

St Matthew's Catholic Primary School Pupil Premium Strategy Statement

3 Year Report

2022 2023	2023 – 2024	2024 - 2025
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Leader: Mrs Sime / Mrs Dunbar
St Matthew's Catholic Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 Catholic Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils Helen pp plus for LAC	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 2023-2024 2024 - 2025
Date this statement was published	November 2023 / reviewed November 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Sime, Headteacher
Pupil premium lead	Alex Dunbar
Governor	Mr Deacon Ronnie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,845 inclusive of Lac/ Post Lac and service children Just PP £162,960
Recovery premium funding allocation this academic year	£16,240
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	£199085

#Part A: Pupil premium strategy plan

Statement of intent

Our school holds a firm belief, that all pupils receive a quality education during their time with us. We recognise our moral obligation to make a difference for all children irrespective of the challenges they face in life. All stakeholders have a shared vision and commitment of their responsibility to meet the outcomes for our disadvantaged pupils and raise the expectations of what they can achieve.

We have identified our challenges based on evidence and have clear justification as to these decisions.

With this in mind it is our intention to continue to strive for excellence in teaching and provision, in order that they make good progress and achieve across all areas of the curriculum.

As a school we will identify the challenges faced by all our vulnerable pupils. This is irrelevant of whether they are recognised as disadvantaged or not. We consider these challenges carefully and use measured approaches to monitor them. With this in mind we continue to ensure that high-quality teaching remains at the heart of all we do.

This plan serves as a working tool, intended to be a key step in the timeline of planning, to continue to further improve the effective use of Pupil premium funding and thus increase the life chances and opportunities for vulnerable pupils.

Its intention is, the identification of effective baselines for each of the challenges against which to measure impact and progress. Early identification is essential in order to intervene at the point at which it is recognised. Further it ensures all actions are sharply focused, particularly in the use of targeted interventions.

The plan should serve to ensure effective overlap with whole school, planning, monitoring and training. It is used as a tool to clarify for all staff that pupil premium should not be equated with low ability. Our approach is determined by our robust self-diagnostic assessment procedures. We will measure the impact of these regularly to ensure maximum effectiveness.

Our strategy is integral to wider school plans for education recovery, notably in its targeted support through the school-led Tutoring. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- 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
- Carry our termly pupil progress meetings and ensure all children including those that are disadvantaged are discussed

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils have underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Our school is keen to manage the gaps for children entering full time education with limited access to language and poorer levels of literacy.</p> <p>This is alongside their lower starting points in other areas of learning. Another factor contributing to this barrier is the number of pre-school providers we have, typically over 30 a year. Children enter Foundation Stage 2 with a range of experiences and varied transitional information. Staff are robust with early identification of need through Reception Cohort screening, baseline assessments and the use of a language and communication specialist. This has been supported by regular monitoring meetings to ensure PP pupils have made progress to bring them at least in line with all pupils nationally in EYFS.</p>
2	<p>Teacher referrals for support for SEN, mental health and anxiety have increased during, and since, the pandemic, especially for those classed as disadvantaged. They currently require additional support with social and emotional needs. Many are receiving small group of 1:1 intervention.</p> <p>Increased number of behaviour and trauma related issues and concerns.</p>
3	<p>There are significant knowledge gaps, especially in the acquisition of basic skills in reading, writing and mathematics; leading to pupils falling further behind age-related expectations. The focus is always on high quality teaching and learning and matched to the pupils' needs. Lessons are highly focused and appropriately paced to sustain engagement and enjoyment. Intensive feedback is crucial in supporting children and addressing misconceptions, as well as establishing their attitudes to learning.</p>
4	<p>There are significant knowledge gaps leading to pupils falling further behind age-related expectations in Phonics and Reading.</p>
5	<p>There are significant knowledge gaps leading to pupils falling further behind age-related expectations in Writing.</p>
6	<p>The education and wellbeing need of many of our disadvantaged pupils have been impacted by significantly higher levels of social deprivation within the school catchment area.</p> <p>This has impacted upon children's readiness to learn and general wellbeing school has significantly more referrals to CAMHS / MHST and school councillor. Increasing challenging behaviours demonstrated by growing number of individuals</p>
7	<p>Our data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Significant numbers of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Absenteeism is negatively impacting disadvantaged pupils' progress. We need to continue to review data of a weekly basis, PA for SEN pupils are high, liaise with SENCO to ensure appropriate plans are in place and attendance remains a focus. Review and amend attendance policy where necessary. Explore different ways to provide attendance data,</p>

	focus on website information. Holidays in term time continue to be recorded as unauthorized. Our assessments and observations suggest that this challenge is impacting our pupils in a negative way.
8	<p>Low self- esteem and self-regulation, need to develop engagement and more positive attitudes to learning / ensuring children are ready to learn</p> <p>The school continues to promote an ethos where ALL pupils feel valued as individuals are encouraged in their learning, personal growth and social development in a healthy and safe environment. All staff are trained on 'growth mindset' strategies and this underpins classroom practice. Thinking skills are embedded in our teaching approaches.</p> <p>The school recognises the importance of establishing baselines for each pupil in terms of attitudes to learning and aspirations. Research best practice via Sutton Trust and Pupil premium Awards website. Most importantly we will identify the categories of low, middle and high attainers, as lack of aspiration may be a barrier for middle and more able pupils.</p>
9	<p>Family Engagement</p> <p>It is beneficial to gather information at the earliest possible opportunity, in order to then review and measure impact at the end of the year. Continue to broaden the involvement of parents through annual surveys and by proactively encouraging parents of PP children to participate in further development of the PTA and pupil and family support officer.</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	Approaches	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils across the school	Wellcomm Oracy project Time to Talk	Indications of significant improvement from assessments and observations.
Improved progress in basic skills, knowledge & understanding in reading, writing and maths, leading to improved attainment among disadvantaged pupils.	Read to Write RWI Steps to read – Ready Steady Read White Rose Mathematics Targeted intervention support	Pupil can successfully access and engage with all elements of the curriculum; making progress in each. School tracking and on-going formative assessment shows pupils make progress.
Accelerated levels of Achievement & Attainment in English and Maths at the End of Year / End of Key Stage for P.P and non - P. P. Improved phonics knowledge and reading attainment among disadvantaged pupils. Improved reading attainment among disadvantaged pupils.	Read, Write Inc Read to Write/ Steps to read/ RWI spelling White Rose Mathematics Introduction of Maths mastery in EYFS and KS1	Evidence of children making progress across all areas at key points. Significant improvement in KS1/KS2 phonics and reading outcomes in 2024/25 Significant improvement in KS2 reading outcomes in / 2024 - 2025.

Improved writing attainment among disadvantaged pupils. Improved Mathematics attainment among disadvantaged pupils.		Significant improvement in KS2 writing outcomes in 2024 - 2025. Significant improvement in KS2 Maths outcomes in 2024 - 2025.
To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged ones.	Reward assembly 100% Rewards Class Award System Twitter/Website	Evidence of improved attendance and punctuality throughout the school, particular for PP pupils. Sustained high attendance by 2024/25 demonstrated by: • reducing the overall absence rate for all pupils.
Evidence of quality first teaching across the school.	Monitoring, Book Scrutiny, Pupil Voice, Displays	Staff highly skilled and competent to deliver high quality lessons. Consistency is evident for all children and subject areas
Ensure differentiation, targeted support and interventions are used effectively to support all learner	Provision Plans Monitoring to measure impact. Pupil Voice	High quality interventions are delivered, monitored at regular intervals to ensure maximum impact.
To ensure appropriate timely early intervention including in speech and language in EYFS and KS1 to accelerate attainment and progress reducing the need for intervention later in school.	SENDO timetabled in EYFS Speech therapist in 1 day a week	Evidence of more pupils achieving expected levels at the end of EYFS and KS1, and reduced need for catch up in KS2. Speech and language is improved across the school
Hard to reach parents feel confident and empowered in supporting learning and development at home. Children and their families have access to resources or support required to ensure pupils have a readiness to learn and their general wellbeing is suitable for learning. Communication with parents in effective	Welcome Meetings Parents evenings Drop in sessions Parent Programmes – It's Your Child's Life Bring parent to school events and themed weeks MHST Workshops Weekly newsletters SEESAW Designated weekly SENDCO appointments or drop ins Home school books for targets children	To improve the engagement of parents in supporting disadvantaged children at home, research ways of effective practice Disadvantaged children are able to fully access the curriculum and show positive attitudes to learning and make good or better progress. Barriers to learning are removed or significantly reduced. Communication with all parents is good and is appropriate
A wide variety of opportunities for enrichment and curriculum support are being provided for PP children.	Extra-curricular Map Trips Outdoor Learning Children's University Music 1:1	All PP children have accessed extra-curricular opportunities. Children's university is clearly embedded and effectively supporting curriculum enrichment

	Sports 1:1	
Target families who we feel should be entitled to PP and support them through this process	Drop in sessions Pastoral Care Purchase of additional Sims unit to support identification	Successful engagement with new/target families.
Children develop wider skills of independence, resilience and responsibility.	Thinking Skills Jigsaw P4C Zones of regulation Counsellor/ SENDCO / DROP	Sustained evidence of pupils demonstrating improved self-esteem. Direct impact on self- esteem & self-confidence that translates into effective classroom learning.
Trauma informed approach to behaviour is clearly evident Policy is embedded – relationship and behaviour	Hearts Project involvement Good to be Green programme Pastoral / SENDCO targeted support	A trauma informed approach to behaviour is evident and individuals are mindful of children’s needs
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Take Ten usage Regular planned sessions focused on well-being Mental Health days celebrated / activities planned Pastoral program School counsellor MHST Workshops Signposting to various training for parents	Increased evidence of individuals demonstrating calm and thoughtful behaviours, through the use of learnt strategies and techniques to manage emotions effectively.

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: 100,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Purchase of standardised assessments. (NFER, VERNON, ORT, RWI) • Training for staff on new initiatives and teaching programmes. • Whole school focus on Oracy and extending vocabulary. • Staff CPD is focused on whole school objectives outlined in SDP. • Subject Leaders are regularly released to focus on agreed aspects of their curriculum area. • Explicit targeted intervention, provision mapping. 	<p>These tests support staff in the identification of pupil’s strengths and areas for targeted support. They subsequently inform teachers planning and identify pupils for intervention.</p> <p>A solid evidence base suggests a strong approach to the early teaching of phonics will impact reading accuracy. Staff who are trained to deliver quality lessons effectively.</p> <p>There is strong evidence that this improves high quality teaching and is low cost with high impact</p> <p>End of year analysis from robust monitoring systems has informed decisions around whole school priorities.</p> <p>High quality first teaching lies beneath robust systems of subject monitoring.</p>	<p>3, 4,5,</p>

	Effective method which ensures teaching is targeted at specific needs and gaps in learning,	
Staff CPD to ensure quality of learning across school is consistent and of a high quality; leadership remains of a high standard. ●	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	3,4,5
RWI Designated LSA time to deliver phonic interventions to those children with gaps.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3, 4,
Annual subscription to the <i>Read to Write</i> and steps to read English scheme. Additionally, the purchase of, the RWI spelling scheme, to secure improved skills in reading and writing for all pupils.	https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2 Recommendation 2 and 3 from this guidance supports the schools focus on developing fluent, confident readers by carefully selecting texts to support the teaching of these strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	3,4,5
Staff CPD to develop positive behaviour for learning for all pupils To develop staff skills in strategies to defuse and de-escalate and repair.	Staff CPD The most vulnerable pupils are supported, leading to them being ready to engage in learning. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour	2, 3,4,5,6

	<p>Lead to individuals demonstrating calm and thoughtful behaviours, through the use of learnt strategies and techniques to manage emotions effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Development of interpersonal relationships. Development of resilient pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	

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

Budget: £60,000 (Approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Intervention Provision Map produced for whole school. • MITA – Local Authority Project ‘Improving the use of support staff in school’ • Year 6 After School provision by – Reading Plus - Targeted pupils. • ‘More Able Learners - GDS’ – member of staff appointed to track this section of learners • ‘ASD Friendly Strategies’ – Embedded across school environment and provision. 	<p>Support is directed accurately towards identified pupils, progress is tracked and monitored and amended where necessary.</p> <p>TAs deployed and prepared for their classroom roles, and that participation in MITA was associated with a positive impact in terms of pupil engagement.</p> <p>Boost pupil’s progress and raise attainment - Each pupil’s learning journey is tailored to their individual learning gaps, helping to accelerate maths progress and raise attainment across the school.</p> <p>Improved learning and life chances of young people through talk so that all children can use their voice for success in school and in life.</p>	<p>1,2,3,4,5,6,</p>

	<p>It has been concluded, through the action research, that screening children in Reception has a positive effect on the class teachers' ability to plan according to individual needs by having a more in-depth understanding of children's language development skills.</p> <p>EEF Research supports this approach.</p> <p>All learners are entitled to be stretched and challenged. The most effective able student provision is rooted in good classroom teaching and learning.</p> <p>Proven research suggests by embedding these strategies for ALL children, will, by default, help those with autistic minds.</p>	
<ul style="list-style-type: none"> Development of Wellcomm Screening and intervention 	<p>Introduction of WellComm screening programme. To identify pupils who require additional support in the development of speech and language 'Wellcomm' delivered to all EYFS cohort on entry and intervention planned to address needs in EYFS and across the school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	1
<ul style="list-style-type: none"> Small group targeted interventions 	<p>1-1 support and collaborative learning approaches have a positive impact of +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,2,3,4,5,6,7,8
<ul style="list-style-type: none"> SEMH Programmes to support children's wellbeing / further development of the role of MHST 	<p>Improved self-regulation & resilience.</p>	2,6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Development of effective strategies to support emotional well-being.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budget: £50,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a. Whole school launch of relationship and behaviour policy. Development of trauma informed approach to manage and improve behaviour across the school.</p> <p>b. Focus on Playtime and lunchtime strategies, implementation of ‘play monitors’</p> <p>c. Re-focusing of recording of incidents to fall in line with safeguarding systems using CPOMS.</p> <p>d. Analysis of data by DHT, reporting to governors</p> <p>Further develop the team within school to co-ordinate the sustained improvement of whole school attendance. (DHT, Pastoral Lead, Senior Admin, EWO)</p> <p>Opportunities for promoting and improving ‘Well-Being’ are intricately woven into the whole school curriculum, evidenced in books and identified through a provision map.</p>	<p>Consistent systems to improve overall behaviour management based on research from EEF.</p> <p>Effective strategies to support children, particularly those with identified needs: lunch groups, safe spaces etc</p> <p>Behaviour interventions/EEF (educationendowmentfoundation.org.uk)</p> <p>Chronology of incidents can be analysed to identify further training needs and strategies.</p>	<p>2,6</p>

<p>(Jigsaw, No Outsiders, Zones of Regulation, ROAR)</p>	<p>Embedded principles of good practice set out in the DfE's 'Improving School Attendance' advice.</p> <p>Pupils aware of their on-going needs and understand the systems and processes to support this.</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8,9</p>
<p>To embed therapeutic support for all children and those with SEMH needs to improve resilience, readiness to learn and general wellbeing.</p>	<p>The need to teach healthy coping strategies in early education has never been more urgent. By teaching children at a young age, we are helping to develop invaluable skills for life. It supports, in a highly practical way, the child's emotional development; learning to recognise and regulate one's emotions – vital to learning and personal well-being.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p>	<p>1,2,3,4,5,6,7,8,9,</p>
<p>Contingency fund for emergencies</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5,6,7,8,9,</p>

Total budgeted cost: £ 530,822

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.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Summer	Summer	Summer	Summer	Summer	Summer
		% Exp/ Exp+	% Exp/ Exp+	% Exp/ Exp+	% Exp/ Exp+	% Exp/ Exp+	% Exp/ Exp+
Read- ing	All Pupils	74%	63%	76%	68%	67%	79%
	Boys	74%	54%	72%	68%	57%	75%
	Girls	74%	77%	80%	69%	75%	83%
	Pupil Premium	57%	43%	82%	44%	36%	78%
	Not Pupil Premium	80%	69%	74%	79%	73%	80%
	Pupils with SEND	50%	41%	50%	40%	14%	25%
	Pupils without SEND	83%	76%	83%	83%	83%	88%
Writ- ing	All Pupils	55%	56%	70%	67%	65%	83%
	Boys	48%	49%	66%	68%	46%	82%
	Girls	63%	65%	76%	65%	81%	83%
	Pupil Premium	29%	36%	73%	44%	36%	83%
	Not Pupil Premium	64%	61%	70%	76%	71%	83%
	Pupils with SEND	19%	36%	42%	45%	14%	50%
	Pupils without SEND	69%	66%	79%	78%	80%	88%
Maths	All Pupils	70%	73%	69%	72%	73%	76%
	Boys	65%	73%	69%	71%	57%	82%

	Girls	77%	73%	68%	73%	88%	70%
	Pupil Premium	50%	57%	73%	61%	55%	78%
	Not Pupil Premium	77%	78%	67%	76%	78%	74%
	Pupils with SEND	50%	50%	50%	35%	36%	38%
	Pupils without SEND	78%	85%	74%	90%	85%	82%

Pupil premium strategy outcomes

Many of the challenges set previously will be carried forward into the 2024-2025 academic year, as some challenges still exist for our disadvantaged pupils especially as the impact of gaps in learning due to COVID remain

- PP children continue to be supported through a range of resources and targeted support programmes to achieve emotional wellbeing and a readiness to learn.

Evidence of improved performance across the curriculum.

- PP Children are beginning to show improved speech in EYFS and across the school and they are using vocabulary appropriately within their work across the curriculum. This remains a target

- PP children show they are making small steps of progress in speaking & listening; reading, phonics, writing and maths. This remains a target

- PP pupils continue to access and engage with all elements of the curriculum - making progress in each. This remains a target

- Increased evidence of individuals demonstrating calm and thoughtful behaviours, through self-restraint, learnt strategies and techniques to manage emotions effectively.

- Most families engage with school and PP children are well supported. PP children have been able to broaden their first-hand experiences and have full access to a broad and balanced curriculum – this remains a target

- PP children can fully access the curriculum and show positive attitudes to learning and make good progress from their starting points

School data and evidence shows PP children have made progress in phonic understanding, reading, writing and mathematics following the significant impact of gaps in learning after Covid. Further investment will continue to support out PP children in these areas

- Barriers to learning for PP children continue to be focused and they are significantly reduced

- Evidence shows children had more opportunity to widen their learning experiences, a wide variety of enrichment activities, trips and residential to take place.

- Education Welfare Officer, Pastoral Lead and Deputy Head continue to work with parents on attendance and punctuality issues. A number of approaches to improve whole school attendance levels have been implemented this year. Attendance continually maintained as a high school priority.

SENDCO has regular meetings with parents of children and continues to ensure engagement of PP children and families with targeted interventions

Pastoral lead in school continues to engage and support parents appropriately and signpost to necessary resources based on the needs of children and families

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	