

Pupil premium strategy statement – St Matthias CofE Primary School, Hackney

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.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including 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	152
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Lucy Blewett
Pupil premium lead	Lucy Blewett
Governor / Trustee lead	Ariane Dunwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,440
Recovery premium funding allocation this academic year	£6090
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£121,530

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

- Quality first teaching with pupils having access to models of best practice in the classroom ensuring disadvantaged pupils are challenged in the work they are set
- Targeted interventions- led by additional adults as well as teachers, designed to 'keep up' rather than 'catch up'. academic mentors & national tutoring programme. Acting early to intervene at the point needed is identified
- Wider school strategies- including access to services such as REU, A space, SALT, attendance services.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We are highly ambitious, respond to what we know to be good practice, draw on research and ensure that our vision for improvement is clear. High-quality teaching is at the heart of our approach. Research evidence proves that this will have the greatest impact on closing any attainment gaps and will also benefit non-disadvantaged pupils at our school.

We also ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Pupil Premium funding is allocated following a needs analysis which identifies priority individuals, groups or classes.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 are set
- Act early to intervene at the point the 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.

Challen	Detail of challenge
---------	---------------------

ge number	
1	Assessments, observations, and discussions with pupils indicate underdeveloped receptive and expressive language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in our On Entry assessments in Reception. However, the vocabulary gap is also evident from KS1 through to KS2 and in general, is more prevalent among our disadvantaged and EAL pupils than their peers.
2	SEND – 30.5% of our pupils have special educational needs. Within our school there are a wide range of needs, both for pupils with Education Health Care Plans and for those who require additional support. High level of need observed in children entering nursery & reception and new in-year starters at St Matthias. Increased number of EHCPs and pupils whose needs require significant support.
3	EAL – 49.8% of our pupils have English as an additional language and some families do not speak English at home and lack confidence supporting their children with homework, particularly reading and writing. For many children, their only exposure to English is in school. Four new starters have no understanding of English at all.
4	High level of SEMH need identified across our most disadvantaged. Our assessments, observations and discussions with pupils and families have identified social and emotional issues across all phases. 12/46 children on the SEND register have SEMH need. 100% of pupils attending weekly sessions with the school counsellor are disadvantaged and 100% of families receiving additional support through the WAHMs practitioner are disadvantaged.
5	Rigorous monitoring of our attendance shows persistent absence rates are higher amongst disadvantaged pupils in 2022/23 to date (29.6% for disadvantaged pupils compared to 17% non-disadvantaged)
6	Parental engagement: typically parents do not attend learning/support event such as workshops and parenting support, although attendance at parent's evenings and social events has improved. Need to find new strategies to encourage engagement particularly post-covid.
7	Social deprivation- indicators place the school in the highest quintile nationally. Idaci index 0.4. Cost of living crisis significantly impacting on our families and many facing housing challenges (over crowding, inadequate living conditions). Financial and social pressures mean that many children miss out on educational enrichment opportunities outside school.

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
Attainment outcomes for disadvantaged pupils are at least in line with or exceeding national for all pupils	% of pupils (including disadvantaged) reaching expected standard in Phonics screening, KS1& 2 assessments & Multiplication check in 2024 is above national. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading, writing and maths.
Improved oral language skills and vocabulary.	Assessments and observations indicate significant improvements in oral language for disadvantaged pupils. This is also evident when triangulated with other forms of evidence, such as lesson observations, book scrutiny and ongoing formative assessments.
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: Pupil voice, student and parent surveys and teacher observations Significant reduction in referrals to WAMHS Increase in parental engagement for workshops and school events
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils Sustained attendance from 2024/25 demonstrated by: The overall absence rate for all pupils above 95% with a sustained closing of gap between ppg and non ppg peers The percentage of all persistent absent pupils to be below 15% and the figure among ppg pupils

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: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	Another group of assessment purposes involves monitoring student progress, forecasting student performance, or evaluating the effectiveness of teaching. These kinds of assessments are 'high level' in the sense that a single, global score, often from a standardised test, usually gives EEF: Rob Coe assessing learning	1
To further embed dialogic activities across the school curriculum, we will use 'The oracy imperative: Transform Teaching and learning through talk' and fund ongoing teacher training and release time	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF: Oral language intervention	1, 3
Release time for senior leaders to coach and support teachers / teaching and learning ECT programme of CPD to support teachers who are ECT+1	Evidence has shown that high quality teaching matched to pupil needs results in accelerated progress Early Career framework	1 2 3

Additional SENCO time (increased from 0.6 to FT) to improve adaptive teaching across school and secure additional funding for those with most need	EEF: Supporting pupils with SEND The EEF evidence review underpinning this guidance report found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher	2,6
Enhance our curriculum planning and teaching and	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	1,2,6

6

learning in maths, in line with DfE and EEF guidance. Continue to actively engage with Maths Hub resources and CPD (including Teaching for Mastery TRG led by DHT).	Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
---	---	--

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

Budgeted cost:£36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Use of the Academic mentor Programme to provide a blend of tuition and school led tutoring for pupils from disadvantaged backgrounds with significant gaps in learning.	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: One to one tuition EEF And in small groups : Small group tuition Education Endowment Foundation EEF	1, 2, 3, 7
Further develop our 1:1 tutoring offer to catch up any pupils at risk of falling behind in phonics. RWI 1:1 Tuition	EEF analysis of studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. EEF Evaluation Evidence Phonics The Reading Framework, DfE	1, 2, 3, 7
Well-Comm	Data from Well-Comm interventions shows accelerated progress in speech and language and rapid identification of pupils who need targeted / additional support to address specific gaps / needs Oral language interventions/EEF	1, 2, 7
Implement the NELI intervention for key children in Reception. Fund release time for trained TA to deliver the intervention.	An EEF evaluation showed that the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. These impacts on language skills were still seen 6 months after the intervention. Nuffield Early Language Intervention, EEF	1, 2, 7

7

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

Budgeted cost: £18,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised places in clubs, including Breakfast Club, After School Club and extracurricular activities including residentials	We have found that access to Breakfast Club has improved engagement, punctuality and attendance for pupils. We have also found that access to after school clubs has helped children to improve their social skills and relationships whilst giving them access to a wider range of experiences.	5, 7

Embedding principles of good practice set out in EEF's Parental Engagement guidance. This will involve release time for class based leaders and teaching staff to plan and develop workshop resources and deliver training.	The Working with Parents to Support Children's Learning guidance from the EEF provides the following recommendations: provide practical strategies to support learning at home and offer more sustained, intensive support where needed. EEF Parental Engagement	6
A space	100% of referred spaces for A space are for pupils in receipt of PPG.	4
Embed the principles of good practice set out in the DfE's Improving School Attendance guidance, particularly to address persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Improving School Attendance	5
Apollo Music	The EEF Toolkit states that arts participation can lead to +2 months. Improvements to learning appear to be more achievable with younger learners. We are conscious that currently disadvantaged pupils are not accessing peripatetic music teaching.	1, 7

Total budgeted cost: £ 121,530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key 2 performance data, phonics check results and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged pupils performed in line with their non disadvantaged peers. Outperforming them in particular at greater depth standard, in reading and writing. 1 more child with PPG got GD in reading than non-PPG. 3 PPG children got writing GD whilst 0 non-PPG got Writing GD.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution).

Although our data shows PPG children doing well, and often better than their non ppg peers, we know that we have around 20% of our pupil intake facing significant disadvantage but not eligible for PPG funding. This impacts on the data.

Our observation is that the attainment gap between our disadvantaged pupils and non disadvantaged pupils has grown. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that tuition for children, at key stage two has a significant impact on outcomes for pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, including a significant focus on SEND. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Neli	Nuffield early language intervention
Welcomm	GL assessment
Catch up Numeracy	Catch Up
RWI	Ruth Miskin Literacy
IXL	IXL learning
Tutoring Programme	National Tutoring programme
Project Reader	Hackney Learning Trust

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

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- continuing to engage in the WAHMs project. This innovative project aims to improve mental health and wellbeing support for children and young people in schools, colleges, specialist and alternative provision education settings in City & Hackney. We will work with our CAHMs mental health practitioner to continue to develop our knowledge in supporting pupils' mental health.
- utilising a DfE grant to train an additional senior mental health lead.
- engaging with CLPE project to enrich children's vocabulary in the EYFS
- release of CPD EEF: Effective Professional Development
- leaders engaging with NPQs including the NPQH & NPQSL