



Pupil Premium Strategy Statement
2025-26

Pupil premium is funding to improve education outcomes for disadvantaged pupils. Schools receive extra funding through Pupil Premium for:

- pupils registered as eligible for free school meals (FSM), or have been eligible in the past 6 years any point in the past six years
- pupils who have been adopted from care or who have left care;
- children who are looked after by the local authority.

This statement details our school's use of the pupil premium 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 impact of previous pupil premium spending within our school.

School overview

Detail	Data
School name	St Matthew's Church of England Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	Review of 2024-25 and plan for 2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Fiona Deakin, Headteacher
Pupil premium lead	Bhavasias Patel, Deputy Headteacher
Governor / Trustee lead	Rebecca Overton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,280
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	£238,280

Pupil Premium Strategy Plan

Statement of intent

At St Matthew's Church of England Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum.

High quality teaching and learning 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. In addition, appropriate provision is made for pupils who belong to vulnerable groups, regardless of whether they are disadvantaged or not

All staff take responsibility for the outcomes for disadvantaged pupils and have high expectations of what they can achieve. We are proud to say that we work hard to close the achievement gap, remove barriers to learning and make it possible for all of our children to achieve.

Principles that govern the use of pupil premium funding at St Matthew's Church of England Primary School:

- high quality teaching and learning opportunities to challenge and meet the needs of all pupils
- targeted academic support based on robust diagnostic assessment for individuals and/or groups of learners
- wider approaches, related to attendance, behaviour and wellbeing, to ensure that children are ready to learn



Challenges

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

Challenge number	Detail of challenge
1: Attainment gap between DPP and non-DPP	Internal and external assessments at the end of 2025 indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in all year groups. The impact of the use of funding in 2024-25 demonstrates that the gap between disadvantaged and non-disadvantaged pupils in schools is below the national gap therefore the planned use of the spend for this challenge will continue.
2: Phonics	Assessment data in previous years indicates that disadvantaged pupils have greater difficulties with phonics than their peers; this negatively impacts their development as readers. The phonics attainment has increased by 11% since 2022 and is +8% above national results. Although there is a -15% gap in school between disadvantaged pupils and non-disadvantaged pupils, the gap is 5% below the national gap (-20%) therefore the planned use of the spend for this challenge will continue.
3: Multiplication Tables Check	There is a gap between the attainment of disadvantaged pupils and non-disadvantaged pupils scoring between 21-25 in the KS2 Multiplication Tables Check. The gap between disadvantaged and non-disadvantaged pupils in school has reduced by 9% (-15% gap in 2024) therefore the planned use of the spend for this challenge will continue.
4: Readiness for learning	Assessments, observations and discussions with pupils and families have identified social and emotional issues for particular pupils. Barriers include, a lack of: routines; resources; external agency support; and financial support.
5: Enrichment opportunities	Feedback from parents/carers indicates that finance is a barrier to accessing enrichment opportunities. The impact of the use of funding in 2024-25 ensured that all children were able to attend school visits; all children engaged with home learning; and DPP pupils were able to attend before or after school booster clubs and after school sports clubs (if they chose to) therefore the planned use of the spend for this challenge will continue.
6: Attendance	Attendance data in previous years indicates that attendance among disadvantaged pupils has been lower than attendance for non-disadvantaged pupils however the impact of the use of funding continues to ensure that the gap remains minimal (-1.3%) therefore the planned use of the spend for this challenge will continue.

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
Close the attainment gap between DPP and non-DPP in: Reception (GLD); reading, writing and maths in KS1 and KS2.	- Attainment at the end of Reception (GLD) is increased and in line with Local Authority (LA) results. The gap between disadvantaged pupils and non-disadvantaged pupils is below the national gap between disadvantaged pupils and non-disadvantaged pupils. - Attainment at the end of KS1 is increased so that at least 60% achieve RWM combined. The gap between disadvantaged pupils and non-disadvantaged pupils in writing is reduced. - Attainment at the end of KS2 is in line with or above national standards. The gap between disadvantaged pupils and non-disadvantaged pupils is below the national gap between disadvantaged pupils and non-disadvantaged pupils.

Close the attainment gap between DPP and non-DPP in the Y1 Phonics Screening Check.	- Phonics attainment remains in line with or above national standards. - The gap between disadvantaged pupils and non-disadvantaged pupils is below the national gap between disadvantaged pupils and non-disadvantaged pupils.
Close the attainment gap between DPP and non-DPP in the Y4 Multiplication Tables Check (MTC).	- MTC attainment is in line with or above national standards. - The gap between disadvantaged pupils and non-disadvantaged pupils is below the national gap between disadvantaged pupils and non-disadvantaged pupils.
Pupils are able to access all curriculum enrichment opportunities, including home learning, school visits and enrichment opportunities.	All pupils are able to: - complete home learning activities; - attend school visits; - attend enrichment opportunities if they choose to.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	There is no gap in attendance between disadvantaged pupils and non-disadvantaged pupils.

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: £158,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller groups for teaching and learning in KS1 and KS2.	- Attainment increased in GLD, Phonics and Y4 MTC since 2023-24. - School attainment above national standards in Phonics and KS2 attainment in RWM, writing and maths (-2% in reading). - Impact of DPP funding for 2024-2025 (see data on p7-8). <i>Small groups allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i> <i>Clear and actionable verbal and/or written feedback informs pupils of their understanding of their specific strengths and areas for improvement.</i> Source: extracts from Education Endowment Foundation (EEF)	1, 2, 3, 4
CPD to enhance our teaching and learning practice.	- CPD last academic year improved the quality of feedback and assessment in teaching and learning. With a new ECT appointed for 2025-26 and five ECTs in their second year, ongoing CPD will be provided to to develop new staff and continue to strengthen the practice of existing staff. <i>Supporting high quality teaching is pivotal in improving children's outcomes... research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</i> <i>All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and</i>	1, 2, 3, 4

	<i>thereby closing the gap between where a pupil is and where the teacher wants them to be.</i> Source: extracts from Education Endowment Foundation (EEF)	
Non-class based mentor for ECTs and post- ECTs to secure stronger teaching for all pupils.	- Class-based and non-class based support improved the quality of teaching and learning for ECTs (first and second year) in 2024-25. <i>Supporting high quality teaching is pivotal in improving children's outcomes... research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</i> Source: extract from Education Endowment Foundation (EEF)	1, 2, 3, 4
RWI leader non-class based to coach staff to secure stronger teaching for all pupils.	- Phonics attainment increased by 11% since 2022 and was +8% above national standards in 2025. - Impact of DPP funding for 2024-2025 (see data on p8). <i>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:</i> Source: extract from Education Endowment Foundation (EEF)	1, 2

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

Budgeted cost: £37,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & language part-time therapist employed by school and speech & language interventions	- GLD attainment increased by 9% since 2022. <i>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</i> Source: extracts from Education Endowment Foundation (EEF)	1, 2, 4
Additional support staff (HLTAs) deployed in Y1 and Y6 to provide additional teaching and learning support for reading/phonics, writing and maths.	- Phonics attainment increased by 11% since 2022 and was +8% above national standards in 2025. - KS2 attainment above national standards in RWM, writing, maths and GPS (-2% below in reading) in 2025. <i>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</i> Source: extracts from Education Endowment Foundation (EEF) <i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</i> Source: extracts from Education Endowment Foundation (EEF)	1, 2
Booster clubs for KS1 and KS2.	Phonics attainment increased by 11% since 2022 and was +8% above national standards in 2025.	1, 2, 3, 4

	• KS2 attainment above national standards in RWM, writing, maths and GPS (-2% below in reading) in 2025. • Impact of DPP funding for 2024-2025 (see data on p7-8). • <i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</i> Source: extract from Education Endowment Foundation (EEF)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and support for children with SEMH and behaviour needs.	• <i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</i> • Source: extract from Education Endowment Foundation (EEF)	4, 6
Provide RWI home learning resources for free to families in Reception and Year 1	• Phonics attainment increased by 11% since 2022 and was +8% above national standards in 2025. • <i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</i> Source: extract from Education Endowment Foundation (EEF)	1, 2, 4
Provide free home learning resources and enrichment opportunities (breakfast club spaces for DPP pupils; before and after school clubs), and school visits at half the cost to families	• Impact of DPP funding for 2024-2025 (see evidence on p8). • <i>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcome: Provide practical strategies to support learning at home</i> Source: extract from Education Endowment Foundation (EEF)	4, 5, 6
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.	• Impact of DPP funding for 2024-2025 (see attendance data on p8). • The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Intended outcome	Success criteria	Review of 2024-25 outcomes																																															
Close the attainment gap between DPP and non-DPP in: Reception (GLD); reading, writing and maths in KS1 and KS2.	Attainment at the end of Reception (GLD) is sustained (since 2024) and is in line with Local Authority (LA) results. The gap between disadvantaged pupils and non-disadvantaged pupils is below the national gap between disadvantaged pupils and non-disadvantaged pupils.	<table><tr><th colspan="7">Reception (Good Level of Development)</th></tr><tr><th>Cohort</th><th>School DPP</th><th>School Non-DPP</th><th>School DPP v. non-DPP</th><th>National Non-DPP</th><th>National DPP v. non-DPP</th><th>National DPP v. non-DPP</th></tr><tr><td>63%</td><td>50%</td><td>65%</td><td>-15%</td><td>51%</td><td>71%</td><td>-20%</td></tr></table> Attainment has increased by +9% since 2022; it is -5% below national results and is +1% above LA results. School DPP attainment is -15% below non-DPP attainment however the gap is below the national gap. School DPP attainment is in line with national DPP attainment. Further analysis has identified the impact of the percentage of SEND pupils who are also DPP: 56% of the SEND pupils are DPP (33% have an EHCP). Actions: additional staff (HLTA) deployed in Y1; SEND pupils with high needs to continue being taught in Maple group.	Reception (Good Level of Development)							Cohort	School DPP	School Non-DPP	School DPP v. non-DPP	National Non-DPP	National DPP v. non-DPP	National DPP v. non-DPP	63%	50%	65%	-15%	51%	71%	-20%																										
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	Attainment at the end of KS1 is increased and the gap between disadvantaged pupils and non-disadvantaged pupils is below 20%.	<table><tr><th colspan="5">KS1 Results</th></tr><tr><th></th><th>Cohort</th><th>School DPP</th><th>School Non-DPP</th><th>School DPP v. non-DPP</th></tr><tr><td>RWM</td><td>52%</td><td>44%</td><td>58%</td><td>-14%</td></tr><tr><td>Reading</td><td>62%</td><td>56%</td><td>67%</td><td>-11%</td></tr><tr><td>Writing</td><td>60%</td><td>43%</td><td>67%</td><td>-24%</td></tr><tr><td>Maths</td><td>75%</td><td>70%</td><td>79%</td><td>-9%</td></tr></table> Attainment has remained the same since 2023 in RWM combined, reading and maths; it has decreased by -7% in writing. School DPP attainment is below non-DPP attainment in all subjects however the gap has been reduced by 6% in RWM, 20% in reading and by 15% in maths since 2024. The gap remains the same in writing. Further analysis has identified the impact of the percentage of SEND pupils who are also DPP: 50% of the SEND pupils are DPP (19% have an EHCP). Actions: additional teacher deployed in Y3 for this cohort and some SEND children are taught in a booster group for core subjects by a teacher; additional teacher in Y2 for 2025-26.	KS1 Results						Cohort	School DPP	School Non-DPP	School DPP v. non-DPP	RWM	52%	44%	58%	-14%	Reading	62%	56%	67%	-11%	Writing	60%	43%	67%	-24%	Maths	75%	70%	79%	-9%																	
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Attainment at the end of KS2 is in line with or above national results. The gap between disadvantaged pupils and non-disadvantaged pupils is below the national gap between disadvantaged pupils and non-disadvantaged pupils.	<table><tr><th colspan="8">KS2 Results</th></tr><tr><th></th><th>Cohort</th><th>DPP</th><th>School Non-DPP</th><th>School DPP v. non-DPP</th><th>National Non-DPP</th><th>National al DPP v. non-DPP</th><th>National al DPP v. non-DPP</th></tr><tr><td>RWM</td><td>70%</td><td>64%</td><td>74%</td><td>-10%</td><td>47%</td><td>69%</td><td>-22%</td></tr><tr><td>Reading</td><td>73%</td><td>66%</td><td>77%</td><td>-11%</td><td>63%</td><td>80%</td><td>-17%</td></tr><tr><td>Writing</td><td>80%</td><td>72%</td><td>85%</td><td>-13%</td><td>59%</td><td>78%</td><td>-19%</td></tr><tr><td>Maths</td><td>78%</td><td>76%</td><td>79%</td><td>-3%</td><td>61%</td><td>80%</td><td>-19%</td></tr></table> Attainment is above national results in RWM, writing and maths (-2% in reading); school DPP attainment is also above national results in RWM, writing and maths. School DPP attainment is below non-DPP attainment in RWM, reading and writing however the gap is below the national gap in all subjects. Further analysis has identified the impact of the percentage of SEND pupils who are also DPP; 24% of the SEND pupils are DPP (10% have an EHCP). Action: additional staff (teacher and HLTA) deployed in Y6 for 2025/26.	KS2 Results									Cohort	DPP	School Non-DPP	School DPP v. non-DPP	National Non-DPP	National al DPP v. non-DPP	National al DPP v. non-DPP	RWM	70%	64%	74%	-10%	47%	69%	-22%	Reading	73%	66%	77%	-11%	63%	80%	-17%	Writing	80%	72%	85%	-13%	59%	78%	-19%	Maths	78%	76%	79%	-3%	61%	80%	-19%
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	Cohort	DPP	School Non-DPP	School DPP v. non-DPP	National Non-DPP	National al DPP v. non-DPP	National al DPP v. non-DPP																																										
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Close the attainment gap between DPP and non-DPP in the Y1 Phonics Screening Check.	Phonics attainment remains in line with or above national standards. The gap between disadvantaged pupils and non-disadvantaged pupils is below the national gap between disadvantaged pupils and non-disadvantaged pupils.	<table><tr><th colspan="5">Y1 Phonics Screening Check</th></tr><tr><th>Cohort</th><th>DPP</th><th>Non-DPP</th><th>DPP v. non-DPP</th><th>National DPP v. non-DPP</th></tr><tr><td>88%</td><td>79%</td><td>92%</td><td>-13%</td><td>-16%</td></tr></table> Attainment has increased by +11% since 2022; it is +8% above national results. School DPP attainment is below non-DPP (-13%) however the gap is below the national gap. Action: phonics teaching in small groups to continue in Y2 in 2025-26; additional staff (HLTA) deployed in Y1.	Y1 Phonics Screening Check					Cohort	DPP	Non-DPP	DPP v. non-DPP	National DPP v. non-DPP	88%	79%	92%	-13%	-16%
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Close the attainment gap between DPP and non-DPP in the Y4 Multiplication Tables Check (MTC).	MTC attainment is in line with or above national standards. The gap between disadvantaged pupils and non-disadvantaged pupils is below the national gap between disadvantaged pupils and non-disadvantaged pupils.	<table><tr><th colspan="4">Y4 Multiplication Tables Check (scoring 20-25)</th></tr><tr><th>Cohort</th><th>DPP</th><th>Non-DPP</th><th>DPP v. non-DPP</th></tr><tr><td>88%</td><td>82%</td><td>88%</td><td>-6%</td></tr></table> Attainment for scoring 25 (100%) has increased by 16% since 2024 and it has increased by 5% for scoring 20-25. The gap between disadvantaged and non-disadvantaged pupils in school has reduced by 9% (-15% gap in 2024). National MTC DPP data is not available for 2025 at the time of publication of this plan.	Y4 Multiplication Tables Check (scoring 20-25)				Cohort	DPP	Non-DPP	DPP v. non-DPP	88%	82%	88%	-6%			
Y4 Multiplication Tables Check (scoring 20-25)																	
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88%	82%	88%	-6%														
Pupils are able to access all curriculum enrichment opportunities , including home learning, school visits and extra-curricular activities	All pupils are able to: - complete home learning activities; - attend school visits; - attend extra-curricular activities if they choose to.	- Pupils engage with home learning and if they do not, support is provided in school so that all pupils are able to complete their home learning. - All pupils attend school visits; the only reason for non-attendance is illness. - Pupils who want to attend an extra-curricular club are given the opportunity during the academic year. - DPP pupils in Y1, Y2 and Y6 have attended after school curriculum booster sessions.															
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	There is no gap in attendance between disadvantaged pupils and non-disadvantaged pupils.	<table><tr><th colspan="4">Attendance 2024-25</th></tr><tr><th>Whole School</th><th>DPP</th><th>Non-DPP</th><th>School DPP v. non-DPP</th></tr><tr><td>95.9%</td><td>95.6%</td><td>96.9%</td><td>-1.3%</td></tr></table> There is -1.3% gap in attendance between disadvantaged pupils and non-disadvantaged pupils.	Attendance 2024-25				Whole School	DPP	Non-DPP	School DPP v. non-DPP	95.9%	95.6%	96.9%	-1.3%			
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