

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Matthew's CE Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Ros Stamper
Pupil premium lead	Ros Stamper
Governor / Trustee lead	Michelle Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,790
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	NA

Part A: Pupil premium strategy plan

Statement of intent

- *Our intention is that all children at St. Matthew's flourish and achieve the best outcomes academically and socially regardless of their home circumstances.*
- *We intend to provide high quality teaching and narrow gaps for all groups.*
- *We intend to use the funding to allow access to curriculum opportunities that might otherwise be denied.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Children in this group are also on SEND register- 19%</i>
2	The distribution across classes is not always even so tailoring support is a challenge.
3	Communication and language skills are not age appropriate on entry and take time to catch up

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
Quality first teaching meets the individual learning needs	The gap between attainment for pupil premium children and non-pupil premium will narrow further.
To provide more opportunities for enriching language with children that have limited first hand experiences	The Burrow will address specific communication needs and staff will have continued support to encourage children to use a wider range of vocabulary.
Providing opportunities within the classroom to facilitate individual learning needs to be addressed	Interventions will be specific and timely and staff will recognise the need to change if something is not working efficiently.
All children have access to a varied curriculum in school time and out of hours.	Children will attend tournaments, clubs and events in line with non-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: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional, social and behavioural support</p> <p>Lunchtime club led by ELSA</p> <p>Continuing 'The Burrow' nurture area-CPD</p> <p>Lego Therapy club</p> <p>Introduce My Happy Mind to all year groups.</p> <p>Soft Start available</p>	<p>Children ready to learn in classroom and social awareness increases due to better self-esteem.</p> <p>Staff aware of individual needs throughout the school.</p> <p>Children support each other- attitudes to each other and learning. Positive teacher feedback</p> <p>NHS backed scheme https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1734275399</p> <p>Y5/6 supported by Primary behaviour service.</p>	<p>2</p>
<p>Teaching and</p>	<p>Increased number of children reaching ARE across the school in all areas.</p>	

Learn- ing Half class teaching to re- duce teacher/ pupil ra- tio and allow for quality first teaching	<p>Opportunities for greater depth increasing. Children able to remain in class more, due to successful interventions.</p> <p>Staff refresher training in Little Wandle (Sept 2024) to ensure fidelity to the SSP. All children receiving high quality phonics and early reading teaching.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1734271934</p>	1, 2 and 3
Enrich- ment Residen- tial Visits School Trips Be- fore/Af- ter school clubs Music lessons Music Therapy Horse Riding	<p>All children in Year Six have the opportunity to attend residential and other trips. Reduced or no cost to PP families.</p> <p>Club provision and opportunities for tournaments increased for children with PP.</p> <p>Music opportunities offered to all children.</p>	3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Circuits	Start day positively- ready to learn	1 and 2

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

Budgeted cost: £1,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for de-escalation strategies for TAs and ECT PACE training for teachers and TA's	Staff aware of the triggers to escalation which inhibits learning so they can intervene. Zones of regulation Leah M. Kuypers When adults change everything changes.-Paul Dix	1, 2 and 3

Total budgeted cost: £39,790

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.

Teaching and learning

Half class teaching for English and Maths, using sports coaching, Forest School, French, music and other foundation subjects has been provided for targeted teaching time across the school. This has enabled more children to reach ARE across the school. Children in receipt of pupil premium funding are achieving 48% and children not receiving the funding are working at a 67% level for the combined measure. The whole school are currently achieving 64% in the combined measure.

LSA support for identified needs has supported learning and gaps have narrowed. Where gaps remained alternative methods have been trialled.

39 children have attended The Burrow over the academic year and 12 children have graduated successfully. This shows the improvement in their communication and emotional literacy skills. 11 PP children attend the burrow. 2 PP children have graduated. 14 PP children access the soft start facility in the morning.

Little Wandle catch up and Nesy interventions have enabled 100% pupil premium children in Year 1 and 2 to reach the standard in phonics as required for their age group.

Year R data was strong 79% of children achieved GLD; this has been supported by the smaller staff to pupil ratio in EYFS.

Emotional, social and behavioural support

- **Attendance** – Non-pupil premium children's average attendance is in-line with the overall school average of 95%. Pupil premium children are at an average of 93%.
- **Exclusions** – 0 exclusions
- **Enrichment** – All children have accessed every opportunity available at school including extra-curricular activities. This has developed good social skills and enabled children to enjoy rich experiences. The writing outcomes for pupil premium children show that the richer experiences have improved their use of interesting vocabulary.