

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 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 CE Primary
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	John Shawcross Headteacher
Pupil premium lead	John Shawcross Headteacher
Governor / Trustee lead	Andrew Gradwell, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66475
Recovery premium funding allocation this academic year	£0
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	£66475

Part A: Pupil premium strategy plan

Statement of intent

At St Matthew's, we ensure that teaching and learning opportunities meet the needs of all our pupils. We believe that with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs. Strong leadership and a designated Pupil Premium Governor ensure that Pupil Premium funding has the necessary impact in improving outcomes for disadvantaged children. Our excellent pastoral care & rigorous monitoring and tracking of all pupils, helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement effective intervention strategies that maximise progress. We ensure that appropriate provision is made for pupils with barriers that impact their learning by providing high quality classroom teaching, supplemented by 1:1 and small group interventions to narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils.

Our ultimate objectives:

- Ensure all children are able to read fluently to access the whole of the curriculum
- Develop children's confidence and resilience
- Early intervention at the point when needed
- Help and support children to be able to look after their own social and emotional well-being
- Provide a wide range of learning opportunities and experiences to develop their knowledge and understanding of the world
- Provide support to families to enable them to engage in supporting their child's learning
- Provide individualised support for barriers that impact children's learning
- Accelerate progress and raise attainment
- Raise aspirations and help children to develop life skills needed for the world of work
- Provide wider school opportunities for children needing additional support to stay in-line with their peers through targeted small group support from the National Tutoring Programme: school led tutoring and after school targeted groups for children including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Social and emotional issues
3	SEND
4	Learning difficulties
5	Mental Health and anxiety
6	Confidence
7	Resilience
8	Behaviour
9	Behaviour for learning
10	Looked after child
11	Parental issues and domestic arrangements
12	Welfare and domestic arrangements
13	Low and delayed speech, language and communication skills

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 reading attainment among disadvantaged pupils.	All pupils without other complicating factors are confident fluent readers by the end of KS1. Attainment gap between non-disadvantaged pupils and non-disadvantaged pupils in passing the Phonics screening check closed and data broadly in-line or above National. Children have a love of reading and engage in reading for pleasure regularly Outcomes in reading in-line or above National average at the end of KS2. Attainment gap for disadvantaged pupils is broadly in-line with non-disadvantaged pupils in reading.

In EYFS, close the attainment gap for disadvantaged pupils achieving a Good Level of Development (GLD)	Attainment gap for disadvantaged and non-disadvantaged pupils for GLD closed
Improved writing attainment for disadvantaged pupils at the end of KS2.	Outcomes in writing broadly in-line with National average at the end of KS2. Attainment gap for disadvantaged and non-disadvantaged pupils in writing closed
Improved maths attainment for disadvantaged pupils at the end of KS2.	Outcomes in maths in-line or above National average at the end of KS2. Attainment gap for disadvantaged and non-disadvantaged pupils in Maths closed
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being demonstrated by teacher observations, parents and pupil voice.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by the overall absence rate and punctuality rate of disadvantaged pupils being broadly in-line with their non-disadvantaged peers.
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 data from the Nuffield Early Language Intervention programme, engagement in lessons and ongoing formative and summative assessment.
Pupils' achievement in wider curriculum subjects is in-line with non-disadvantaged pupils	Assessments and data shows the disadvantaged pupils perform broadly in-line with non-disadvantaged pupils. Pupil voice shows a greater understanding of the world around them.
Parents/carers of disadvantaged pupils are engaged in school, aware of their child's learning and understand how to support their child.	The attendance of disadvantaged parents/carers at Parents' Evenings and other school events is broadly in-line with their non-disadvantaged peers. Parent /carers surveys show engagement and satisfaction with school and school life.

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: £26739.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language programme and phonics programme (ELS) for identified children in EYFS and specific children with communication difficulties in other Year groups.	EEF overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	13
Continue the use of Pathways, Grammarsaurus online school subscription and Descriptosaurus books for each class to improve vocabulary and writing outcomes as well as Spelling Shed.	Use of EEF Vocabulary in Action - Classroom strategies for vocabulary and language - Robust strategies for teaching vocabulary and modelling language use in the classroom Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)	13,
Use of LBQ to motivate and support pupils learning. EEF indicates that digital technology can impact on pupils	Use of LBQ to motivate and support pupils learning. EEF indicates that digital technology can impact on pupils learning by +4 months. 1	1, 6, 7, 9

learning by +4 months. 1		
Purchase of NTS standardised tests for all year groups.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Education Endowment Foundation (EEF) Teaching and Learning toolkit	3, 4, 6, 7, 9
Continue to enhance our teaching in all core and foundation subjects including planning and assessment in-line with DfE and EEF guidance. Including schemes of work. Fund subject release time for training and to embed key elements of guidance in school and for training Fund release time for both assistant headteachers to allow them to carry out their leadership roles which will have a positive impact on outcomes.	Supporting high quality teaching is pivotal in improving children's outcomes. Research by the EEF, identifies that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom and can narrow the disadvantage gap The DfE non-statutory guidance in conjunction with the National Centre for Excellence in the Teaching of Mathematics. EEF toolkit	3, 4
Professional development for all staff to ensure quality first teaching. Fund ongoing teacher training and release time. Senior leaders and subject leaders to lead. Essential Letters and Sounds Release time for staff to work alongside	Supporting high quality teaching is pivotal in improving children's outcomes. Research indicates high quality teaching can narrow the disadvantage gaps. In addition, promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. Education Endowment Foundation (EEF) Effective Professional Development toolkit	3, 4, 6, 7, 8, 9

both the English and Maths Hubs.		
All year 3, 4 & 5 pupils learn to play a musical instrument by a specialist teacher.	EEF indicates that arts participation impacts on pupils learning by +2 months.	6, 7, 9

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

Budgeted cost: £24680.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group reading support	The EEF response to intervention suggests that this could have an impact equivalent to 3 months of additional progress in one year.	4, 6, 7
Small group writing interventions	The EEF response to intervention suggests that this could have an impact equivalent to 3 months of additional progress in one year.	4, 6, 7
Small group maths interventions	The EEF response to intervention suggests that this could have an impact equivalent to 3 months of additional progress in one year.	4, 6, 7
After school maths support for Year 6 pupils	The EEF response to intervention suggests that this could have an impact equivalent to 3 months of additional progress in one year.	4, 6, 7
1:1 and small group interventions for identified children needing additional learning or behaviour support	The EEF response - effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective	2, 3, 4, 5, 6, 7, 8, 9

	SEL can lead to learning gains of +4 months over the course of a year	
Introduction of structured conversations and assertive mentoring meetings to allow parents of children with special educational needs to meet with teachers for longer to discuss the provision and support in place	Ensuring parents are involved and included in their child's education allows them to feel empowered to help and feels as though the school is actively taking steps to support their children in a different way. Education Endowment Foundation (EEF) Effective Professional Development toolkit	4,5

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

Budgeted cost: £15056.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor support for both children and their families	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	All
Increase attendance and punctuality - Senior leaders, Learning mentor, Office staff	School has a number of pupils/families with persistent attendance and punctuality issues.	1, 2, 3, 4, 5, 6, 7, 8, 9, 13
1:1 and small group Interventions for children with low – medium level mental health and well-being issues delivered by Bolton Mental Health Support team	The EEF's research of social and emotional learning approaches have a positive impact - an average of 4 months' additional progress in academic outcomes over the course of an academic year.	2, 5, 6, 7, 9
Widening experiences and extending opportunities Funding educational trips and visits.	Extracurricular activities are an important part of education in their own right. These approaches increase engagement in learning, The average impact of arts participation on other areas of academic learning are positive	1, 2, 3, 4, 5, 6, 7, 8, 9, 12

	and leads to an additional 3 months progress.	
Providing healthy morning snacks	Providing morning snacks prepare children for learning or support behaviour	5, 8, 9, 11, 12

Total budgeted cost: £66475

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.

High quality teaching is supporting pupils to make good progress in their learning from their respective starting points. Effective planning, questioning and feedback are enabling most disadvantaged and non-disadvantaged pupils to develop their knowledge and skills so that the vast majority of disadvantaged pupils make similar progress to non-disadvantaged pupils. The quality of interventions is continuing to improve outcomes. There is a continued improvement in the attainment and progress of disadvantaged children as a result of good teaching, personalised learning experiences, the effective use of resources and CPD tailored to pupils needs.

Following an assessment of children's needs, a range of interventions were put in place throughout school. This included:

- Maths tuition for disadvantaged and non-disadvantaged pupils in Years 2 and 6
- After school small group targeted maths support for pupils in Year 6
- Small group reading interventions for pupils in Years 6 provided by a reading specialist
- Small group reading interventions for pupils in Year 2
- 1:1, small group and whole class interventions to support children with social, emotional and behavioural needs
- Senior leaders
- Learning mentor to support children and families including working with families to improve attendance and parental engagement
- Widening children's experiences and opportunities
- Funding morning healthy snacks, school uniform, trips and residential trips
- Funding curriculum resources to ensure all children can take part

Intended outcome	Evaluation of intended outcome
Improved reading attainment among disadvantaged pupils.	Phonics Screening test All pupils 64% Non disadvantaged – 68% Disadvantaged – 33% The cohort only had 3 DAP hence the low percentage.

	Reading: End KS2 EXS+ 58% (National 75%) Higher Standard 23% (National 33%) Boys : 58% (National 72%) 25% (National 31%) Girls 58% (National 78%) 21% (National 36%) Non disadvantaged 56% (National 80%) Higher standard – 24% (National 39%) Disadvantaged 67% (National 63%) Higher standard - 17% (National 21%) NO PROGRESS SCORES OWING TO COVID -19 <table> <tr> <td>All</td><td>Scaled Score 102.2</td></tr> <tr> <td>Boys</td><td>Scaled Score 101.2</td></tr> <tr> <td>Girls</td><td>Scaled Score 102.9</td></tr> <tr> <td>Not disadvantaged.</td><td>Scaled Score 102.7</td></tr> <tr> <td>Disadvantaged</td><td>Scaled Score 100.3</td></tr> </table>	All	Scaled Score 102.2	Boys	Scaled Score 101.2	Girls	Scaled Score 102.9	Not disadvantaged.	Scaled Score 102.7	Disadvantaged	Scaled Score 100.3
All	Scaled Score 102.2										
Boys	Scaled Score 101.2										
Girls	Scaled Score 102.9										
Not disadvantaged.	Scaled Score 102.7										
Disadvantaged	Scaled Score 100.3										
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths: End KS2 EXS+ 68% (National 74%) Higher Standard 10% (National 26%) Boys : 50% (National 75%) Higher Standard - 8% (National 30%) Girls 79% (National 73%) Higher Standard - 11% (National 22%) Non disadvantaged 72% (National 80%) Higher Standard - 12% (National 63) Disadvantaged 50% (National 60%) Higher Standard - 0% (National 15%) All Scaled Score 101.9 Boys Scaled Score 100.9 Girls Scaled Score 102.6 Not Scaled Score 102.4 Disadvantaged Scaled Score 100.0										
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	The PSHE curriculum ensures all pupils are taught how to develop and manage their emotions.										

	Interventions support identified pupils with specific social and emotional needs.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	There are clear procedures in place to support attendance, these include: an attendance meeting takes place every 4 weeks to monitor attendance, daily monitoring of persistent absentees which includes phone calls home and home visits. Learning mentor support to families to help with improving attendance.
Improved oral language skills and vocabulary among disadvantaged pupils.	Communication and Language all 88%. (National 80%) Further investigation is needed to understand the specific issues and interventions in the current year will be put in place.
Pupils' achievement in wider curriculum subjects is in-line with non - disadvantaged pupils and cultural capital is developed and sustained.	Internal data analysis identified that achievement in the wider curriculum is broadly in-line with non-disadvantaged pupils. Cultural capital has continued to be developed and sustained.
Parents/carers of disadvantaged pupils are engaged in school, aware of their child's learning and understand how to support their child.	We have held a number of events throughout the year including parents evenings, reading meetings and these have been well attended.

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
Essential Letters and Sounds phonics Programme	Essential Letters and Sounds
TT Rockstars & Numbots	Maths Circle
LBQ subscription	LBQ
Spelling Shed	Ed shed
Kapow	KAPOW
Plan Bee	Plan Bee Resources LTD
Are You Really Reading?	The Shine Trust
Charanga	Charanga

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?	Access Learning Mentor for 1:1 sessions as needed throughout the year.
What was the impact of that spending on service pupil premium eligible pupils?	Positive health and mental wellbeing increased.