</p> <p>Reception to Year 6 contribution to selected curriculum based trips for disadvantaged children.</p> <p>£1,268</p>	<p>Extend childhood experiences of PP pupils and therefore impact on their learning and wellbeing.</p> <p>Provide further inspiration for pupils' academic achievement and progress.</p>	<p>2, 3 & 5</p>

Total budgeted cost: £100,595

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.

Outcome 1 - To ensure that outcomes for PP children are at least in line with those of all pupils in school in reading, writing and mathematics.

EYFS

End of EYFS (5/40 children)

Good Level of Development: 80% of PP children achieved GLD compared to 57% of all others.

The percentage of PP children achieving GLD has increased by 55%. For non-PP children the increase was 20%. Overall GLD has increased by 26% from 34% (2023) to 60% (2024). As the majority of children entering reception were below or well below age related expectations, these outcomes are particularly pleasing. Phonics, language and personal, social and emotional development interventions were initiated immediately after 2023 baseline assessments which had a positive impact on outcomes.

All children benefitted from high quality teaching, learning and assessment opportunities. Interventions (including Wellcomm) were prioritised in order to support children to develop the language skills needed to access the EYFS curriculum. Leaders monitored the impact of the daily curriculum and interventions regularly and teachers made adaptations where necessary.

Key Stage 1

Phonics Screening Check (7/40 children)

100% of PP children achieved the expected standard compared to 61% of all others. The school data exceeds the local authority PP by 28%. Leaders are determined to close the performance gaps for non-PP children both within school (39%) and compared to LA data (19%) by targeting these pupils as they move into KS2.

Key Stage 2

Year 4 Multiplication Tables Check (14/40 children)

PP children achieved an average score of 20 (2023 national 18.3) compared to 21.5 (2023 national 20.2) for all others.

KS2 Statutory Assessments (13/40 children)

Reading				Writing				Mathematics				Grammar			
EXP +		GDS		EXP +		GDS		EXP +		GDS		EXP +		GDS	
PPG	Non	PPG	Non	PPG	Non	PPG	Non	PPG	Non	PPG	Non	PPG	Non	PPG	Non
54%	70%	8%	26%	54%	59%	0%	4%	62%	63%	8%	30%	77%	70%	15%	33%

Although 2024 reading results improved overall, non-PP children outperformed their PP peers by 16%. This was the most significant attainment gap in 2024 and therefore reading tuition will be targeted at any PP children at risk of not achieving the expected standard in 2025.

Attainment in writing improved again this year for all children. A structured programme of extended writing and tuition provided the foundation for this success. 77% of PP children achieved the expected standard in SPAG compared to 70% of other children.

In maths, the percentage of children achieving the expected standard was similar for both groups.

This year, very few PP children achieved greater depth in any subject area which was disappointing. However, analysis of standardised scores show that some children were close to achieving the higher standard.

53% of PP children in this cohort had SEND or significant EAL needs. These children, particularly those with significant language and vocabulary needs, made good progress from their starting points. The small group, nurture provision provided for these children ensured they were able to build the basic skills required to give them the best opportunity to adapt to the new challenges that high school will bring.

Outcome 2 - To ensure all PP children, particularly those with SEND, make expected progress from their individual starting points.

32% of PP children across school also have SEND. In some classes, up to 60% of children have SEND, some of which are highly complex. These children have worked successfully towards personalised targets with additional adult support and carefully selected resources, including individual Chromebooks.

This year, school leaders carried out a federation-wide review of SEND provision. Leaders gathered information about the daily teaching, learning and assessment experiences of all SEND children. As a result of this, all classroom staff have received bespoke training and support. Assessment and tracking procedures have been refined and improved with many more SEND children moving on to Performance Indicators for Valued Assessment and Targeted Learning (PIVATs). This will assist teachers to plan for specific, appropriate and motivating learning opportunities for individuals.

All teachers and teaching assistants either fully or partially funded through PP, continue to work hard to ensure all of our SEND children thrive both in and outside the classroom. Leaders are keen to ensure SEND pupils receive the best teaching and learning opportunities that the school can provide.

As a result of the school's SEND review, the highly successful nurture provision in upper Key Stage 2 will be replicated in lower Key Stage 2. Leaders believe that this adapted class structure, along with a tailored curriculum, will support these children to reach their academic and personal developmental potential.

Outcome 3 - To ensure all children receive high quality teaching, learning and assessment opportunities delivered by well trained teachers and teaching assistants.

Teaching and learning observations carried out by senior and subject leaders across school provide evidence of consistently strong teaching across school.

Teachers and teaching assistants accessed professional development through INSET days, staff and phase meetings and attending courses. School leaders received support and challenge from an experienced education consultant and the local School Improvement Group.

English, mathematics, science and PE subject leaders attended termly training organised and partially funded through the SIG. This training supported their subject knowledge and leadership of these subjects.

All subject leaders continued to monitor and improve their curriculum area with additional release time provided to observe lessons and conference children. Subject leaders confirm that

children enjoy 'an inspiring and inclusive curriculum' across school although more work needs to be done to 'pare down' some aspects of the curriculum to ensure children 'know more and remember more'. The school consultant and improvement partner met with all subject leaders to review monitoring in each subject and provided curriculum guidance and next steps for improvement. From September 2024, the deputy headteacher and subject leaders will focus on developing and using knowledge organisers to support retrieval practice across school.

Our own school staff delivered a comprehensive programme of tuition before, after and during school hours. This was carried out either on a one to one basis or in a group with a maximum of three children. Each child received between 15 and 50 hours of focused tuition from skilled members of staff. A total of 56 children (20%) benefitted from this additional support. Data analysis confirms that many children made accelerated progress across the year, particularly in upper Key Stage 2.

Outcome 4 - To ensure the social, emotional and well-being needs of all PP children are supported to ensure they reach their potential.

All staff work extremely hard to both safeguard children and provide the emotional support and guidance they need in order to thrive. As was highlighted in last year's strategy plan evaluation, the needs of both children and families 'beyond education' has not only increased but has become more complex. As in other similar schools, providing support for children and families has become a much more significant part of the daily work of educators. As a result, the school employed a full time Pupil and Family Wellbeing Lead to work across the federation from January 2024. This appointment has allowed school leaders to focus on many of the areas identified in the PP strategy plan, particularly improving SEND provision and teaching, learning and assessment.

Individual and group sessions for emotionally vulnerable children took place as planned. This supported our most vulnerable children and those with needs pertaining to the family. The teacher also provided information for TAC meetings or CP plans. The school's new Pupil and Family Wellbeing Lead will now be able to build the capacity of essential support that school and other agencies are able to offer.

Children's social, emotional and wellbeing was supported and developed through a variety of whole class, group and individualised programmes and school clubs. All children from Reception to Year 6 took part in 12 hours of 'Relax Kids' across the year. This practice is now embedded across school and strategies compliment class work related to metacognition and self-regulation.

Our school 'Pastoral Passport' system continued to support children's social, emotional and behavioural needs. Where appropriate, children with greater needs were referred to other agencies to access further help. However, pressure on these local services means referrals are rarely successful so staff do what is reasonably possible in school to support children and their

families. School funded a short term placement at a local specialised nurture provision in order to support one child and family.

Children enjoyed a wide range of after school clubs including reading, SATs revision and a variety of sports clubs. The breakfast and Key Stage 2 homework clubs ran all year and proved to be very popular. Homework club continued to be very popular and 53% of attendees were eligible for PPG. Our breakfast club also provided food for children attending morning tuition sessions which proved to be very successful.

All clubs were attended by between 16% and 55% of PP children. Numbers of SEND children accessing clubs increased again this year with some having up to 43%. The offer of extra curriculum clubs has been reviewed in order to encourage increased participation by girls.

Externally provided programmes

Programme	Provider
FFT Reading Intervention	Fischer Family Trust
Read Write Inc	Ruth Miskin
Rising Stars Assessments	Hodder Education
British Picture Vocabulary Scale	GL Assessment
YARC	GL Assessment
PIVATs	Lancashire
Relax Kids	Relax Kids Franchise
Kagan	Kagan Ltd CPD
Learning by Questions	Learning by Questions
Times Tables Rockstars	Maths Circle Ltd
Mathletics	Mathletics
Wellcomm	GL Assessment