

Matthew Arnold Pupil premium strategy statement 2026 2027



This statement details our school's use of pupil premium (for the 2026 to 2027 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	276 (2-11 years)
Proportion (%) of pupil premium eligible pupils	64.7% (134 pupils)
Academic year/years that our current pupil premium strategy plan covers	2026 - 7
Date this statement was published	September 2026
Date on which it will be reviewed by	July 2027
Pupil premium lead	Louise Evans
Governor	Shelley Pennington (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	207,700
Recovery premium funding allocation this academic year	0
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	207,700

Part A. Pupil premium strategy plan 2026-2027

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. 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 maths for disadvantaged pupils (52%) is below that of disadvantaged pupils nationally (-61.5%). This has an impact on the RWM combined attainment for disadvantaged pupils. 36% of disadvantaged pupils attained expected in KS2 RWM compared to 48,2% Na.
2	External assessments indicate that higher attainment in reading for disadvantaged pupils (school 8%) is below that of national disadvantaged (19.2%) – gap of -11.2% Although reading progress is above national (school 0.46, national -0.7) this progress measure is lower than writing and maths.
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 school from low starting points in CLL (speech development, lack of oracy, poor vocabulary). This impacts on end of Reception outcomes in reading and writing, which impacts of school GLD
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. All persistent absentees were disadvantaged (2025 / 26). 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 child- hood 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
Increased RWM attainment across classes and at the end of KS2	- The attainment of disadvantaged pupils in reading, writing and maths improves across all year groups. - An increased proportion of disadvantaged pupils achieve the expected standard in RWM by the end of KS2. - An increased proportion of disadvantaged pupils achieve the expected standard in all three subjects (RWM combined). - Disadvantaged pupils make strong progress from their individual starting points
Improved attainment in reading, including those attaining a GDS at the end of KS2	- Improved reading attainment for all pupils across all year groups. - Increased phonics attainment - end of R and Y1 - Increased proportion of disadvantaged pupils achieving the expected standard at the end of KS2. - Increased proportion of disadvantaged pupils achieving KS2 GDS in reading. - Reduced attainment gap between disadvantaged pupils and their peers. - Stronger vocabulary, comprehension, fluency and inference skills, enabling pupils to access more challenging texts independently.
Improved maths attainment amongst disadvantaged pupils.	- KS2 maths outcomes for disadvantaged pupils close the gap with non. - Disadvantaged gap with national narrows. - Internal data, observation and monitoring shows improvement in maths attainment and consistency in high quality teaching across the school.
Improved language skills and vocabulary.	- Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils, particularly in the EYS and Year 1. - Improved language in disadvantaged pupil impacts on reading and writing outcomes at the end of Reception. - Disadvantaged pupils demonstrate improved speaking and listening skills across the curriculum. - Teachers consistently use Voice 21 oracy approaches, including structured talk, discussion, questioning and sentence stems across the school.
Increased enrichment opportunities to widen experience, and to develop pupils' knowledge and language.	- Increased participation of disadvantaged pupils in educational visits, trips, visitors, clubs and wider enrichment opportunities. - Disadvantaged pupils have access to a broad range of experiences that enhance and complement the curriculum. - Pupils demonstrate increased knowledge and understanding of the wider world as a result of enrichment experiences. - Pupil voice demonstrates that disadvantaged pupils can identify and talk about a wider range of experiences and interests.
To improve attendance for all pupil, particularly disadvantaged pupils	- Improved attendance across the school for all groups of pupils, but particularly disadvantaged. - Narrowing the absence gap between disadvantaged pupils and non. - Reduction in numbers of pupils who are persistently absent 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: £ 41,500

Activity	Evidence that supports this approach	
Implement Ready, Steady, Read to enhance reading lessons (Y2 – Y6). Purchase annual membership and training package - CPD for all teaching staff (year group) and teaching assistants - Consistent delivery across school in a daily timetabled session - Half termly drop ins and monitoring of pupils' work - Targeted support for children at risk of falling behind Fund English subject release time to support teachers and embed.	EEF identifies reading comprehension strategies as a high-impact approach. Teaching strategies include explicit teaching and modelling of strategies such as predicting, questioning, clarifying, making inferences, summarizing and activating prior knowledge. EEF highlights reading fluency as an important bridge between word recognition and comprehension – Ready, Steady, Read teaching includes teacher modelling, guided oral reading, repeated reading and performance reading to help pupils develop accuracy, automaticity and expression, enabling them to focus more effectively on understanding increasingly challenging texts 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
Purchase CPD for all staff in English and maths (SIL support half termly for teachers, whole school INSET) - all pupils have access to high quality teaching - Develop adaptive teaching in English and maths Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. Balancing input of new content so that pupils master important concepts (Early Career Framework)	EEF Effective Professional Development research shows that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom EEF recommends that teaching assistants should be used to scaffold learning and to develop pupils' independence	1, 3
CPD for staff to maintain consistency of delivery, and fidelity to, the RWI scheme Includes online subscription and developing resources packs for each class 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies	3, 2, 1

Implement a consistent whole-school approach to oracy, with a particular focus on improving disadvantaged pupils' speaking, listening, vocabulary and confidence. CPD for all staff - throughout the year Voice 21 resources and SIL training	The Education Endowment Foundation identifies oral language interventions as a high-impact, low-cost approach, with an average impact of approximately +6 months' additional progress. Evidence suggests that oral language approaches can be particularly effective for disadvantaged pupils. EEF's Improving Literacy in Key Stage 2 guidance recommends purposeful speaking and listening, including pupils articulating their ideas verbally before writing. It also recommends high-quality classroom dialogue and explicit vocabulary teaching. Developing pupils' vocabulary, confidence, reasoning and ability to articulate ideas can support access to the wider curriculum	4, 1, 2
Additional teaching assistant to provide interventions and support in targeted classes	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/s to provide high quality classroom teaching	1, 2, 3, 4

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

Budgeted cost: £ 110,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher assessment to be used to inform targeted and structured support, delivered by trained LSAs and closely linked to classroom teaching Additional daily support for children requiring intervention (1:1 and small group support) led by skilled LSAs. May include: - Daily reading - Precision teaching - EP recommended interventions	The EEF identifies small-group tuition as a moderate-impact, low-cost approach, with an average impact of approximately +4 months' additional progress. One-to-one tuition has an average impact of approximately +5 months' additional progress. Both approaches are particularly effective when support is targeted at identified learning needs, linked closely to classroom teaching and delivered by trained staff. 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, 4
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 The EEF research found that intensive phonics interventions delivered by teaching assistants can have similar overall impacts to those delivered by teachers	1, 2,
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 Evidence demonstrates positive effects on children's spoken language, vocabulary and early reading skills, with some evidence suggesting that children from disadvantaged backgrounds may benefit particularly from targeted communication and language approaches.	1, 2,4

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

Budgeted cost: £ 55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO SLA to support Attendance Lead to raise standards in attendance and PA attendance for disadvantaged pupils	The Education Endowment Foundation identifies attendance as an important factor in enabling pupils to access high-quality teaching and make good progress. 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. 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	6 1, 2, 3, 4
Half termly support from SIL Attendance Partner to analyse data and progress towards agreed actions to raise attendance for PA pupils. Provide staff CPD on the importance of good attendance to establish a strong whole-school attendance culture and ensure a consistent approach to promoting and improving attendance.	The Education Endowment Foundation identifies attendance as an important factor in enabling pupils to access high-quality teaching and make good progress. Evidence highlighted by the EEF indicates that effective attendance approaches should be whole school.	6 1, 2, 3, 4
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. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self regulation) may also be involved. All the above have been shown to have a positive impact on outcomes- EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdooradventure-learning	5 1, 2, 3, 4
Learning Mentor provides mental health and wellbeing strategies. Provide targeted Seedlings/CAMHS-informed support for disadvantaged pupils experiencing social, emotional and mental health needs, helping them to develop emotional regulation, resilience, positive relationships and readiness to learn. Learning Mentor provides targeted mental health and wellbeing support for disadvantaged pupils, developing strategies to help pupils manage emotions, build resilience, develop positive relationships and overcome barriers to learning.	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/ 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):	7 1, 2, 3, 6

	Evidence indicates that disadvantaged pupils may have weaker social and emotional skills and that effective SEL approaches can improve self-regulation, attitudes to learning and social relationships EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £207,700

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 2025 to 2026 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.

ISDR September 2026:

FSM **67.46%** Well above average - this is over double the Na figure of approximately 26.5%.
This places the school in a significantly higher-deprivation context

School pupil base deprivation: **Well above average**
School location deprivation: **Well above average**

We have analysed the performance of our school’s disadvantaged pupils during the 2025/6 academic year using key stage 2 performance data, phonic screening check results, EYFS data and our own internal assessments.

EYS

EYFS	Sch GLD	Na GLD
2026 (14 pupils)	50	54.7
2025 (13 pupils)	53.8	51.2
2024 (7 pupils)	42.9	51.7
Prime	Sch	Na
2026	71.4	62.7
2025	69.2	60.7
2024	57.1	61.9
Specific	Sch	Na
2026	50	53.9
2025	53.8	50.7
2024	42.9	51.3

In 2026 50% of disadvantaged pupils achieved GLD compared to 54.7 nationally.
71.4% achieved the expected standard in the prime areas compared with 62.7% nationally.
Prime areas expected standard has a three year upward trajectory.
The school focus is to strengthen provision in the specific areas while maintaining the progress seen in the prime areas.

Phonics

Y1 disadvantaged phonics outcomes are consistently above national disadvantaged outcomes.
In 2026, 78.9% achieved compared with 68.3% nationally (2026 66% of the cohort were disadvantaged)

MTC

MTC outcomes for disadvantaged pupils were strong, with an average score of 24.1 and 60% achieving full marks, both identical to the whole cohort (2026 80% of the cohort were disadvantaged).

KS2

	School	Progress	SS	National	Progress	SS
RWM	36			48.2		
Reading	60	0.4	102.3	62.6	-0.7	103
Writing	60	0.7		60.2	-0.5	
Maths	52	0.7	101.4	61.5	-0.9	101.9
GPS	52		100.2	60.7		102.6

Reading is close to national at 60% compared with 63%.

Writing has shown a three-year improving trend, rising from 31% in 2024 to 60% in 2026 (in line with Na disadvantaged). Progress measures for disadvantaged pupils are above Na.

Attendance

2026 2027 disadvantaged attendance was 92.3%, below that of not disadvantaged 96%. PA was 26% - all of these pupils were disadvantaged.