



St. Matthew's Catholic Primary School

School Context	SDP Objectives 2024-2025
<p>Main Characteristics:</p> <ul style="list-style-type: none"> St. Matthew's is a smaller than average sized primary school with 209 pupils on roll 14% of pupils are eligible for Pupil Premium, which is below national average 11% of pupils have SEND and the number of pupils with an EHCP is well below the national average The proportion of children with EAL is 7% <p>Additional Information:</p> <ul style="list-style-type: none"> Stability at St. Matthew's is good Attendance is good and above national average 	<p>Quality of Education</p> <ol style="list-style-type: none"> 1. To increase the percentage of pupils achieving greater depth in all subjects, particularly in maths 2. To improve outcomes in writing across school, particularly in Key Stage 1 3. To improve outcomes for those not meeting phonic check outcomes in Key Stage 1 4. Continue to monitor and evaluate the foundation curriculum in line with the BCCET 'Transition Project'

Self-Evaluation
<ul style="list-style-type: none"> Attendance and punctuality are consistently high – attendance in 2023/24 was 95.6%, which is above the national average, whilst persistent absenteeism was lower than national average at 6.7% The curriculum is broad, balanced and ambitious. It has been carefully designed to provide our children with a range of opportunities and experiences There is a calm and purposeful atmosphere across school; attitudes to learning are consistently positive Personal development is a strength of St Matthew's and pupils are provided with a range of development opportunities and extra-curricular experiences Teaching of reading and phonics is fully embedded across the school 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 Pupils are proud of their school and their behaviour and attitudes to learning are good Leaders engage with staff to support staff well-being; action is being taken to manage staff workload Leaders are passionate about education and show determination to drive the school forward; leadership at all levels is embedded across school

Please note that KS2 data is provisional.

EYFS			
2024	School	National	Difference
% achieved GLD	80%	67%	+13%

Phonics Screening			
2024	School	National	Difference
Y1 % working at	80%	80%	
Y2 resit % working at	0% 0/3	-	-

Key Stage 1			
2024	School	National 2023	Difference
% expected standard in reading	77%	68%	+11%
% expected standard in writing	63%	60%	+3%
% expected standard in maths	77%	70%	+7%
% expected standard in RWM	63%	56%	+7%
% greater depth in reading	43%	19%	+24%
% greater depth in writing	13%	8%	+5%
% greater depth maths	30%	16%	+14%
% greater depth in RWM	13%	6%	+7%

Key Stage 2			
2024	School	National	Difference
% expected standard in reading	90%	74%	+16%
% expected standard in writing	80%	72%	+8%
% expected standard in maths	90%	73%	+17%
% expected standard in RWM	77%	61%	+16%
% expected standard in GPS	93%	72%	+21%
Average scaled score in reading	107	105	+2
Average scaled score in maths	105	104	+1
Average scaled score in GPS	109	105	+4
% greater depth in reading	33%	28%	+5%
% greater depth in writing	23%	13%	+10%
% greater depth in maths	17%	24%	-7%
% greater depth in GPS	43%	32%	+11%
% greater depth in RWM	13%	8%	+5%

Achievements
• KS2 above national figures for % of children meeting the expected standard in all subjects
• KS2 significantly above national average for % of pupils achieving expected standard in RWM combined
• % of pupils achieving
• 13% increase in pupils achieving greater depth in reading since last year
• % of children in Early Years achieving a good level of development is well above national average
• Year 1 phonics results in line with national average

Next Steps
• Increase the number of children achieving greater depth in maths in Key Stage 2
• Improve outcomes in writing in Key Stage 1
• Ensure those not meeting phonic check outcomes in KS1 are supported
• Ensure outcomes for disadvantaged pupils at the end of KS2 are in line with their peers

Priorities
• Improve outcomes for Year 2 pupils who did not meet phonics check expected outcomes
• Further support for children with SEND/disadvantaged pupils
• Improve number of children achieving greater depth through targeted intervention