

Pupil Premium Strategy Statement

Matchborough First School Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lynn Briers, Headteacher
Pupil premium lead	Lynn Briers, Headteacher
Governor / Trustee lead	Chair of Governors, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132405
Recovery premium funding allocation this academic year	£16001
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£148406

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.

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.

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're set
- act early to intervene at the point need is identified, academically and pastorally
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- adopt a whole school approach to improving attendance

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 2023 baselines show that 51% of the Reception cohort are on track to achieve the C and L area of learning.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On exit of Reception in 2023, only 69.8% of the cohort achieved the expected level in Word reading. 67% of Pupil premium children achieved the expected level of phonic decoding.</p>
3	<p>Some pupils in receipt of Pupil Premium have limited life experiences beyond their home and may also have limited access to books, libraries and technology for educational purposes.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	<p>Some pupils in receipt of Pupil Premium have limited life experiences and are not always emotionally ready to access learning. Some arrive at school not ready to learn due to high levels of deprivation, various child protection issues, including parental mental health issues, domestic abuse and substance abuse.</p>
6	<p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils.</p> <p>21% of disadvantaged pupils have been 'persistently absent' in 2022. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. If children are not in school, they cannot learn. If children do not build resilience through regular attendance, there are implications for later schooling and employment.</p>

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 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.	ELG and KS1 and KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in the number of children starting the day ready to learn • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • provision tailored to meet the needs of individual pupils • all pupils have access to a progressive, clearly sequenced, broad curriculum
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1%, The attendance gap between disadvantaged pupils (88%) and their non-disadvantaged peers (94%) being reduced by at least 4%. • the percentage of all pupils who are persistently absent being below 16% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for reading.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	1, 2, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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: Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Re-launch of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. All staff to receive training in the chosen scheme (Monster Phonics).</p> <p>Purchase of resources to ensure the scheme can be implemented effectively.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	2, 4
<p>Enhancement of Reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD, including NPQLL for subject lead.</p>	<p>The DfE Reading Framework has been developed through the contributions of experts from across the literacy sector and of school leaders. It is based on the valued experience and knowledge of teachers, reading and language experts, educational organisations, English Hubs council members, and our 34 English Hubs. https://assets.publishing.service.gov.uk/media/65830c10ed3c3400d3bfcad/The_reading_framework.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundati on.org.uk/education-</p>	2, 3

	evidence/guidance-reports/reading-house https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	5
<p>Enhance the curriculum offer for all children at MFSA.</p> <p>Subject leaders have designated time for curriculum development. Focused CPD is planned for teachers and teaching assistants.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	

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

Budgeted cost: **£42, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3, 4

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 Teaching and Learning Toolkit EEF	2
Additional reading sessions targeted at disadvantaged pupils who require further phonics support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3,4
Purchase additional SALT to ensure high quality delivery of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: Oral language interventions Teaching and Learning Toolkit EEF	1, 4

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

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	6
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>		
<p>Fund Second Chance breakfast for key stage 2 pupils</p>	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>https://www.gov.uk/guidance/national-school-breakfast-club-programme</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Employ Family Support Worker to support vulnerable pupils and their families</p>	<p>Family Support Workers play a crucial role in supporting school and families.</p> <p>Their role is to support children and their families with a variety of problems such as: drug and alcohol addiction; having a parent in hospital or prison; a parent or child with a disability or special educational needs (SEN); language barriers which mean they struggle to access local and national services; and needing help with general home management, finance and parenting skills. They help build relationships, increase skills and potentially bridge the gap between families and organisations, and can work with a variety of other professionals such as social workers and teachers.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £172000

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that in 2023, 64% of all pupils achieve a Good Level of Development, and increase of 13%.

In phonics, Pupil Premium eligible children achieved in line with pupil premium eligible children nationally. However, the attainment of the cohort as a whole is not yet in line with national (68% compared to 79%). The new systematic, synthetic phonics scheme has not yet had the desired impact.

Whilst outcomes at the end of KS1 were stronger than in previous years, and above the national outcomes (Reading 73%, Writing 73%, Maths 75%), disadvantaged pupils at the school did not attain as well as their peers. 39% of pupils eligible for Pupil Premium achieved the expected standard in Reading, Writing and Maths combined, compared to 75% of all other pupils.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance for Pupil Premium eligible children is below 90% and 6% lower than non Pupil Premium eligible pupils.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations in all areas. We have a new strategy, linked to our School Development Plan and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the 'Intended Outcomes' section above.

Our evaluation of the approaches delivered last academic year indicates that some aspects of the previous strategy were effective, such as the Family Support Worker, Second Chance breakfast and targeted interventions.

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

Externally provided programmes

Programme	Provider
Emile	Emile Education
Thrive	Challenges Projects Ltd
TT Rockstars	Maths Circle
L'explore	Analytics Ltd
Language Angels	Language Angels
Bug Club	Pearson

Service pupil premium funding (optional)

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)

Additional activity

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 on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.