

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

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

All schools that receive pupil premium (and recovery 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 (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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	40% (115/290) 115 PP Funding 15 Service PP Funding
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)	2024 - 2027
Date this statement was published	March 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Mrs D. Mills (Head Teacher)
Pupil premium lead	Mrs R. Wilson (Deputy Head)

Governor	Mrs A. Hill
----------	-------------

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,760 Budget for 115 x FSME; 13 x Service; 2 x Former LAC
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is that all pupil premium pupils, irrespective of their background make good progress and achieve in line with their respective non pupil premium peers by the time they leave our Primary School.

Our focus is to ensure our strategy supports all disadvantaged pupils, including those with additional barriers to their learning, whether these be social, emotional, or academic. We aim to continue to narrow the gap between vulnerable groups of pupils and others in Reading, Writing and Mathematics.

Quality first teaching is at the heart of everything we do at St. Matthew's, with a focus on areas in which greatest support is required, such as the lowest 20% of Readers, Speech, Language and Communication barriers, EAL and those children having additional support from a outside agencies, strengthening families / young carers etc. Baseline and termly assessments support the robust scrutiny which regularly reviews the impact of daily targeted intervention and strategies in place to support PP pupils.

To ensure our intent is realised we will:

- Ensure disadvantaged pupils are continuously challenged to close gaps in their learning and attain successfully
- Ensure quality first teaching is used to ensure the children have the best education we can offer.
- Ensure interventions are effective, with regular reviews and progress tracked.
- Ensure consistency of approach across the whole school for all staff to be accountable for the outcomes of the disadvantaged children in their care and have the same the aspirations for all their pupils to achieve success
- To support our children's health and wellbeing to enable them to access and enjoy learning.

Challenges

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

Challenge number	Detail of challenge
1.	Improve language and Communication skills and outcomes of pupil premium pupils from their start in EYFS.
2.	Improve the acquisition and use of subject specific vocabulary in all subject areas for disadvantaged pupils.
3.	Narrow the gap of pupil premium pupils in Reception achieving GLD
4.	Narrow the attainment gap of pupil premium pupils across the school in Reading, Writing, Maths. (<i>All Year groups from Yr1 to Yr6</i>) (Main focus in 2024-2025 on writing as this was our area for development from the previous year)
5.	Narrow the gap of pupil premium pupils in Year 1 achieving the national standard in the Phonics Screening
6.	Increase the percentage of pupil premium pupils in achieving fluent recall of their multiplication tables. (<i>Target Yr4 - multiplication check</i>)
7.	Increase parental engagement and support from home of pupil premium pupils

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
Increase percentage of pupils achieving GLD	Increased percentage of PPG pupils will achieve GLD by the end of Reception.
Increase attainment in phonics	Increased percentage of PPG pupils will achieve the national standard in the Yr1 phonics screening.
Increase attainment and progress in Reading	Increased percentage of PPG pupils will achieve the National standard in reading by the end of KS2.
Increase attainment and progress in Writing	Increased percentage of PPG pupils will achieve the National standard in writing by the end of KS2.
Increase attainment and progress in Maths	Increased percentage of PPG pupils will achieve the National standard in maths by the end of KS2.
Increase attainment and progress in SPaG	Increased percentage of PPG pupils will achieve the National standard in SPaG by the end of KS2.

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: £74,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure language rich learning environments within the indoor and outdoor learning areas develop children's language skills within different areas of the EYFS curriculum.</i></p> <ul style="list-style-type: none"> • STSA/SLE consultancy fee - £3,000 • Resourcing costs to develop environments - £2,000 • Cost of EYFS TA staff meetings each fortnight: £3,000 <p><i>Effective use of Speech and Language assessment ensures early identification of need.</i></p> <ul style="list-style-type: none"> • STSA/SLE consultancy fee – Included in above cost (£3,000) • Stoke Speaks Out – Language assessment Tool £140 	<p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Making Best Use of Teaching Assistants –Use TAs to add value to what teachers do, ensure TAs are fully prepared to fulfil their classroom role.</p>	<p>1 3, 4 and 5</p>
<p><i>Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and all pupils; TAs and other additional adults are used effectively to secure high rates of progress for all pupils.</i></p>	<p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>CPD for staff to deliver quality first teaching in English and Maths and to</p>	<p>1, 2, 3, 4, 5 and 6</p>

<p><i>TA support for targeted support in English and Maths = 3 classes with 2 TA's= £22,000</i></p> <p><i>Costs of external CPD and whole school training – Part of PINS approach and CPD held in school.</i> <i>LSAT team to deliver sessions on Quality First Teaching for all staff: £600 for session and participation of all staff £400</i></p> <p><i>PINS project: To lead staff on sensory training and adaptive teaching: 8 members of staff: £1000</i></p> <p><i>Maths Lead to deliver high-quality CPD and monitor provision and analyse data outcomes in Maths.</i> <i>CPD for teachers and TA's:</i> <i>Lead: £5,000</i> <i>(Staff meeting each half-term and further CPD for TA's)</i> <i>(CPD to be led by Maths consultant. £600 per whole day session. £250 for staff meeting.)</i> <i>Monitoring of provision and teaching.</i> <i>9 day sessions over the school year. 3 staff meetings)</i> <i>£6150</i></p> <p><i>English Lead to deliver high-quality CPD and monitor provision and analyse data outcomes in Reading and Writing.</i> <i>Lead: £5,000</i> <i>(Staff meeting each half-term and further CPD for TA's)</i> <i>(CPD to be led by English consultant. £600 per whole day session. £250 for staff meeting.)</i> <i>Monitoring of provision and teaching.</i> <i>9 day sessions over the school year. 3 staff meetings)</i> <i>£6150</i></p>	<p>provided targeted support for PP children to accelerate progress and lessen the gap.</p> <p>Subject Leaders and consultants to deliver CPD on specific areas identified to ensure all children are making progress and receiving targeted support, where needed.</p> <p>Subject Leaders to ensure the curriculum is carefully sequenced in all areas so that learning is progressive. Vocabulary development to be included in curriculum plans.</p>	
---	---	--

<p>Teachers to develop the curriculum to ensure it is progressive and children build on prior knowledge. Vocabulary to be developed is outlined. Monitoring of the subject to ensure there are high expectations and adaptations made for learners. Subject leader release when a focus: £3,000 STSA adviser to support 5 sessions: £2500</p> <p>Cornerstones Curriculum to be purchased and used to ensure progression of curriculum, with associated vocabulary. £2750</p>		
<p>RWInc coaching programme allowing the phonics lead to support less experienced members of staff fortnightly.</p> <p>RWInc consultant fee - £2,000</p> <p>SENDCo to deliver high-quality coaching and monitor provision:£5,000</p> <p>Purchase of books and resources for RWInc: £5,000</p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>To purchase further RWInc resources and books for teaching.</p>	<p>4 and 5</p>

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

Budgeted cost: £53,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Speech and Language support across EYFS, delivered</p>	<p>EEF Teaching and Learning Toolkit – Small Group Tuition Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils</p>	<p>1 and 3</p>

<p>by a TA and/or SENDCo £3,000</p>	<p>together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>On analysing the baseline entry data and Stoke Speaks Out Assessment data for Nursery and Reception several pupils have been identified as requiring in school support and some have been identified as requiring external agency support.</p>	
<p><i>Targeted phonic tuition to be planned across Reception and Year 1 targeting blending and application of sound knowledge, delivered by TAs and/or teachers. To include Literacy Pathway (training of x2 TA's for 2 mornings)</i> £12,000 <i>(every afternoon with identified children, 3 TA's, 1 hour, 38 weeks). Training provided by RWI consultant and SENDCo (Cost of RWI in earlier section).</i></p> <p><i>IDL used to support individual children: £748</i></p> <p><i>Cost for non-teaching deputy to deliver TA and staff CPD programme and monitor provision of DA learners. £5,000</i></p> <p><i>SENDCo to deliver high-quality CPD and</i></p>	<p>EEF Teaching and Learning Toolkit – One to One Tuition One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching <i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p>Analysis of RWInc group tracking data identified the lowest 20% of pupils (13). These pupils will receive 2x weekly one to one tutoring through the RWInc programme delivered by trained TAs.</p> <p>EEF Teaching and Learning Toolkit – Small Group Tuition Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy</p>	<p>4 and 5</p>

<p><i>monitor provision. £5,000</i></p> <p><i>Early Reading Lead to deliver high-quality coaching and monitor provision in Phonics across EYFS and KS1. £5,000</i></p>	<p>to ensure effective progress, or to teach challenging topics or skills. <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>Analysis of RWInc group tracking data has identified pupils that are not on track to be ARE in phonics and these pupils will receive 2x weekly phonic intervention delivered by TAs and /or class teachers.</p>	
<p><i>Targeted pupil support across school in the areas of Reading, Writing and Maths. (interventions held in afternoon sessions. Support provided in lessons within group support) £20,000</i></p> <p><i>Cost for non- teaching deputy to deliver TA and staff CPD programme and monitor provision of DA learners. (£as above)</i></p> <p><i>Booster classes held in the Spring and Summer terms, specifically to target PP children. (run by HLTA's. £3,000)</i></p>	<p>EEF Teaching and Learning Toolkit – Small Group Tuition</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>Booster classes held after school in the Spring term to target specific areas in English and Maths, to raise attainment.</p> <p>Summer Term 2024 data has been used to identify cohorts and groups of pupils where target intervention is required. Through Pupil progress meetings class teachers have worked with subject leaders, the assessment lead and PPG lead to identify specific areas of need and identify tailored intervention and support required to accelerate progress in Reading, Writing, Maths and Phonics.</p>	<p>3, 4, 5 and 6</p>

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

Budgeted cost: Pastoral Manager: Cost for the school year: £25,000

Cost of additional pastoral support member of staff: £10,000

Total: £55,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral support for those children who have barriers to learning due their emotional well-being</i></p> <p><i>Cost of pastoral Manager</i></p> <p><i>Cost of Jigsaw subscription: £1175</i></p> <p><i>Future in Mind training attended by Mental health lead/Pastoral support: X3 sessions a year £403 (3 full days: £540)</i></p>	<p>EEF Teaching and Learning Toolkit – Social and Emotional Learning</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p> <p>Use of Jigsaw to teach strategies for well-being and emotional health.</p>	
<p><i>Pastoral support for those children who have barriers to learning due their behavioural</i></p> <p><i>Cost of pastoral support</i></p> <p><i>SENDCo involvement including meeting with outside agencies and meetings £2,000</i></p>	<p>EEF Teaching and Learning Toolkit – Behaviour Interventions</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p>	

	Analysis of individual need across the school, conducted by class teachers and the pastoral manager has been used to identify one to one and small group support required for specific pupils.	
<p><i>Cultural capital experiences promoted in the curriculum</i></p> <p>Music lessons: £7,500</p> <p>Subsidised after school clubs for PP £4,000</p> <p>Subsidised residential trip costs for PP £3,000</p> <p>Sports events promoted to PP are encouraged to attend <i>(Events held throughout the year as part of the sports trust with local schools. Children encouraged to attend to provide opportunities)</i> £2,000 e.g. sportsability, Arthog</p>	<p>EEF – sports participation increases educational engagement and attainment. EEF Life skills and enrichment Report - outdoor adventure learning shows positive benefits on academic learning and self -confidence. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p> <p>Additional support and experiences provided for children in order to receive opportunities.</p> <p>Music lessons from Shropshire Music Service: Instrumental (e.g. guitars, recorders) and whole class music.</p> <p>After school clubs offered free to encourage participation. Free clubs to be run 3 nights a week.</p> <p>Cost of the Year 6 residential trip to be subsidised by the school so that all PPG children can attend.</p>	

Total budgeted cost: £ 184,056

Total pupil premium allocated to school: £179,760

Part B: Review of the previous academic year

Outcomes for Pupil Premium Pupils

Summer 2023 Data

EYFS GLD – 23% (3/13)

Phonics Screening Yr1 – 69% (11/16)

KS1

	Attainment		Progress	
	ARE	GDS	Expected	Expected+
Reading	57% (12/21)	19% (4/21)	100% (21/21)	5% (1/21)
Writing	38% (8/21)	10% (2/21)	95% (20/21)	24% (5/21)
Maths	57% (12/21)	24% (5/21)	90% (19/21)	14% (3/21)
SPaG	38% (8/21)	10% (2/21)	100% (21/21)	5% (1/21)

KS2

	Attainment		Progress	
	ARE	GDS	Expected	Expected+
Reading	65% (11/17)	24% (4/17)	94% (16/17)	0% (0/17)
Writing	53% (9/17)	6% (1/17)	88% (15/17)	6% (1/17)
Maths	65% (11/17)	24% (4/17)	94% (16/17)	29% (5/17)
SPaG	65% (11/17)	18% (3/17)	100% (17/17)	24% (4/17)

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 (including school attainment and progress measures)
- EBacc entry data for secondary schools
- Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) 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

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

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 (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*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***

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 or recovery premium funding.