

Pupil Premium Strategy Statement - 2025 - 2026

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 (October 2024 Census)
Proportion (%) of pupil premium eligible pupils	34.49%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£210,585.00
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	£210,585.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

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 are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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.

Marc Rowland's research, 'Addressing Educational Disadvantage – The Essex Way' was used to steer discussions, support the analysis and diagnosis of the individual needs of our disadvantaged pupils and therefore identify our next steps. The strategy was also informed by guidance from EEF.

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.

Challenges

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

Detail of challenge
<p>1. 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.</p>
<p>2. Success for children who are EAL and disadvantaged A high proportion of EAL pupils in school (63% / 42 languages) means that language acquisition and development takes longer and needs more intensive support.</p>
<p>3. To increase and sustain improvement in attendance of all pupils in our school but particularly disadvantaged and vulnerable Poor attendance, exacerbated by extended trips to home countries for family emergencies and medical treatment, means children lose out on learning time.</p>
<p>4. To ensure all new arrivals make good progress academically and settle well into school 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.</p>
<p>5. Supporting disadvantaged families Our observations through safeguarding and early help support indicate that our families require further support in areas such as housing, finance management and parenting support. We are also aware that some of our parents are unable to read and write and therefore struggle to provide support with learning at home. This has resulted in pupils being subject to home environments which are not conducive to thriving in education. This has resulted in significant gaps, leading to pupils falling further behind age-related expectations.</p>
<p>6. Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils. Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations. There is a reduction of incidents on CPOMs linked to mental health</p>
<p>7. Lack of cultural capital experiences for disadvantaged pupils From pupil voice, we have gathered that many disadvantaged pupils have lacked cultural capital experiences at home. This can lead to lower oral language skills and gaps in vocabulary as well as lack of imagination.</p>

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 of 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, Play Therapy 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. Children's University has been introduced. All pupils participate in initiatives such as... <ul style="list-style-type: none"> • Arts Week • Theatre visit • Class trips • Learning outside the classroom

Activity in this Academic Year

Teaching Budgeted cost: £116,610.00

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 Hub	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: £59,194.00

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... <ul style="list-style-type: none"> • Catch Up Literacy • Catch Up Numeracy • Phonics booster groups 	1 2 3 4

Wider Strategies Budgeted cost: £34,781.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parents are given access to workshops, online videos and advice regarding attendance, parenting and learning.</p> <ul style="list-style-type: none"> • Triple P courses • FSW advice • EWO referrals • ClassDojo 	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3 4 5
<p>To offer support to families to improve wellbeing and school readiness.</p> <ul style="list-style-type: none"> • ELSA • Starfish Coaching • Play Therapy • Suffolk Young Carers 	<p>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.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5 6
<p>All pupils access a range of enrichment activities.</p>	<p>Participation in Arts activities can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	7

Total budgeted cost: £210,585.00

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 2024 to 2025 academic year.

Academic Outcomes

See Ofsted & Outcomes section on the school website.

Speech & Language

36 pupils accessed the school's private S&L support and individual records provide evidence of progress. Some of these pupils are accessing Speech and Language via Highly Specialist NHS therapists. Many of the strategies that these children are experiencing are being implemented in the classroom to a wider number of children. The profile of Oracy is being maintained across the school, however from September 2025 there will be a named leader, therefore this will continue to help pupils with the acquisition of language.

Attendance

Overall attendance for 2024 – 2025 was 90.8%, this is an improvement from previous years. Whilst this is 4% lower than National; the Headteacher and EWO working together ensured there was a consistent, firm but supportive approach to working with individual families, where there was no place for excuses but instead working with them to find solutions to improve their children's attendance.

Parental Engagement

The annual parent survey (July 2025) 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 109 pupils accessed regular ELSA sessions or had one on one sessions as needed. 26 girls attended the Phoebe group to improve their confidence and self-esteem. 4 pupils had weekly sessions with the school's chaplain. 12 pupils had weekly play therapy.

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, EYFS to Woodbridge on the train, Rendlesham Forest, and Tunstall Forest, the children also enjoyed...

- Healthy Living Week – all children experienced a range of activities that promoted good mental and physical health
- Author events online and at the Wolsey
- Book Shop Visits
- Choir
- Celebrating Diwali
- County library visits

- Children’s University
- Dance Club
- Bikeability
- Maths in the World of Work – adults came and shared how they used maths in their jobs
- French Play for Year 5 and 6
- Painting a mural in the library with a local artist
- Hop to Trail – raised money for local hospice by decorating a leveret
- Inter Film Cinema Visits
- ITFC clubs
- Multisports Clubs
- Panathlons
- Tennis Masterclasses
- Music Concerts and workshops at Ipswich School
- Pantomime –
- Pirate share event
- Prayer space
- Red Rose Chain performances
- 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	
Catch Up Literacy	Catch Up Numeracy
White Rose Maths	Wellcomm
Power of Reading	Triple P Parenting
SEND Inspire	ELSA
FFT: Success for All	Wellbeing Hub
Accelerated Reader	
Sounds and Syllables	