

Pupil premium strategy statement: St Matthias CE Primary School

This statement details our school's use of pupil premium (and recovery 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	152
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	<i>Virginia Beale- HT</i>
Pupil premium lead	<i>Virginia Beale- HT</i>
Governor / Trustee lead	<i>Jenny Batelen, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,140.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£115,140.00

Part A: Pupil premium strategy plan

Statement of intent

We aspire for our children, irrespective of their background or the challenges they face, to fulfil their potential, make good progress and use the gifts that God has given them in order for them to become the best version of themselves. We believe that all children can achieve highly if they aspire to do their best and work towards agreed goals and challenges with the expert guidance of school staff.

This will be achieved through The Spire Trust Pupil Premium and Attendance Project which is a two year project led by senior leaders from all Trust and affiliated schools.

Spire Trust Pupil Premium Pledge

We are committed to ensuring that every young learner has a sense of belonging and the opportunity to achieve personal excellence. Our pledge is to support all pupils, irrespective of their background, by providing a nurturing environment, research-led through high quality teaching and targeted academic and pastoral support.

“Remove the deficit discourse around disadvantage and its impact on learning and participation in school life. Disadvantaged pupils and their families are not a problem to be resolved.”



Marc Rowland, Unity Research School

We promote the mantra ‘Every interaction matters. Every single one.’

We pledge to:

1. Understand Each Child

- Ensure every child is part of a setting where caring, positive relationships help them feel safe, nurtured, understood, and truly belong- encouraging excellent attendance.
- Observe and assess each child’s unique needs and work closely with teachers, teaching assistants and families to ensure we understand what each pupil requires to thrive.
- Promote children's social skills, confidence and wellbeing, through high quality pastoral support, building cultural capital through opportunities beyond the classroom so that our pupils are ready for the next stage of their education.
- Avoid unconscious bias.

2. Deliver High Quality Teaching, Learning and Tailored Support

- Use adaptation, engagement and assessment for learning to meet the diverse needs of all pupils.
- Work with inclusivity and equity at the core of all we do. Classroom provision, interventions and individual support are designed to ensure that every child

thrives.

- Provide a well-sequenced curriculum enhanced with wider opportunities to develop the whole individual.

3. Monitor Progress and Provide Clear Communication

- Regularly track and celebrate each pupil's progress.
- Tailor support using ongoing assessments to meet individual needs effectively.
- Work closely with parents and carers, offering regular communication to help support learning.

Through this pledge, the Spire Trust aims to create a nurturing and inclusive environment where every child can achieve their best.

'Every interaction matters. Every single one.'

Challenges

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

Challenge number	Detail of challenge
1	Attendance for pupils eligible for PP is lower than for non-PP pupils. Our whole school attendance for 2024-2025 was 92.9% compared to Primary National of 94.8%. Disadvantaged Pupil Premium attendance was 91.2% compared to Non-Pupil Premium 94.1% in academic year 2024-2025.
2	Addressing poor listening and attention in Early Years and Key Stage One A significant proportion of our disadvantaged children in Reception enter with poor attention and listening skills. This impacts their ability to engage with adult-led activities and limits their language development. High proportion of children enter Reception with a limited language exposure at home; delayed speech and language development; some with limited pre-school experience.
3	Oral language skills on entry are lower than expected levels and impact on phonics and reading comprehension skills.
4	Addressing poor memory retention with increased % SEND amongst disadvantaged learners. 47% of Pupil Premium pupils also have an SEND need.
5	Reading fluency and comprehension rates are lower for pupils eligible for PP than for non-PP pupils.
6	Attainment for writing is 14% lower than national averages for KS2 SATS with the gap for pupil premium pupils lower than non-pupil premium pupils.
7	Mathematical attainment is lower for pupils eligible for PP than for non-PP pupils

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
Increase percentage attendance across the school, with a particular focus on disadvantaged pupils	Attendance for Pupil Premium pupils is more in line with that of non-PP pupils Whole school attendance is closer to national for Primary Schools Reduce the percentage of persistent absentees across the school
Increase proportion of disadvantaged pupils achieving a Good Level of Development, particularly in Communication and Language.	Pupils can sustain attention in adult-led activities for age-appropriate periods. The gap between Disadvantaged and non-disadvantaged pupils in Communication and Language decreases. Increased number of pupils gaining GLD at the end of Reception year.
Develop oracy and language skills for all pupils in all areas of the curriculum.	All pupils, across the school, engage in quality, structured conversations in all activities including Nursery Curiosity approach. Lessons build in increased opportunities for oracy development across the curriculum and wider curriculum such as Collective Worship and visits Lesson visits focus on oracy development in all pupils
Strengthen memory retention and knowledge building across the curriculum, with a focus on disadvantaged pupils	Curriculum content and lessons build in recall and application skills linked to previous learning. Lessons build on foundational knowledge systematically to deepen understanding Using evidence-based retrieval practice to transfer knowledge to long-term memory
Increase attainment for all pupils including eligible for PP in Reading	Data in all year groups will show progress particularly pupil premium pupils and the gap will decrease between pp and non-pp pupils
Increase attainment for all pupils including eligible for PP in Writing	Writing attainment will be more in line with National data. The gap in attainment between pupils eligible for PP and non-PP will continue to decrease with more pupils eligible for PP meeting age-related expectations.
Increase attainment for all pupils including eligible for PP in Maths	Maths attainment will be more in line with National data. The gap in attainment between pupils eligible for PP and non-PP will continue to decrease with more pupils eligible for PP meeting age-related expectations

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: **£60,140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop High Quality Teaching and focus on attention and listening activities.</p> <p>Addressing poor listening and attention in Early Years and Key Stage One</p>	<p>Development of a structured approach to teaching listening skills through daily whole class activities linked to listening and attention and routines.</p> <p>Staff training on Oracy and effective communication and language strategies in EHFS</p> <p>Curiosity Approach in the Early Years</p> <p>Speech and Language therapist and input linked to CPD</p> <p>Home visits and transition sessions enabling strong relationships to form</p> <p>EEF guidance on EY interventions</p> <p>Continue with the NELI programme in Reception an evidence based early intervention programme.</p>	2-7
<p>Effective CPD linked to challenges and High Quality Teaching</p>	<p>Trauma Informed Approach CPD</p> <p>Pupil Premium Conference- Marc Rowland</p> <p>Pupil Premium Network Meetings</p> <p>EEF-Individualised Instruction</p> <p>EEF-Feedback +6 months</p>	1-7
<p>High Quality CPD Trust PP and Attendance project</p>	<p>CPD- Teaching staff CPD Marc Rowlands- focusing on the barriers faced by disadvantaged learners</p> <p>Secure staff commitment and shared ownership to ensure consistent implementation and long-term sustainability of pupil premium initiatives</p>	1-7
<p>Additional staffing to develop a KS1 Nurture Base</p>	<p>EEF- Small Group Tuition +4 months</p> <p>EEF- Social and emotional learning +3 months</p> <p>EEF- reducing class size +1</p> <p>EEF- Metacognition and self-regulation +8</p>	2-7
<p>Implement robust data tracking systems to identify disadvantaged pupils' individual needs and adverse childhood</p>	<p>Use comprehensive data analysis to identify academic, pastoral and wellbeing needs of all disadvantaged pupils</p>	1-7

experiences (ACEs), ensuring targeted, evidence-based support is provided and impact is systematically monitored	Using our trauma informed approach- recognise and respond sensitively to pupils who have experienced ACEs or face other barriers to learning Ensure every disadvantaged pupil receives personalised support matched to their specific needs Monitor the impact of interventions regularly and adapt provision when necessary Create a culture where early identification and swift action prevent gaps from widening Continue to use our 'Supporting children and families' Early Help offer.	
Develop senior and middle leadership through effective CPD	SDP- focus Oracy development and quality CPD	1-7
Develop feedback across the school including 'Assessment As Learning' to improve learning and retention.	EEF Teaching and Learning Toolkit - +8 months progress through effective feedback practices	4-7
Develop a systematic teaching sequence to increase vocabulary and concepts and apply across the curriculum.	Vocabulary Ninja, Knowledge Organisers to include subject specific vocabulary.	5
Embed high quality writing skills across the curriculum.	CPD linked to modelling writing, editing writing and with high expectations of pupil's attitudes to writing	6
Increase attainment in mathematics for all pupils, with a specific focus on accelerating progress for disadvantaged pupils to close the gap with non-disadvantaged peers nationally	High-quality teaching: Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils, Professional development to support implementation of approaches Teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary to correct these Leaders and teachers consider the most important knowledge and concepts that pupils need to know and focus on these; they prioritise feedback, retrieval practice and assessment	7

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve Children’s language and early literacy skills NELI (Nuffield Early Literacy Intervention)	Continue with the NELI programme in Reception an evidence based early intervention programme. EEF - Oral language interventions +6 months progress	2-3
Language Link language screening / interventions	EEF – Oral language interventions +6 months progress	2-3
Accelerated Reader & MyOn plus regular replenishment of reading stock across the school	EEF – Reading comprehension strategies +6 months progress Accelerated Reader and Young People’s Reading in 2013 – National Literacy Trust	5
Century Tech (in school and home learning)	EEF - +5 months progress through high-quality homework	5-7
Provision Mapping (intervention monitoring, Learning Plans and attainment)	Monitoring interventions and ensuring their impact is measured contributes to effective, timely identification of children who are not making expected progress so that further intervention can be implemented.	1-7
Teaching Assistant support in-class	Maximising the Impact of Teaching Assistants – Education Endowment Foundation research EEF Toolkit - +4 months progress	2-7
Speech and Language Therapist	“What Works?” Interventions for children and young people with speech, language and communication needs EEF – Oral language interventions +6 months progress	2-3
Trauma Informed School Approach	EEF Social and Emotional Learning and Behaviour interventions +4 months progress	1-7
Increase staffing- Small group tuition	Pre-teaching mathematical concepts to disadvantaged pupils before whole-class lessons Same-day intervention for pupils who haven’t grasped key concepts Fluency practice sessions for times tables and number bonds Problem-solving and reasoning groups to develop mathematical thinking EEF- Teaching Assistant Interventions +4 months	1-7
PP working party and regular meetings linked to family support and increasing attendance	EEF Parental Engagement +4 months ‘Supporting children and families’ Early Help offer	1

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Package of support, training and monitoring from Local Authority Increased home-visits and attendance support meetings with parents following our 'Supporting children and families' offer.	EEF- Supporting school attendance Building strong relationships with families EEF Increased parental engagement	1
Supporting pupil's social, emotional and behavioural needs	Creating a calm, well-organised environment Supporting emotional regulation through our Trauma Informed Approach	2
Parents2Teachers and Class Dojo- increasing parental communication	EEF suggest that increasing parental involvement in primary schools had on average +4 months positive impact.	1
Creating a sense of belonging including Levelling Fund (e.g. support with costs of uniform, PE kit, school equipment)	This is supported by outside agencies such as Survive who recommend that we take every opportunity to make students from disadvantaged backgrounds feel a part of the school.	1-7
Daily Breakfast Provision (toast)	EEF study of 'Magic Breakfast' scheme showed +2 months progress in KS1	1
Extra-curricular / curriculum enhancement funding	EEF Study - Arts participation +2 months progress, Sports Participation +2 months	1 2 3 5
Extra curricular clubs	Providing a range of after school clubs including homework, Physical Activity clubs- football, cricket, gymnastics Yoga, mindfulness. EEF- Physical Activity +2 months	1-7
Supporting mental health and wellbeing through external support	Dramatherapy Sports Mentor Sensory circuits Mentor Link	1-7

Total budgeted cost: £112,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There was an overall increase in attainment in 2024-2025 compared to the year before in Reading, Writing, Grammar and Mathematics including combined. The majority of GAP between PP and Non-PP attainment has reduced apart from GPS in KS2 SATs

KS2 SATS 2025 (31 in cohort)	Reading	GPS	Writing	Maths	Combined RWM
EXP overall	74% GD 19% Nat:75%	74% GD 10% Nat:73%	58% GD=0% Nat: 72%	68% GD 6% Nat: 74%	RWM 52% Nat:62%
PP GAP	Reading: 21% PP Gap 14% Gender Gap	SPAG- 35% PP Gap 2% Gender Gap	Writing: 26% PP Gap 11% Gender Gap	Maths: 24% PP Gap 15% Gender Gap	Combined: 23% PP Gap 9% Gender Gap

KS2 SATS 2024 (24 in cohort)	Reading	GPS	Writing	Maths	Combined RWM
EXP overall	63% GD 13% Nat:74%	63% GD 29% Nat:72%	50% GD=0% Nat: 72%	63% GD 17% Nat: 73%	RWM 52% Nat:62%
PP GAP	Reading: 30% PP Gap 15% Gender Gap	SPAG- 30% PP Gap 15% Gender Gap	Writing: 31% PP Gap/ 13% Gender Gap	Maths: 30% PP Gap 6% Gender Gap	Combined: 31% PP Gap 13% Gender Gap

Attendance

	2024-2025	2023-2024
Whole school attendance	92.9% NAT 94.8%	93.3% NAT 94.5%
Gap	1.9%	0.6%
PP attendance	91.2%	91.1%
Non PP Attendance	94.1%	95.3%
Gap	2.9%	4.2%

Wellbeing

The impact of our Trauma Informed Approach has made a difference to pupils with ACEs and high emotional need through interventions, however the impact across the school is also significant in the way that all staff approach and nurture children. This is an ongoing strategy which will continue into next year.

Review of Intended Outcomes 2024-2025			
	Intended Outcome	Success Criteria	Review
1	Increase attainment for all pupils eligible for PP in Writing, Mathematics and Reading	The gap in attainment between pupils eligible for PP and non-PP will continue to decrease with more pupils eligible for PP meeting age-related expectations	See table above.
2	Improve oral literacy skills in EYFS and KS1	Deficits in oral literacy skills will be reduced.	Using Language Link Assessments 64% of children entering Reception in 2023 scored lower than the expected levels. In 2024 X% of children entered Reception with lower than expected levels. It also showed that the children moving from St Matthias Nursery to Reception had better language development than previous years. In September 2025 Nursery have introduced the Curiosity Approach to continue to develop Oracy skills. Developing Oracy and language skills is a key SDP focus for the next two years. 2025-2027.
3	Increase % attendance for pupils eligible for PP	Attendance for pupils eligible for PP will be in line with government target of 96%.	PP attendance increased by 0.1% compared to previous year. Non PP attendance decreased by 1.2% attendance due to some specific cases. The Gap between PP and Non PP in 2023-2024 was 4.2% The Gap between PP and Non PP in 2024-2025 was 2.9% therefore the gap between PP and Non PP has reduced by 1.3%. Attendance is an ongoing focus on the SDP for 2025-2026.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Century Tech	Century Tech
Language Link	SpeechLink
MyOn	Renaissance
Spelling Shed	Literacy Shed
Times tables Rock Stars	TTRS

