



# St Matthew's C of E Primary School

## Pupil Premium Strategy Statement 2024-25

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 C of E Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	44.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Sarah Tridgell
Governor / Trustee lead	Deborah Dykins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,520
Recovery premium funding allocation this academic year	£7,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,230

## Part A: Pupil premium strategy plan

### Statement of intent

At St Matthew's 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. As the Bible verse from our vision statement states 'So we must get rid of everything that slows us down.'

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.

**Our ultimate objectives for our disadvantaged pupils are:**

- To make or exceed expected progress rates year on year, across all subject areas, irrespective of pupils' current attainment.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To have a good level of attendance, in line with non-disadvantaged peers, to enable pupils to maximise their learning opportunities.
- To support personal, social, health and wellbeing development to enable pupils to access learning and achieve their potential.
- To have access to a breadth of wider opportunities and experiences to the same extent as their non-disadvantaged peers, to support their cultural capital development into becoming educated global citizens.

**At St Matthew's C of E Primary we work towards achieving these objectives by:**

- Adopting a whole school approach to our objectives in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Promoting an ethos of embracing challenges to achieve high aspirations and attainment for all.
- Supporting the needs of all vulnerable pupils, including our young carers and those who have social workers through this strategy, regardless of whether they are identified as disadvantaged.
- Focusing on outcomes for individual pupils from their starting points.
- Identifying pupils' challenges through discussions between staff, pupils and families, and tailoring our approach to addressing them.
- Making decisions based upon robust diagnostic assessments, effective scrutiny of data, observations and discussions between staff, pupils and families.
- Being responsive to common challenges, individual needs and change.
- Providing a curriculum and learning opportunities, which engage, challenge and inspire all of our pupils.
- Ensuring that teaching and learning opportunities are inclusive, meeting the needs of all pupils.
- Developing high quality teaching & learning through support & focused CPD of teachers.
- Acting early to intervene at the point need is identified
- Targeting the accelerated progress of individuals through specific group interventions, led by appropriately qualified staff.
- Further supporting individuals' educational recovery through the National Tutoring Programme.
- Developing the social, emotional and mental health needs of our pupils through targeted interventions.
- Providing pastoral support for both pupils and parents.
- Focusing on a small number of pupil premium strategies each year, in order to make the biggest difference.

**The key principles of our strategy include:**

- early identification of pupils' needs and challenges
- prioritising support for EY & pupils new to English
- providing pupils with language rich environments
- prioritising acquisition of the English language
- small group targeted teaching and interventions to address individuals' learning gaps and personal challenges
- collaborative relationships with parents and carers
- a strong recruitment process

Whilst our strategy adopts the recommended 3-tiered approach, we recognise that many elements of the strategy will overlap with other aspects of school funding and that the balance of the approach will vary from year to year as the schools' and pupils' priorities change.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Underdeveloped oral language skills and vocabulary gaps</b> - Assessments, observations and discussions with pupils show this is evident from Reception through to KS2, and more prevalent among our disadvantaged pupils than their peers. This impacts on their development as readers and writers.
2	Many pupils face <b>additional challenges</b> to those of being disadvantaged, as 19% of disadvantaged pupils have SEN and 25% are EAL.
3	<b>Attendance &amp; punctuality</b> – 27% of disadvantaged pupils were persistent absentees in 2021-22 & the attendance gap between PP & non-PP was 4%.
4	Our assessments, observations and discussions with pupils and families indicate that the <b>mental health and emotional wellbeing</b> of many of our disadvantaged pupils is impacted to a greater extent than for other pupils. These findings are supported by national studies and are being exacerbated by the current financial climate.
5	<b>Deprivation</b> in the local area means that PP children in school often lack wider experiences and have specifically had a lack of enrichment opportunities over the last 3 ½ years. Ponders End ward, where our school is located, is ranked the 5 <sup>th</sup> most deprived area within Enfield and in the 20% most deprived wards in England

## 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 <b>oral language skills</b> and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• An increased percentage of EYFS pupils make accelerated progress in communication and language, year on year.</li> <li>• In 2024/25 the number of children achieving GLD in Communication &amp; Language is in line with or exceeding national expectations.</li> <li>• Triangulation of assessments, observations, book scrutinies and lesson involvement evidence improved language and vocabulary amongst disadvantaged pupils across the school.</li> </ul>
An increase in all pupils passing the <b>Phonics</b> Screener in Y1, with particular increase for our disadvantaged pupils	Phonics outcomes in 2024/25 show: <ul style="list-style-type: none"> <li>• a 3-year improvement in the Y1 phonics pass rate</li> <li>• disadvantaged pupils' achieving at least national &amp; LA expectations</li> </ul>
Improved <b>reading</b> attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that: <ul style="list-style-type: none"> <li>• Disadvantaged pupils achieve at least in line with national attainment.</li> <li>• Disadvantaged pupils have made in line with, or greater than, expected national progress measures in English.</li> </ul>
Improved <b>writing</b> attainment for	KS2 reading outcomes in 2024/25 show that:

disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>•Disadvantaged pupils achieve at least in line with national attainment.</li> <li>•Disadvantaged pupils have made in line with, or greater than, expected national progress measures in English.</li> </ul>
Improved <b>maths</b> attainment for disadvantaged pupils at the end of KS2	<p>KS2 maths outcomes in 2024/5 show that:</p> <ul style="list-style-type: none"> <li>•disadvantaged pupils achieve at least in line with, or greater than, expected national progress measures.</li> <li>•disadvantaged pupils achieve at least in line with national attainment</li> <li>• the gap between disadvantaged and non-disadvantaged pupils is less than 5%</li> </ul>
To achieve and sustain improved <b>wellbeing</b> for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in disadvantaged pupils’ participation in enrichment activities</li> <li>• pupils having a toolbox of strategies to support their own wellbeing and knowing how &amp; where to access appropriate support</li> </ul>
An increased and sustained improvement in disadvantaged pupils’ <b>attendance</b>	<p>A sustained &amp; improved attendance in 2024/25 is demonstrated by:</p> <ul style="list-style-type: none"> <li>• the attendance rate for all pupils meets the school’s target of 96%</li> <li>• the attendance gap between PP and non-PP is continues to be less than 1%</li> <li>•disadvantaged pupils’ absence is no more than 5%</li> <li>• the percentage of disadvantaged pupils who are persistent absentees is below 10%</li> </ul>

## 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: £31,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to develop subject leadership roles to support staff professional development and curriculum development	<p>“Subject leaders are crucial to a primary school’s success through their role in securing and sustaining improvement in each area of the curriculum. They offer the leadership, expertise and enthusiasm critical to providing effective learning opportunities for pupils.”</p> <p><a href="https://junipereducation.org/blog/what-is-subject-leadership/#:~:text=including%20Ofsted%20requirements%20Why%20is%20subject%20leadership%20important%3F,efective%20learning%20opportunities%20for%20pupils.">https://junipereducation.org/blog/what-is-subject-leadership/#:~:text=including%20Ofsted%20requirements%20Why%20is%20subject%20leadership%20important%3F,efective%20learning%20opportunities%20for%20pupils.</a></p>	1,2
Ensuring a good quality of education is provided to all pupils, including the most disadvantaged, through effective support. SLT to	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to</p>	1,2,3

release middle leaders to monitor curriculum areas, quality of teaching and pupil outcomes	achieving the best outcomes for all pupils, particularly the most disadvantaged among them" (EEF) <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-highquality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-highquality-teaching</a>	
All staff are supported to continually improve via tailored CPD from a range of providers including National College, HEP, LDBS, enabling shared and individualised development of skills, specifically in maths, feedback, language development and SEMH support.	"High-quality CPD for teachers has a significant effect on pupils' learning outcomes."(EPI report 2020) <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a> "The research specifically emphasises the importance of school leaders modelling and leading Continuing Professional Development and Learning (CPDL) first as an exercise in building shared responsibility and second with a focus not only on pupil achievement but also on their well-being." <a href="http://www.curee.co.uk/node/5201">http://www.curee.co.uk/node/5201</a>	1,2,3,4,5
Continuing to develop the role of the Welfare and Wellbeing Officer to support the Inclusion Leader in improving disadvantaged pupils' attendance and running pupil social & emotional wellbeing sessions. Developing our work with MYME and continuing our membership of the ELSA network	"Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year." (EEF)	2,4,5

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

Budgeted cost: £57,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and group interventions to support learning in KS1 and KS 2	Increased attainment and progress in specific areas	1, 2, 4 and 5
Specific phonic support in Years 1, 2 and 3 and across the school through the Little Wandle Programme	Increased attainment and progress in phonic knowledge.	1, 2
Early language acquisition programme (NELI), speech, language & communication and vocabulary interventions including a whole school focus on the development of tier 2 vocabulary.	"In boosting children's early oral language and communication skills, NELI will not only help to improve their literacy skills and academic outcomes but also – and perhaps more vitally – their social and emotional well-being and mental health." ( <i>Andrea Quincey, Director of Primary Literacy, Oxford University Press</i> )	1

Implementing the Emotional Literacy Support Programme and MYME interventions as planned. Individual referrals made to MYME as appropriate to provide support for parents.	Children need to be in a good place to ensure learning can take place. Emotional and physical barriers need to be removed.  "The evidence suggests that how SEL is adopted and embedded really matters for children's outcomes." ( <i>"Improving Social &amp; Emotional Learning in Primary Schools" Guidance Report EEF</i> )	5 and 6
Teacher led focused support and interventions	Increased attainment and progress in phonic knowledge.	1, 2, 3, 4 and 5
All pupils have access to high quality texts	Improved reading skills across the school	1, 2, and 5

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

Budgeted cost: £27,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils with appropriate resources to ensure they are ready for learning, both emotionally & physically	Children need to be in a positive place to ensure learning can take place. Emotional and physical barriers need to be removed.	5 and 6
Enrichment opportunities, including Clubs & Instrumental musical lessons	Learning to play music increases cognitive ability. It improves memory and creativity and relieves stress. Physical exercise of clubs and the opportunity to experience different activities are essential for wellbeing.	5
Residential Visits, day trips and Year 3 Swimming Programme	Swimming improves fitness, increases confidence and is a life skill. The residential visits build confidence and independence. It improves self- esteem, emotional health, well-being and resilience.	5
Contingency Fund for acute issues	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.	5

Total budgeted cost: £117,230

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2023/24

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our internal assessments during 2023/24 showed that the overall performance of disadvantaged pupils increased in the core areas. The percentage of disadvantaged pupils making expected or above progress increased in all year groups:

Year 6 – 100%

Year 5 – 90%

Year 4 – 78%

Year 3 – 82%

Year 2 – 80%

Year 1 – 73%

This includes the progress of disadvantaged pupils who have SEND or English as an additional language

#### Evidence of the impact of specific interventions:

- The majority of disadvantaged pupils received additional **reading interventions** in 2023/24. The impact of these was evidenced through the end of year assessments, which showed that disadvantaged pupils in 5 out of 7 year groups made greater progress than their non-disadvantaged peers. In the 2 year groups where this wasn't the case, the difference was very small. Progress over the whole school is in line for disadvantaged pupils compared with non-disadvantaged pupils.
- Specific **phonic support** was provided for children in Years 1, 2 and 3 through small group and individual sessions tailored carefully to meet the needs of the children. These sessions took place three/ four times a week with initial and final assessments. Clear progress was seen via the assessments, which has impacted positively on the children's spelling strategies in their written work. In the Year 1 Phonics Screener 91.6% of disadvantaged children achieved the expected level for phonics compared to 71.4% of non-disadvantaged children. Our disadvantaged pupils significantly outperformed disadvantaged pupils in phonics nationally. The introduction of Little Wandle Phonics in 2023/24 made a significant impact on the teaching & learning of phonics, with particular impact on the PP pupils' attainment in Rec & Year 1 (*as shown in grid below*):

2023/24 Year Group	Reception	Year 1	Year 2
% of PP pupils achieving ARE at end of year	83%	64%	64%
% of non-PP pupils achieving ARE at end of year	71%	60%	82%

- Our overall **attendance** was 95.8% in 2023/24 which is back to pre-covid levels and was above the Enfield, London and national average. Comparisons available for terms 1 and 2 in 2023/24 show that our attendance was +1.5% above national, +1.59% above London and 1.91% above Enfield figures. The gap between the disadvantaged and non-disadvantaged pupils' attendance continues to be very small, with a difference of 0.5%. 8% of disadvantaged pupils were PAs. This was a decrease from the figure of 11% last year. *Data in grid below.*

Academic Year	2021/22	2022/23	2023/24
% of disadvantaged pupils PAs	27%	11%	8%
Gap between PP & Non-PP attendance	-4%	0.1%	0.5%

- **Staff Training/Inset** for 2023/24 focused on developing the Reading and Phonics curriculum through the Little Wandle programme, which is now implemented throughout the school. All staff have been trained and we worked closely with the English Hub throughout last year to further

staff development and ensure that all areas of the Little Wandle programme are being implemented effectively. This enabled us to monitor the implementation of the programme and the quality and consistency of the delivery. Progress was tracked every 6 weeks in classes and every 3 weeks for the children receiving Keep Up interventions. We are already seeing the impact of this structured daily approach and the targeted interventions for the children that are at risk of falling behind. This will continue in 2024/25.

- The focus on **oracy** has continued and as a result of staff training, a consistent approach is now in place across all classes. This is very evident, particularly when children are answering questions in a variety of contexts. They are increasingly answering in full sentences. Interventions to develop speech and language skills have continued and the impact is measured through specific assessments. This whole school focus will continue in 2024/25 through the planned work on Walk Thrus.
- **Mental Health & Emotional Wellbeing:** Individual children in years 1-6 benefitted from the **ELSA (Emotional Literacy Support)** Programme. The intervention was tailored to each individual's specific needs with the outcomes demonstrating, for the majority of children, a clear improvement in:
  - Transition from home to school (less anxiety)
  - Self-management of behaviour & self-regulation, with calming strategies being used independently
  - Improved self-esteem and ability to name emotions
- We have continued to develop a trauma informed approach in school and focused on positive behaviour management strategies. This approach links well with our ELSA intervention and we extended the number of children targeted.
- In addition, MYME practitioners have continued to work with us in school, running a workshop about anxiety for parents and leading a series of class sessions for two classes about emotional regulation called Brain Buddies. In addition, they have run a series of group sessions for selected children in Year 5 and 6 focusing on anxiety and secondary transfer. The feedback from children about these sessions has been extremely positive and in individual cases the input has had a positive impact on school attendance. Further work with parents and children is planned for 2024/25.
- **Enrichment Opportunities** : We were able to provide a week-long residential trip for all of our Year 6 children and a 3-day trip for our Year 5 children in 2023/24, making a very positive impact on their wellbeing, specifically self-confidence. Day trips by classes are now an established part of the curriculum with all children participating in at least one-off site visit per term (with the exception of Reception children). Our year 3 and year 5 children also attended weekly swimming lessons for a term at a local pool. We have also increased the range of extra-curricular clubs on offer to all children. We ensure that our disadvantaged children access these if they wish to.