

# St Matthew's High Brooms CE Primary School

Powder Mill Lane  
Tunbridge Wells  
Kent  
TN4 9DY



## Pupil Premium Strategy Statement

Headteacher: Mrs Sonia Phillips  
Chair of Governors: Mrs Karen Stevenson

*Fulfilling God-given potential*

*Distinctive Christian values-  
Honesty, Kindness, Respect, Responsibility*

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 School
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	151 43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sonia Phillips Headteacher
Pupil premium lead	Sonia Phillips Headteacher
Governor / Trustee lead	Laura Masson Inclusion Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,450.00
Recovery premium funding allocation this academic year	£9280
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	£202,730.00

# Part A: Pupil premium strategy plan

## Statement of intent

### Fulfilling God-given potential

At St Matthew's we believe that each of us is made in the image of God. God loves every one of us. We value every member of our community, and support them to do their best. "See how very much our father loves us, for he calls us his children, and that is what we are!" (1 John 3 v1, New Living Translation).

We believe that St Matthew's school is a beacon for the community and a place where people are loved and valued. We encourage each and every member of the school community to embrace their God-given potential and to develop as life-long learners.

Our 4 school values are responsibility, kindness, honesty and respect. We make sure that every child, regardless of their age, learns what each value means and how they can demonstrate that value at home, at school and when they are out and about.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We believe that the universal offer and opportunities for all our children whether disadvantaged or not brings equality and progress for all. 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 strategy is also integral to wider school plans for education recovery, following the pandemic notably in targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be based on the needs identified as school wide issues and those of individual children. Assessment tools will be used to identify those needs and this will include children who are categorized as disadvantaged.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. All Reception pupils undertake Language Link assessments in Term 1 and Speech Link assessments in Term 3. The evidence from these assessments show needs are more prevalent among our disadvantaged pupils than their peers. 48% of the children on our SEND register have Speech Language and Communication Needs as their primary concern.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.  13% of the children on our SEND register have Social, Emotional/Mental Health as their primary concern.

	Term 1 & 2, 14% of pupils have targeted support for their emotional & well-being needs. Of those 14%, 49% are disadvantaged children.
6	Our attendance data shows that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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 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 engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Disadvantaged pupils make good progress from baseline assessments in Sept 2021.  In subsequent years, phonics results continue to improve year on year.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that the writing of disadvantaged pupils improves year on year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, anti-bullying survey, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced year on year.</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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resource, train and monitor <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Purchase of diagnostic assessments for Language Link and Speech Link  Training for designated staff to ensure assessments are interpreted and administered correctly.	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1
Training for all staff on Zones of Regulation to improve and monitor emotional well-being of pupils.	Evidence from Brooks and Goldstein (2013) that shows that characteristics of a resilient mindset lead to stronger outcomes. Improving Social and Emotional Learning in Primary Schools EEF 2021 The Zones of Regulation is certainly a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in clinical practice and school-based settings ( <a href="#">Zones Research &amp; Scholarly Articles Spreadsheet</a> ).	4,5
Training for Designated	There is extensive evidence associating childhood social and emotional skills with improved	1,4

Teacher to support Looked after Children.	outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Training for TAs in Words First, Rapid Readers and Precision Teaching.	TAs delivering targeted interventions in one-to-one or small group settings show a consistent impact on attainment of approx. three to four additional month's progress. (EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing subscription of Language Link and Speech Link programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.  Dedicated TA to assess and provide interventions.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/Oral_language_interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="https://educationendowmentfoundation.org.uk/Phonics_Toolkit_Strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4

Writing Interventions run by teacher targeted at disadvantaged pupils.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support lower-attaining pupils.	3
Maths Interventions run by TAs targeted at disadvantaged pupils.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support lower-attaining pupils.	4

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

Budgeted cost: £ 135,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on vision & values, behaviour management, zones of regulation and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4,5
Analysis of attendance for all pupils discussed and actioned as part of Needs meetings for vulnerable pupils.	Early identification and support from school via Attendance Officer and Family Liaison Officer, can lead to reduced absenteeism. <a href="http://Gov.uk">Improving school attendance: support for schools and local authorities (Gov.uk)</a>	6
Forest School sessions for years 2-5.	Forest School improves children's <ul style="list-style-type: none"> <li>• confidence</li> <li>• social skills</li> <li>• communication</li> <li>• Motivation</li> <li>• Physical skills</li> <li>• Knowledge &amp; understanding</li> </ul>	4,5



	<a href="#"><u>Forest Schools: Impact on young children in England and Wales</u></a>	
The school employs Attendance Officer, Family Liaison Officer, Pastoral Mentor. The school uses an outside agencies to provide school counsellor and play therapist.	Dedicated staff to look at the needs of families, emotional and well-being needs of children and attendance ensures support is given early.	4,5,6
The school runs a pre-loved (second hand) uniform shop	Families that are supported financially will have better outcomes	4,5
Financial support for disadvantaged children on school trips in particular a year 6 residential	An opportunity to experience a wider range of activities will enhance outcomes for all children	4,5
Financial support to Early Start Club for disadvantaged children.	Families that are supported financially will have better outcomes	4,5

**Total budgeted cost: £ 202,730**

## 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes still points to Covid-19 impact, which disrupted all our subject areas to varying degrees. The education of the pupils in the year 2021/22 were not as severely disrupted by Covid-19 as in the previous year/s however, the impact of lockdown was still in evidence especially in the children's speech and language, resilience and pre-school experience. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

In particular, we noticed that phonics understanding for children for our year 3 cohort, was below expected levels due to the key teaching time they lost in year 1 & 2. The children who entered Reception in 2021 and 2022, did not have the full experience of pre-school. Levels of speech and language were low as evidenced by our speech & language baseline assessments. Due to no mixing across year groups for part of the academic year 2021/22, interventions were not as effective due to staff deployment and grouping of children. Internal decisions to restrict performances to parents in Natives etc meant that parental engagement was lower and opportunities to build resilience and communication/performance skills was curtailed.

Overall attendance in 2021/22 was lower than in the preceding years at 94%'. At times when all pupils were expected to attend school, absence among disadvantaged pupils higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*