

# 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 C of E Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	47.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027 The aims cover 3 years but we have focused on funding overview for one
Date this statement was published	November 2024
Date on which it will be reviewed	Annually
Statement authorised by	Stephen Murphy
Pupil premium lead	Rachel McDonald
Governor / Trustee lead	Alan Hodgkinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£144,180

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At St. Matthew's C of E Primary School:

### Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We provide targeted academic support for students who are not making the expected progress
- We address non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Pupils behaviour for learning affected by tiredness or hunger when arriving at school
3	Language and communication skills on entry to school
4	Low prior attainment of pupils on entry to school
5	SEMH of 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
Attendance of disadvantaged pupils is in line with the DfE average and above the persistently absent range of 90%.	Pupil attendance figures for disadvantaged pupils is 94.8%.
Achieve national average attainment scores in KS2 reading, writing and maths summative assessments.	Attainment figures in each year group are equal between disadvantaged and non-disadvantaged pupils.
Achieve national average progress scores in KS2 Reading and progress scores in line with non-disadvantaged children in all year groups.	Progress figures from the previous key stage are identified as good using the school's in-house assessment data. Pupil premium pupils attain expected progress in their end of KS2 results.
Achieve national expected standard in the Phonics Screening Check	Pupils at the end of Year 1 achieve the national expected standard with attainment scores in line with the National average. Pupils in Year 2 who did not attain the expected standard attain this by the end of Year 2.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a love of reading and improve the educational outcomes in Reading	The EEF Guide to Pupil Premium-Key Principle No. 3. Improving the outcomes in reading can be achieved and the gap narrowed to national standards through high quality teaching of phonics for early reading and a consistent approach to teaching reading across KS2. Summer 2024 internal data shows that 47% of disadvantaged pupils attain age related expectations with 10% of these pupils exceeding them. This compares with 59% of non-disadvantaged pupils attaining aged related expectations with 18% exceeding them.	3,4
Improving focus on raising attainment for PP children by improved monitoring and intervention	Deputy Head Teacher role to be Pupil Premium Champion for school. Termly progress meetings will focus on the progress and attainment of pupil premium children. Actions for pupils will be put in place. Core Subject Leaders to implement intervention approaches that are based on evidence and have a clear impact.	2,3,4
Bought schemes to support learners to the best of their ability and provide an enriching curriculum for them to be part of.	Schemes that support the development of PP children are; Ready, Steady, Read! Ready, Steady, Write! Maths No Problem Phonics Tracker	2,3,4

Staff CPD development – through external agencies and CDAT offer.	High quality staff CPD is essential to improving outcomes for pupils. Information from CPD events is disseminated during INSET days and staff meetings to ensure staff receive the most effective and up to date training. CPD enables high quality teaching to take place in classes. The impact of teaching and pedagogical approaches is assessed and monitored by subject leaders, the assessment lead and pupil premium champion.	1,3,4,5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure staff use evidence-based teaching interventions.	EEF evidence ‘As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.’ EEF Evidence ‘There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.’	3,4
Dedicated Teaching Assistants to support targeted interventions.	In addition to evidence from EEF above, gaps in learning have been identified through NFER assessments and recommendations made by subject leaders. In Maths Teaching assistants have received training in identifying gaps in learning and teaching motivational maths interventions to close gaps and raise attainment of pupils.	1,2,3,4,5
NFER assessment papers	NFER are used to assess the children and identify gaps in order to provide additional	3,4

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

Budgeted cost: £55,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Pastoral Manager to ensure pupils and families are supported with their SEMH needs alongside safeguarding, wellbeing and welfare.</p>	<p>Due to the growing needs of the school with regards to children with EHCPs and SEMH needs, we have appointed a pastoral manager to work with pupils and families across the wider school in order to support their development, overall wellbeing and improve attendance.</p> <p>Creating a therapeutic environment supports pupils to be calmer and self-regulate which supports their well-being. Time spent on a 1:1 basis with pupils has deescalated pupils when heightened. Regular check ins also provide pupils with an opportunity to express their feelings to a trusted adult in the safety of school, whilst creating an understanding that there is a support network around a child which improves confidence and emotional security.</p> <p>EEF Evidence 'Behaviour interventions seek to improve attainment by reducing challenging behaviour. 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. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning'</p>	<p>1,2,3,4,5</p>
<p>Attendance Lead time to ensure pupils' attendance is in line or higher than <b>94.1%</b>.</p>	<p>Pastoral Manager alongside Pupil Premium Champion – regular meetings with EWO and safeguarding leads – parental meetings held at least once a term – reward structure for good attendance put in place</p>	<p>1,2,3,4,5</p>
<p>Educational materials pupils have access to in</p>	<p>Every child has access to TT Rockstars in KS2 with Numbots for KS1. In addition to TT Rockstars subject leaders continually research and appraise potential online</p>	<p>2,3,4</p>

and outside school to support progress.	<p>learning tools that will support pupils' learning. Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,'.</p> <p>Monster Phonics have e-books that parents have access to from home.</p> <p>Primary Quiz is a website that has retrieval quizzes and games to support the retention of teaching and learning.</p>	
Ensure parents have access to professional services workshops on a range of issues to support mental health and well being	<p>We want to ensure pupils are attending school and have readiness to learn through well-being support for the family. Thus promoting a sense of well-being and belonging to the school community through quality uniform provision. We have a MHST ambassador who is in weekly, alongside Primary Jigsaw who provide an emotional check in and wellbeing survey.</p> <p><i>EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills;</i></p> <p><i>general approaches which encourage parents to support their children with, for example reading or homework;</i></p> <p><i>the involvement of parents in their children's learning activities; and</i></p> <p><i>more intensive programmes for families in crisis.'</i></p>	1,5
Interconnected curriculum that supports pupils with life experiences and enrichment activities.	<p>An interconnected curriculum will expose children to experiences that they would not normally have access to. A planned and sequenced curriculum of these experiences aims to improve pupils' cultural capital which will enhance their social mobility.</p>	5
SmoothWall Internet Monitoring	<p>To ensure children are safe online and only access age appropriate resources. Digital safety is paramount and we support all children with this in order for them to be safe online and in school.</p>	5
Breakfast club	<p>Subsidies are given to Breakfast club attendance, particularly those children</p>	1,5

	<p>whose attendance is below 94%. Children who are in a TAC process or on a child protection plan are offered access to breakfast club if needed.</p> <p>Evidence from the EEF states that:</p> <p>‘on average, pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.’</p>	
Funding towards school trips	Children who are PP are entitled to part of their trips being subsidised.	1,2,5

## **Total budgeted cost: £147,573**

### 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*

<b>Programme</b>	<b>Provider</b>
Speech and Language Therapist	SpeechWise
Inclusion Service	Stockport LEA
School Improvement Service	Stockport LEA
SLA Psychology Service	Independent Provider in GM



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

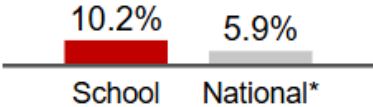
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Data Overview – Disadvantaged 2023/24

#### Disadvantaged

End of KS1 (11 chn)	% ARE	National Average	Diff
Reading	65%	58%	+7%
Writing	18%	48%	-30%
Maths	45%	59%	-14%

End of KS2 (14 chn)	% ARE	National Average	Diff	% GDS	National Average	Diff
Reading	36%	62	-26%	14%	18	+4%
Writing	29%	59	-30%	7%	6	+1%
Maths	29%	59	-30%	14%	13	+1%
GPS	36%	59	-23%	21%	20	+1%
RWM	36%	45	-9%	7%	3	+4%

Intended outcome	Success criteria	Impact and Review						
Attendance of disadvantaged pupils is in above the PA average of over 90%	Pupil attendance figures for disadvantaged pupils is above 90% and ensure that we are minimising the amount of children who are persistently absent	<p>91 PP children in 2023/24 – currently at 89.8%. We are still below national average and are working together with CDAT MAT to work on how we can improve attendance to improve attainment overall.</p> <p>Whole school initiatives and on school SEF to improve outcomes overall.</p>  <table border="1" data-bbox="995 786 1369 891"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>10.2%</td> </tr> <tr> <td>National*</td> <td>5.9%</td> </tr> </tbody> </table>	Category	Percentage	School	10.2%	National*	5.9%
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Achieve national average attainment scores in KS2 reading, writing and maths summative assessments.	Attainment figures in each year group are equal between disadvantaged and non -disadvantaged pupils.	<p>36% of key stage 2 children who qualified for Pupil Premium met the expected level in RWM combined, which is 9% lower than national average.</p> <p>Whole school initiatives and on school SEF to improve outcomes overall.</p>						
Achieve national average progress scores in KS2 Reading and progress scores in line with Non-disadvantaged children in all year groups.	<p>Progress figures from the previous key stage are identified as good using the school's inhouse assessment data.</p> <p>Pupil premium pupils attain expected progress in their end of KS2 results.</p>	<p>36% of key stage 2 children who qualified for Pupil Premium met the expected level in Reading, which is 9% lower than national average.</p> <p>Whole school initiatives and on school SEF to improve outcomes overall.</p>						

<p>Achieve national expected standard in the Phonics Screening Check</p>	<p>Pupils at the end of Year 1 achieve the national expected standard with attainment scores in line with the National average. Pupils in Year 2 who did not attain the expected standard attain this by the end of year 2.</p>	<p>50% of PP pupils passed the phonics screening check at the end of Year 1.</p> <p>73% of PP children passed the phonics screening check by the end of Year 2.</p> <p><b>Continue to work on this.</b></p>
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