

Pupil premium strategy statement – St Matthew’s CE Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
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	£46,850
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£46,850

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 circumstances. We strive to create a sense of belonging and inclusion to ensure that all children feel heard and seen. By creating a positive learning atmosphere, we aim to reduce persistent absence and increase full participation in school life.

Our aim is to provide quality first teaching with staff accurately assessing the needs and barriers to learning that enable all children to make progress and narrow gaps. Interventions are targeted and tracked to ensure impact and that we close the attainment gap.

We aim to support wellbeing and resilience to ensure pupils are emotionally ready to learn.

We intend to use the funding to allow access to curriculum opportunities that might otherwise be denied. To broaden opportunities by giving disadvantaged pupils access to enrichment, cultural capital, and aspirational pathways.

Challenges

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

Challenge number	Detail of challenge
1	Children in this group are also on the SEN register
2	Children are entering YR with low literacy skills and poor attention and focus
3	Attainment is low in reading, writing and maths with gaps in knowledge
4	Mental health and well-being needs- many of the children on our PP register have difficulties in managing their emotions effectively which impact their ability to learn.

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
Children with SEND make good progress	Pupil passports show good progress. Target children in Pupil progress meeting move to ARE by the end of the year
By Year 1 focus and attention has improved enabling good concentration and rapid catch up with phonics	Children in Year R engage well with interventions eg Bucket, NELI
Attainment in reading, writing and maths improves	PP children without SEND achieve: ARE by the end of the year in RWM Pass the Phonic screen Get over 25 in MTC
Children manage emotions effectively, using taught strategies enabling them to continue with learning.	High engagement with My happy Mind. Progress in ELSA targets Zones of regulation used effectively High levels of engagement with MHST for identified pupils At least proportionate attendance at school led clubs At least proportionate allocation of leadership roles in school (e.g.school captains, EARA, School council, play leaders) Low levels of negative behaviour incidents as recorded on CPOMs.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attention Autism training (Bucket)	https://blog.soton.ac.uk/edpsych/files/2019/09/Attention-Autism-March-2019-Fiona-Marsh.pdf	1 ,2,3

Nelly training	https://www.teachneli.org/languagescreen/evidence-and-development/	2 and 3
Whole school training on Oracy	DfE writing framework July 2025	2 and 3
Whole school CPD ordinarily available provision	Hampshire county council education	1
Staff engage with County core provision training in English, maths, science and network meeting on assessment.	Supporting high quality teaching is pivotal in improving children's outcomes.. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Training of staff in YR, 1 and 2 on Greg Botrill's drawing club, message centres and curious quests.	Highly engaging sessions to inspire and motivate children to mark make, write and extend vocabulary. https://www.canigoandplaynow.com/drawing-club.html	1,2,3

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced classroom in year 6.	10 children use the reduced classroom at a time leaving 20 in the classroom giving high quality teaching in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Key%20findings,a%20school's%20pupil%20premium%20strategy.	1.3

Catch up booster groups	PP children given extra support in small group sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Key%20findings,a%20school's%20pupil%20premium%20strategy.	1,2,3
NELI	Extra support with speech and language development. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention-neli&utm_medium=search&utm_campaign=site_search&search_term=NELI	1,2
ELSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Attention Autism Bucket groups	https://blog.soton.ac.uk/edpsych/files/2019/09/Attention-Autism-March-2019-Fiona-Marsh.pdf	1,3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance by collecting children	Children are in school and attendance improves. Every day at counts. https://educationhub.blog.gov.uk/2025/03/why-school-attendancematters-and-what-were-doing-to-improve-it/	3
My Happy Mind for all children	NHS supported	4
Free sports clubs offered	Building cultural capital may lead to increased engagement https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-	4

	premium/guide to the pupil premium - evidence_brief.pdf?v=1726046314	
Team building group running at lunchtime to support social skills.	Lunchtime can often prove a difficult time so extra support is offered. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Lunch club run by ELSA	To provide a sense of belonging https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
ELSA sessions such as Volcano in my Tummy. Zones of regulation	Additional support given to PP children to regulate emotions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Lego therapy	https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot	4

Total budgeted cost: £ 46,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance –Pupil premium children’s average attendance is almost in-line with the overall school average of 95%. Pupil premium children are at an average of 91%. However, 7% of the absences are authorised showing that parents are engaging with attendance messages and keeping school informed of illness.

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. All Pupil premium children attended the residential and were partially subsidised. All pupil premium children attended school day trips. Children took part in 35 sporting tournaments over the course of the year with Pupil Premium children represented at everyone. Every child took part in Santa dash at the end of the year.

Emotional, social and behavioural support

Soft start and Burrow -Over the year soft start was offered every day. 50% of our PP children accessed this provision helping them to start the day positively and ready to learn.

Burrow sessions -These sessions ran during the afternoons and a third of our PP children attended at some point during the year with 15% using it all year. This enabled children to manage their feelings and engage with learning back in the classroom.

Behaviour has improved overall with the training of TA’s and use of 1:1 support with one PP child with an EHCP.

End of year outcomes

In the EYFS, 50% of PP children gained GLD at the end of the year.

The use of Little Wandle, catch up and Nessy interventions have enabled 100% pupil premium children in Year 1 to reach the standard in phonics as required for the phonic screen.

In Year 6 end of year SATs 50% of pupil premium children also had SEND and did not achieve age related expectations in Reading, writing and maths. However, for those children not on the SEND register 50% gained ARE in reading and maths. (Pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently)

This marks the end of this existing 3 years strategy. Although the phonic provision and interventions have resulted in children making good progress the end of Year 6 results were not strong enough for our PP children, so we are looking to address this. Provision in the current plan is changing to improve outcomes.

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.