

Pupil Premium Strategy Statement - 2024 - 2025

This statement details our school's use of pupil premium 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 Church of England Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	39.95%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	May 2025
Statement authorised by	Local Governing Body
Pupil premium lead	Kirsten Cameron
Governor / Trustee lead	Sue Todd

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,360
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	£240,360

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim is to ensure good progress and attainment across the curriculum for all disadvantaged pupils, regardless of their background or starting point.

In 2021, SLT worked with a MAT advisor to analyse and diagnose the individual needs of our disadvantaged pupils and to identify next steps. Marc Rowland's research, 'Addressing Educational Disadvantage – The Essex Way' was used to steer discussions. The strategy was also informed by guidance from EEF.

High-quality teaching lies 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 potential disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

St Matthew's Church of England Primary School aims for all pupils to...

- Develop good speech and language skills.
- Develop their emotional literacy and self-confidence.
- Access interventions that enable them to catch up where necessary.
- Be supported by parents who are informed and enthusiastic about learning.
- Have high aspirations and access quality enrichment alongside a broad and balanced curriculum.

The current Pupil Premium strategy has increased staffing levels to facilitate the delivery of interventions, particularly regarding speech and language. It has ensured that all children have access to enrichment opportunities and has enhanced support for pupils and parents through the Family Support Worker's role, ELSA programme and other forms of nurture and therapy.

There has been a significant rise in the number of pupils eligible for free school meals, from 65 pupils in October 2019 to 163 pupils in October 2024.

Challenges

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

	Detail of challenge
1	Assessments and observations show that many pupils have underdeveloped speech and language skills . For example, <i>WellComm</i> assessments in EYFS show that 66% of pupils have severe difficulties and 32% have moderate difficulties.
2	A high proportion of EAL pupils in school (61.9% / 46 languages) means that language acquisition and development takes longer and needs more intensive support.
3	Poor attendance , exacerbated by extended trips to home countries for family emergencies and medical treatment, means children lose out on learning time. In November 2024, whole school attendance was 90.2% Just 23% of disadvantaged pupils had full attendance compared with 33% of non-disadvantaged.
4	High levels of mobility disrupt the continuity of learning. School stability is 68% well below the National average (80%). Continually assessing new pupils and filling gaps takes time and resources.
5	Observations and discussions with stakeholders indicate limited parental capacity to support learning in some families.
6	Ongoing monitoring and ELSA / Play Therapy referrals show that many pupils have emotional and/or wellbeing needs that affect their ability to focus on learning.
7	Observations and discussions with pupils indicate that many disadvantaged pupils lack access to enrichment opportunities. This limits their experiences and aspirations and can prove a stumbling block to learning.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Staffing ratios reflect the level of need in specific classes and interventions are delivered routinely to help pupils catch up.	End of year data shows that pupils have made expected progress or better.
Improved speech and language skills for all pupils, including disadvantaged and those with SEND / EAL.	Speech & Language / Oracy provision is high quality and pupils make good progress, as evidenced through book scrutiny, engagement in lessons and formative assessment.
Improved attendance and punctuality impact positively upon learning.	Attendance data improves and is above the national average. The attendance of disadvantaged pupils is in line with non-disadvantaged pupils.
Increased parental engagement and support with learning improves outcomes for pupils.	Parent workshops, videos and online information are available and accessed. This is evidenced through parent surveys, ClassDojo data and records of attendance at events.
Pupils are ready to learn because their emotional and wellbeing needs are met.	FSW, ELSA, Chaplaincy and other nurture provision is effective, as evidenced through pupil perceptions, observations and nurture session notes.
Pupils' aspirations and experiences are enhanced through a range of enrichment opportunities in school.	After school clubs are well attended. The MAT Passport is fully implemented and Children's University has been introduced. All pupils participate in initiatives such as... • Healthy Living Week • Theatre visit • Class trips • Learning outside the classroom

Activity in this Academic Year

Teaching Budgeted cost: £149,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing levels reflect the level of need in specific classes, with new staff employed as necessary. eg. EYFS / Year 1 classes	Evidence suggests that TAs offering targeted one to one or small group support has a positive impact upon pupils' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 2 3 4
CPD is organised to address whole school priorities. eg. Writing, engagement with Maths and English Hubs	CPD which promotes high quality teaching is pivotal in improving children's outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 2 3 4
Embedding the FFT Success for All Phonics scheme facilitates impactful phonics teaching	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 3 4

Targeted Academic Support Budgeted cost: £44,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
S&L therapist weekly sessions with follow up work led by HLTAs.	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 2 3 4
Targeted interventions help pupils catch up.	EEF endorsed interventions in place... - Catch Up Literacy - Phonics booster groups	1 2 3 4

Wider Strategies Budgeted cost: £46,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents are given access to workshops, online videos and advice regarding attendance, parenting and learning. • Triple P courses • FSW advice • EWO referrals • ClassDojo	DfE's Improving School Attendance guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF suggests that parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3 4 5
FSW and Chaplain offer support to families to improve wellbeing and school readiness. • ELSA • Starfish Coaching • Play Therapy • Suffolk Young Carers	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. This includes improved academic performance, attitudes, behaviour and relationships with peers. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	5 6
All pupils access a range of enrichment activities.	Participation in Arts activities can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	7

Total budgeted cost: £240,360

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 2022 to 2023 academic year.

Academic Outcomes

See Ofsted & Outcomes section on the school website.

Speech & Language

36 pupils accessed S&L support and individual records provide evidence of progress. 7 pupils have been discharged as they have made good progress. Oracy has remained high profile across the school and helped pupils with the acquisition of language.

Attendance

Overall attendance was 89.8% for the previous academic year. Whilst this is lower than the national statistics, progress was made with specific pupils, through working with EWO & Deputy Headteacher.

Parental Engagement

The annual parent survey (July 2024) indicated that... 100% of parents said communication with the school was good. 100% of parents said the school makes them aware of what their child is learning. 98% of parents said the school lets me know how my child is doing. 100% of parents said there is a good range of subjects taught in the school. 100% of parents said that the school supports the wider personal development of their child.

Nurture

"Pupils are exceptionally well cared for at the school. Pupils' wellbeing is an integral part of the school's strong values." Ofsted October 2023 80 pupils accessed regular ELSA sessions or had one on one sessions as needed. 2 pupils accessed YMCA counselling. 12 girls attended the Phoebe group to improve their confidence and self-esteem. 4 pupils had weekly sessions with a TLG coach. 12 pupils had weekly play therapy. The Deputy Headteacher ran the Triple P Parenting programme for specific families.

Enrichment

All pupils had access to a wide range of enrichment activities. Every class trip had the coach / transport paid for to ensure visits were affordable for parents. As well as outings to Colchester Zoo, Hollow Tree Farm, Felixstowe, Needham Lake, EYFS to Woodbridge on the train, Rendlesham Forest, and Tunstall Forest, the children also enjoyed...

- Arts Week
- Artist Workshops
- Author events online and at the Wolsey
- Book Shop Visits
- Choir
- Christchurch Mansion art exhibitions
- County library visits

- Craft Club
- Diwali celebration
- French Play for Year 5 and 6
- Interfilm Cinema Visits
- ITFC clubs
- Multisports Clubs
- Panathlons
- Pantomime – Oliver Twist
- Pirate share event
- Prayer space
- Recycling workshops and assembly
- Red Rose Chain performances
- Rock Paper Scissors workshops
- Spill Festival
- Story Telling sessions
- Wolsey Production of The Hare and The Tortoise
- Year 6 Activity Week

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
Catch Up Literacy	
SEND Inspire	
Flash Academy	
Success for All	
Accelerated Reader	
Sounds and Syllables	