



## St. Matthew's Catholic Primary School

School Context	SDP Objectives 2023-2024
<p><b>Main Characteristics:</b></p> <ul style="list-style-type: none"> <li>St. Matthew's is a smaller than average sized primary school with 206 pupils on roll</li> <li>14% of pupils are eligible for Pupil Premium, which is below national average</li> <li>12% of pupils have SEND and the number of pupils with an EHCP is well below the national average</li> <li>The proportion of children with EAL is 6.82%</li> </ul> <p><b>Additional Information:</b></p> <ul style="list-style-type: none"> <li>Stability at St. Matthew's is good</li> <li>Attendance is good and above national average</li> </ul>	<p><b>Quality of Education</b></p> <ol style="list-style-type: none"> <li>To increase the percentage of pupils achieving greater depth in all subjects, particularly in reading</li> <li>To improve outcomes in writing across school, particularly in Key Stage 1</li> <li>To improve outcomes for those not meeting phonic check outcomes in Key Stage 1</li> <li>Continue to monitor and evaluate the foundation curriculum in line with the BCCET 'Transition Project'</li> </ol>

Self-Evaluation
<ul style="list-style-type: none"> <li>Attendance and punctuality are consistently high – attendance in 2022/23 was 96%, which is well above the national average, whilst persistent absenteeism was lower than national average</li> <li>The curriculum is broad, balanced and ambitious. It has been carefully designed to provide our children with a range of opportunities and experiences</li> <li>There is a calm and purposeful atmosphere across school; attitudes to learning are consistently positive</li> <li>Personal development is a strength of St Matthew's and pupils are provided with a range of development opportunities and extra-curricular experiences</li> <li>Teaching of reading and phonics is fully embedded across the school</li> <li>Teachers support children with SEND and the most disadvantaged pupils. They use assessment information effectively to ensure support and intervention are well matched to learning needs</li> <li>Pupils are proud of their school and their behaviour and attitudes to learning are good</li> <li>Leaders engage with staff to support staff well-being; action is being taken to manage staff workload</li> <li>Leaders are passionate about education and show determination to drive the school forward; leadership at all levels is embedded across school</li> </ul>

EYFS			
2023	School	National	Difference
% achieved GLD	77%	67%	+10%

Phonics Screening			
2023	School	National	Difference
Y1 % working at	89%	75%	+14
Y2 resit % working at	0% 0/5	-	-

Key Stage 1			
2023	School	National	Difference
% expected standard in reading	81%	68%	+13%
% expected standard in writing	61%	60%	+1%
% expected standard in maths	71%	70%	+1%
% expected standard in RWM	61%	56%	+5%
% greater depth in reading	23%	19%	+4%
% greater depth in writing	13%	8%	+5%
% greater depth maths	32%	16%	+16%
% greater depth in RWM	13%	6%	+7%

Key Stage 2			
2023	School	National	Difference
% expected standard in reading	87%	73%	+14%
% expected standard in writing	83%	71%	+12%
% expected standard in maths	87%	73%	+14%
% expected standard in RWM	80%	59%	+21%
% expected standard in GPS	77%	72%	+5%
Average scaled score in reading	105	105	=
Average scaled score in maths	105	104	+1
Average scaled score in GPS	105	105	=
% greater depth in reading	20%	29%	-9%
% greater depth in writing	23%	13%	+10%
% greater depth in maths	23%	24%	-1%
% greater depth in GPS	33%	30%	+3%
% greater depth in RWM	10%	8%	+2%

**Progress Scores: Reading +0.6    Writing +2.9    Maths +0.1**

Achievements
<ul style="list-style-type: none"> <li>KS2 above national figures for % of children meeting the expected standard in all subjects</li> <li>KS2 significantly above national average for % of pupils achieving expected standard in RWM combined</li> <li>% of children in Early Years achieving a good level of development</li> <li>Year 1 phonics results significantly above national average</li> <li>Pupil premium children in KS2 performed very well</li> <li>KS1 maths above national average for greater depth</li> <li>KS2 writing above national average for greater depth</li> </ul>

Next Steps
<ul style="list-style-type: none"> <li>Increase the number of children achieving greater depth across school, particularly in reading</li> <li>Improve outcomes in writing across school, particularly in Key Stage 1</li> <li>Ensure those not meeting phonic check outcomes in KS1 are supported</li> </ul>

Priorities
<ul style="list-style-type: none"> <li>Improve outcomes for KS2 pupils who did not meet phonics check ARE</li> <li>Further support for children with SEND</li> <li>Improve number of children achieving greater depth through targeted intervention</li> </ul>