



This statement details our school’s use of pupil premium (for the 2023 to 2024 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	Matthew Arnold Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed by	July 2025
Pupil premium lead	Louise Evans
Governor	Shelley Pennington (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155635
Recovery premium funding allocation this academic year	£7395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163030

Statement of intent
At Matthew Arnold Primary School, we have high expectations for all pupils in our school and believe that with high quality teaching and pastoral support, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically, socially and emotionally. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. 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. 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. 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. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium. School leaders at Matthew Arnold Primary School are committed to ensuring that all pupils, including the disadvantaged receive teaching which is at least of a good standard in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge Number	Detail of challenge
1	External assessments indicate that attainment in writing for disadvantaged pupils is significantly below that of non-disadvantaged pupils. Internal data shows a gap in writing attainment between disadvantaged pupils and non.
2	External assessments indicate that attainment in reading for disadvantaged pupils is below that of non-disadvantaged pupils. There is a gap in average standardized score for these groups. Internal data shows a gap in reading attainment between disadvantaged pupils and non.
3	Assessments, observation and discussion with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. On entry to Reception the language skills of our disadvantaged pupils are below that of our non-disadvantaged pupils. Many pupils enter to school from low starting points in CLL (speech development, lack of oracy, poor vocabulary).
4	Limited experiences outside school impact upon communication, learning, reading and writing and curriculum development and understanding. Many of our pupils lack enrichment opportunities to develop their language and cultural capital.
5	Attendance of disadvantaged pupils is lower than that of non. A higher proportion of persistent absentees are disadvantaged. Poor punctuality leads to missed learning.
6	Pupils and their families have a range of needs and challenges to be supported including: social and emotional difficulties, including medical and mental health issues. These can impact on or cause adverse childhood experiences for our pupils. These challenges affect disadvantaged pupils in a range of ways, including their attainment and attendance.

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 writing attainment amongst disadvantaged pupils (including spelling, grammar and punctuation)	- KS2 writing outcomes for disadvantaged pupils, both attainment and standardised score, show the start of an upward trend of improvement (including GPS). - KS2 RWM disadvantaged attainment to improve due to aligning of attainment across the three subjects - Non disadvantaged attainment remains at least roughly in line with national whilst the gap with disadvantaged is narrowed. - Internal data, observation and monitoring shows improvement in writing attainment.
Improved reading attainment amongst disadvantaged pupils	- Phonics data to continue the trend of above national - KS2 reading outcomes for disadvantaged pupils, both attainment and standardised score, show the start of an upward trend of improvement. - Non disadvantaged attainment remains at least roughly in line with national whilst the gap with disadvantaged is narrowed. - Internal data and monitoring shows improvement in reading attainment.
Improved language skills and vocabulary.	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils, particularly in the EYS and Year 1.
Increased enrichment opportunities to widen experience, and to develop pupils' knowledge and language.	- Well planned and relevant enrichment opportunities are provided across all classes. - Pupil voice shows increased knowledge and vocabulary - Book monitoring / pupil voice shows retention of knowledge
To improve attendance for all pupil, particularly disadvantaged pupils	- Improved attendance across the school for all groups of pupils but particularly disadvantaged. - Narrowing of the gap between disadvantaged pupils and non. - Reduction in numbers of pupils who are persistently absent – this is currently predominantly disadvantaged. - Improved punctuality to reduce missed learning
Provision of in-school strategies and use of external services to support the wide range of emotional, health and wellbeing needs of pupils and their families.	- Pupils and their families have access to a range of supportive strategies to target their social and emotional, medical and mental health needs and they feel supported. - Resources purchased are used effectively and have impact on emotional health. - Effective referral to, and support from, MHST

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 34,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Literacy Counts annual membership and training package – Ready, Steady, Write • CPD for all staff • Consistent delivery across school, including grammar. • Half termly monitoring of books Fund English subject release time to support teacher and embed.	EEF Improving Literacy Outcomes in KS2 – recommends schools teach writing composition strategies through modelling and supported practice. Ready, Steady, Write will provide consistency through a provides a sequenced, ambitious curriculum. EEF research shows the importance of teacher quality in narrowing the disadvantage gap, and that effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.	1, 2, 3
Purchase Literacy Counts annual membership and training package – Ready, Steady, Spell • CPD for all staff • Consistent delivery across school in a daily timetabled session Fund English subject release time to support teacher and embed.	EEF Improving Literacy Outcomes in KS2 – recommends schools explicitly teach spellings and provide pupils with extensive opportunities to practice them EEF research shows the importance of teacher quality in narrowing the disadvantage gap, and that effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.	1, 2, 3
CPD for staff to maintain consistency of delivery, and fidelity to, the RWI scheme This includes online subscription Fund phonics subject release time to support teachers / LSA and secure good practice.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': • <i>Mastery Learning (+ 5 Months)</i> • <i>Phonics (+5 months)</i> • <i>Reading Comprehension Strategies (+5 months)</i> EEF research shows the importance of teacher quality in narrowing the disadvantage gap, and that effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.	1,2, 3
Annual purchase of reading plus programme to support automaticity and accuracy of reading in Y5 and Y6	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1,2,6,7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies	
Additional teaching assistant to provide interventions and support in targeted class (46.7% disadvantaged, 10 pupils with SEND and 5 with an EHCP)	EEF Guidance: Making Best Use Of Teaching Assistants- • Use of TAs to add value to what teachers do, not replace them. • Use TAs to help pupils develop independent learning skills and manage their own learning Additional support in this class will enable the teacher to provide high quality classroom teaching	1, 2, 3, 6

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

Budgeted cost: £ 95,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional daily support for children requiring intervention (1:1 and small group support) led by skilled LSAs. May include: - Daily reading - Precision teaching	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 (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6
Additional daily phonics sessions targeted at disadvantaged pupils who require further phonics support – LSAs to deliver daily Phonics FTT – RWI	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 6
Welcomm delivery for EYFS children, extend into Y1 for those below age related. Daily delivery of support CPD for staff new to delivery	EEF EYS Toolkit evidences that communication and language approaches typically have a very high impact	1, 2, 3, 6

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

Budgeted cost: £ 59,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased time in EWO SLA to support Attendance Lead to raise standards in attendance	Continued financial assistance from the pupil premium strategy allows for increased impact from EWO, to meet with families, to offer support and to address attendance issues.	1,2,3,5,6

and PA attendance for disadvantaged pupils	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Enrichment opportunities and experiences are subsidised and available to all pupils. Pupils provided with the opportunity to have a breadth of experiences that enable them to contextualise their learning, secure knowledge and develop vocabulary.	Continue to subsidise residential visits (Y3 – Y6) Subsidy of school day trips and activities / experiences in school.	3, 4, 5, 6
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including. domestic violence. Parental abandonment through separation or divorce. a parent with a mental health condition. being the victim of abuse (physical, sexual and/or emotional). Research has shown that early intervention is key to reducing the impact ACEs can have on later life. https://mft.nhs.uk/rmch/services/camhs/youngpeople/adverse-childhood-experiences-aces-andattachment/	5, 6
Pupil Support Worker provides mental health and wellbeing strategies.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6

Total budgeted cost: £ 155635

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 2023 to 2024 academic year.

The number of disadvantaged pupils has increased significantly since covid, in some of our cohorts disadvantaged pupils constitute the majority of the class. In addition to this the number of pupils with SEND has increased. Data must be looked at for individual cohorts. We have analysed the performance of our school's disadvantaged pupils during the 2023/2024 academic year using key stage 2 performance data, phonic screening check results, EYFS data and our own internal assessments. EYFS 7 pupils were PP. Their GLD was 42.9% compared to 68.2% of non-disadvantaged in school. Biggest gaps were in physical development (57.1% compared to 90.9), literacy and maths (both 42.9 compared to 68.2) Year 1 Phonics In 2024 69.2% of disadvantaged pupils reached the expected standard in phonics compared to 93.8% of other pupils in school and 83.4% of non-disadvantaged pupils nationally. 4/13 disadvantaged pupils did not achieve the expected standard. Three of these were Disapplied from the test due to SEND Year 2 Phonics All 5 Y2 retakes were disadvantaged pupils 4 of these have SEND – two have an EHCP / in process. Two will be applying for an EHCP in Y3 KS2 Performance Data In 2024, 16.7% of disadvantaged pupils reached the expected standard in combined reading, writing and maths compared to 58.8% of other pupils in school and 67% non nationally. No disadvantaged pupils attained the higher standard in RWM. The most noticeable in school gap, between disadvantaged and non, is in writing 25% compared to 76.5%, a gap of 51.5%. This will be a whole school priority area next year. Attendance Disadvantaged pupils have higher absence rates than their peers, with pupil premium pupils' attendance at 92.5 compared to 95.9 of others.
