

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data 2024-25
School name	St Martin's CE Primary
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	T Thomas
Pupil premium lead	T Thomas
Governor / Trustee lead	M Preddy

Funding overview

Detail	Amount 2024-2025
Pupil premium funding allocation this academic year	£77,500
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£77,500
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 77, 500

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we have considered the context of the school, the challenges faced by individuals and research conducted by the EEF. From this we have identified the common and individual barriers to learning faced by disadvantaged pupils at St Martin's CE Primary school

Our ultimate objectives are to remove barriers to learning created by poverty, family circumstance and background. To narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally and to ensure no stone is left unturned when supporting children to flourish and thrive.

At St Martin's, we have high aspirations and ambitions for all our children and we believe that no child, regardless of background, should not be able to make good progress and achieve a high attainment across all subjects. We aim to build a passion for learning, a thirst for knowledge and raise aspirations ready for their future. We are determined to ensure that our children are given every chance to realise their full potential.

The Pupil premium strategy represents an integral part of the school's focus to support dis-advantaged, and those who are already high achievers, to achieve this potential. The approach we take is based on identifying the pupil's needs and challenges to learning that they may face through robust diagnostic academic and social assessments throughout the year.

The Pupil Premium Grant is used in the widest sense to:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide teachers with access to specialist providers for advice and support.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and coaching.
- Ensure that all pupils have access to trips, residential, first hand learning experiences and participate in enrichment activities including sport and music.
- Enable pupils to look after their emotional wellbeing and to develop resilience and excellent learning behaviours.

- Provide high quality mental health and nurture support to enable pupils to access learning and to thrive socially.
- Ensure pupils have access to learning through good attendance and provision of resources.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principles to achieving the objectives:

- Use of diagnosis tools and analysis of qualitative and quantitative data
- Support with technology and curriculum materials.
- Access to high quality mental health, social and emotional support.
- Monitoring of attendance, absence and behaviour data.
- Increase levels of engagement and participation.

All staff are committed to and informed about the needs of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1 Oral language skills	Evidence shows that poor vocabulary and early language skills impacts on progress and attainment in phonics, reading and writing across EYFS and KS1.
2 Number fluency	Evidence shows that following on the challenges of low-level vocabulary and early language skills have an impact on their attainment in maths across the school.
3 Wider experiences	Evidence shows our pupils who have challenging home circumstances receive less support for learning, have poor punctuality and attendance and have significantly less access to resources and wider experiences.
4 Mental Health/behaviour support	Evidence shows that for our pupils who have experienced neglect and trauma they have less well-developed mental health, social and emotional skills. This is making them less resilient and reduces their opportunity for successful friendships and can lead to disruptive behaviour.
5. Attendance	Evidence shows our pupils who have challenging home circumstances receive less support for learning, have poor punctuality and attendance and have significantly less access to resources and wider experiences.

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
Improved language and reading skills in EYFS and KS1	Scores of 100 in NELI assessments. EYFS GLD at or above National Average Y1(Y2) Phonics assessment in line or above National End of KS1 assessment > national average
Improved writing progress and attainment across the school.	End of KS1 assessment > national average. End of KS2 assessment > national average Other Year groups data shows progress in writing,
Improved maths progress and attainment across the school.	End of KS2 assessment > national average
To achieve good attendance for all pupils including disadvantaged.	Parents have a clear understanding of the new attendance system. This is followed consistently by school. Attendance >95% Attendance of PPG children is more inline with non-PPG children.
Ensure access to wider opportunities.	PPG children have equal access to music sessions, high quality play, school trips and camps in line with their peers.
High engagement of PPG children in learning.	PPG children receive targeted support when needed to ensure they are able to access their learning,

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)

2024- 2025 Budgeted cost
£16, 848

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Phonics Work closely with English hub to ensure all staff have up to date phonics training and that interventions are targeted and have impact.	Improvements in reading and writing benefit from improved phonological awareness EEF: Evidence suggests weaker readers, as well as children with dyslexia, perform less well on phonemic awareness tasks. Training phoneme awareness can improve word reading.	1,2
Embed training Mastery in Number and times tables – Boolean Maths Hub Mastery in number training to be refreshed in in Key Stage 1- due to staff changes. Times tables training for KS2 staff to improve number fluency.	EEF Guidance: Improving mathematics in key stages 1 and 2	2
Additional LSA support to enable more access to QFT and interventions	EEF: evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.	2

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

2024-2025 Budgeted cost
£31, 866

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI and whole for EYFS and KS1 Continued implementation of NELI, whole class NELI.	(EEF) has found that the Nuffield Early Language Intervention (NELI) boosts the language skills of four- and five-year olds by an additional three months .	1
Access to Reading Eggs and Numbots for all PPG children to improve reading fluency and number fact recall	Evidence shows that daily reading and number facts practice improves recall and progress	2
Tutoring and small group intervention:	EEF: There is extensive and consistent evidence from at least 6 meta-analyses and reviews, including studies involving pupils	2

<p><i>Small group interventions with PP focus.</i></p> <p><i>Teacher Led Writing conferencing</i></p>	<p>aged 7-11 of the impact of structured interventions and intensive one to one support.</p> <p>EEF:</p> <ul style="list-style-type: none"> • small group tuition +4 months • 1:1 tuition +5months • Early Years interventions +5 months • Reading comprehension strategies +6 months • social and emotional learning +4 months 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

2024-2025 Budgeted cost
£28,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors delivery of support and interventions for healthy social and emotional development.	<p>Young Minds research reported: emotional wellbeing is a clear indicator of academic achievement and success</p> <p>EEF: reducing challenging behaviour can have a direct and lasting effect on pupils learning.</p>	4
Staffing to monitor attendance, arrange meetings and engage parents.	<p>EEF Stated: levels of parental engagement are consistently associated with children's academic outcomes</p> <p>Good attendance has a positive impact on attainment and secures better relations with peers</p>	5
Rock steady music allocation	NAME: Extensive benefits of music in schools including for engagement, wellbeing and achievements.	3
Subsidised access to wider participation and personal resources Payment towards trips, camp, after school/ breakfast clubs.	EEF: enriching education has intrinsic benefits - all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	3
Development of play to improve behaviour and relationships. OPAL play	<p>Play is a universal right for children enshrined in article 31 of the United Nations Convention on the Rights of the Child (UNCRC).</p> <p>Children learn better when they are healthy and happy, and playtimes offer an opportunity for both. - OPAL</p>	4

Part B: Review of outcomes in the previous academic year 2023- 24

Pupil premium strategy outcomes

Outcomes for disadvantaged pupils 2023 – 2024

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Performance has also been assessed through teacher assessment, White Rose and NFER standardised tests and quizzing, evidence in books, benchmarking and KPI tracking.

Progress so far:

1. Teaching

Children have made good progress from their starting points. Phonics in particular has shown improvements again 91%(above national 80%). Pupil premium pass was 100% in Year 1 compared to national (68%). Staff training in cognitive load theory and Rosenshine principles of instruction and Tom Sherrington’s WALKTHRUS continued to support children with knowledge and memory of key facts.

EYFS GLD data show 50% PPG attainment in GLD compared to non PPG 68%.There were only 2 PPG children in this cohort.

End of Key Stage 1 results from SAT assessments are in line for reading and maths. End Of Key Stage 2 SAT assessments show our PPG children attainment is still lower than non-PPG children.

Teacher assessments in these key Year groups show our PPG children’s attainment is much lower than non-PPG. Of the current 8 PPG children in Year 2-3 were on the SEND register. In Year 6 cohort of 17 children 3 were on SEND register

PPG /Non-PPG

Year group	Reading TA	Writing TA	Maths TA	
1 (3)	3 (100%) 37 (88%)	1 (33%) 33 (79%)	3 (100%) 33 (79%)	Good results in reading and maths.
2 (8)	4 (50%) 24 (71%)	0 21 (62%)	4 (50%) 24 (71%)	

				children also on SEND register.
3 (8)	3 (38%) 25 (77%)	1 (13%) 20 (62%)	3 (38%) 24 (73%)	Attainment in all areas lower than non-PPG. 2 SEND
4 (6)	0 12 (66%)	0 20 (63%)	1 (20%) 23 (72%)	Attainment in all areas lower than non-PPG. 2 SEND
5 (16)	6 (38%) 30 (70%)	5 (31%) 21 (47%)	8 (50%) 27 (60%)	Attainment in maths close to non-PPG. 4 SEND
6 (17)	7 (44%) 31 (72%)	4 (35%) 30 (70%)	6(36%) 31(72%)	Attainment in all areas lower than non-PPG

Key Stage 1- Early results attainment.

Subject	Percentages all children	Pupil Premium attainment	Non-PPG attainment
Reading	59%	100.6	101.6
Maths	59%	99	100.2

Key Stage 2 – Early Results Attainment.

Subject	Percentages all children (before children removed.)	Pupil Premium attainment	Non-PPG attainment
Reading	64%	100.9	104.4
Writing	68%	99.7	102.7
Maths	62%	99	105.3

PPG pupils with SEND have clear provision mapped and progressed tracked showing good progress against targets. They are making small progress to narrow the gap with their peers.

Targeted academic support

NELI has support children disadvantaged children in their language development. All PPG children show improved scores of 100 in line with peers.

Small group interventions led by a HLTA and teacher-led writing conferencing have helped narrow the gap to their targets in English and Maths in some areas and year groups.

Wider strategies

Children have received more support to improve punctuality and attendance which is good and contributes to their inclusion and progress. Attendance of PPG children still sits below non-PPG children in most year groups, year 1, 2 and 3 are broadly in line. Reception, Year 4 and 6 had the main focus and show the biggest differences. These will be Year 1 and 5 to be monitored next year.

All disadvantaged pupils have access to free clubs, visits and holiday provision to ensure wider experiences and equality with peers.

Learning mentors support mental health and wellbeing providing safe spaces and trusted adults for school to be positive. The Educational Mental Health Practitioner has supported 8 children with their mental health positively impacting their academic achievements. This has contributed to better attendance and work completed in class.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Unlocking Letters and Sounds	St Peters English Hub
Times Tables Rock Star	https://trockstars.com/
FFT Attendance tracker / reading assessments	fft.org.uk
Whole Class NELI	www.oxedandassessment.com
Punctuation and Grammar	www.spag.com
Spelling Shed	www.edshed.com
Classroom Secrets	www.classroomsecrets.com

Further information (optional)

Our pupil premium strategy is supplemented by additional activity not funded through the grant including:

Increased levels of engagement and participation

- All pupils identified as disadvantaged have opportunities for leadership roles playground buddies, librarians, eco warriors, sport ambassadors etc.
- Disadvantaged children have funded school holiday sport clubs if needed.
- Disadvantaged pupils are monitored to ensure opportunities to represent the school at off-site sport competitions for participation.

Qualitative and quantitative data:

- Triangulating evidence and focusing during pupil progress meeting ensure correct identification of challenges faced. Parent engagement at consultations is monitored and chased to ensure conversations are had with parents.
- We use 3rd party data to compare the performance of disadvantaged pupils at our school with wider data. We share best practice with schools within our MAT.
- We consider EEF guidance, studies and reports on effective interventions for disadvantaged pupils and adjust provision.