

Pupil premium strategy statement – St Matthew’s Catholic Primary School, Jarrow

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	210
Proportion (%) of pupil premium eligible pupils	11%
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)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governors
Pupil premium lead	Eve Alderson
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49, 035
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>	£49, 035

Part A: Pupil premium strategy plan

Statement of intent

St Matthew's Catholic Primary mission statement is central to the life of the school:

"Welcome to our happy school, where everyone is valued and given the opportunity to 'let their light shine.' With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals, as we learn, and grow, in a safe and enjoyable environment."

We are a fully inclusive school and aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and attain well in all subjects. The purpose of the pupil premium strategy is to support disadvantaged pupils, ensuring that they reach their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or require early help. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is central to our approach, with a focus on ensuring that disadvantaged pupils receive timely and effective support in order to address any gaps in learning. This also applies to non-disadvantaged pupils, with the aim being that progress is rapid and sustained for all pupils at St Matthew's.

Our Objectives are:

- To raise attainment for disadvantaged pupils in core subjects (reading, writing, maths) and across the wider curriculum
- To improve attendance and engagement for pupils eligible for Pupil Premium
- To support pupils' social, emotional, and mental health needs, enabling them to access learning effectively
- To build cultural capital and aspiration through enrichment opportunities

Our key principles of this strategy are as follows:

- Provide swift and timely intervention for disadvantaged pupils which is personalised and bespoke, based on individual needs and gaps.
- Adopt an effective whole school approach in which all staff are accountable for the outcomes of all pupils, including disadvantaged children, and expectations are high.
- Carry out robust assessment procedures in order to be able to identify individual needs and measure the impact of any interventions.

Our Approach

- Rooted in the EEF's tiered model:
 1. **Teaching** – Prioritising quality-first teaching and curriculum access
 2. **Targeted Support** – Structured interventions for identified gaps
 3. **Wider Strategies** – Attendance, wellbeing, and parental engagement
- Responsive to individual needs and common challenges, using robust data and ongoing evaluation.
- Integrated with whole-school improvement plans to ensure sustainability and accountability.

Challenges

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

Challenge number	Detail of challenge
1	Across the school, disadvantaged pupils are performing less well than their non-disadvantaged peers in core subjects (English, Maths, and Science). This attainment gap is evident in both internal assessments and national benchmarks, indicating that current strategies are not fully closing the gap. Factors contributing to this include lower prior attainment, reduced access to enrichment opportunities, and barriers to engagement such as attendance and homework completion. Addressing this challenge is critical to ensuring equity and improving overall school performance.
2	Internal assessments indicate that the writing attainment of disadvantaged pupils is particularly low. A large proportion of disadvantaged pupils are not on track to achieve age related expectation in writing.
3	Whilst disadvantaged pupils attendance is consistently above national average, disadvantaged pupils attendance is not in line with non-disadvantaged pupil attendance
4	Poor language skills suggest limited vocabulary and oral language skills upon entry to Reception class. These are more prevalent among our disadvantaged pupils.
5	Disadvantaged pupils are at risk of reduced cultural capital. Limited exposure to enrichment activities (e.g., trips, clubs, cultural experiences) can affect confidence, aspirations, and engagement with learning.

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
Close the gap in attainment across school for disadvantaged pupils in the core subjects.	<ul style="list-style-type: none"> The attainment gap between disadvantaged and non-disadvantaged pupils in RWM combined reduces by at least 10% by the end of the academic year. Percentage of disadvantaged pupils achieving age-related expectations in Reading, Writing, and Maths increases by 10% compared to baseline.
Close the gap in attainment in writing between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> At least 70% of disadvantaged pupils achieve age-related expectations in writing by the end of the year. Writing progress for disadvantaged pupils improves by at least 3 points on internal tracking systems. Quality of written work (grammar, vocabulary, structure) shows measurable improvement through termly moderation.
Ensure disadvantaged pupil attendance is more in line with non-disadvantaged pupils	<ul style="list-style-type: none"> Attendance for Pupil Premium pupils is more in line with non-disadvantaged pupils and gap is reduced from 1% to at least 0.5% Persistent absence among disadvantaged pupils decreases by 10% year-on-year.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	<ul style="list-style-type: none"> Disadvantaged pupils in EYFS demonstrate accelerated progress in communication and language, with 80% achieving expected levels by end of Reception. Vocabulary assessments show a 20% increase in word knowledge for targeted pupils by end of KS1.
Ensure all disadvantaged pupils take part fully in school life.	<ul style="list-style-type: none"> Every disadvantaged pupil participates in at least one enrichment activity per term. Pupil voice surveys indicate a 15% increase in confidence and aspiration compared to baseline.

	<ul style="list-style-type: none"> Engagement in extracurricular clubs by disadvantaged pupils increases by 20%.
--	--

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Infant staff to participate in Talk Boost training to upskill staff in teaching of oral language and vocabulary skills	<p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p>Education Endowment Foundation Speechlink Impact Report</p>	1, 4
Further writing CPD around Talk for Writing and the new writing framework for teaching	The EEF's Improving Literacy in Key Stage 2 guidance highlights that disadvantaged pupils are approximately 20% less likely than their peers to reach	1, 2

staff and teaching support staff.	the expected standards in reading and writing by the end of primary school, with this gap widening particularly during KS2. To address this, the EEF recommends explicit teaching of writing composition strategies through modelling and supported practice, showing clear benefits for pupils struggling with literacy. For disadvantaged learners, such structured, scaffolded approaches—where teachers demonstrate how to plan, draft, revise, and edit—help internalise writing processes and tools. Combined with careful assessment of individual needs and high-quality small-group interventions, these strategies are shown to significantly improve writing outcomes and help close the attainment gap.	
-----------------------------------	---	--

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

Budgeted cost: £37, 035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional interventions targeted at disadvantaged pupils who require further support in core subjects.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Education Endowment Foundation	1, 2, 3, 4
Diagnostic assessments to be purchased across school. Staff to be trained in administering these and interpreting the data.	Standardised tests can provide insight into the specific strengths and weaknesses of individual pupils in order to ensure they receive the appropriate support and intervention necessary to help them succeed. Education Endowment Foundation	4

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities to be funded for disadvantaged pupils where necessary.	EEF toolkit indicates that 'social and emotional learning' can generate +4 months progress.	4, 5
New attendance reward system and initiatives to be put in place to encourage positive attendance for disadvantaged pupils.	The Education Endowment Foundation highlights that poor attendance disproportionately affects disadvantaged pupils, underscoring a significant equity issue: in England, 33.6% of students eligible for Free School Meals (FSM) were persistently absent—defined as missing at least 10% of sessions—which far exceeds the national average.	3
Activities to be carried out around new SHINE values to promote positive behaviour and character development amongst pupils.	The Education Endowment Foundation (EEF) emphasizes that positive behaviour and strong school values are critical for improving outcomes among disadvantaged pupils. Research shows that pupils eligible for Free School Meals are more likely to experience behaviour challenges, which can negatively impact learning and attendance. The EEF's guidance on Improving Behaviour in Schools recommends a proactive, whole-school approach that focuses on creating a consistent culture of high expectations and positive relationships. Strategies such as explicit teaching of routines, reinforcing school values through daily practice, and targeted support for pupils with additional needs have been shown to reduce exclusions and improve engagement. Importantly, embedding social and emotional learning alongside behaviour policies helps disadvantaged pupils develop self-regulation and resilience, which are key to closing the attainment gap.	1

Total budgeted cost: £49, 035

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See previous reviewed targets from 2022-2025 Pupil Premium Strategy (on website).

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.