

Pupil premium strategy statement – Matching Green Church of England Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Governing Body
Pupil premium lead	Vicky Childs
Governor / Trustee lead	Mike Nabarro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£5,886
Total budget for this academic year	£25,126

Part A: Pupil premium strategy plan

Statement of intent

At Matching Green Church of England Primary School, we seek to serve the children in our community, recognising that we are all unique individuals. We want all children and staff to flourish and we aspire to provide experiences that enable children to 'life in all its fullness' (John 10:10) and have a lifelong love of learning; by providing a broad, balanced and ambitious curriculum that engages with our head, heart and hands.

Our intention is to ensure that all children make progress from their starting point and that they have the opportunity to engage in a motivating and engaging curriculum when they achieve inline with their peers, reducing cumulative dysfluency and ensuring that they are in the best place for their next stage of education. The foundation of our strategy is high quality teaching, expanding further through a tiered approach including targeted support and bespoke approaches. We ensure we are skilled to identify barriers and use early intervention to effectively support children and their families.

We ensure that we provide professional development and learning opportunities for staff that ensure children achieve the best possible outcomes. The benefit of being a small school in a small community mean that relationships are at the heart of what we do, and children feel safe and secure in school, staff know children and their families well ensuring that we maintain positive relationships beyond the classroom to their homes and community.

We have identified an increase in disadvantaged pupils who have barriers to learning and have redirected support to ensure all children are able to successfully learning in school. We want to ensure that all children leave our school with the necessary skills to flourish in the community and at each further stage of education based on the foundations they have developed at Matching Green C of E Primary School.

We are passionate about ensuring children develop spiritually and holistically, beyond the National Curriculum offer and want to ensure this offer is available and accessible for all children and their families. Our curriculum and teaching and learning offer will be evidence based and supported by research to enable children to successfully progress in their learning and

Challenges

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

Challenge number	Detail of challenge
1	Children attending with poor communication skills, gaps in their language development.
2	Phonics results declining over a 3-year period with only 33% of children achieving the standard in year 1 in summer 2024.
3	Disadvantaged children and children with SEN achieving below the national standard at end of key stages.
4	Isolated support for families and children due to living in villages, lack of resources in the wider community. Difficulties due to cost-of-living crisis and families needing further support.
5	Increasing number of children attending school with special educational needs and needing further support within the classroom from high quality teaching and additional school intervention.
6	Small class sizes and not being at full capacity, this impacts school funding and opportunities for children to build further relationships, this also impacts staff wellbeing and workload.

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
To improve phonics outcomes so that children are successfully passing the phonics screener at year 1, and where children are not, they are able to access bespoke and targeted support.	<ul style="list-style-type: none"> • Phonics score in line with national or beyond. • Children who did not achieve at the end of year 1, achieve through the catch-up programme or SEN programme.
Increase children's physical activity levels through school curriculum and after school activities.	<ul style="list-style-type: none"> • Increased attendance at out of school activities • Improved attainment
Improve end of key stage outcomes for all children.	<ul style="list-style-type: none"> • Reading, writing, maths, GPS and combined at National standard or beyond. • Multiplication check inline with national or beyond. • Phonics score inline with national or beyond. • Completion of EPINS project within the local authority
To develop the spiritual and holistic development of all children.	<ul style="list-style-type: none"> • Opportunities for all children across the school to participate in activities beyond the curriculum.

	<ul style="list-style-type: none"> Increased attendance at school with specific criteria as children move to the next stage of education.
To provide support to children and their families inline with our core purpose as a Church of England school.	<ul style="list-style-type: none"> Improved attendance for all groups of children. Parent and home relationships sustained and improved

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence based approaches <ul style="list-style-type: none"> Direct Instruction Cognitive Load Theory Spaces learning Interleaved learning Retrieval practice 	EEF Individualised Instruction - Individualised instruction EEF (educationendowmentfoundation.org.uk) Cognitive Science Approaches in the Classroom - Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net) EEF - Collaborative Learning Approaches Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	3, 5
Staff development around self-regulated learning and metacognition	EEF metacognition and self-regulated learning - Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	3
Little Wandle training for staff to deliver recommended SSP.	EEF – phonics Phonics EEF (educationendowmentfoundation.org.uk) EEF – reading comprehension Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2

Personal professional development of staff.	EEF – Effective Professional Development EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	3, 5
Specific SEN training and awareness for staff.	EEF – Special Educational Needs in Mainstream schools Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Essex Partnership for Inclusion of Neurodiversity in Schools Essex Partnerships for Inclusion of Neurodiversity in Schools (EPINS) – Essex Child & Family Wellbeing Service (essexfamilywellbeing.co.uk)	5

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

Budgeted cost: £13,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core phonics programme for EYFS and year 1. Catch up programme for children beyond year 2 who continue to need phonics support. SEND programme for bespoke special educational needs.	EEF – phonics Phonics EEF (educationendowmentfoundation.org.uk) Little Wandle - Why join? Letters and Sounds (littlewandlelettersandsounds.org.uk) EEF – reading comprehension Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) EEF – SEND in the mainstream classroom Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2
Adult support for high quality teaching interventions within the classroom	EEF – small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk) EEF – Making best use of teaching assistants	2, 3, 5

	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) EEF – Teaching assistant interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Delivery of Neli programme to support language acquisition and development in EYFS. Use of ELKLAN across the key stages to support language development and comprehension.	EEF – oral language interventions Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF – EYFS communication and language approaches Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £679

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily morning club activities, providing breakfast for children that need it.	EEF – supporting school attendance Supporting attendance EEF (educationendowmentfoundation.org.uk) # EEF – breakfast provision Free school breakfast provision EEF (educationendowmentfoundation.org.uk)	4
Allocated funding for further sports opportunities through after school clubs	EEF – physical activity Physical activity EEF (educationendowmentfoundation.org.uk) EEF – physical development approaches Physical development approaches EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Individual weekly piano lessons to develop cultural capital, improve self-esteem and improve academic attainments.	EEF recommendations of art participation Arts participation EEF (educationendowmentfoundation.org.uk)	3, 4

Allocate funds to support families with educational visits	EEF – outdoor adventure learning - Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	4
Bespoke support for children and families and developing relationships with families.	EEF – parental engagement Parental engagement EEF (educationendowmentfoundation.org.uk) EEF – working with parents to support children's learning EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 3, 4, 5

Total budgeted cost: £21,073

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Previous strategy was created under a previous Headteacher.

2023-2024 review

The funding allocated has been used to provide support for children both within the National Curriculum and beyond. The pupils have families are supported on an individualised approach as well as through whole school plans based on needs.

Many children have benefitted from the PPG grant due to the participation in a bespoke Spanish language programme, classroom support and group interventions, curriculum development and equipment, curriculum workshops, whole school swimming and support for educational school visits as well as residential. Matching Green Church of England School ensures that all children have the opportunity to participate in the curriculum and use the Pupil Premium Grant to this effect.

2024-2025 review

Outcome 1

All staff have completed the full Little Wandle Letters and Sounds Revised training programme. This has ensured a consistent and high-quality delivery of phonics teaching across EYFS, KS1, and targeted catch-up sessions in KS2.

Engagement with the English Vision Hub has further strengthened professional development. Staff received specialist support, coaching, and bespoke training that has reinforced subject knowledge, improved delivery, and embedded consistent assessment strategies. This partnership has been instrumental in supporting both new and experienced staff to develop their confidence and effectiveness in phonics instruction.

Phonics Outcomes

- In Year 1, 60% of pupils taking the test, passed the Phonics Screening Check.
- In Year 2, 50% of those retaking the test were successful.
- Overall, this equated to 69% of all pupils who sat the phonics screener in 2024/25 achieving the expected standard.
- When combined with results from the previous year, 63% of the total cohort (including retakes) in Year 1 and Year 2 passed.

While this figure remains below the national average, it represents an improving trajectory and highlights the impact of intervention strategies in place.

Children who did not pass the screener in Year 1 have accessed either the Little Wandle 'Catch Up' programme or been identified for more bespoke SEN provision. All pupils in the catch-up programme have completed their assigned intervention modules, showing strong commitment and engagement. Regular monitoring shows steady progress in decoding skills and reading fluency.

SEN pupils not yet at the threshold continue to receive phonics-based support as part of their provision maps, with adapted resources and small group teaching based on the Little Wandle SEND pathway.

The school has worked to involve families in the phonics journey. Phonics guidance have been shared to support reading at home. The next steps will include workshops or recorded sessions to further strengthen parental understanding and involvement.

There has been a clear improvement in phonics provision across the school, underpinned by high-quality training, strategic intervention, and partnership working. While overall attainment is still developing, the structures now in place are driving sustainable improvement and closing the gap for disadvantaged pupils.

Outcome 2

This year, the school aimed to increase physical activity levels through curriculum and enrichment, with a focus on improving access for disadvantaged pupils. Attendance at local cluster events improved, including participation in inclusive competitions such as the Panathlon. After-school clubs were expanded to include a wider range of sports delivered by internal and external staff, with increased participation from disadvantaged pupils supported through targeted invitations and subsidies.

Whole-school events such as the TCS London Mini Marathon and Sports Day successfully promoted physical activity and inclusion. A key strength has been the school's daily skipping initiative, enhanced by engagement with the Skip2Bfit programme. This has supported pupils in achieving personal bests and building positive habits, improving both physical fitness and classroom readiness.

Disadvantaged pupils have benefited from improved confidence, focus, and engagement. Increased activity has also contributed to better attendance and a more positive attitude toward school. Moving forward, the school will continue to monitor participation, expand provision, and strengthen links between physical activity, well-being, and academic progress.

Outcome 3

The school has focused on improving end-of-key-stage outcomes for all pupils, including those eligible for Pupil Premium, with a clear commitment to raising attainment in reading, writing, maths, GPS, phonics, and the Year 4 multiplication check. This year, 69% of pupils achieved a Good Level of Development (GLD) in EYFS as they transitioned into Year 1, laying strong foundations for future learning. In Year 4, 65% of pupils achieved full marks (25/25) in the Multiplication Tables Check, with 95% scoring 20 or above—exceeding national averages and demonstrating the effectiveness of the school's maths provision.

The school successfully completed the EPINs project within the local authority, with positive outcomes for pupils with SEND. Survey responses showed 100% of participating parents agreed that their child receives the support they need to succeed. This reflects the school's increased focus on inclusive classroom practice, high-quality teaching, and targeted intervention at SEN Support level. Targeted professional development has strengthened staff expertise, including training in Autism and ELKLAN for Speech, Language and Communication Needs. Support staff have also received training in Paired Writing and Precision Teaching, which has contributed to accelerated progress for pupils working on individual support plans.

To improve quality of teaching for all pupils, staff engaged in Rosenshine's Principles of Instruction training, developing effective modelling and instructional strategies. A local peer review with headteachers recognised the progress made in teaching and learning, as well as the clear direction for next steps. In addition, the curriculum has been enriched through educational visits linked to class topics, fully supported by the Pupil Premium Grant. These experiences have broadened pupils' understanding and engagement, particularly for disadvantaged children who may have fewer opportunities outside of school.

Overall, the combined impact of high-quality teaching, targeted intervention, inclusive practice, and enriched curriculum experiences has contributed to stronger academic outcomes and improved equity for Pupil Premium pupils.

Outcome 4 and outcome 5

In line with the school's vision as a Church of England school, this year's focus has been to support the spiritual and holistic development of all pupils while strengthening family relationships and improving attendance across all groups. Pupil Premium funding has enabled children to access enriching experiences beyond the curriculum, including piano lessons and high-quality sports clubs. These opportunities have enhanced outcomes in the arts and physical education, while also contributing to pupils' spiritual growth and self-confidence.

All class groups benefited from educational visits supported by the Pupil Premium Grant, designed to enhance holistic development and deepen understanding across curriculum

subjects. These included visits to local community sites such as Stansted Airport, wildlife and nature experiences, and museum visits to support historical learning. Such experiences have expanded pupils' cultural capital and personal development, especially for those with limited access to similar opportunities outside of school.

Year 5 pupils took part in a Local Authority project focused on financial education and social responsibility. Acting as courageous advocates, they launched and now run a school-based refill shop, developing skills in entrepreneurship, sustainability, and community service. The project has seen pupils manage real business operations, including stocktakes, customer service, and product selection, and has generated over £90 in profit in just six months.

Attendance has continued to improve across the school, with current rates at 95.1%, placing the school above the national threshold. Strong relationships with families have been sustained and further strengthened, with 98% of parents saying they would recommend the school to others. Parental engagement remains high, with excellent attendance at key events such as the Nativity, Sports Day, and Learning Celebrations. Families have also been welcomed into school for themed lunches, helping to foster a strong sense of belonging and reinforcing the school's community-focused ethos.

Overall, the Pupil Premium strategy has supported the development of the whole child—academically, emotionally, and spiritually—while also enhancing family partnerships and sustaining positive attendance outcomes as pupils progress through the school.

Externally provided programmes

Programme	Provider
Little Wandle	Department for Education