

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 Matthews Church of England Primary School
Number of pupils in school	2024-2025 115
Proportion (%) of pupil premium eligible pupils	2024-2025 28% (of 409)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027 Reviewed annually
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr Mark Mackley
Pupil premium lead	Mrs Stacie Russell
Governor / Trustee lead	Mr Peter Ashworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024-2025 £182,994.71
Recovery premium funding allocation this academic year	2024-2025 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2024-2025 £0
Total budget for this academic year	2024-2025 £182,994.71

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are looked after children or new to the country. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Progress in Reading
2	Progress in Writing
3	Progress in Phonics
4	Significant delays in Speech and language, communication and literacy and vocabulary acquisition in Early Years, KS1 and for EAL learners.
5	Attendance and Punctuality issues
6	Significant social and emotional challenges within a core group of children.
7	Many Pupil Premium children fit into vulnerable groups – SEND, EAL, White British.

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
Pupil Premium children to make at least three steps progress in reading in one academic year.	Internal data shows that at least 85% of Pupil Premium children have made accelerated progress in reading in each academic year.
Pupil Premium children to make at least three steps progress in writing in one academic year.	Internal data shows that at least 85% of Pupil Premium children have made accelerated progress in writing in each academic year.
Children to achieve the national average expected standard in the phonics screening test in Year 1. Children who didn't make the standard in Year 2, to achieve the national average expected in the phonics screening test by the end of Year 2.	100% of children who are Pupil Premium, not SEND or new to the country to achieve the expected standard in phonics.
EAL children who are new to the country to make significant progress in phonics.	100% of EAL children, who are new to the country, to be secure in phase five phonics for reading within the first two years from their starting date.
Children to develop Speech and Language, communication and literacy vocabulary acquisition in Early Years, KS1 and for EAL learner.	Assessments, data and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons

	ongoing progress across the curriculum as demonstrated in informative assessments.
To increase attendance and punctuality for Pupil Premium children.	<p>Sustained high attendance from 2023-2024 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils is 96% and the attendance gap between Pupil Premium children and their non-Pupil Premium peers is being reduced. • the percentage of all pupils who are persistently absent being below 10%.
For Pupil Premium children to develop a good awareness of their social and emotional needs.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among Pupil Premium children.

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: £625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Staff training for improving reading.</p>	<p>There is a strong evidence base that indicated a positive impact on the learners' understanding of written text, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1
<p>Writing Enhancement of our writing teaching and curriculum planning in line with the DfE and EEF guidance.</p> <p>Whole school writing training and regular moderations internally and with cluster group.</p>	<p>There is evidence to suggest that quality first teaching is the greatest lever in improving children's outcomes. Investing in high quality training is recommended by the EEF to implement a high impact on children's progress and outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2
<p>Support the continued development of the DfE validated Systematic Phonics programme (ELS) to secure stronger phonics teaching for all pupils.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://essentiallettersandsounds.org/	
<p>Retain the purchase of Boxall Profile assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Boxall Profiles provide clear reports of impact of interventions which then are enabling children to overcome barriers to learning.</p>	1

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

Budgeted cost: £105,314.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>On entry assessment, tailored programmes designed using WellComm across nursery and reception. Tracking data and programmes amended throughout EYFS.</p> <p>Retain employment of Speech and Language specialist and dedicated teaching assistants. Ongoing whole staff training.</p>	<p>School results show that children make accelerated progress throughout EYFS, particularly those children who have accessed the program in our nursery and reception.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://www.g1-assessment.co.uk/assessments/products/wellcomm/</p>	4
<p>Talk Boost programme retained to improve language and communication skills across KS1.</p> <p>Retain employment of Speech and Language specialist and dedicated teaching assistants. To fund teaching assistants.</p>	<p>Analysis of both quantitative and qualitative data show that good progress is made in communication skills enabling children to narrow the gap in English, social development and the wider curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://ican.org.uk/talk-boost/	
<p>Embedding reading support across school to provide more opportunities to improve fluency in reading and consolidate understanding and extend vocabulary.</p> <p>Funding full time Learning Support Assistants to enable provision of dedicated reading support. Funding reading training for subject lead. High focus for classroom Learning Support Assistants on frequency and improvement in standards. Ongoing training for all staff.</p> <p>Use Bookmark incentive to target specific pupils to narrow the gap.</p> <p>Focus on the bottom 20% readers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) (2022/2023)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
<p>Small group targeted phonics intervention using ELS Phonics to plug the gaps in learning.</p> <p>Fund ongoing Learning Support Assistants to deliver phonics catch up program.</p> <p>Key stages specific using Learning Support Assistants.</p>	<p>School data shows significant improvement in phonics. 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 https://essentiallettersandsounds.org/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3, 7
<p>Small EAL intervention group support to develop the learning of English for those who are new to the country and</p>	<p>Internal evidence highlights children making good progress in the acquisition of the English language using Solihull measures. The school has been awarded the silver award from the EAL Academy</p>	4

<p>ongoing support to other focus children.</p> <p>Retain funding a Learning Mentor role to deliver this regular support. Assess progress in English using Solihull.</p> <p>EAL Solihull targeted objectives in each class monitored by subject lead.</p>	<p>focusing on leadership and management; teaching, learning and assessment and working with parents and the community.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £77,679.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker (full time) & Caritas Worker (1 day per week)</p> <p>Support to vulnerable parents and families to help reduce barriers to learning, including attendance, pastoral support & practical help such as referrals to food banks, uniform provision & external support services. Offer emotional support to children as identified on a 'needs' basis.</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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5, 6, 7
<p>KS2 social and emotional support to improve the quality of social and emotional (SEL) learning through ELSA.</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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5, 6, 7
<p>Nurture group in KS1 to improve the quality of social and emotional (SEL) learning.</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):</p>	5, 6, 7

	EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning	
<p>Embedding attendance principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve release time for staff to develop and implement procedures and sustaining attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>To continue to provide strategies and interventions that help improve attendance and punctuality. This includes a 'Walking Bus' to collect identified children and 'Breakfast Club' to ensure they are ready to learn.</p>	<p>Internal evidence highlights children who have access to these interventions have improved attendance and punctuality.</p>	5, 6, 7
<p>Contingency fund for acute issues including uniform and PE kit needs.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/school-uniform</p>	6, 7

Total budgeted cost: £ 183,619.71

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 2020 to 2021 academic year.

<p>Reading Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Staff training for improving reading.</p>	<p>5 out of 7 year groups have 50% or more children at age related expectation for Reading in July 2024. Year One and Year Four show that more than 80% of Pupil Premium children are at ARE.</p> <p><u>Reception</u> 27% at ARE</p> <p><u>Year 1</u> 82% at ARE</p> <p><u>Year 2</u> 66.6% at ARE</p> <p><u>Year 3</u> 55.5% at ARE</p> <p><u>Year 4</u> 61.8% at ARE</p> <p><u>Year 5</u> 83.3% at ARE</p> <p><u>Year 6</u> 46.4% at ARE</p> <p>Progress to be measured at the end of 2025 school year using Sonar data collected.</p>
<p>Writing Enhancement of our writing teaching and curriculum planning in line with the DfE and EEF guidance.</p> <p>Whole school writing training.</p>	<p>5 out of 7 year groups have 50% or more children at age related expectation for Writing in July 2024. Year One shows that more than 70% of Pupil Premium children are at ARE.</p> <p><u>Reception</u> 27.3% at ARE</p> <p><u>Year 1</u> 70.6% at ARE</p> <p><u>Year 2</u> 58.3% at ARE</p> <p><u>Year 3</u> 55.5% at ARE</p>

	<p><u>Year 4</u> 57.2% at ARE</p> <p><u>Year 5</u> 50% at ARE</p> <p><u>Year 6</u> 32.1% at ARE</p> <p>Progress to be measured at the end of 2025 school year using Sonar data collected.</p>
<p>Purchase of a DfE validated Systematic Phonics programme (ELS) to secure stronger phonics teaching for all pupils.</p>	<p>ELS in place for Reception, Year 1 and Year 2.</p> <p>Results showed that 11/16 (69%) of Year 1 Pupil Premium children passed the Phonics Screening test. The 5 children who did not make the expected standard were either on the SEND register or EAL register.</p> <p>3/6 (50%) of Year 2 children passed the Phonics Screening resist test. The 3 children who did not make the expected standard were also either on the SEND register or EAL register.</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>NFER testing in place for Mathematics, Reading, SPAG and English for years 1-6. Each paper is analysed for class teachers to identify strengths and weaknesses to inform future planning. This has had a positive impact of closing the gap in attainment.</p>
<p>On entry assessment, tailored programmes designed using WellComm across nursery and reception. Tracking data and programmes amended throughout EYFS.</p> <p>Retain employment of Speech and Language specialist and dedicated teaching assistants. Ongoing whole staff training.</p>	<p>Reception</p> <p>In Autumn 20% of the new intake had language skills within age related expectations for their chronological age. This has increased to 50% in June 2024.</p> <p>In Autumn 80% of the cohort have language skills below age related expectations. This has reduced to 50% in June 2024.</p> <p>In Autumn 13% of the new intake have moderately delayed language skills. This has increased to 33% in June 2024, as pupils with significantly delayed language skills close the gap.</p> <p>In Autumn 67% of the reception pupils have significantly delayed language skills, this has reduced to 17% of the cohort in June 2024.</p>

	<p>In September 2023, 80% of the cohort (43 pupils) were not working within age related expectations. This improved In June 2024, to 50% of the cohort (29 pupils).</p> <p>The data shows that those pupils not yet at ARE, are closing the gap with 65% now within 6-12 months of their chronological age. All those pupils that are 12 months, or more, delayed are the same pupils who are classified as significantly delayed and this is a representative percentage when compared to the general population. This represents 4 pupils.</p> <p>In Autumn 23% of pupils are one section delayed indicating a delay of 6-12 months. This has increased to 65% of those pupils who continue to have delayed language, as they close the gap.</p> <p>In Autumn 47% of these pupils were delayed by 30+ months. In June 2024, no pupils have a delay of this magnitude.</p>
<p>Talk Boost programme retained to improve language and communication skills across KS1.</p> <p>Retain employment of Speech and Language specialist and dedicated teaching assistants. To fund teaching assistants.</p>	<p>In Year 1 Pupil Premium children made between 62% to 68% improvement. The average improvement for all children assessing Talk Boost was 66%.</p> <p>The percentage of sections within the average range has increased from 4% to 93%.</p> <p>The percentage of sections mildly delayed has reduced from 60% to 7%.</p> <p>The percentage of sections significantly delayed has reduced from 36% to none.</p> <p>During the reassessments pupils passed 100% of the understanding spoken language questions and 100% of the story telling/narrative questions.</p>
<p>Embedding reading support across school to provide more opportunities to improve fluency in reading and consolidate understanding and extend vocabulary.</p> <p>Funding teaching assistants as dedicated reading support. Funding reading training for subject lead. High focus for</p>	<p>Pupil Premium children showed a higher percentage reaching Age Related Expectation in Reading in Year 2-6 compared to whole school data.</p> <p><u>ARE %</u></p> <p>Reception - 27.3%, Year 1 - 82.4%, Year 2 - 66.6%, Year 3 - 55.5%, Year 4 - 61.8%, Year 5- 83.3%, Year 6 - 46.4%</p>

classroom teaching assistants on frequency and improvement in standards. Ongoing training for all staff.	Learning Support Assistants focus on the bottom 20% of Readers in each class.
Small group targeted phonics intervention using ELS Phonics to plug the gaps in learning. Fund ongoing Learning Support Assistant to deliver phonics catch up program.	Continued support provided to plug gaps in learning in KS1 and KS2. See above for results in KS1 phonics screening tests.
Small EAL intervention group support to develop the learning of English for those who are new to the country and ongoing support to other focus children. We will fund pupil mentor role to deliver this regular support. Assess progress in English using Solihull.	Impact has been monitored using the Solihull assessment used across the school during data drops. 12 Pupil Premium children on the EAL register accessed this intervention. 9 out of the 12 have made progress.
Family support worker (full time) & Caritas Worker (1 day per week) Support to vulnerable parents and families to help reduce barriers to learning, including attendance, pastoral support & practical help such as referrals to food banks, uniform provision & external support services. Offer emotional support to children as identified on a 'needs' basis.	Ongoing progress with a high percentage of Pupil Premium children accessing support. 35 (28%) Pupil Premium children accessed either Caritas, ELSA, Nurture or support from The Family Support worker to remove barriers to learning.
KS2 social and emotional support to improve the quality of social and emotional (SEL) learning including Nurture groups.	22 Pupil Premium children accessed a six week focused Nurture Intervention to tackle self-esteem, worries and anxiety. This intervention provided the children a safe space to discuss their feelings and to learn techniques to equip them to manage their emotions effectively.
Nurture group in KS1 to improve the quality of social and emotional (SEL) learning.	9 Pupil Premium children accessed Nurture Interventions between 2023-2024. Six of those children showed a marked difference in their social and emotional learning which was tracked using a Boxhall profile assessment. Three of those children have ongoing assessments to track their progress next year.
Embedding attendance principles of good practice set out in the DfE's Improving School Attendance advice.	This is continuing next year to tackle attendance and punctuality issues. There has been a positive impact on attendance from regular communication and home visits to address children who are persistently absent or have a dip

<p>This will involve release time for staff to develop and implement procedures and sustaining attendance/support officers to improve attendance.</p>	<p>in their attendance. Below shows how attendance is improving with this intense support and monitoring.</p> <p>In 2021-2023 Pupil Premium overall attendance was 90.02%</p> <p>In 2022-2023 Pupil Premium overall attendance was 90.53%</p> <p>In 2023-2024 Pupil Premium overall attendance was 91.12%</p>
<p>To continue to provide strategies and interventions that help improve attendance and punctuality. This includes a 'Walking Bus' to collect identified children and 'Breakfast Club' to ensure they are ready to learn.</p>	<p>11 Pupil Premium children accessed the Walking Bus last year. Six of those children's attendance has improved from 2022-2023 to 2023-2024. One child was new to the school and 2 children slightly dipped. One of those children was recently taken into care.</p> <p>5 Pupil Premium children accessed the Breakfast Club. 100% of these children have had an improvement in their attendance from 2022-2023 to 2023-2024.</p>
<p>To provide homework support for identified children. Support children with reading, spellings and basic maths fact & skills.</p>	<p>Whole school approach to mathematics homework was introduced at the end of the year to improve the quality of homework. This will be developed next year.</p>
<p>Contingency fund for acute issues including uniform and PE kit needs.</p>	<p>Many children were provided with school uniforms, PE kit, coats, trainers and socks. Moving forward the school is looking into second hand uniforms and donated clothes for families in need.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A