

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2022-23	Data 2023-24
School name	St Martin's CE Primary	St Martin's CE Primary
Number of pupils in school	349	319
Proportion (%) of pupil premium eligible pupils	21%	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024	2021-2024
Date this statement was published	December 2022	December 2023
Date on which it will be reviewed	December 2023	December 2024
Statement authorised by	C Penny	T Thomas
Pupil premium lead	C Penny	T Thomas
Governor / Trustee lead	M Preddy	M Preddy

## Funding overview

Detail	Amount 2022-2023	Amount 2023-2024
Pupil premium funding allocation this academic year	£127,000	£100,000
Recovery premium funding allocation this academic year	£ 12,108	£ 9860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 139,108	£109,860
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# 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.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education, to access the full breadth of the curriculum and to enable them to become active, socially responsible citizens of the future.

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	Evidence shows that poor vocabulary and early language skills impacts on progress and attainment in phonics, reading and writing across EYFS and KS1.
2	Evidence shows that repeated school closures have led pupils to have gaps in attainment and is leading to lower attainment in reading, writing and maths.
3	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	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.

## 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 skills in EYFS and KS1	EYFS GLD at or above National Average Y1(Y2) Phonics assessment in line or above National End of KS1 assessment > national average
Improved reading progress and attainment in KS2	End of KS2 assessment > national average
Improved writing progress and attainment in KS2	End of KS2 assessment > national average
Improved maths progress and attainment in KS2	End of KS2 assessment > national average
To achieve good attendance for all pupils including disadvantaged.	Attendance >95%

## 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)

2022- 2023 Budgeted cost	2023-2024 Budgeted cost
£49,634	£37,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – spelling New teaching programme for all teachers Spelling shed to be purchased and used across the school. Staff CPD to use this effectively.	Children are not reaching ARE due to spelling - spelling skills are not transferring into their writing tasks. Spelling by reason rather than by rote is more effective and supports vocabulary development.	1,2

<p>CPD – Phonics Embedding new ULS phonics scheme. Book bought to ensure reading scheme matches phonics scheme. Interventions and assessment systems are fully embedded.</p>	<p>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.</p>	<p>1,2</p>
<p>CPD – Pedagogy Rosenshine’s cognitive load theory and working memory for all teachers  Subscription to ‘Walk Thru’ site Attendance at pedagogy network for lead.</p>	<p>Understanding how to ensure new learning is processed and retained in long term memory. Cognitive Load Theory is a well-researched and well proven and demonstrates a strong and lasting influence on learners. Rather than setting lower expectations for students, they support them to reach ambitious goals using a range of scaffolding processes that guide them forward.</p>	<p>2</p>
<p>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.</p>	<p>EEF Guidance: Improving mathematics in key stages 1 and 2</p>	<p>2</p>
<p>Additional LSA support to enable more access to QFT and interventions</p>	<p>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.</p>	<p>2</p>

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

2022-2023 Budgeted cost	2023- 2024 Budgeted cost
£48,324	£ 30,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI and Talk boost for EY FS and KS1 Continued implementation of NELI, whole class Neli and Talk boost.	(EEF) has found that the Nuffield Early Language Intervention (NELI) boosts the language skills of four- and five-year olds <a href="#">by an additional three months</a> .	1
Tutoring and small group intervention:  <i>Small group interventions with PP focus.</i> <i>Teacher Led Writing conferencing</i>	EEF: There is extensive and consistent evidence from at least 6 meta-analyses and reviews, including studies involving pupils aged 7-11 of the impact of structured interventions and intensive one to one support. EEF: <ul style="list-style-type: none"> <li>• small group tuition +4 months</li> <li>• 1:1 tuition +5months</li> <li>• Early Years interventions +5 months <ul style="list-style-type: none"> <li>• Reading comprehension strategies +6 months</li> </ul> </li> <li>• social and emotional learning +4 months</li> </ul>	2
1:1 support to provide regular reading fluency  Introduce FFT reading assessments and develop regular fluency opportunities to improve speed. Rapid reading too	EEF: Actively teaching reading fluency is important for all pupils and those judged to be struggling are likely to benefit from targeted support.	2

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

2022-2023 Budgeted cost	2023- 2024 Budgeted cost
£41,150	£ 41,130

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Learning Mentors delivery of ELSA and interventions for healthy social and emotional development.  New LM training.	Young Minds research reported: emotional wellbeing is a clear indicator of academic achievement and success  EEF: reducing challenging behaviour can have a direct and lasting effect on pupils learning.	4
Staffing to monitor attendance, arrange meetings and engage parents.	EEF Stated: levels of parental engagement are consistently associated with children's academic outcomes  Good attendance has a positive impact on attainment and secures better relations with peers	3
Rock steady music allocation	NAfME: Extensive benefits of music in schools including for engagement , wellbeing and achievements.	4
Subsidised access to wider participation and personal resources	EEF: enriching education has intrinsic benefits - all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	3

<p>Development of play to improve behaviour and relationships.</p> <p>OPAL play</p>	<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
<p>CPD: Domestic abuse and the impact on children LGBT - inclusive education KT: Developmental Trauma</p>	<p>EEF: SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	3,4
<p><b>Total budgeted cost 2022-23:</b></p> <p>£ 139,108</p>	<p><b>Total budgeted cost 2023-24:</b></p> <p>£109,000</p>	

# Part B: Review of outcomes in the previous academic year 2022- 23

## Pupil premium strategy outcomes

Outcomes for disadvantaged pupils 2022 – 2023

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 89%(above national 80%).Pupil premium pass was 66% compared to national (69%).Staff training in cognitive load theory and Rosenshine principles of instruction have better supported children with knowledge and memory of key facts.

EYFS GLD data show 33% PPG attainment in GLD compared to non PPG 81%.

End of Key Stage 1 results are in line for reading 66% and maths 78% and lower in writing 61%. End of Key Stage 2 results are broadly in line with national average for reading 72%, writing 69% and maths 69%.

### Key Stage 1.

Subject	Pupil Premium attainment	Non PPG attainment
Reading	96	101
Maths	94	103

### Key Stage 2

Subject	Pupil Premium attainment	Non PPG attainment
Reading	100	105
Writing	99	102
Maths	100	104

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

Staff training from Boolean Hub in particular for ECT'S has increased progress in maths so more children are closer to expected standards.

Additional support staff in key year groups have enabled PPG children, alongside their peers to access more learning within the classroom and has contributed to their progress and attainment.

## 2. 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.

Interventions including School led tutoring for 104 pupils, small group interventions led by a HLTA and teacher-led writing conferencing ensured more rapid progress in English and Maths and narrowed the gap with their targets so more children achieved expected levels and targets. PPG children have narrowed the gap with their peers.

Adult support for regular reading in school has ensured progress through the reading scheme in line with peers and are closer to their age-related expectations.

Provision map has shown average or better outcomes in daily reading, phonics interventions, rapid reading for PPG children.

## 3. Wider strategies

Children have received more support to improve punctuality and attendance which is good and contributes to their inclusion and progress. End of EYFS and Key Stage 1 attendance is mostly inline with non PPG children. End of Key stage 2 show a wider gap that needs to be continued to address.

Families have been supported to access external agencies for support and has ensured more settled home environments for children.

All disadvantage pupils have access to free clubs, visits and holiday provision to ensure wider experiences and equality with peers. Leadership roles within school develop aspirations and motivation.

Learning mentors support mental health and wellbeing providing safe spaces and trusted adults for school to be positive. Working with Bex Alexander (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. More targeted support for children with ACE's and experience of trauma is contributing to long term trusted relationships with Learning mentors to improve resilience socially and academically.

## Outcomes for disadvantaged pupils 2021 – 2022

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

Progress so far:

### 3. Teaching

Children have made good progress from their starting points. Phonics in particular has shown improvements (above national) and staff training in cognitive load theory and Rosenshine principles of instruction have better supported children with knowledge and memory of key facts.

Pupils with SEND have clear provision mapped and progressed tracked showing good progress against targets.

Staff training from Boolean Hub in particular for ECT'S has increased progress in maths so more children are closer to expected standards.

Additional support staff in key year groups have enabled children to access more learning within the classroom and has contributed to their progress and attainment.

### 4. Targeted academic support

Neli and Talkboost have support children in KS1 to improve phonics and literacy from their starting points.

Interventions including School led tutoring for 89 pupils, small group interventions led by a HLTA and teacher-led writing conferencing ensured more rapid progress in English and Maths and narrowed the gap with their targets so more children achieved expected levels and targets.

Adult support for regular reading in school has ensured progress through the reading scheme in line with peers and are closer to their age-related expectations.

### 4. Wider strategies

Children have received support to improve punctuality and attendance which is good and contributes to their inclusion and progress.

Families have been supported to access external agencies for support and has ensured more settled home environments for children.

All disadvantage pupils have access to free clubs, visits and holiday provision to ensure wider experiences and equality with peers. Leadership roles within school develop aspirations and motivation.

Development in play facilities has enables more children to access outdoor play and reduced incidents of poor behaviour.

Learning mentors support mental health and wellbeing providing safe spaces and trusted adults for school to be positive. This has contributed to attendance and work completed in class. More targeted support for children with ACE's and experience of trauma is contributing to long term trusted relationships to improve resilience socially and academically.

## 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*

<b>Programme</b>	<b>Provider</b>
Unlocking Letters and Sounds	St Peters English Hub
Times Tables Rock Star	mathscircle.com
FFT Attendance tracker / reading assessments	fft.org.uk
Dyslexia Lucid Test and Screening Tools	dyslexiadaily.com
Punctuation and Grammar	<a href="http://www.spag.com">www.spag.com</a>
Spelling Shed	<a href="http://www.edshed.com">www.edshed.com</a>
Classroom Secrets	<a href="http://www.classroomsecrets.com">www.classroomsecrets.com</a>

## Further information (optional)

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

Wellbeing, health and safeguarding / behaviour and exclusion

- By accessing the DfE Trusted Adult Project we have provided CPD for all school staff to help understanding of trauma and ACE's. It has funded a mental health first aider in the school and provided basic mental health awareness training for a range of staff. It has provided a mentor to deliver the **Domestic Abuse, Recovering Together (DART™)** programme for 8 children as recognised by the Home office
- We have regular meeting of pastoral support team to discuss at pupil level, the needs and provision to ensure positive outcomes.

Increased levels of engagement and participation

- All pupils identified as disadvantaged have opportunities for leadership roles playground buddies, librarians, eco warriors, sport ambassadors etc.
- Disadvantage 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.

Technology and curriculum needs:

- Using the Get help with Technology Government Scheme disadvantaged pupils are offered chrome books to access remote learning during lockdowns, isolation and to complete online homework.
- Homework materials are provided when project based and resource heavy.

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 3<sup>rd</sup> 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.