

St Matthew's High Brooms CE Primary School

Powder Mill Lane
Tunbridge Wells
Kent
TN4 9DY



Pupil Premium Strategy Statement

Headteacher: Mrs Carolyn Pollard
Chair of Governors: Mrs Karen Stevenson

3 year plan 2023-2026

Fulfilling God-given potential

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

Pupil premium strategy statement

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	44% (157 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Carolyn Pollard Interim Headteacher
Pupil premium lead	Carolyn Pollard Interim Headteacher
Governor / Trustee lead	John Geenty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,495
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£16,785
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£250,280

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 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

St Matthew's recognise that not all pupils getting FSM will be socially disadvantaged and not all pupils who are socially disadvantaged get FSM and are PP.

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 Term1 and Speech Link assessments in Term 3. The evidence from these assessments show needs are more prevalent among our disadvantaged pupils than their peers. 49% 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency and mathematics than their peers. This negatively impacts their development as readers and mathematicians.
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.

6	<p>Our attendance data shows that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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
<i>Add or delete rows as needed</i>	
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 2022. 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 2025/26 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 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, pastoral notes, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> • 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.

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: £ 75,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Resource, train and monitor DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>The school will adopt RWI as their SSP programme as it is more rigorous and robust.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Purchase of diagnostic assessments for Language Link and Speech Link</p> <p>Training for designated staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Training for all staff on Zones of Regulation to</p>	<p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early</p>	

<p>improve and monitor emotional well-being of pupils.</p> <p>Training for all staff in new Behaviour policy.</p> <p>TA training led by SIA and Ed Psch.</p>	<p>mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of three additional months' progress. However, this is based on very limited evidence in the early years, with a small number of studies having assessed the educational impact (e.g. on early literacy or numeracy) of approaches that sought to improve self-regulation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	
<p>Employment and training for TAs in delivering interventions and support in class.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,</p>
<p>Employing an Inclusion Lead/ SENCO – cost of SENCO qualification</p>	<p>The Code of Practice envisages that the SENCO will provide leadership and professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies. It challenges SENCOs to promote person-centred, inclusive, practice in which the interests and needs of pupils with SEN and/or disabilities are at the heart of everything that they do.</p> <p>https://www.gov.uk/government/publications/mandatory-qualification-for-sencos</p> <p>There is an overlap of SEND and Pupil Premium in St Matthew's. The Inclusion Lead is also the SENCO, and has the main purpose of providing support to disadvantaged pupils including those with special educational needs and/or disabilities (SEND) as part of their JD.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £86,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Dedicated TA to assess and provide interventions.</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Grouped phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>Reading fluency Interventions run by TAs targeted at children working below ARE including a higher proportion of disadvantaged pupils.</p>	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support lower-attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	4,3
<p>Maths Interventions run by TAs targeted at children working below ARE including a higher proportion of disadvantaged pupils.</p>	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support lower-attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	4

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

Budgeted cost: £ 88,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management, zones of regulation and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>
<p>Analysis of attendance for all pupils discussed and actioned as part of Needs meetings for vulnerable pupils.</p>	<p>Early identification and support from school via Attendance Officer and Family Liaison Officer, can lead to reduced absenteeism. Improving school attendance: support for schools and local authorities (Gov.uk)</p>	<p>6</p>
<p>Forest School sessions for years 2-5.</p>	<p>Forest School improves children's</p> <ul style="list-style-type: none"> • confidence • social skills • communication • Motivation • Physical skills • Knowledge & understanding <p>Forest Schools: Impact on young children in England and Wales</p>	<p>5</p>
<p>The school employs Attendance Officer, Family Liaison Officer, Pastoral Mentor. The school uses an outside agencies to provide school</p>	<p>Dedicated staff to look at the needs of families, emotional and well-being needs of children and attendance ensures support is given early.</p>	<p>5,6</p>

counsellor and play therapist.		
The school runs a pre-loved (second hand) uniform shop	Families that are supported financially will have better outcomes	5,6
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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5,6
Financial support to Early Start Club for disadvantaged children.	Families that are supported financially will have better outcomes	5
Wide range of After School Clubs run by TAs and outside providers.	A range of positive outcomes have been identified from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf	5,6
Specialist teachers in Art, music	Children's aspirations are raised and talents and skills can be fostered in art and music, raising well-being of children as they can be successful in curriculum subjects.	5

Total budgeted cost: £250,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year

KS2 Data				
	Reading	Writing	Maths	Combined
2022-23 All	68%	63%	63%	44%
2022-23 PP	60%	40%	40%	16%

KS1 Data				
	Reading	Writing	Maths	Combined
2022-23 All	53%	32%	60%	32%
2022-23 PP	46%	29%	50%	

Year 1 Phonics	No in Cohort: 52		
% passing phonics test: 61.5%		% of PP passing phonics test: 45%	
Year 2 Phonics	No in Cohort: 20		
% passing phonics test June '23: % 50%			

Our internal assessments during 2022/23 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 2022/23 were therefore not fully realised.

In particular, we noticed that phonics understanding for children was below expected levels. This has resulted in a change of phonics scheme and led to targeted interventions in KS2 for phonics. Levels of speech and language were low as evidenced by our speech & language baseline assessments.

Our assessment of the reasons for these outcomes still points to Covid-19 impact. The education of the pupils was severely disrupted by Covid-19 and 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. The biggest impact has been seen in writing which was identified as the hardest area of English to teach remotely.

Overall attendance in 2022/23 was lower than in the preceding years at 92% and a persistent absence of 25%. 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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