

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 Talkboost 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.	<p>EEF – parental engagement Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – working with parents to support children's learning EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	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.

Externally provided programmes

Programme	Provider
Little Wandle	Department for Education