



Pupil Premium Strategy Statement, 2024-2027

St Matthew's Primary School

Summary information					
School		St Matthew's Primary School			
Funding for 2024-2025 Academic Year			£133,200	Date of most Recent PP Review	Dec 2024
Date of Most Recent Pupil Premium Strategy Review			December 2024		
Total number of pupils Sept 2023	648	Number of pupils eligible for PP Sept 2023	96	Date for next internal review of this strategy	Autumn 2025

Statutory Assessment Outcomes, 2023-2024

End of KS2 Attainment for 2023-24	<i>Pupils eligible for PP at St Matthew's</i>	<i>Pupils not eligible for PP at St Matthew's</i>	<i>Difference</i>
% achieving expected standard or above in reading	57.9% (63.6% not SEND)	90.1%	32.2%
% achieving higher standard in reading	0%	53.5%	53.5%
% achieving expected standard or above in writing	26.3% (36.4% not SEND)	85.9%	59.6%
% achieving greater depth in writing	0% (0% not SEND)	19.7%	19.7%
% achieving expected standard or above in maths	47.4% (63.6% not SEND)	90.1%	42.7%
% achieving higher standard in maths	0%	45.1%	45.1%
Year One Phonics Check – expected standard (16 children)	37.5% (42.9% not SEND)	83.6%	46.1%
End of Reception Attainment GLD for 2023-24 (9 pupils)	11.1% (20% not SEND)	72.2%	61.1%

Barriers to future attainment (for pupils eligible for PP, including high ability)

Pupils eligible for pupil premium account for around 14% of the school population with a range of numbers (8-18pupils) in each year group. Nearly one third of those pupils eligible for pupil premium also have an identified special educational need. This means that the barriers to learning are often very complex.

As part of our pupil premium strategy, we will be undertaking a detailed analysis of wider barriers to learning, for example children's specific histories regarding family support, speech and language intervention etc. This will inform a review of the barriers identified below (planned for January 2025)

Academic	Outcomes for PP children were below national averages in the 2023-24 academic year. While this reflected characteristics of that particular cohort and the prevalence of some of the other barriers to learning outlined here, we want to close this gap by addressing these barriers..A large % of PP children have a vocabulary gap with their non PP peers. This is seen in their oral language, written work and ability in higher level reading inference skills. This impacts both on numbers of children at ARE and numbers working above ARE.
SEMH	A significant number of our pupil premium children have SEMH needs such as low self- esteem, a lack of resilience and emerging mental health needs such as anxiety. This has an impact on their ability to thrive in the school environment and maximise their learning potential.
Oracy	A large % of PP children have an oracy gap with their non PP peers. This is seen in their speech and communication and ability to articulate ideas, confidence and attainment in their learning in school.
Attendance	Absence for pupil premium children in 2023-2024 was 9.4%, 1% better than the national average and an improvement of 0.9% on the previous year. This shows that strategies were having an impact and it is important that they continue. Attendance is still a factor in pupil premium children making academic progress.
Enrichment	Some of our PP children have significantly less access to a variety of out of school experiences and enrichment activities. As well as impacting on wellbeing this also impacts on children's aspiration and understanding of the world and experiences they can use particularly in the written work. It can also lead to feeling of exclusion and isolation.
Parental Engagement	Lack of parental support for learning at home for a percentage of our PP pupils impacts on progress and attainment of these children.

Pupil Premium Plan 2024-2027 ACADEMIC PROGRESS

Desired outcomes	Chosen Actions/ Approaches	Success Criteria	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated Impact	Lessons Learned
<p>The vast majority of PP children are making at least expected progress over the year and the vast majority of children who are 1 or 2 steps behind the expected level are making more than expected progress and closing the gap.</p>	<p>Quality first teaching to ensure maximum progress of all pupil premium children</p> <p>Teachers and TAs are implementing the Pupil Premium Priority Agreement as per staff meeting (March 2018)</p> <p>Appropriate additional provision is outlined on PP Provision Maps</p> <p>Rigorous targets/high expectations are set for PP children and monitored through the pupil progress meetings and work scrutinies</p> <p>Pupil premium children are a focus for Achievement Team meetings.</p> <p>Explore effectiveness of Drawing Club in Reception to engage children in texts and develop fine motor skills,</p> <p>Targeted training in Accelerated Progress in Writing for key staff.</p> <p>Additional Teaching Assistant employed to support in class in Year One to address issues around settling, readiness for Year One curriculum</p> <p>Detailed analysis of wider barriers to learning undertaken to inform future reviews of this plan and associated strategies – this part of the SDP for 2024-2025</p>	<p>The % of PP children making at least expected progress over the year is the same or above that of their non PP peers</p> <p>Teachers are continuing to implement the Pupil Premium Priority Agreement (eg marking first, in-class interventions)</p> <p>The number of PP (without SEND) at or above ARE in KS2 statutory assessment results at least equal to national average for this cohort</p> <p>Children are settled in class, demonstrating the level of independence and attention to access the Year One curriculum</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged children. EEF Toolkit</p> <p>The importance of the 'quality of interactions between teachers and students' is important for all children. Sutton Trust</p> <p>EEF Toolkit suggests that the provision of high quality feedback can lead to an average of eight additional months progress over the key stage'</p> <p>The importance of the 'quality of interactions between teachers and students' is important for all children Sutton Trust</p> <p>The evidence shows that Pupil Premium children have very individual barrier to learning which need to be tackled</p>	<p>Monitoring quality of teaching (lesson observations and book scrutinies) always include a focus on PP learners</p> <p>Pupil progress meetings between teachers and new Unit Leaders and termly data reviews by Unit Leaders, Assistant Heads and Pupil Premium Lead</p> <p>PP Provision Maps monitored by PP Lead</p> <p>ES to continue to oversee and develop writing feedback in KS2 and deliver targeted training in Accelerated Progress in Writing.</p>		

Pupil Premium Plan 2024-2027 - SEMH

Desired outcomes	Chosen Actions/ Approaches	Success Criteria	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated Impact	Lessons Learned
<p>All pupil premium children with SEMH needs are identified and given support and intervention. This includes quiet well behaved children who may have underlying needs such as anxiety.</p>	<p>Appointment of new SLT Post for Behaviour and Mental Health</p> <p>PP priority for Cambridge Academic Performance Counselling Service and the Mental Health Support Team</p> <p>PP priority for ARU music and drama therapy</p> <p>Change for Life Club run weekly to improve resilience and self esteem</p> <p>PP priority for lego therapy and social group work</p> <p>Targeted lunchtime provision for vulnerable children with SEMH needs – Rainbow Room, Bumblebee Room, Community Room as appropriate. Longer term develop use of the Jungle</p> <p>Parental access to the MHST Team to support parents in managing their children's behaviour or</p>	<p>All children have individual Barriers to Learning Sheets completed by class teacher which identify any SEMH needs</p> <p>All PP children who need to access Change for Life Club are able to do so.</p> <p>PP children are priority for counselling, music and drama therapy and work with the Mental Health support Team</p>	<p>The EEF Toolkit suggests that targeted SEMH interventions matched to specific children with particular SEMH needs or behavioural issues can be effective especially for older children</p> <p>The EEF toolkit says that work on improving 'metacognition and self-regulation' has a moderate to high impact on outcomes.</p>	<p>Pupil Premium Lead and SLT to allocate children to SEMH interventions after consultation with teachers</p> <p>Pupil Premium Lead to monitor impact of SEMH intervention through the provision maps</p>		

Pupil Premium Plan 2024-2027 ATTENDANCE

Desired outcomes	Chosen Actions/ Approaches	Success Criteria	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated Impact	Lessons Learned
<p>The number of PP children with very low attendance below 90%) has been significantly reduced.</p> <p>Attendance of pupil premium children in line with that of all other children. (In cases where this is not achieved evidence of actions to support families to improve attendance levels)</p>	<p>Continue to send the staged attendance letters and involve EWO when necessary</p> <p>Meet with targeted families to discuss the barriers and support parents to overcome any barriers to attendance</p> <p>PP Lead and attendance lead to liaise with other local schools re strategies and best practice for improving PP</p>	<p>Attendance lead and Pupil Premium Lead meet half termly to discuss PP attendance and target families to work on improving attendance</p> <p>The % of PP children with very low attendance has been reduced to a figure of 10% or less by July 2024.</p>	<p>Nfer briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance for PP children in the 2023-24 academic year was in line with the national average (actually 0.3% better). Persistent absence was also in line (3.9% above average, equivalent to just over one child). However, it is still not as good as attendance for non-disadvantaged children. Closing this gap will help close the attainment gap.</p>	<p>Regular liaison between PP lead and Attendance Lead</p> <p>Thorough briefing of the EWO</p> <p>Collaboration with Family Workers and other agencies when necessary</p>		

Pupil Premium Plan 2024-2027 ORACY and VOCABULARY DEVELOPMENT

Desired outcomes	Chosen Actions/ Approaches	Success Criteria	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated Impact	Lessons Learned
<p>All Pupil Premium children are receiving explicit teaching of oracy and vocabulary development. This impacts in improved confidence and is reflected in higher levels of participation in class and contributes to improved academic progress</p>	<p>Oracy Curriculum to be fully implemented from Rec- Year 6</p> <p>Voice 21 oracy champions to be used to support teachers to deliver the oracy curriculum – new champions to be recruited</p> <p>All PP children Rec-Y6 receive vocabulary support through teaching of Mrs Wordsmith</p>	<p>The oracy curriculum is fully embedded across the school and having a impact</p> <p>Contributes to children making academic progress</p>	<p>‘Explicit Oracy teaching has a positive impact on learning including oral language skills and reading comprehension’ EEF Toolkit</p> <p>‘Developing oracy skills is vital to young people’s progress in school and particularly the progress of vulnerable young people’ Voice 21</p> <p>‘Oracy skills enable children to articulate ideas, successfully communicate, have confidence in their learning and increase social mobility’ Voice 21</p> <p>Mark Rowland - ‘The language gap is one of the biggest causes of underachievement in later life. especiallv for</p>	<p>Highlight importance at beginning of academic year and again once analysis of barriers to learning has been completed.</p> <p>Discussion with pupil focus groups demonstrate that the Oracy curriculum and Mrs Wordsmith are being delivered.</p>		

Pupil Premium Plan 2024-2027 - ENRICHMENT

Desired outcomes	Chosen Actions/ Approaches	Success Criteria	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated Impact	Lessons Learned
<p>All PP children are attending at least one in school club and all have access to enrichment activities out of school in evenings and weekends</p>	<p>Continue to monitor current PP club attendance</p> <p>Target individual children to encourage to attend clubs</p> <p>Continue free access to school PTA events for PP children</p> <p>All educational trips continue to be free for all pupil premium children</p> <p>Subsidies for clothing/ equipment for individual children are given where necessary</p>	<p>% of children attending after school clubs continues to rise – target - 85%</p>	<p>Nuffield Foundation Report (2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. This confirms our own observations over time in school</p>	<p>PP Participation lead to liaise with sports lead and other club leaders at start of each term to monitor and encourage club attendance and target children to get to attend clubs</p>		

Pupil Premium Plan 2024-2027 - PARENTAL ENGAGEMENT

Desired outcomes	Chosen Actions/ Approaches	Success Criteria	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated Impact	Lessons Learned
<p>All parents feel engaged and involved in their children's learning and wherever possible able to support their child's learning at home.</p>	<p>Attendance of PP parents at parents evening is recorded and teachers follow up on any non-attendees to ensure all parents always attend</p> <p>Rec and Year 1 teachers and TAs to run small targeted/1-2-1 groups for parents to teach how to support their children's learning at home- eg phonics and maths and reading</p>	<p>100% of PP parents attend at least one parents evening per year. And the vast majority attend twice a year.</p> <p>All PP parents are encouraged to attend small group workshops/1-2-1 sessions led by Rec and Y1 teachers and TAs on how best to support their children's learning.</p> <p>All PP children who need it are offered access to homework club</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. EEF Toolkit</p> <p>The Achievement for All model of engaging 'harder to reach' families through positive school engagement and understanding of their unique family circumstances transforms lives.</p> <p>Our focus on this in the 2023-2024 academic year meant that 100% of PP parents attend at least one parents evening per year, so it is important to maintain this level of engagement</p>	<p>Monitor attendance at parents evenings and PP lead has a 'constant conversation' with class teachers re parental engagement of PP families</p>		

Pupil Premium Plan 2024-2025 – Finances

Below one can see the planned expenditure on each of the above items:

Item	Income/Expenditure 2023-2024 (Planned)
Pupil Premium Income	£133,200
Counselling Provision from Cambridge Academic Performance	-£8,550
Additional Teaching Assistant time for targeted catch up programmes - staffing	-£77,650
One to One and small group Emotional Development support (staffing), Lunch Club	-£28,000
Staff Training (Cambridgeshire Therapeutic Thinking)	-£1,000
Disadvantage Subsidy - access to clubs, residential visits and other enrichment activities	-£18,000
Balance	£0