

St Matthew's CE Primary School - Pupil premium strategy statement 2025/2026

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	149 (R-Year 6)
Proportion (%) of pupil premium eligible pupils	32% (48 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 Current year: 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Shelley Lynton
Pupil premium lead	Emma Tyrer
Governor / Trustee lead	Judith Stott (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,720
Recovery premium funding allocation this academic year	£0
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	

Part A: Pupil premium strategy plan

Statement of intent

At St Matthew's Primary School, we recognise that pupils eligible for the Pupil Premium Grant (PPG) have diverse needs and that no single profile applies to all. We allocate funding in a range of ways to meet these varied needs, treating every child as an individual and ensuring all pupils have the opportunity to thrive.

Our intention is that all pupils, regardless of background, make good progress and achieve highly across the curriculum. Our strategy focuses on enabling disadvantaged pupils to meet these ambitions, including those who are already high attainers, and considers the additional challenges faced by vulnerable learners such as those with a social worker or who are young carers.

High-quality teaching is central to our approach, supported by targeted intervention where needed. Our decisions are rooted in robust assessment and are responsive to both common barriers and individual needs. We intervene early and take a whole-school approach in which all staff share responsibility for the outcomes of disadvantaged pupils.

Our key objectives are to:

- narrow the attainment gap between disadvantaged pupils and their peers
- ensure disadvantaged pupils make at least expected, and ideally accelerated, progress
- improve life chances and provide equitable access to enriching experiences
- support pupils' social, emotional and mental health needs
- improve attendance so it is in line with peers

To achieve these aims, our provision includes:

- high-quality CPD to ensure consistently effective teaching
- ambitious and challenging work for disadvantaged pupils
- targeted small-group and 1:1 support to address learning gaps
- financial support for enrichment activities, visits and residential
- access to sports coaching and extracurricular opportunities
- specialist support such as Speech and Language Therapy and Play Therapy
- training and provision to promote emotional and social development

This list is not exhaustive; strategies will adapt in response to ongoing assessment and pupil needs.

Pupil Premium 2024-25: £83,590

Pupil Premium/Recovery premium spending 2024-25: £87,396

Challenges

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

Challenge number	Detail of challenge
1	Oral Language Skills and Vocabulary Gaps Assessments, observations and pupil discussions show that many disadvantaged pupils have underdeveloped oral language skills and vocabulary. These gaps are evident from Reception through to KS2 and are more prevalent among disadvantaged pupils than their peers.
2	Additional Needs and SEND 38% of pupils on the SEND register are disadvantaged. Multiple and overlapping barriers to learning increase the challenge of securing good progress for these pupils.
3	Phonics and Early Reading Disadvantaged pupils typically experience greater difficulty with phonics, which hinders early reading development. 2025 Outcomes: <ul style="list-style-type: none">• 40% of disadvantaged pupils did not pass the Y1 PSC (2/5, including one child who was disappplied).• 75% of disadvantaged pupils did not pass the Y2 PSC retake (3/4, including two children who were disappplied).
4	Maths Attainment Internal assessments indicate that maths attainment for disadvantaged pupils is generally below that of non-disadvantaged pupils, with significant gaps in some classes.
5	Attendance In 2024/25, disadvantaged pupils' attendance was 87%, compared with 94% for non-disadvantaged pupils. 40% of disadvantaged pupils have persistent absence (below 90%).
6	Social and Emotional Needs, and Wider Family Challenges 69% of pupils requiring extensive emotional, social or behavioural support are disadvantaged. 100% of children open to TTT (Trafford Team Together) support are also disadvantaged. Wider family needs affect pupils' emotional wellbeing, parental engagement and support for learning, making parental engagement a key priority.

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 show clear improvements in pupils' oral language and vocabulary. Evidence is triangulated through lesson engagement, book looks and ongoing formative assessment, demonstrating sustained progress.
Improved progress for disadvantaged pupils with SEND	Disadvantaged pupils with SEND make accelerated progress from their starting points. An increased proportion meets age-related expectations across the curriculum.
Improved phonics, reading, writing and maths attainment among disadvantaged pupils	Termly monitoring shows the attainment gap narrowing between disadvantaged and non-disadvantaged pupils. End-of-year outcomes (GLD, Phonics, MTC, KS2) demonstrate reduced gaps compared with 2024-25.
Improved and sustained attendance for all pupils, particularly disadvantaged pupils	Attendance for disadvantaged children improves; the gap between disadvantaged and non-disadvantaged to within 1%.
Improved and sustained wellbeing for all pupils, particularly disadvantaged pupils	From 2025/26 onwards: <ul style="list-style-type: none">Qualitative evidence (pupil voice, surveys, parent/carer feedback, teacher observations) demonstrates improved wellbeing.Behaviour incidents decrease over time.Participation in enrichment activities increases, especially 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: £57,191.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Read Write Inc. (RWI) synthetic phonics programme across the school, ensuring all relevant staff - including new staff - receive RWI training. Staff will have access to the RWI online portal, and up to two RWI Development Days will be mapped across the academic year to support ongoing coaching and programme fidelity.	Systematic phonics instruction delivers, on average, + 5 months' additional reading progress compared with non-phonics or less systematic approaches. Phonics Toolkit Strand Education Endowment Foundation EEF	3
Continue to work with the Lacey Green English Hub, with a half-termly visit from a literacy specialist to provide ongoing CPD for the RWI Phonics Lead, support coaching across the school, and ensure continued development and fidelity of phonics teaching.	Hubs deliver support through coaching, modelling and observations to up-skill phonics/reading leads, improve systematic synthetic phonics (SSP) delivery across teaching teams, and tailor support to school needs, helping schools embed SSPs with fidelity. A Process Evaluation of the English Hubs Programme	3
Continue to embed evidence-based Quality First Teaching across the curriculum, focusing on 'learning to learn', high-quality feedback, adaptive strategies, digital tools, and effective learning environments. Leader release time and curriculum-focused CPD will support ongoing	High-quality CPD for teachers produces measurable gains in pupil learning. The effects of high-quality professional development on teachers and students	1, 2, 3, 4

coaching and development.		
Continue to embed oracy and language development as a key focus throughout the curriculum, alongside enhanced assessment to track and support pupils' language progress.	Oral language and oracy interventions in early and primary years can improve pupils' speaking and listening skills, and support literacy development. Oral Language Interventions	1
Continue to enhance EYFS provision by investing in high-quality resources and providing staff with targeted CPD. Ongoing language development strategies will be embedded across the phase to support pupils' early communication, literacy, and learning skills.	The EEF Early Years Toolkit shows that high-quality EYFS provision, including staff-led language and maths interventions, can add 5–7 months' additional learning over a year, supporting strong early outcomes in communication, literacy, and numeracy. Early Years Toolkit	1, 3
Continue to provide inclusive teaching strategies and targeted support for pupils with SEND, including bespoke CPD for staff and access to specialist/external support.	Evidence shows that targeted interventions alongside whole-class teaching can add 4–6 months' progress for pupils with SEND. Special Educational Needs in Mainstream Schools	2
Purchase new reading assessments from NTS to align with existing NTS maths and NTS gaps tests, providing purposeful analysis at each assessment point. Staff will receive training to ensure assessments are administered accurately and results interpreted effectively.	Formative assessment and diagnostic assessment approaches can help teachers identify learning gaps, adapt teaching, and improve pupil outcomes. Embedding Formative Assessment	1, 2, 3
Continue to enhance maths teaching in line with DfE and EEF guidance. Fund teacher release time to embed guidance, access Maths Hub CPD and resources, and	EEF guidance shows that effective early numeracy approaches, including structured number-sense teaching and short, focused fluency sessions, can yield around 7 months' additional progress. Early Mathematics The Mastering Number programme, delivered via Maths Hubs, supports	4

implement the Mastering Number programme to improve early number fluency.	systematic number-fluency development. Mastering Number at Reception and KS1 - trial	
Deploy additional adults in selected classes to support high-quality interactions and targeted interventions.	Teaching assistants can boost pupil outcomes by around 4 months' progress when delivering structured, targeted interventions rather than just being present in class. Teaching Assistant Interventions	1, 2, 3, 4, 6
Ensure two staff members are consistently present in Blossom provision to deliver high-quality interactions and targeted interventions.		
Embed focused, purposeful marking that encourages pupils to reflect and take ownership of their learning.	Feedback is most effective when it is specific, actionable, and encourages pupils to take responsibility for improving their work, rather than relying on extensive teacher comments. Feedback	2, 6
Continue to embed the Grammarsaurus curriculum to enrich English and support history, geography, science, art, and design and technology, making adaptations where necessary to meet pupils' needs.	Structured, evidence-informed curricula help improve teaching consistency and pupil outcomes, particularly in literacy, by providing clear progression and integrated subject knowledge. Teaching and Learning Toolkit	1, 2, 3

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

Budgeted cost: £3,207.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support for children with underdeveloped communication skills using the Wellcomm intervention.	Targeted early years speech and language interventions improve communication, vocabulary, and literacy, with evidence showing +6 months' progress on average. Oral Language Interventions	1

Access SALT support for pupils with specific speech and language needs to ensure timely assessment and personalised strategies.		
Provide extra phonics sessions, including small-group and 1:1 tutoring, for pupils needing targeted reinforcement.	Targeted 1:1 or small-group phonics support accelerates decoding, word recognition, and reading fluency, helping to close attainment gaps in early literacy. Phonics	3
Provide small-group booster sessions for KS2 pupils to deliver focused support and accelerate progress in key areas.	Small-group and targeted one-to-one interventions can help pupils catch up on lost learning, with an average impact of +4 months' progress. Small Group Tuition	1, 2, 3, 4, 6
Review barriers to learning and external recommendations to create Individual Plans. Develop bespoke support programmes and use Class Charts and Provision Map to ensure all staff plan effectively to overcome barriers.	Individualised interventions tailored to pupils' specific needs can significantly improve learning outcomes, particularly for disadvantaged pupils or those with additional barriers. Targeted support helps close attainment gaps when combined with quality teaching. Small group Tuition	2, 6
Continue to embed Numbots and Times Tables Rock Stars across the school, using prizes and rewards to motivate engagement and support maths fluency.	Digital technology can improve maths outcomes by providing practice, immediate feedback, and engagement, with well-designed apps supporting repetition, mastery, and fluency in number and times tables. Using Digital Technology to improve Learning	4

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

Budgeted cost: £12,320.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: <ul style="list-style-type: none"> Designated member of staff to support vulnerable families and improve attendance. Free toast breakfast for children on arrival each morning to encourage punctuality and attendance. Use of the attendance module on Class Charts to monitor and analyse attendance. 	Targeted support for families, monitoring attendance, and using incentives like rewards can improve pupil attendance and engagement. Breakfast provision and timely, data-informed interventions help ensure pupils are present and ready to learn, particularly benefiting disadvantaged children. Supporting school attendance	5
Address the wellbeing needs of disadvantaged pupils through Trafford Team Together (TTT) pupil support systems and extensive engagement with parents and carers.	Parental engagement supports pupils' attendance, motivation, and learning outcomes. Programmes that combine pupil support with family involvement, such as TTT support/interventions, are most effective for vulnerable children. Parental Engagement	6
Embed the school's relationship-based approach to behaviour management, aligned with the Trafford-supported ELSA project. Provide additional support for pupils with SEMH needs, including therapeutic and nurture sessions.	Social and emotional learning (SEL) interventions improve behaviour, wellbeing, and academic outcomes, particularly for disadvantaged pupils, with an average effect of +4 months' progress. Targeted SEMH support is most effective when embedded in whole-school approaches. Social and Emotional Learning	2, 6
Provide disadvantaged pupils with access to extra-curricular activities to enhance engagement, motivation, and participation in learning.	Participation in extra-curricular activities can improve pupils' engagement, social skills, and academic outcomes, particularly for disadvantaged children. Extending School Time	2, 6

SLT will work alongside class teachers and wider staff to identify barriers to learning and ensure appropriate interventions or therapeutic responses are implemented to support pupils' wellbeing and progress.	Whole-school approaches to wellbeing and targeted interventions are most effective when senior leaders collaborate with teachers to identify needs and monitor progress. Social and Emotional Learning	2, 6
SENDCo will work with class teachers to plan and provide targeted support for individual pupils' needs.	Collaboration between SEND coordinators and classroom teachers ensures interventions are well-informed, consistent, and aligned with pupils' learning needs. Special Educational Needs in Mainstream Schools	2, 6
Maintain a subscription to National College to provide up-to-date online safety guidance and CPD-accredited training for the whole school community.	E-safety and digital citizenship education supports pupils' wellbeing and responsible online behaviour. Ongoing staff training ensures that safeguarding practices are effective and that pupils can engage safely with digital technologies, reducing risk and supporting learning. Using Digital Technology to Improve Learning	1, 2, 3, 4, 5, 6
Subsidise school trips to ensure all pupils, including disadvantaged children, have equal access to enrichment opportunities that enhance learning beyond the classroom.	We feel educational visits and enrichment activities improve pupil engagement, motivation, and knowledge retention. Well-planned enrichment opportunities can support learning and widen experiences, particularly benefiting disadvantaged pupils, e.g. Arts Participation	2, 5, 6
Provide practical support, such as school uniform, travel arrangements, and wraparound care, to ensure all pupils can attend school and fully engage in learning.	Removing barriers to attendance and participation, including financial or logistical constraints, improves school engagement, wellbeing, and attainment, particularly for disadvantaged pupils. Targeted support to address non-academic barriers can enhance learning outcomes and reduce inequalities. Parental Engagement	2, 5, 6
Provide 10-week instrument tuition through Trafford Music Services for two classes each year, plus opportunities for individual lessons, to enhance engagement, creativity, and cultural experiences.	Participation in music education can improve pupils' motivation, social skills, and cognitive development, and can have a positive impact on academic achievement. Arts Participation Trafford Music Service	2, 6

Subscribe to The Good Morning Club to provide research-backed training on behaviour, wellbeing, and pupil engagement.	Consistent behaviour strategies and professional development are key to improving engagement and reducing disruption. Improving behaviour in Schools	2, 6
Develop and implement wellbeing strategies supported by the Wellbeing Working Party to promote positive wellbeing.	Schools that implement staff-wellbeing charters often report benefits such as improved morale and retention, lower stress and absence rates, and stronger overall school climate - factors shown to support staff effectiveness and thereby positively impact pupils. The Education Staff Wellbeing Charter	2, 5, 6
Maintain a contingency fund to respond quickly to unforeseen or acute issues affecting pupils, including safeguarding concerns, urgent pastoral needs, or barriers to learning.	Based on school experience and evidence from similar settings, a small contingency fund is needed to respond quickly to emerging or unforeseen pupil needs, ensuring timely support and reducing potential barriers to learning.	1, 2, 3, 4, 5, 6

Total budgeted cost: £72,720

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 2025:

Our internal assessments in the summer of 2024/25 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum, in all classes.

			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	Attainment Band Chart	
Year 1	Pupil Premium	5	40%	20%	40%	40%	20%	40%	40%	20%	40%
	Not Pupil Premium	9	89%	11%	67%	22%	33%	44%	22%	11%	56%
Year 2	Pupil Premium	5	25%	25%	50%	25%	25%	50%	25%	25%	50%
	Not Pupil Premium	9	67%	11%	22%	33%	33%	44%	22%	89%	11%
Year 3	Pupil Premium	11	73%	18%	73%	64%	27%	64%	73%	18%	73%
	Not Pupil Premium	16	75%	13%	50%	25%	13%	75%	81%	13%	75%
Year 4	Pupil Premium	7	43%	57%	29%	14%	43%	29%	43%	29%	29%
	Not Pupil Premium	13	54%	38%	46%	38%	31%	31%	46%	15%	38%
Year 5	Pupil Premium	6	50%	17%	33%	50%	17%	50%	33%	17%	17%
	Not Pupil Premium	19	79%	21%	68%	11%	26%	68%	84%	16%	68%
Year 6	Pupil Premium	11	55%	45%	45%	27%	45%	27%	55%	36%	55%
	Not Pupil Premium	17	94%	1%	81%	13%	31%	63%	69%	25%	50%

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 pupil premium pupils was lower than non pupil premium pupils.

Outcomes at the end of EYFS, 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.

	Reception	Year 1	Year 2		Year 4	Year 6						
	EYFSP	Phonics Score	Phonics Score	Phonics Score By Y2	MTC	SAT TA				SAT Scaled Score		
	EYFS GLD	Reading	Reading	Reading	Maths	Reading	Writing	Maths	Science	Reading	Maths	GPS
	% of pupils Expected or higher											
All Pupils	76%	86%	33%	58%	30%	0%	36%	0%	61%	64%	50%	50%
Pupil Premium	0%	60%	25%	40%	14%	0%	27%	0%	45%	45%	36%	36%
Not Pupil Premium	87%	100%	50%	71%	38%	0%	41%	0%	71%	76%	59%	59%

Where pupil outcomes are not as successful when compared with their peers within school, an increased emphasis will continue to be placed on these pupils, alongside a sustained focus on the challenges impacting on our children. Internal assessments for the 2024/25 academic year indicate that the performance of disadvantaged pupils remains significantly lower than that of their non-disadvantaged peers across key curriculum areas. This demonstrates that the ambitious outcomes targeted in the previous strategy were not fully realised, reinforcing the need for continued support to address identified barriers and improve outcomes for this cohort.

Attendance for disadvantaged pupils remains a significant concern, with attendance at 87% compared to 97% for non-disadvantaged pupils and notably below the national average of 94%. This disparity highlights a persistent pattern of absence among disadvantaged pupils, which directly contributes to the widening attainment gap. Every missed day of learning reduces pupils' access to high-quality teaching and essential curriculum knowledge, making it increasingly difficult for them to keep pace with their peers and achieve expected outcomes. As a result, the current strategy to address attendance for disadvantaged pupils requires continued review and sustained focus to improve attendance and secure better academic outcomes for this cohort.

Pupil Premium funding was used to provide universal wellbeing support for all pupils, alongside targeted interventions for those who needed additional support. Our assessments and observations suggest a continued need for support around pupil behaviour, wellbeing, and mental health, with these challenges appearing particularly pronounced for disadvantaged pupils. There is evidence that this approach has been beneficial for some pupils, with improvements in wellbeing and a reduction in behaviour incidents for a proportion of disadvantaged children. However, the needs of some pupils remain complex. Therefore, we will build on our current approach and continue with the activities outlined in this plan to further support pupils' wellbeing and readiness to learn.

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.