

St. Matthew's Bloxam C.E. Primary School

Pupil Premium Strategy Summary Statement. 2024 – 2027

At St. Matthew's Bloxam C.E. Primary School, we are committed to promoting the progress and attainment of all children, to ensure every pupil achieves to their fullest potential.



Intervention / Initiative	Success criteria	Evidence and impact to July 2025
To raise the attainment (from their starting point) of pupils eligible for Pupil Premium through accelerated progress to close the gap in literacy (reading and writing) attainment.	- Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. - Accelerated progress in reading and writing. Average point's progress is at least 2.5 points or more per child per term. - Gap is closed between Pupil Premium compared to all pupils in schools and nationally. - Range of interventions to support Pupil Premium children. - Use of CLPE and power of reading strategies. - Pupil Progress meetings will have a focus on Pupil Premium children. - Daily / regular targeted intervention sessions for individuals and small groups to effectively support pupil's achievement and accelerated progress. - Pupil's needs identified at early stages of development and able to access internal and external support.	Small groups support across school – phonics, time to talk, reading, comprehension, writing focused interventions. Use of Power of Reading, CLPE and Literacy Shed to support reading and writing strategies. ELS is used for phonics Reading volunteers in to support extra reading. Teachers and Teaching assistant's have baselined in class at the beginning of the year where children are and all making progress in class and in small group interventions as well as in class. Pupil Progress meetings had a focus on Pupil Premium, focusing on what support is in place and reasons why children not making expected progress. This is being addressed through quality first teaching, interventions, experiences to give children opportunities and reasons to write. <u>Data – Spring term 25</u> Strengths Reading is the strongest area with 57% achieving ARE, same as whole school Year 3 - 57% and Year 5 - 58% Reading - 56% achieving ARE Year 3 - 72% and year 5 - 70% achieving ARE Areas to develop Reading - Reception (33%) and Year 1 (50%) Writing - Reception (33%), Year 4 (40%) and Year 6 (44%) <u>Data – Summer term 25</u> Strengths Reading is the strongest area – 63% to achieve ARE, 9% above (Yr – 75%, Year 2 – 86%) Writing is the area to develop – 42% at ARE, 2% above (Yr 3 – 57%) Areas to develop Reading – Year 5 – 44%, Year 6 – 44% at ARE Writing – Reception – 33%, Year 2 – 30% at ARE
To raise the attainment (from their starting point) of pupils eligible for Pupil Premium through accelerated progress to close the gap in	- Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. - Accelerated progress in mathematics. Average point's progress is at least 2.5 points or more per child per term. - Gap is closed between Pupil Premium compared to all pupils in schools and nationally.	Small groups support across school – First class at number, timetables, number bonds and same day maths interventions. Use of Power Maths and White Rose strategies as a strength across the school to ensure consistency. Teachers and LSA's baselined at the beginning of the year in class where children are and all making progress in class and in small group interventions and same day catch up.

maths attainment.	• Range of interventions to support Pupil Premium children. • Use of Power Math's / White Rose strategies. • Pupil Progress meetings will have a focus on Pupil Premium children. Daily / regular targeted intervention sessions for individuals and small groups to effectively support pupil's achievement and accelerated progress. • Pupil's needs identified at early stages of development and able to access internal and external support.	<u>Spring term 25 Data</u> Strengths Maths - 57% achieving ARE. Year 2 - 90% and Year 3 - 86% achieving ARE. Areas to develop Maths - Lowest performing group Focus on Reception (33%) 4 (40%) and 6 (44%) <u>Data – Summer term 25</u> Strengths Maths is second strongest area with 58% to achieve ARE, 3% GD (Yr 3 – 100%, Yr 2 – 70%) Areas to develop Maths – Reception – 33%, Year 4 – 40% at ARE
Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	• High quality first teaching delivered, using a variety of strategies for engagement and involvement. • Lessons will involve modelling and teaching of self-regulative strategies. • Pupil Premium children will be fully engaged in all parts of their lessons using their personalised strategies. • Pupil Progress meetings shows identified children are making accelerated progress to close the attainment gap.	Informal lesson observations and drop ins by SLT and middle leaders showing high quality first teaching. Drop ins to subject specific lessons and subject leaders conducting drop ins evidenced high quality first teaching and learning. Book monitoring with a focus on PP and PP children demonstrated pride in their learning and could talk about what they have learnt. Evidence in all areas of the curriculum showing engagement and involvement. Lessons involve modelling variety of strategies with a focus on vocabulary. Tier 2 and 3 vocabulary is an area of development and ensuring that children are answering questions in full sentences. Zones of regulation is continuing to support self-regulation –will need to continually revisited to ensure that children all fully understand the zones and strategies to support returning to being calm and ready to learn.
To improve children's social, emotional well-being so children with SEMH needs supported and ready to learn.	• Children with SEMH needs are supported to ensure they are ready to learn. • Children with SEMH needs have access to nurturing activities. • Children with SEMH needs supported by Learning Support Mentor. • All staff will access SEMH training throughout the year. • Pupil Premium children will be fully engaged in lessons and use self-regulation strategies. • Use of zones of regulation • Support with emotional and personal issues which will help raise confidence and self-esteem. • Engagement through a creative and inspiring curriculum. • Early Help offered to support families.	Positive learning environment and culture with reduced behaviour log incidents and calls to SLT for support. SEMH needs supported well by Learning mentor and in class, Continuing Zones of regulation - This is being embedded and needs to be continuously revisited and reminded so children are aware of how to self-regulate and return to being calm and ready to learn.

To improve and ensure good attendance and punctuality percentages for targeted Pupil Premium children.	- Attendance tracked and monitored by Attendance lead and Learning Mentor. - Learning Mentor to support families to increase attendance and support outside issues that may be hindering attendance. - Reduce the % of persistence attendance and lateness for Pupil Premium children. - Target – 95%	Autumn 2024 – Whole school 94.6% PP – 91.4% Spring 2025 – Whole school – 95.7%. PP – 94.8% Summer 2025 – Whole school – 92.1% PP – 93.92% Deputy Headteacher and Learning Mentor supporting attendance and supporting families to increase attendance and lateness. Monthly meetings to discuss attendance and then meet families with persistent absence or absence not improving. As well as discussions during parent / carer appointments and individual termly letters to all children. Termly meeting with WAS to discuss attention and specific children.
To improve speech and language skills for all children throughout school, especially on entry in Early Years.	- On entry to Nursery / Reception children will be screened using the Wellcomm materials to assess their language skills. - Children will receive specific intervention to develop speech and language skills and access Speech and language services quickly. - Speech and language interventions delivered throughout school following SALT advice.	LH – EYFS TA Time to talk tier 3 training –Autumn 24 Time to talk and NELI interventions having a significant improvement to speech and language and understanding. JH / HF – Tier 1 / 2 training – Autumn 24 Specific interventions and support given following Speech and Language therapist advice. Jan 26 – Teacher training day for all staff based on Speech and language KC / HB – Tier 1 training
Raise educational aspirations of Pupil Premium children and increase vital experiences to enhance learning and ensure they have high expectations for themselves.	- Raise aspirations through education pathway visits – high schools, colleges, universities and visitors from a range of careers. - Pupil Premium children have access to uniform to promote a sense of well-being and belonging. - School trips funded and after school clubs funded. - Visitors in school to enrich experiences.	Parents can claim up to £100 to support uniform costs and costs for trips. 24 – The Big Bird Watch, Severn Trent Assembly, Church service, Pennies trail for NSPCC day library visit, toy day, Chinese new year, shrove Tuesday, Mother's day, Science day, NSPCC speak out, Red Nose day, Easter 24 – 25 – Roald Dahl day, Severn trent visit, poetry day, harvest festival, black history day, Remembrance day, Diwali, cinema trips, Road safety, nativity, Christmas, theatre, fire service visit, police visit, various people talking about jobs, drumba, mental health week, NSPCC number day, safer internet day, world book day, red nose day, science day, library visits, fundraising, Easter, art day

Teaching Activity – Cost for year - £25,000
Professional development and pupil progress meetings focused on internal data. When class teachers are aware of which Pupil Premium children did not make good progress and they can identify target children.
Continued professional development for teachers and Learning Support assistants to raise pupil outcomes: Makaton training – PD, AR, SL, SJ, TR Time to talk training tier 3 – LH (Autumn term) Social stories training – Autumn term 24 Attachment and emotion coaching – Spring term 25 Subject Leadership training – all teachers across the year. – Gateway Alliance
Targeted academic support Activity – Cost for year - £48,330
Quality first teaching, Maths and English are high priority on the school development plan and CPD plan.

Live marking and feedback, Pupil Progress meetings track progress of Pupil Premium children and timely interventions are put into place. Homework
Learning support assistants deliver same day interventions and weekly small group interventions to pupils identified.
Wider Strategies Activity – Cost for year - £15,000
Inclusion team to support the well-being of parents/carers and children. Dedicated person in role, who builds a relationship where families trust them and listens to them leading to improved relationships with school and increased attendance. Dedicated person who monitors attendance and offers support.
Increased cultural, sporting and enrichment experiences promoted in the curriculum and through wider school experiences. Learning is personalised and contextualised in concrete experiences and language rich environments. Reduction in cost of trips and support for school uniforms. Enrichment activities offer children a context for learning and a stimulus for learning.