

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 Primary School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	33% (50 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 Current year: 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Shelley Lynton
Pupil premium lead	Emma Tyrer
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,590
Recovery premium funding allocation this academic year	£3,806
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	£87,396

Part A: Pupil premium strategy plan

Statement of intent

At St Matthew's Primary School, we recognise that the needs of our pupils are diverse and that there is no uniform profile for children eligible for PPG. As such, we assign funding in a variety of ways to meet the needs of our pupils. We treat every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed.

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 or who are young carers.

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. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- 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

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and their peers, both nationally and within internal school data
- For all disadvantaged pupils to make better than expected progress across the curriculum
- Improve the life chances for all disadvantaged pupils
- Ensure access to a wide range of opportunities to develop knowledge and understanding of the world
- To provide increased enrichment opportunities for disadvantaged pupils
- Support the social and emotional wellbeing and mental health of all of our pupils
- Ensure that attendance of disadvantaged pupils improves and is in line with their peers

To achieve these objectives, we will use a range of provision including but not limited to:

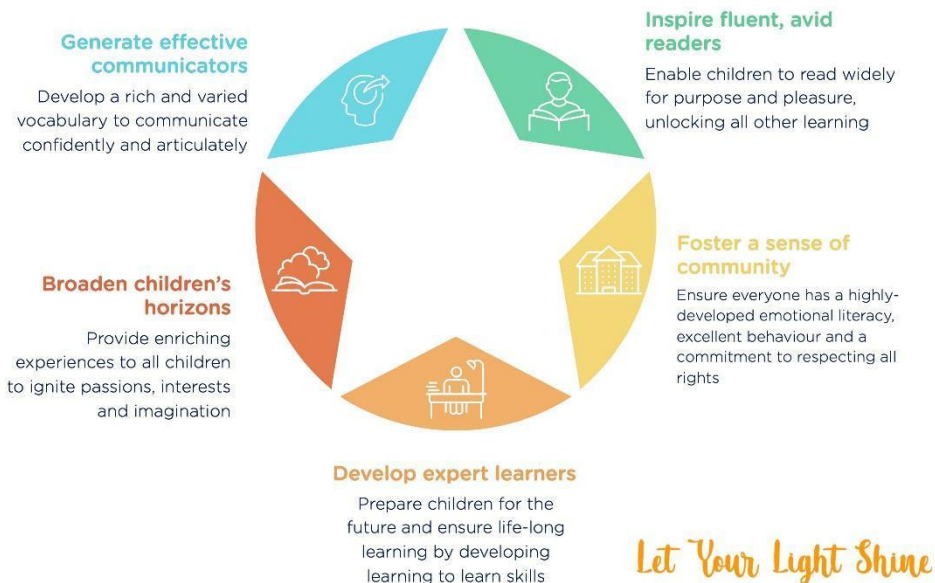
- Provide all teaching staff with high quality CPD to ensure that all pupils access effective quality first teaching
- Ensure disadvantaged pupils are challenged in the work that they are set
- Provide targeted additional teaching and learning opportunities to quickly address identified gaps in learning including the use of small group work and 1:1 support
- Support payments for enrichment activities, educational visits, residentials and experiences
- Provide opportunities for pupils to access sports coaching
- Provide access to trained, specialist staff in areas including: Speech and Language Therapist; Play Therapist
- Provide appropriate training to support pupils in their emotional and social development

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

We have developed a number of curriculum drivers that are designed to help children overcome barriers to learning. These barriers can be more prevalent amongst our disadvantaged pupils:



OUR SHINE CURRICULUM DRIVERS



Pupil Premium 2023-24: £75,475

Pupil Premium/Recovery premium spending 2023-24: £79,704

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral Language Skills and Vocabulary Gaps</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers</p>
2	<p>Additional Needs and SEND</p> <p>44% of pupils on the school's SEND register are disadvantaged. Multiple barriers to learning have a greater impact on good progress.</p>
3	<p>Phonics and reading</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>2024 outcomes</p> <p>100% disadvantaged children did not pass the PSC in Y1 (4/4)</p>

	33% of disadvantaged children did not pass the PSC retake in Y2 (1/3)
4	<p>Maths</p> <p>Internal assessments indicate that maths attainment among disadvantaged pupils is mostly below that of non-disadvantaged pupils, and in some classes with a significant gap.</p>
5	<p>Attendance</p> <p>In 2023/2024, disadvantaged children's attendance was 82% compared with 93% for non-disadvantaged pupils</p> <p>42% of disadvantaged children have attendance of below 90%</p>
6	<p>Social and emotional needs, and unmet needs in the wider family impacts on pupils' parental support and engagement</p> <p>76% of pupils in need of extensive support with emotional, social and behavioural difficulties are disadvantaged.</p> <p>88% of children open to TTT (Trafford Team Together) support system are also disadvantaged. Parental engagement work is a key aspect of the support needed.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved progress for disadvantaged children with SEND	Increase in progress made by disadvantaged children from their starting points. More disadvantaged children with SEND met the expected standard across the curriculum.
Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2023-24.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-

	<p>disadvantaged peers being reduced further.</p> <ul style="list-style-type: none"> • the percentage of all disadvantaged pupils who are persistently absent remains below national average with the closing gap between these pupils and their peers.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £33,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue embedding the synthetic phonics programme across the school - Ruth Miskin Phonics Training to ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</p> <p>With English Hub, we will fund training and ongoing coaching support for all staff.</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: See: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>To develop strategies and interventions to support lowest 20% readers</p>	<p>Why focus on reading fluency? Reading Comprehension Strategies</p>	3
<p>Embedding evidence-based whole class Quality First Teaching across the curriculum. Focusing on 'learning to learn', high quality feedback to learning, adaptive teaching strategies, digital technology, class-based support, learning environments and curriculum-focused CPD.</p> <p>We will fund leader release time to embed these strategies through</p>	<p>Quality First teaching should be a priority for pupil premium spending to ensure the daily education of pupils is of the highest standard across the curriculum: EEF Guide to Pupil Premium 2021 EEF Feedback Research</p>	1, 2, 3, 4

ongoing coaching and CPD.		
<p>Embedding oracy and language development as a key thread in our curriculum.</p> <p>We will enhance our assessment of language development.</p>	<p>There is a strong evidence base that suggests oral language interventions have high impact on reading and other subjects:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Enhancement of our EYFS provision through resources and staff CPD.</p> <p>In partnership with local Curriculum Hubs, we will fund access to projects as well as ongoing language development strategies across the phase.</p>	<p>There is a strong evidence base that suggest early language development classroom strategies have a high impact on pupil outcomes:</p> <p>EEF Early Language Development</p> <p>There is a strong evidence base that suggest early numeracy approaches have a high impact on pupil outcomes:</p> <p>EEF Early Maths</p>	1, 3
<p>Inclusive strategies and support for children with SEND. This includes external support and bespoke CPD.</p>	<p>Ensuring SEND children have access to a high quality curriculum that is tailored to their needs is a key recommendation of the EEF SEND review. This is especially important when children have multiple barriers to learning.</p> <p>EEF SEND Report</p>	2
<p>Purchase of standardised diagnostic assessments in reading (NFER), GPS (GaPS) and maths (NTS)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guidance in</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	4

school and to access Maths Hub resources and CPD.	The EEF guidance is based on a range of the best available evidence. See: Improving Mathematics in Key Stages 2 and 3	
Additional adults in class and within Blossom provision to provide high quality interactions and interventions.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Teaching Assistant Interventions	2, 6
Continue to embed minimal strategic marking to enable self-determination.	EEF Toolkit states that pupils make up to 7 months' additional progress when taking responsibility for their own learning and behaviour. Timely and individualised feedback can lead to up to 6 months additional progress.	2, 6
Continue to embed the Grammarsaurus curriculum to improve the curriculum offer for English (reading and writing), history, geography, science and art.	See: https://grammarsaurus.co.uk/	1, 2, 3

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

Budgeted cost: £6,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop speech and language skills levels low on entry to school: <ul style="list-style-type: none"> Wellcomm intervention targeted support for children with poor communication skills. SALT buyback support for children with specific needs 	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF educationendowmentfoundation.org.uk	1

Additional phonics sessions for pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Small group boosters for KS2 children whose learning has been impacted by the pandemic.	Complementing QFT with intensive and personalised boosters will help children make accelerated progress. 1-1 Tutoring Impact EEF Research	1, 2, 3, 4, 6
Review of barriers to learning and external reports/ recommendations – create Individual Plans to identify individual priorities. Bespoke programmes of support developed to meet individual needs. Use of Class Charts and Provision Map to ensure all staff have planned to overcome barriers to learning.	Complement high quality teaching with carefully selected small group and one-to-one interventions. Special Education Needs in Mainstream Schools	2, 6
Continue to embed use of Numbots and Times Tables Rock Stars across the school, including prizes and rewards.	Pupil engagement, learning, time and budget are important. We recognise how fundamental basic number fact recall and times table recall speed leads to later success in maths lessons; yet it's not always easy finding engaging ways to do daily practice. TT Rock Stars and Numbots does this and supports teachers along the way, reducing workload.	4

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

Budgeted cost: £42,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance:</p> <ul style="list-style-type: none"> • Designated member of staff within school to support vulnerable families to support attendance. • Support from EWO in updating attendance policy and following up concerns through the year. • Rewards for 100% attendance. • Free breakfast offered for children who arrive at school on time. • Attendance module on Class Charts to monitor and analyse attendance 	<p>Improving school attendance: support for schools and local authorities</p>	<p>5</p>
<p>Meet the wellbeing needs of disadvantaged pupils through access to our TTT pupil support systems and extensive parental engagement work.</p>	<p>Our experience shows that a core group of disadvantaged children need access to support beyond our core-offer. Extensive parental engagement is key in improving pupil outcomes, both academic and personal.</p> <p>Trafford Team Together: a co-ordinated partnership approach to help families</p>	<p>6</p>
<p>Embed the school's relationship-based approach to behaviour management in line with the Trafford supported ELSA project.</p> <p>Additional support will be provided to children in need, particularly at social time. This includes therapeutic and nurture sessions provided for children with SEMH needs.</p>	<p>When carefully implemented, social and emotional learning can increase positive pupil behaviour and well-being, and academic performance.</p> <p>EEF Social and Emotional Learning</p> <p>Drawing and Talking Nurture Groups</p>	<p>2, 6</p>
<p>Continue to utilise Sports Coaches both during lunchtimes and</p>	<p>To improve the physical wellbeing and mental health of our disadvantaged children, additional specialist sports</p>	<p>2, 6</p>

for extra-curricular activities.	coaching time has been allocated within the curriculum. Objectives include to improve team work, resilience and cooperation. We also encourage active learning to avoid obesity and support weight management.	
Disadvantaged children will be supported with access to extra-curricular activities to improve their engagement in learning.	Based on our experience, some disadvantaged children can disengage with the broader school offer, especially during school holidays. We know that funding access to extra-curricular activities positively impacts on their attendance, wellbeing, school readiness and educational performance.	2, 6
<ul style="list-style-type: none"> • SLT (during weekly pastoral meeting) to identify barriers to learning and implement appropriate intervention/therapeutic response. • SENDCo to work with class teachers to support individual need. 	<p>Research from the EEF show that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Social and emotional learning</p> <p>Interventions which target social and emotional learning (SEL) seek to improve children's' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions at CP focus on the ways in which children work with (and alongside) their peers and teachers.</p>	2, 6
Subscription to National Online Safety. This provides an online safety update service and CPD accredited training for the whole school community.	Helping schools meet their statutory safeguarding and curriculum requirements through the most comprehensive online safety programme for educators, parents and children. See: https://nationalonlinesafety.com/	1, 2, 3, 4, 5, 6
Educational Visits	We feel that it is essential that our children gain a breadth of experiences and skills that they will then be able to transfer to the classroom.	2, 5, 6
Practical support given where necessary (e.g. school uniform, travel arrangements, wraparound care etc.) to ensure children can attend school and	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to	2, 5, 6

thrive. All FSM children to be given a school jumper in September.	cover the costs of uniform changes for disadvantaged pupils. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	
Enriched music provision for three classes a year to receive 10 week tuition to learn a musical instrument, and for individual children to learn musical instruments.	Trafford Music Services	2, 6
The Good Morning Club subscription: <ul style="list-style-type: none"> • Research backed behaviour, wellbeing and engagement training for staff • Bitesize aligned training for Teaching Assistants • Whole school access to hundreds of resources • Digital classroom tools • Private access to coaches and in platform chatroom • Weekly blogs with a specific behaviour focus 	Good Morning Ms Foster Ltd	2, 6
Wellbeing planning	Multi stakeholder working party initiative which looks at ways to support the wellbeing and mental health of pupils, staff and families through a holistic approach, identifying key areas for development, support and resources. The Education Staff Wellbeing Charter	2, 5, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount	1, 2, 3, 4, 5, 6

	of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £83,420

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.

Results taken from teacher assessment at the end of the Summer Term 2024:

Our internal assessments in the summer of 2023/24 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum, in all classes except Year 2 and in maths in Year 3.

			Reading			Writing			Maths			Reading/Writing/Maths
		# pupils	% of pupils Expected or higher	Attainment Band Chart			% of pupils Expected or higher	Attainment Band Chart			% of pupils Expected or higher	
Year 1	Pupil Premium	7	33%		33%		33%		33%	33%		
	Not Pupil Premium	9	67%		56%		56%		56%	56%		
Year 2	Pupil Premium	8	100%		100%		100%		100%	100%		
	Not Pupil Premium	22	77%		77%		86%		77%	77%		
Year 3	Pupil Premium	7	43%		43%		71%		43%	43%		
	Not Pupil Premium	14	50%		50%		64%		43%	43%		
Year 4	Pupil Premium	6	40%		40%		40%		20%	20%		
	Not Pupil Premium	16	69%		63%		63%		63%	63%		
Year 5	Pupil Premium	12	25%		17%		33%		17%	17%		
	Not Pupil Premium	13	62%		62%		69%		54%	54%		
Year 6	Pupil Premium	11	73%		45%		45%		45%	45%		
	Not Pupil Premium	18	94%		72%		94%		72%	72%		

Statutory Assessments 2023-2024

Outcomes at the end of EYFS, for the Year 1 PSC, for the Year 4 MTC and at the end of KS2 show that the performance of disadvantaged pupils was lower than non-disadvantaged pupils.

Outcomes at the end of EYFS show that the performance of disadvantaged pupils was higher than most children nationally.

Outcomes for the Year 1 PSC Year 4 MTC and at the end of KS2 show that the performance of disadvantaged children at St Matthew's achieved a lower standard than most children nationally. This includes attainment and progress.

EYFS GLD				Year 6			
Pupils (from 2023-2024) 16 Pupils Selected				Pupils (from 2023-2024) in class Year 6			
			2023-2024				2023-2024
			Summer				Summer
			% of pupils Expected or higher				% of pupils Expected or higher
EYFS GLD	EYFSP	Disadvantaged	75%	Reading	Main Assessment	Disadvantaged	70%
		Not Disadvantaged	91%			Not Disadvantaged	95%
					SAT Scaled Score	Disadvantaged	60%
						Not Disadvantaged	84%
				Writing	Main Assessment	Disadvantaged	50%
						Not Disadvantaged	68%
					SAT Scaled Score	Disadvantaged	50%
						Not Disadvantaged	63%
				Maths	Main Assessment	Disadvantaged	50%
						Not Disadvantaged	89%
					SAT Scaled Score	Disadvantaged	40%
						Not Disadvantaged	53%
				GPS	SAT Scaled Score	Disadvantaged	30%
						Not Disadvantaged	68%

Year 1 PSC			
Pupils (from 2023-2024) 16 Pupils Selected			
			2023-2024
			Summer
			% of pupils Expected or higher
Reading	Phonics Score	Disadvantaged	14%
		Not Disadvantaged	50%

Year 4 MTC			
Pupils (from 2023-2024) in class Year 4			
			2023-2024
			Summer
			% of pupils Expected or higher
Maths	MTC	Disadvantaged	25%
		Not Disadvantaged	36%

Where pupil outcomes are not as successful when compared with their peers within school, an increased emphasis will be given to these pupils. The strong focus on the challenges impacting on our children will also be continued.

Attendance for disadvantaged children (82%) was lower than non-disadvantaged children (93%). Attendance of disadvantaged children at St Matthew's was lower than national disadvantaged attendance (89%) with a gap of 7%. Attendance of disadvantaged children was significantly lower than the national average (95%). This suggests the plan to address attendance for disadvantaged children should be reviewed and continue. Attendance meetings with the Educational Welfare Officer continue to support disadvantaged pupils with attendance.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Our records and observations indicated that pupil behaviour, wellbeing and mental health have improved for some of our disadvantaged pupils. For example, the amount of behaviour incidents fell for a % of disadvantaged children. However, the needs of some disadvantaged children, including disadvantaged children new to the school, are complex and high. Therefore, we will build on our current approach with the activities detailed in this plan.

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	

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

Further information (optional)

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