

St Matthew's CE Primary School



BELONGING | BELIEVING | ACHIEVING

“You are the light of the world.”

Matthew 5:14

Pupil Premium Strategy Statement

Approved by:

Board of Governors

Date : September 2025

Next Review due:

Board of Governors

Date: September 2026

Statement of Intent

At St. Matthew's, our aim is that every pupil, regardless of background, makes good progress and achieves their best across all areas of the curriculum. With over half of our pupils eligible for Pupil Premium, our strategy is central to supporting them to achieve positive academic and personal outcomes.

We will focus on the main challenges our pupils face, including gaps in language, reading, and maths, as well as supporting social, emotional and well-being needs. We will also address attendance and punctuality where these impact learning.

High-quality teaching is at the heart of our approach, complemented by targeted support and wider strategies such as enrichment opportunities. All staff and governors share responsibility for raising outcomes for disadvantaged pupils, and we aim to ensure that progress for these children is sustained and consistent alongside their peers.

Pupil Premium Strategy Statement

This statement details our school's use of 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Board of Governors
Pupil Premium Lead	Sarah Green, Head of School

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,055
Total budget for this academic year	£63,055

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that many disadvantaged pupils enter Reception with underdeveloped oral language and vocabulary compared to their peers. This impacts progress in reading and writing.
2	Internal assessments and observations suggest that disadvantaged pupils generally achieve lower outcomes in reading than non-disadvantaged pupils. The gap is evident from Reception and continues through KSI and KS2.
3	Disadvantaged pupils' attainment in maths is consistently below that of their peers, with lower fluency and confidence in problem solving.
4	A significant number of pupils, including many disadvantaged pupils, require additional support with behaviour, resilience, and emotional regulation. Limited access to enrichment opportunities outside school also impacts confidence and engagement.
5	Attendance for disadvantaged pupils is below that of their peers. Persistent absence among this group has a negative impact on progress and attainment.

Activity in This Academic Year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching / Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group support in reading and maths.	Helps pupils who are falling behind to catch up	2, 3,
Extra phonics sessions for pupils needing more support.	Builds confidence and accuracy in reading.	2
Train staff on a phonics programme to strengthen teaching.	Phonics has strong impact, especially for disadvantaged pupils.	1, 2
Build in structured talk and vocabulary activities across lessons.	Improves speaking, listening and vocabulary.	1
CPD for staff, including behaviour management and classroom practice.	Improves quality of teaching and consistency across the school.	3,4

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance systems and family support.	Helps reduce persistent absence and improve punctuality.	5
Staff training on behaviour and well-being.	Supports pupils' emotional needs and creates a positive school culture.	4
Clubs, trips and enrichment activities.	Builds confidence and widens experiences for disadvantaged pupils.	4,5
Keep a small contingency fund for unexpected needs.	Allows quick support when issues arise.	All

Review of the Previous Academic Year

Last year's pupil premium funding was used to provide extra support in reading, maths and well-being. Disadvantaged pupils benefited from small group work, phonics support and additional activities to build confidence. Internal data and teacher observations show improved progress and engagement, particularly in reading and social skills. Attendance and behaviour support also had a positive impact.