

Pupil premium strategy statement – St Matthew’s Primary School 2024-2027

AMENDED Nov 2025 (shown by green highlights)

This statement details our school’s use of pupil 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	833 (Oct 24 Census)
Proportion (%) of pupil premium eligible pupils https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2025-to-2026	33% (PP funding based on 274 FSM pupils recorded on GIAP Autumn Census 2024)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2024 - July 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jane Thomas
Pupil premium lead	Victoria Rayner
Governor / Trustee lead	Tina Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£415,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£415,110 (Estimated cost of plan £489,016 2025-26)

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged children are held at the forefront of the ethos of St Matthew's Primary School. Disadvantaged pupils at St Matthew's Primary School include those in receipt of Pupil Premium, those in receipt of benefits-related Free School Meals plus children not eligible but identified as potentially vulnerable. Such circumstances may apply to families with no recourse to public funds, some asylum seeking families, families with a sudden temporary change in circumstances; for example fleeing domestic abuse or experiencing eviction or rehousing. Our focus on disadvantaged pupils also includes children receiving support from a social worker; children currently in care (LAC), previously in care (PLAC), on a Child Protection Plan and children subject to a Child in Need plans. It is our intention to ensure that any such child is provided with enhanced opportunities to thrive academically, personally, socially, emotionally and physically. Children will receive support for academic attainment, pastoral needs and opportunities to experience the wider world around them.

This statement is intended to support all learners – whether they are disadvantaged or not. We believe that without exception every child who attends St Matthew's Primary School should receive an excellent education and be in receipt of teaching that is routinely engaging, purposeful and allows all learners to progress well. We recognise that to achieve this we must be committed to the development of our staff at all levels, ensuring the staff team as a whole are supported to develop as exceptional practitioners. Through our commitment to Continued Professional Development we will ensure that all teachers routinely deliver sound Quality First Teaching. When creating our strategy we consider the latest available guidance and research, (including the Education Endowment Foundation), in addition to engaging in continuing professional development opportunities. This supports our identification of strategies.

We are mindful of the local context of High Town in Luton and the deprivation challenges potentially facing some of our community, as evidenced in the 2025 Indices of Multiple Deprivation. We work closely with our families, stakeholders and local charities to ensure we 'poverty proof' our school experience wherever possible. We ensure that all children are provided with experiential opportunities to be inspired and challenged, to experience excitement and adventure, to build cultural capital, and to learn about people, community and the wider world. Many of our children would not get these enrichment opportunities without the school providing them through our curriculum and wider school opportunities.

Governors, school leaders and all school staff will

- Set challenging targets for all pupils, including those who are vulnerable and disadvantaged based on prior learning and outcomes.
- Ensure all staff are aware of disadvantaged pupils, take responsibility for their outcomes and raise their expectations for achievement
- Ensure that spending is directly linked to gaps in progress and attainment
- Making use of our own termly data to target appropriate interventions
- Ensure that children receive good or better teaching on a day to day basis
- Making sure that children are supported holistically to ensure all basic needs are met

The 2025 review of this strategy is informed by the Education Endowment Foundation September 2025 guide 'The EEF Guide to the Pupil Premium'
<https://educationendowmentfoundation.org.uk/using-pupil-premium>

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading, writing and maths outcomes</p> <p>Attainment and progress in reading, writing and maths at the end of each year group and key stage remains a challenge for many pupils in receipt of PP or FSM.</p> <p>Statutory outcomes in KS2 (2024) at the 'Expected Standard' were below all pupils nationally.</p>
2	<p>Phonics acquisition</p> <p>Phonics acquisition continues to be challenging for pupils in receipt of PP or FSM; particularly retention and blending skills.</p> <p>2023 and 2024 Y1 PSC outcomes for St Matthew's disadvantaged cohort were above national average for non-disadvantaged pupils. This continued focus will ensure the proportion of disadvantaged pupils passing continues to grow.</p>
3	<p>SEND Increasing numbers and complexity</p> <p>The proportion of pupils with SEND Support or with EHC Plans is increasing at St Matthew's Primary School, with many pupils having co-morbid needs presenting. The proportion of pupils with SEND support/EHCPs who are also receiving Free School Meals is 22.1% (Internal data November 2025), compared to 15.2% of children not receiving Free School Meals. The national proportion of all primary school pupils with SEN support or an EHC plan is 18.2% as of January 2025</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2024-25#dataBlock-3046215a-3b41-4db1-afb2-9a4c0758d7f7-tables)</p> <p>At St Matthew's Primary School we identify that raising levels of Special Educational Need across our school continues to be a challenge, particularly for those children who are adversely affected by both SEND and Disadvantaged Indicators.</p>
4	<p>Low starting points</p> <p>Year R</p> <p>Internal and external data (where available) indicates that our children enter St Matthew's Primary School in Year R with low starting attainment. Children have had mixed and limited experiences of early learning. This is evidenced from our rigorous EYFS baseline data in addition to contextual information. For example 29% of our September 2025 cohort were assessed as not attaining the language 3 - 4 year old milestones in 'Development Matters' on entry. Internal 'Chatterbugs' baseline assessments reinforce this, demonstrating baseline declining when compared to 2024. In addition, Completion of the DfE Reception Baseline in the Autumn term 2025 also highlights the low starting points of our pupils and the high level of need that we continue to see emerging.</p> <p>Children joining after Reception autumn term</p> <p>See section 5 Mobility (below)</p>
5	<p>Mobility/Stability - In Year Admissions</p>

IDSR November 2025 demonstrates stability 'well below average' at St Matthew's Primary School (all pupils).

	2023	2024	2025
School % stability	Below average 71.76	Below average 70.59	Well below average 74.43

Internal admissions data (November 2025) demonstrates that 'stability' for children in receipt of FSM in Year 1 - Year 6 is 64%. Meaning that 36% of the FSM cohort have not attended St Matthew's Primary School from YR autumn term.

Pupil mobility, which is often referred to as 'turbulence' in literature, is defined as: "a child joining or leaving school at a point other than the normal age in which children start or finish their education at that school, whether or not this involves a move of home" Dobson & Henthorne, 1999:5" -

<https://www.gov.uk/government/publications/managing-pupil-mobility-to-maximise-learning> Page 6

Children entering at times other than Year R Autumn Term

An increasing proportion of children join St Matthew's at points other than Year R autumn term. Children frequently join the school from abroad, often with limited English language, often with no prior schooling. For example, 53 new pupils had joined the school between September and November 2025. Children joining after Reception autumn term often need to access targeted support to enable awareness of the school ethos, acquisition of English language, phonics and to accelerate curriculum skills and knowledge gaps. Pupils arriving at times other than Year R autumn term often have a significant proportion eligible for Free School Meals. For example, 48% of our Y5 disadvantaged pupils did not join in Reception (correct as of Nov 2025). Families who join the school throughout the year frequently receive Family Worker support.

Research shows that attainment of children who change schools can be impacted by a range of factors; for example as mentioned in The British Educational Research Journal 2006 "The low attainment of these pupils is the result not of 'changing school' but of a broad range of factors including substantial cultural, educational and social adjustment." *Pupil Mobility, Attainment and Progress in Primary School, British Educational research Journal 33(4), August 2006.*

<https://www.researchgate.net/journal/British-Educational-Research-Journal-1/469-3518>

St Matthew's Primary School are currently working with The Nuffield Foundation, in collaboration with researchers at the University of Birmingham and the University of Warwick, who are running a research project on school mobility; acknowledging that more up to date information and analysis of impact is necessary (School MOVES project)

<https://www.nuffieldfoundation.org/project/pupil-school-mobility-types-pathways-and-implications-for-education> (March 2024-March 2027)

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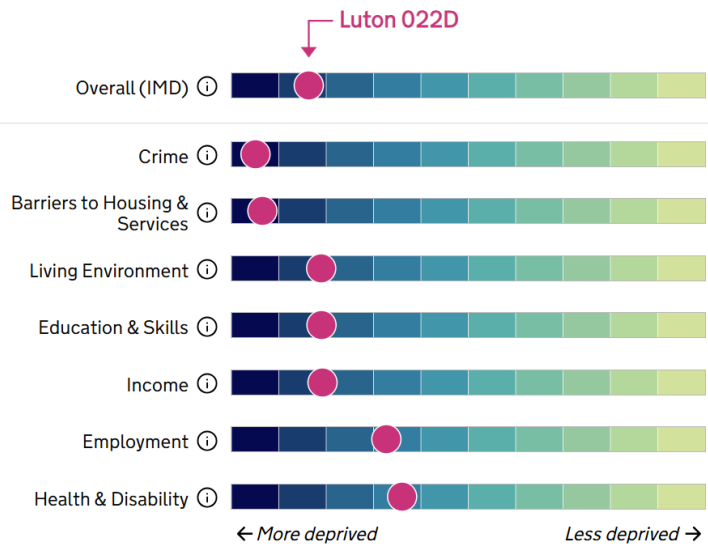
Parental involvement

Observations and in-house data indicate that parental involvement with the school is lower amongst some disadvantaged pupils than others. This is

	evident in Early Years, KS1 and KS2 (for example reading support at home, attendance at Parent Consultations, attendance at school information sessions such as reading mornings)
7	<p><u>Wider opportunities and aspiration</u></p> <p>Opportunities to experience the world beyond the locality are limited for many pupils eligible for PP/FSM. This could potentially impact on aspirations and awareness of opportunities available in later life.</p>
8	<p><u>Attendance</u></p> <p>Attendance of pupils in receipt of Pupil Premium increased in 2023-24 (93.2%) but remains lower than for all pupils (94.6% 2023-24). 23.1% of pupils in YR-Y6 (2023-24) in receipt of PP were persistent absentees.</p>
9	<p><u>Impact of deprivation</u></p> <p>The school location deprivation indicator (0.21) is higher than the national average for all schools (0.18) (source - IDSR Nov 2024).</p> <p>This remains 'above average' as evidenced in the 2025 IDSR. Many families in receipt of FSM/PP face challenges such as health, asylum/immigration/Home Office status, food and fuel poverty, housing issues including evictions and homelessness, antisocial behaviour, mental health, subject to Child Protection/Child in Need plans, families under police protection and bereavement.</p> <p>Some families have No Recourse to Public Funds, and are not always eligible for FSM or PP. PP funding is also used to support these pupils where necessary</p> <p>The recently published Indices of Multiple Deprivation 2025 (https://www.gov.uk/government/statistics/english-indices-of-deprivation-2025/english-indices-of-deprivation-2025-statistical-release) includes information directly related to High Town and the levels of deprivation in the locality.</p> <p>Luton 022D is more deprived than most neighbourhoods within Luton</p> <p>The Luton local authority district contains 125 neighbourhoods. About three quarters of neighbourhoods in this area are less deprived than the neighbourhood you selected.</p> <p>Figures show that High Town is more deprived than 88% of neighbourhoods in England in relation to income deprivation impacting children.</p> <p>Other dominant challenges proven are those linked to crime (reflecting the risk of experiencing personal or property-related offences) and barriers to housing and services (a measure of the financial and physical features to accessing housing and local services).</p>

There are different types of deprivation in Luton 022D

The neighbourhood you selected is most deprived in relation to crime. Only 5% of neighbourhoods in England are more deprived.



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
1. To raise attainment in reading for disadvantaged pupils	<p>End of KS2 outcomes</p> <p>By July 2027</p> <ul style="list-style-type: none"> The attainment in reading for children in receipt of PP funding is above the attainment of PP children nationally The attainment in reading for children in receipt of PP funding is in line with the national attainment for all children. <p><i>Internal assessments termly, statutory assessments each May with results available in July (St Matthew's comparisons available) then October (National comparisons available)</i></p> <p>Non-statutory year groups</p> <ul style="list-style-type: none"> Internal teacher assessment in reading demonstrates that children in receipt of PP funding are attaining in line with non-PP children. <p><i>Internal assessments termly</i></p>
2. Accelerate and embed the acquisition of phonics for disadvantaged pupils	<p>Y1</p> <ul style="list-style-type: none"> Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (<i>assessed half termly</i>). The proportion of PP pupils passing the phonics screening check in Y1 2025, 2026 and 2027 shows an increase from June

	<p>2024 <i>(assessed June each year, national comparisons available October)</i>.</p> <ul style="list-style-type: none"> The proportion of PP pupils passing the phonics screening check in Y1 matches national attainment for all pupils in 2025, 2026 and 2027 <i>(assessed June each year, national comparisons available October)</i>. <p>Y2</p> <p>For children in receipt of PP who did not pass the phonics screening check in Y1:</p> <ul style="list-style-type: none"> Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils <i>(assessed half termly)</i>. The proportion of PP pupils passing the phonics screening check in Y2 2025, 2026 and 2027 continues to be above the proportion of PP children passing in Y2 nationally <i>(assessed June each year, national comparisons available October)</i>. The proportion of PP pupils passing the phonics screening check in Y2 matches national attainment for all pupils in 2025,26 and 2027 <i>(assessed June each year, national comparisons available October)</i>.
<p>3. To raise attainment in writing for disadvantaged pupils</p>	<p>End of KS2 outcomes</p> <p>By July 2027</p> <ul style="list-style-type: none"> The attainment in writing for children in receipt of PP funding is above the attainment of PP children nationally The attainment in writing for children in receipt of PP funding is in line with the national attainment for all children. <p><i>Internal assessments termly, statutory assessments each May with results available in July (St Matthew's comparisons available) then October (National comparisons available)</i></p> <p>Non-statutory year groups</p> <ul style="list-style-type: none"> Internal teacher assessment in writing demonstrates that children in receipt of PP funding are attaining in line with non-PP children. <p><i>Internal assessments termly</i></p>
<p>4. To raise attainment in maths for disadvantaged pupils</p>	<p>End of KS2 outcomes</p> <p>By July 2027</p> <ul style="list-style-type: none"> The attainment in maths for children in receipt of PP funding is above the attainment of PP children nationally The attainment in maths for children in receipt of PP funding is in line with the national attainment for all children.

	<p><i>Internal assessments termly, statutory assessments each May with results available in July (St Matthew's comparisons available) then October (National comparisons available)</i></p> <p><u>Non-statutory year groups</u></p> <ul style="list-style-type: none"> Internal teacher assessment in maths demonstrates that children in receipt of PP funding are attaining in line with non-PP children. <p><i>Internal assessments termly</i></p>
<p>5. Improve outcomes for disadvantaged pupils with SEND so pupils make progress from their starting points</p>	<ul style="list-style-type: none"> Yearly reduction in the gap between disadvantaged pupils with SEND and other disadvantaged pupils on school progress measures (termly progress trackers & SEND targets). IP targets: ≥80% of termly outcomes met for pupils receiving targeted SEND programmes. Termly monitoring shows targeted SEND interventions have positive effects on targeted pupils <p>(EEF: Special Educational Needs in Mainstream Schools guidance report).</p>
<p>6. Enhance early language acquisition and literacy skills to increase the proportion of Reception children attaining GLD and phonics benchmarks</p>	<ul style="list-style-type: none"> Increase in Reception % achieving age-related expectations/Good Level of Development (GLD) year-on-year for PP children. Increase in the proportion of PP pupils achieving th expected phonics attainment by the end of YR year-on-year increased proportion of PP pupils demonstrating progress in Early language assessments (Chatterbugs / ELSEC) <p>(EEF: Communication & language approaches; Nuffield Early Language evaluation Nuffield report).</p>
<p>7. Rapidly integrate and accelerate learning for in-year admissions to limit the impact of mobility on attainment and progress gaps</p>	<ul style="list-style-type: none"> Attainment and progress of in-year admitted pupils is carefully tracked Assessments of in-year admitted pupils demonstrate progress from starting points
<p>8. To increase levels of parental involvement with school activities</p>	<p>100% of pupils eligible for PP funding attend school events and activities, including (but not limited to);</p> <p>Parent Consultations Reading Mornings (YR to Y3) Reading workshops Phonics workshops (YR +Y1) Celebration assemblies Class assemblies SATs workshops</p>

	<p>Family learning activities</p> <p>Curriculum showcases</p> <p><i>(Measured through attendance tracking following activities)</i></p>
<p>9. To provide a series of opportunities for children to develop their understanding of the wider world and opportunities that exist</p>	<p>Children across the school experience opportunities and experiences that increase their awareness of their future options - out of school visits/in school enrichment activities</p> <p><i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p> <p>Enhanced plan of additional activities provided for children in receipt of Pupil Premium</p> <p><i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p> <p>80% of children eligible for PP funding attend extra curricular before and after school clubs</p> <p><i>(measured through attendance plus pupil and parent voice)</i></p>
<p>10. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by July 2025 (improving in 2026 and 2027) demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1.5% <i>(Insight 2023-24 = 1.7%)</i> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced <i>(Insight 2023-24 disadvantaged attendance = 93.2%, all pupils' attendance 94.6% - both figures include non stat pupils)</i> the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 5% lower than their peers. <p><i>(Measured through weekly, half-termly and termly attendance data)</i></p>
<p>11. To provide targeted support for families and individual pupils in need to negate the impact of deprivation, within our capacity</p>	<p>Support for families is targeted and impactful.</p> <p>All children are supported to wear adequate clothing and have adequate resources to support homework.</p> <p><i>(Measured by pupil attendance, parental voice, Family Worker intervention, Safeguarding Team intervention, uniform and meals provided to pupils)</i></p>

Activity in this academic year

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

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £290,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Inclusion Assistant Head (29% of salary 2024-25)</p> <p>(33% of salary 2025-26)</p>	<p>The proportion of pupils eligible for PP/FSM with SEND varies in each year group; in September 2024 the smallest proportion was 15% (Y1), largest was 44% (Y6). This changes over time as children leave or join the school.</p> <p>The AH for Inclusion supports the Deputy Headteacher and SENDCo in the identification, implementation and evaluation of provision to overcome any barriers to learning for all pupils, including PP/FSM children. In recording and identification of need, the AH for Inclusion has the responsibility for ensuring PP children are not disproportionately represented on the SEND register and that their needs are met.</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> <p>‘7. Successful schools ‘ Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance’ (p.10)</p> <p>EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’</p>	<p>1,2,3,4,5,6,7,8,9,10,11</p>
<p>Recruitment of an additional SENDCo to enhance capacity from January 2026</p>	<p>The proportion of pupils with SEND across the school is increasing. Many of our PP/FSM cohorts also have additional needs. Research demonstrates that enhancing SENDCo capacity improves provision, including timely and accurate identification, supporting early intervention, tailored and effective support, stronger promotion of social, emotional development and well-being. This will also enhance capacity to lead on evidence based strategies, ensuring that teachers continue to develop strong subject knowledge and pedagogical skills for QFT.</p> <p>Building SENCO Capacity</p> <p>Shropshire SENCO Workload review</p> <p>Bath Spa University, NASEN, NEU launched the National SENCO Workload Survey</p>	<p>1,2,3,4,5,6,7</p>
<p>Teaching Assistants to support children within the classroom and to deliver targeted</p>	<p>Deploying TAs to work with PP children provides them with further opportunities to apply skills learnt in all areas of the curriculum. Activities where TAs can support learning are identified. TAs receive training weekly, including a focus on the impact of poverty, ACEs and trauma.</p>	<p>1,2,3,4,5,6,9,10,11</p>

<p>interventions where identified as necessary (29%) of salaries</p> <p>(33% of salary 2025-26)</p>	<p>TAs support the teacher with formative assessment and help identify next steps; ensuring that any gaps are quickly plugged where agreed strategies to support and enrich are practised.</p> <p>TAs deliver small group targeted teaching planned by teachers.</p> <p>TAs pastorally support PP pupils' and their social, moral, spiritual, cultural and emotional development on a day to day basis.</p> <p><i>EEF research on TA effectiveness is varied. At St Matthew's support is targeted and TAs receive high quality training.</i></p> <p><i>Teaching assistants are fully trained to lead pupil interventions such as, Catch-Up Literacy, Catch Up Numeracy and SoundsWrite, IDL and Precision Teaching</i></p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: The Impact of Teaching Assistants – A Holistic Picture EEF (educationendowmentfoundation.org.uk)</p>	
<p>Cover supervisors (29% of salaries)</p> <p>(33% of salary 2025-26)</p>	<p>Provide high quality teaching (following direction and planning from a qualified teacher) for pupils when class teachers are on PPA, CPD or absent due to illness. Cover supervisors attend all CPD training plus year group meetings and are fully involved in planning.</p> <p>Pupils are able to access learning confidently, with trust and respect in adults teaching them.</p> <p>Research: “In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning”. Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	<p>1,2,3,4,5,6,7,8,9,10,11</p>
<p>Teacher and TA CPD 100% of CPD budget.</p>	<p>Teachers and TAs are equipped with a range of skills and knowledge of potential barriers for PP pupils and how best to support pupils and their families.</p> <p>Training includes (and is not limited to); Quality First Teaching Questioning Metacognition Moderation and standardisation Impact of poverty Curriculum subject knowledge Reading progression</p>	<p>1,2,3,4,5,6,7,8,9,10,11</p>

	<p>Writing progression Pupil Premium courses for DHT (inc Making the Difference for Disadvantaged Pupils - Sandringham Research School/EEF, Improving Educational Outcomes for Disadvantaged Pupils: Raising Aspiration and Attainment Conference, National Pupil Premium Conference).</p> <p>Research : “In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning”.</p> <p>Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £140576

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (YR, Y1 and Y2).	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
Home visits for new admissions to the school	<p>Evidence demonstrates that home visits are a powerful tool for supporting transition of primary school age into a new school, particularly in terms of relationships, social adjustment and emotional development. Home visits create a unique opportunity for the child to connect with adults in their safe, familiar environment. This also enables staff members to develop a holistic view of the child.</p> <p>Improving the Home to School Transition (Gov.uk) EEF Parental Engagement</p>	7
Continued development of specialist SEN teaching to meet	One-to-one and intensive targeted intervention for pupils with the most complex needs (short, structured programmes aligned to EHCP/individual outcomes),	1,2,3,4,5,6,

the needs of the most complex pupils	<p>delivered by specialist teachers and trained TAs where appropriate (Pathways).</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance report</p> <p>NFER - Stark inequalities in distribution of SEND pupils across England's mainstream schools</p>	
<p>Level 3 TAs (29% of salary)</p> <p>(33% of salary 2025-26)</p>	<p>Employing additional Teaching Assistants, with a specific background in child development and qualifications in Early Years (TA 3 - CACHE Level 3 equivalent) allows for enhanced quality interactions with children. This improves childrens' language, communication and interactions. (YR and Y1)</p> <p>EEF Early Years Toolkit - Communication and language approaches</p>	1,2,3,4,5,6,7,
<p>EAL HLTA and TA (29% of salary)</p> <p>(100% of salary 2025-26)</p>	<p>By employing colleagues specifically to support pupils with limited English we are able to provide bespoke language development support for pupils new to English (Language School) and teach rapid language and Phonics acquisition. Accelerated phonics teaching is available to all pupils joining the school, even if English speakers</p> <p>The Bell Foundation - Additional Support in the Classroom</p>	1,2,3,4,7,11
<p>Early Language Support for Every Child (ELSEC) Programme</p>	<p>ELSEC is a two-year pathfinder programme which will fund innovative workforce models to improve early identification and support for children and young people with speech, language and communication needs within early years and primary school settings. ELSEC will take place in nine sites across England, one in each Change Programme Partnership.</p> <p>ELSEC assessments will be undertaken on all YR children admitted in 2024 leading to targeted speech and language interventions.</p> <p>Earlier support for speech and language for 20,000 children (Gov.uk)</p>	1,2,3,5,6
<p>Additional daily reading for the lowest 20% of readers in each class to enhance reading fluency and comprehension</p>	<p>Rehearsal and targeted daily interactions with reading will support pupils to develop reading fluency, comprehension and vocabulary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3,5,6,7

<https://www.ucl.ac.uk/ioe/news/2020/feb/children-who-read-books-daily-score-higher-school-tests-vast-new-study-states>

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

Budgeted cost: £57,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional school meals and support for families in crisis (non-PP/FSM families with no access to funds)	The EEF Guide to Pupil Premium We do this to ensure children are in school and able to learn physically. It is also a safeguarding measure to ensure professionals have sight of vulnerable children/families	11
Safeguarding Officer (29% of salary) (33% of salary 2025-26)	Our Safeguarding Officer is an integral part of our disadvantaged (and all) pupil care. In partnership with the Family Worker, Inclusion Team, EWO and in-school Attendance Officer she works with professional curiosity to ensure pupil needs are identified and addressed, liaising with and challenging external agencies and holding them to account as required.	7,8,9,10,11
Family Worker (29% of salary) (33% of salary 2025-26)	Our Family Worker is an integral link in the chain of support that St Matthew's provides for our families. By ensuring there is assistance for the issues that may face the families of our children, and by keeping them supported with intervention from our Family Worker (including our Early Help offer), we are able to provide another layer of provision for our children. A wide spectrum of support is offered from housing to benefits, from relationships to parenting, from general well-being to domestic violence and a whole host of other issues, and increasingly including asylum seeking/granted and refugee families. The Family Centre aims to offer a range of courses, one to one support, group support, family facing events and professional/pastoral signposting to other organisations who could help. Parental engagement EEF (educationendowmentfoundation.org.uk)	6,7,8,9,10,11

<p>Attendance Officer (29% of salary)</p> <p>(33% of salary 2025-26)</p> <p>Plus EWO service (100%)</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance guidance. (Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk))</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance of individual and groups of pupils</p> <p>(See school's Attendance Policy)</p>	<p>7,8,10,11</p>
<p>Free extra curricular before and after-school clubs for all pupils.</p> <p>Subsidised trips, residentials and enrichment activities</p>	<p>We are aware through discussions with children and parents that our disadvantaged children do not always experience the same activities as their peers outside of school. By providing free extra curricular clubs, heavily subsidising our school trips and residentials we are supporting all children to be part of and benefit from these experiences.</p> <p>All trips are planned to enhance the curriculum and offer experiential learning to support the work undertaken in school.</p>	<p>8,9,10</p>
<p>Free fruit for KS2 pupils</p>	<p>We do this to ensure children are able to learn physically and that a basic need is met (for all children)</p>	<p>11</p>
<p>School meals provided for children from families in need</p> <p><i>These children are also provided with vouchers from the LA for school holidays.</i></p> <p>Curriculum resource packs provided to all PP/FSM children to ensure engagement with homework</p>	<p>We do this to ensure children are in school and able to learn physically. It is also a safeguarding measure to ensure professionals have sight of vulnerable children/families</p> <p>We also do this to ensure children are able to learn physically because a basic need is met in school. Many families live under chronic financial stress and many are already living under considerable strain, not having to provide a packed lunch or for example having to choose heating a home over food or vice versa may help.</p> <p>It is also a safeguarding measure to ensure a potential trigger for parental stress and contextual safeguarding issues are lessened, even just a little.</p>	<p>11</p>

Total budgeted cost: £489,016 (Estimated 2025-26)

Part B: Review of the previous academic year

Pupil premium strategy outcomes review 2024-25

Intended outcome	Success criteria	2025 Review
<p>1. To raise attainment in reading for disadvantaged pupils</p>	<p><u>End of KS2 outcomes</u></p> <p>By July 2027</p> <ul style="list-style-type: none"> The attainment in reading for children in receipt of PP funding is above the attainment of PP children nationally The attainment in reading for children in receipt of PP funding is in line with the national attainment for all children. <p><i>Internal assessments termly, statutory assessments each May with results available in July (St Matthew's comparisons available) then October (National comparisons available)</i></p>	<p><u>Statutory Year Groups</u></p> <p><u>KS2 Outcomes</u></p> <p>IDSR November 2025</p> <ul style="list-style-type: none"> 2025 Disadvantaged attainment in KS2 R,W,M combined EXS plus individual subjects (unvalidated data) was 'close to average (non-sig)' since 2023 data, gap trend 'narrowing' between 2024 and 2025 <p>St Matthew's KS2 2025 Disadvantaged pupils attained 6 percentage points behind National Disadvantaged and 2 percentage points behind the national for R,W,M combined.</p> <p>2025 KS2 outcomes for disadvantaged pupils are significantly below 'all pupils' in all subjects.</p> <p>For context, this cohort of 49 disadvantaged pupils has:</p> <ul style="list-style-type: none"> 47% SEND, including 6 EHCPs (over 3 x the national average for EHCPs). 22% (12 children) have joined since Y3. 4 disadvantaged children joined during Y6 from abroad (Ghana and Nigeria - not eligible for discounting).
	<p><u>Non-statutory year groups</u></p> <ul style="list-style-type: none"> Internal teacher assessment in reading demonstrates that children in receipt of PP funding are attaining in line with non-PP children. <p><i>Internal assessments termly</i></p>	<p><u>Non-statutory year groups</u></p> <p>Gaps between 'disadvantaged' and 'non-disadvantaged' children have widened this academic year.</p> <p>This is significantly impacted by new pupils joining the school. This makes year-on-year gaps a challenge as the group constantly changes.</p>

EYFS Outcomes 2024

Compare your good level of development (GLD) data (DfE, 2025) based on 2024 data

- **'actual percentage GLD is better than predicted'** (based on DfE contextual prediction)
- Children are suggested to develop well across some child characteristic groups shown compared to local, regional and national data. Your strongest child characteristic groups are:
 - **Children eligible for free school meals: +19.2ppt** difference when compared to regional averages.
 - **Children who have special educational needs support: +12.6ppt** difference when compared to regional averages

Nb 2025 comparison was not available at time of writing

Reading St Matthew's 'Disadvantaged' v 'Non-Disadvantaged' July 2025		
	Reading attainment gap <i>(Internal assessments Summer 2025)</i>	New 'disadvantaged' children admitted during 2024-25 academic year
YR	'Disadvantaged' children below by 8% points	6 (admitted after Autumn Term)
Y1	'Disadvantaged' children below by 4% points	4
Y2	'Disadvantaged' children below by 13% points	4
Y3	'Disadvantaged' children below by 9% points	6
Y4	'Disadvantaged' children below by 26% points	5
Y5	'Disadvantaged' children below by 7% points	4

<p>2. Accelerate and embed the acquisition of phonics for disadvantaged pupils</p>	<p>Y1</p> <ul style="list-style-type: none"> Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (<i>assessed half termly</i>). The proportion of PP pupils passing the phonics screening check in Y1 2025, 2026 and 2027 shows an increase from June 2024 (<i>assessed June each year, national comparisons available October</i>). The proportion of PP pupils passing the phonics screening check in Y1 matches national attainment for all pupils in 2025, 2026 and 2027 (<i>assessed June each year, national comparisons available October</i>). 	<p><u>Phonics outcomes - Disadvantaged 2025</u></p> <table border="1" data-bbox="963 371 1485 663"> <tr> <td></td> <td colspan="3">Disadvantaged Pupils - proportion passing Phonics Screening Check June 2025</td> </tr> <tr> <td></td> <td>St Matthew's Disadvantaged 2025</td> <td>National all pupils 2025</td> <td>National disadvantaged 2025</td> </tr> <tr> <td>Y1</td> <td>62%</td> <td>80%</td> <td>67%</td> </tr> <tr> <td>Y2</td> <td>80%</td> <td>89%</td> <td>81%</td> </tr> </table> <p><u>Year 1 Phonics Outcomes 2025</u></p> <p>For context, the Y1 cohort of 30 'disadvantaged' pupils has:</p> <ul style="list-style-type: none"> 17% with SEND (10% of which have EHCPs - nearly 3 x the national proportion of EHCPs) 17% of pupils started Summer YR or during Y1. Internal assessments demonstrate progress across the school year in terms of phonics acquisition, use of phonics to read specific words and practice Phonic Screen Checks. Phonics Screening Check attainment of disadvantaged pupils in Y1 was lower than in 2024. This follows an upward trend since 2022. The gap between St Matthew's Y1 disadvantaged pupils and national disadvantaged has widened this year. 		Disadvantaged Pupils - proportion passing Phonics Screening Check June 2025				St Matthew's Disadvantaged 2025	National all pupils 2025	National disadvantaged 2025	Y1	62%	80%	67%	Y2	80%	89%	81%
	Disadvantaged Pupils - proportion passing Phonics Screening Check June 2025																	
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Y1	62%	80%	67%															
Y2	80%	89%	81%															
	<p>Y2</p> <p>For children in receipt of PP who did not pass the phonics screening check in Y1:</p> <ul style="list-style-type: none"> Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (<i>assessed half termly</i>). The proportion of PP pupils passing the phonics screening check 	<p><u>Year 2 Phonics Outcomes 2025 (cumulative- by the end of Year 2)</u></p> <p>For context, the Y2 cohort of 42 'disadvantaged' pupils has:</p> <ul style="list-style-type: none"> 19% with SEND (5% of which have EHCPs - above the national proportion of EHCPs) 24% of pupils started Summer YR, during Y1 or Y2. This includes 10% who joined in Y2 from abroad. Internal assessments demonstrate progress across 																

	<p>in Y2 2025, 2026 and 2027 continues to be above the proportion of PP children passing in Y2 nationally (<i>assessed June each year, national comparisons available October</i>).</p> <ul style="list-style-type: none"> The proportion of PP pupils passing the phonics screening check in Y2 matches national attainment for all pupils in 2025,26 and 2027 (<i>assessed June each year, national comparisons available October</i>). 	<p>the school year in terms of phonics acquisition, use of phonics to read specific words and practice Phonic Screen Checks.</p> <ul style="list-style-type: none"> Phonics attainment of disadvantaged pupils by the end of Y2 2025 is in line with the national proportion of disadvantaged pupils (80% St Matthew's Disadvantaged v 81% National Disadvantaged) Phonics attainment of disadvantaged pupils by the end of Y2 2025 is below all pupils nationally.
3. To increase levels of parental involvement with school activities	<p>100% of of pupils eligible for PP funding attend school events and activities, including (but not limited to);</p> <p>Parent Consultations Reading Mornings (YR to Y3) Reading workshops Phonics workshops (YR +Y1) Celebration assemblies Class assemblies SATs workshops Family learning activities Curriculum showcases (<i>Measured through attendance tracking following activities</i>)</p>	<p>Parent Consultations are well attended with an average of 95% of parents attending across 2024-25.</p> <p>In school events varied between year groups and depending on the events.</p> <p>Celebration assemblies and class assemblies are well attended.</p> <p>Engagement for other events needs to be more closely monitored for engagement of parents of disadvantaged children.</p>
4. To provide a series of opportunities for children to develop their understanding of the wider world and opportunities that exist	<p>Children across the school experience opportunities and experiences that increase their awareness of their future options - out of school visits/in school enrichment activities (<i>measured through curriculum scrutiny, pupil voice and parent voice</i>)</p> <p>Enhanced plan of additional activities provided for children in receipt of Pupil Premium (<i>measured through curriculum scrutiny, pupil voice and parent voice</i>)</p>	<p>Many enriching opportunities were provided across the school year where disadvantaged pupils were targeted for attendance. These include (but not limited to):</p> <ul style="list-style-type: none"> University of Bedfordshire visits Young Voices Choir and performance Sports clubs Cooking Club Homework Club Eco Club Sports Leaders World of Work Day Prefect opportunities Police prevention workshops NSPCC workshops Trips and visits including:

	<p>80% of children eligible for PP funding attend extra curricular before and after school clubs <i>(measured through attendance plus pupil and parent voice)</i></p>	<ul style="list-style-type: none"> Brighton (95% of disadvantaged pupils attended) Chellington residential (70% of Y5/Y6 and 75% Y4 disadvantaged pupils attended)
<p>5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by July 2025 (improving in 2026 and 2027) demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1.5% (<i>Insight 2023-24 = 1.7%</i>) <p><i>(Measured through weekly, half-termly and termly attendance data)</i></p>	<p>September 2024 - July 2025 <u>Published Outcomes</u> IDSR November 2025</p> <ul style="list-style-type: none"> FSM6 attendance for 24-25 was 'above' average with 'relative improvement' <p><u>Unauthorised absence</u></p> <ul style="list-style-type: none"> The overall unauthorised absence rate for all pupils was 1.5% (Source - Insight) This has improved from July 2023 (1.7%)
	<ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (<i>Insight 2023-24 disadvantaged attendance = 93.2%, all pupils' attendance 94.6% - both figures include non stat pupils</i>) 	<p>September 2024 - July 2025 <u>Attendance gap</u></p> <ul style="list-style-type: none"> The attendance gap between 'disadvantaged' pupils (94.0%) and their non-disadvantaged peers (95.7%) was 1.7 percentage points. Attendance has improved for both groups.
	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 5% lower than their peers. 	<p>September 2024 - July 2025 <u>Persistent Absence</u></p> <ul style="list-style-type: none"> The percentage of all pupils who were persistently absent was 10.6% The percentage of disadvantaged pupils who were persistently absent was 15.9%. This has improved from 22.3% in 2023-24.
<p>6. To provide targeted support for families and individual pupils in need to negate the impact of deprivation, within our capacity</p>	<p>Support for families is targeted and impactful. All children are supported to wear adequate clothing and have adequate resources to support homework.</p>	<p>The school has continued to support families with a wide range of challenges including those captured below. The number of families receiving support for at least one category has nearly doubled from 769 in 2023-24 to 1441; with many families accessing support in multiple areas.</p>

	<p><i>(Measured by pupil attendance, parental voice, Family Worker intervention, Safeguarding Team intervention, uniform and meals provided to pupils)</i></p>	<p>See breakdown below.</p> <table border="1"> <thead> <tr> <th data-bbox="963 255 1107 286">Referrals 24/25</th> <th colspan="2" data-bbox="1107 255 1406 286">YEAR RUNNING TOTAL</th> </tr> <tr> <th data-bbox="963 286 1107 349"></th> <th data-bbox="1107 286 1257 349">Total No. of families</th> <th data-bbox="1257 286 1406 349">Total No. of children</th> </tr> </thead> <tbody> <tr><td data-bbox="963 349 1107 412">Aldwickbury support</td><td data-bbox="1107 349 1257 412">122</td><td data-bbox="1257 349 1406 412">290</td></tr> <tr><td data-bbox="963 412 1107 443">Attendance</td><td data-bbox="1107 412 1257 443">75</td><td data-bbox="1257 412 1406 443">135</td></tr> <tr><td data-bbox="963 443 1107 474">Benefits</td><td data-bbox="1107 443 1257 474">48</td><td data-bbox="1257 443 1406 474">89</td></tr> <tr><td data-bbox="963 474 1107 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data-bbox="963 1066 1107 1097">passport</td><td data-bbox="1107 1066 1257 1097">9</td><td data-bbox="1257 1066 1406 1097">11</td></tr> <tr><td data-bbox="963 1097 1107 1160">Pre-loved uniform</td><td data-bbox="1107 1097 1257 1160">163</td><td data-bbox="1257 1097 1406 1160">236</td></tr> <tr><td data-bbox="963 1160 1107 1223">Ramadan/Eid Pack</td><td data-bbox="1107 1160 1257 1223">30</td><td data-bbox="1257 1160 1406 1223">72</td></tr> <tr><td data-bbox="963 1223 1107 1312">Referrals to outside agencies</td><td data-bbox="1107 1223 1257 1312">11</td><td data-bbox="1257 1223 1406 1312">19</td></tr> <tr><td data-bbox="963 1312 1107 1375">School Admissions</td><td data-bbox="1107 1312 1257 1375">14</td><td data-bbox="1257 1312 1406 1375">81</td></tr> <tr><td data-bbox="963 1375 1107 1406">school tours</td><td data-bbox="1107 1375 1257 1406">66</td><td data-bbox="1257 1375 1406 1406">68</td></tr> <tr><td data-bbox="963 1406 1107 1438">Christmas Meal</td><td data-bbox="1107 1406 1257 1438">30</td><td data-bbox="1257 1406 1406 1438">100</td></tr> <tr><td data-bbox="963 1438 1107 1500">School holiday club</td><td data-bbox="1107 1438 1257 1500">22</td><td data-bbox="1257 1438 1406 1500">44</td></tr> <tr><td data-bbox="963 1500 1107 1563">Energise Luton holiday club</td><td data-bbox="1107 1500 1257 1563">103</td><td data-bbox="1257 1500 1406 1563">137</td></tr> <tr> <td data-bbox="963 1563 1107 1594">Total</td> <td data-bbox="1107 1563 1257 1594">1441</td> <td data-bbox="1257 1563 1406 1594">2584</td> </tr> </tbody> </table>	Referrals 24/25	YEAR RUNNING TOTAL			Total No. of families	Total No. of children	Aldwickbury support	122	290	Attendance	75	135	Benefits	48	89	Courtney Foundation	32	76	Court	12	28	Dentist	41	70	Domestic Abuse	33	58	Donations ie clothes, furniture	80	127	foodbank	126	376	FSM	80	111	Household Support Fund	55	86	Housing	23	30	Hygiene packs	80	148	Immigration	23	38	Level Trust	33	43	New Starters	62	67	Parentmail IT	28	44	passport	9	11	Pre-loved 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Intended outcome	Success criteria	2024 Review
1. To raise attainment in reading for disadvantaged pupils	<p><u>Statutory year groups</u> By July 2024</p> <ul style="list-style-type: none"> The attainment in reading for children in receipt of PP 	<p><u>Statutory Year Groups</u></p> <p><u>KS2 Outcomes</u> 2024 KS2 outcomes for PP pupils are significantly below all pupils in all subjects but are all increases on the pupil level targets</p>

	<p>funding is above the attainment of PP children nationally (as in 2021-22).</p> <ul style="list-style-type: none"> The attainment in reading for children in receipt of PP funding is in line with the national attainment for all children. <p><i>Internal assessments termly, statutory assessments each May with results available in July (St Matthew's comparisons available) then October (National comparisons available)</i></p> <p><u>Non-statutory year groups</u></p> <ul style="list-style-type: none"> Internal teacher assessment in reading demonstrates that children in receipt of PP funding are attaining in line with non-PP children. <p><i>Internal assessments termly</i></p>	<p>set at the beginning of the year (see HT report to Governors or ASPIRE document).</p> <p>For context, this cohort of 40 disadvantaged pupils has 38% SEND, including 4 EHCPs (over 3 x the national average for EHCPs) and 1 child who has missed Y6 due to significant ill health. 30% (12 children) have joined since Y3. 5/40 are persistently absent.</p> <p>67% of disadvantaged pupils that worked with our additional teacher attained 'Expected' in Reading.</p> <p>The other children that received this support attained a scaled score of 99 or 98. Mock test results show these pupils all made strong progress in terms of test scores.</p> <p><u>Non-statutory year groups</u></p> <table border="1" data-bbox="895 815 1278 1122"> <thead> <tr> <th colspan="2">Reading 2024 Disadvantaged pupils</th> </tr> <tr> <th colspan="2">St Matthew's Disadvantaged v Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td>Disadvantaged ch above by 1 percentage pts</td> </tr> <tr> <td>Y1</td> <td>Disadvantaged ch above by 14 percentage pts</td> </tr> <tr> <td>Y2</td> <td>Disadvantaged ch above by 2 percentage pts</td> </tr> <tr> <td>Y3</td> <td>Disadvantaged ch below by 24 percentage pts</td> </tr> <tr> <td>Y4</td> <td>Disadvantaged ch above by 2 percentage pts</td> </tr> <tr> <td>Y5</td> <td>Disadvantaged ch below by 13 percentage pts</td> </tr> </tbody> </table>	Reading 2024 Disadvantaged pupils		St Matthew's Disadvantaged v Non-disadvantaged		YR	Disadvantaged ch above by 1 percentage pts	Y1	Disadvantaged ch above by 14 percentage pts	Y2	Disadvantaged ch above by 2 percentage pts	Y3	Disadvantaged ch below by 24 percentage pts	Y4	Disadvantaged ch above by 2 percentage pts	Y5	Disadvantaged ch below by 13 percentage pts
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<p>0. Accelerate and embed the acquisition of phonics for disadvantaged pupils</p>	<p><u>Y1</u></p> <ul style="list-style-type: none"> Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (<i>assessed half termly</i>). The proportion of PP pupils passing the phonics screening check in Y1 2023 and 2024 shows an increase from June 22 (<i>assessed June each year, national comparisons available October</i>). The proportion of PP pupils passing the phonics screening check in Y1 matches national attainment 	<p><u>Phonics Outcomes - Disadvantaged Pupils 2024</u> (Includes all pupils receiving Pupil Premium and FSM)</p> <table border="1" data-bbox="895 1339 1278 1520"> <thead> <tr> <th colspan="4">Phonics 2024 Disadvantaged pupils</th> </tr> <tr> <th></th> <th>St Matthew's Disadvantaged 2024</th> <th>National all pupils 2023 2024 not yet available*</th> <th>National Disadvantaged 2023 *2024 not yet available*</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>83%</td> <td>79%</td> <td>67%</td> </tr> <tr> <td>Y2</td> <td>93%</td> <td>89%</td> <td>81%</td> </tr> </tbody> </table> <p><u>Year 1 Phonics outcomes 2024</u></p> <ul style="list-style-type: none"> St Matthew's disadvantaged attainment has increased annually since 2022. It increased by 11 percentage points in 22-23 and has increased by a further 17 percentage points in 23-24. The gap between St Matthew's disadvantaged (2024) and national disadvantaged (2023 - no 2024 available yet) has decreased by a further 6 percentage points. Currently 4% above national (2023) disadvantaged. <p><u>Year 2 Phonics outcomes 2024</u></p>	Phonics 2024 Disadvantaged pupils					St Matthew's Disadvantaged 2024	National all pupils 2023 2024 not yet available*	National Disadvantaged 2023 *2024 not yet available*	Y1	83%	79%	67%	Y2	93%	89%	81%
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	<p>for all pupils in 2024 <i>(assessed June each year, national comparisons available October)</i>.</p> <p>Y2</p> <p>For children in receipt of PP who did not pass the phonics screening check in Y1:</p> <ul style="list-style-type: none"> • Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils <i>(assessed half termly)</i>. • The proportion of PP pupils passing the phonics screening check in Y2 2023 and 2024 continues to be above the proportion of PP children passing in Y2 nationally <i>(assessed June each year, national comparisons available October)</i>. • The proportion of PP pupils passing the phonics screening check in Y2 matches national attainment for all pupils in 2024 <i>(assessed June each year, national comparisons available October)</i>. 	<ul style="list-style-type: none"> • St Matthew's disadvantaged attainment remained at 2023 levels but has also remained in line with national disadvantaged (2023 national). This figure includes the bulge Y2 class. National 2024 disadvantaged figures are expected by October at the earliest. • The 'Ever St Matthew's' disadvantaged attainment is above the 2023 national for all pupils at 93% (national - 2023 - 89%)
<p>0. To increase levels of parental involvement with school activities</p>	<p>100% Parents of pupils eligible for PP funding attend school events and activities, including (but not limited to);</p> <p>Parent Consultations</p> <p>Reading Mornings (YR to Y3)</p> <p>Reading workshops</p> <p>Phonics workshops (YR +Y1)</p> <p>Celebration assemblies</p>	<ul style="list-style-type: none"> • Parent Consultations are well attended with an average of 90% of disadvantaged parents attending across 2023-24. • In school events varied between year groups and depending on the events. • Celebration assemblies and class assemblies are well attended. • Engagement for other events needs to be more closely monitored for engagement of parents of disadvantaged children.

	<p>Class assemblies SATs workshops Family learning activities Curriculum showcases</p> <p><i>(Measured through attendance tracking following activities)</i></p>	
<p>0. To provide a series of opportunities for children to develop their understanding of the wider world and opportunities that exist</p>	<p>Children across the school experience opportunities and experiences that increase their awareness of their future options - out of school visits/in school enrichment activities routinely occur (these were limited during Covid)</p> <p><i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p> <p>Enhanced plan of additional activities provided for children in receipt of Pupil Premium</p> <p><i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p> <p>80% of children eligible for PP funding attend extra curricular before and after school clubs</p> <p><i>(measured through attendance plus pupil and parent voice)</i></p>	<ul style="list-style-type: none"> The school has found it challenging to offer a broad range of experiences this year due to financial and time constraints. Club attendance remains steady with between 30% and 40% of each club regularly attended by disadvantaged pupils. Sporting clubs and our 'Morning Club' are well attended by our disadvantaged pupils. Enrichment trips such as visits to the University of Luton continued. Uptake for our residential trip in Y4, Y5 and Y6 remained high for disadvantaged pupils. Nearly all disadvantaged children attended in 2024. Many families choose not to access clubs, for a variety of reasons - these include children not wanting to go, families not needing the clubs for childcare, friends not going wtc. This needs to be explored further.
<p>0. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by July 2024 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 2% (SIMs 2.04% 2021-22 This includes CME) the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% (SIMs 2021-22 gap was 2.52% This includes CME). the percentage of all pupils who are 	<p>September 23- July 24</p> <p><u>Unauthorised Absence</u></p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils was 1.7% (Source: SIMs -This includes CMEs) <p>This is an improvement for all pupils from 2.39% in 2022-23 and 2021-22 (Source: SIMs - This includes CMEs)</p> <p>Attendance gap</p> <ul style="list-style-type: none"> The attendance gap between disadvantaged pupils (93.31%) and their non-disadvantaged peers (95.09%) in 2023-24 was 1.78 percentage points. <p>This is an improvement from 2021-22 and 2022-23</p> <p>Persistent Absence</p>

	<p>persistently absent being below 12% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p> <p><i>(Measured through weekly, half-termly and termly attendance data)</i></p>	<ul style="list-style-type: none"> The percentage of all pupils who are persistently absent was not below 12% (actual was 15.3%) The figure for PA disadvantaged pupils was 38.4% (this is higher than their peers). 																																																																																							
<p>6. To provide targeted support for families and individual pupils in need to negate the impact of deprivation, within our capacity</p>	<p>Support for families is targeted and impactful. All children are supported to wear adequate clothing and have adequate resources to support homework.</p> <p><i>(Measured by pupil attendance, parental voice, Family Worker intervention, Safeguarding Team intervention, uniform and meals provided to pupils)</i></p>	<p>The school has continued to support families with a wide range of challenges including those captured below:</p> <table border="1" data-bbox="895 674 1385 1507"> <thead> <tr> <th colspan="3">Referrals 23/24</th> </tr> <tr> <th></th> <th>Total No of families</th> <th>Total No of children</th> </tr> </thead> <tbody> <tr><td>Aldwickbury support</td><td>40</td><td>75</td></tr> <tr><td>Attendance</td><td>4</td><td>4</td></tr> <tr><td>Benefits</td><td>30</td><td>61</td></tr> <tr><td>Community Gift Shop</td><td>100</td><td>255</td></tr> <tr><td>Court</td><td>15</td><td>30</td></tr> <tr><td>Dentist</td><td>50</td><td>68</td></tr> <tr><td>Domestic Abuse</td><td>26</td><td>40</td></tr> <tr><td>Donations ie clothes, furniture</td><td>28</td><td>58</td></tr> <tr><td>foodbank</td><td>19</td><td>44</td></tr> <tr><td>FSM</td><td>69</td><td>120</td></tr> <tr><td>Grants</td><td>19</td><td>50</td></tr> <tr><td>Household Support Fund</td><td>36</td><td>78</td></tr> <tr><td>Housing</td><td>39</td><td>91</td></tr> <tr><td>Hygiene packs</td><td>13</td><td>33</td></tr> <tr><td>Immigration</td><td>12</td><td>33</td></tr> <tr><td>Level Trust</td><td>43</td><td>74</td></tr> <tr><td>New Starters</td><td>73</td><td>90</td></tr> <tr><td>Parentmail IT</td><td>3</td><td>7</td></tr> <tr><td>passport</td><td>7</td><td>18</td></tr> <tr><td>Ramadan Pack</td><td>10</td><td>23</td></tr> <tr><td>School Admissions</td><td>34</td><td>48</td></tr> <tr><td>school tours</td><td>16</td><td>22</td></tr> <tr><td>Tesco Donations</td><td>0</td><td>0</td></tr> <tr><td>SMASH</td><td>41</td><td>41</td></tr> <tr><td>School holiday club</td><td>0</td><td>0</td></tr> <tr><td>Energise Luton holiday club</td><td>42</td><td>100</td></tr> <tr><td>Total</td><td>769</td><td>1463</td></tr> </tbody> </table>	Referrals 23/24				Total No of families	Total No of children	Aldwickbury support	40	75	Attendance	4	4	Benefits	30	61	Community Gift Shop	100	255	Court	15	30	Dentist	50	68	Domestic Abuse	26	40	Donations ie clothes, furniture	28	58	foodbank	19	44	FSM	69	120	Grants	19	50	Household Support Fund	36	78	Housing	39	91	Hygiene packs	13	33	Immigration	12	33	Level Trust	43	74	New Starters	73	90	Parentmail IT	3	7	passport	7	18	Ramadan Pack	10	23	School Admissions	34	48	school tours	16	22	Tesco Donations	0	0	SMASH	41	41	School holiday club	0	0	Energise Luton holiday club	42	100	Total	769	1463
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Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

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**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.