



St Martin's CE Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Number of pupils in school	235 (including 26 Nursery)
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2024/5
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jenny Garratt (Executive Head teacher)
Pupil premium lead	Christopher Hearsey (Head of School)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,760
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£165,760

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of the background or challenges they face, make good progress from their starting points, and attain well across all subject areas particularly in terms of reading, writing and mathematics.

As a Church school, we encourage children to let their light shine. We believe that achievement is for all.

We aim to work closely with families to provide the support they need so that their children attend school regularly and are ready to learn.

Quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We always start with reading, as we understand that this opens the door to all other learning. By focusing on high-quality teaching, and tailoring this to those that require it the most, all learners will also benefit.

We are investing in staff Continued Professional Development to ensure quality teaching with a particular focus on identifying and then addressing the needs of all our pupils, including the most disadvantaged.

We work hard to provide pupils with the skills, knowledge and understanding they will need to do well in school and later life. As well as academic standards we want our pupils to become confident, resilient learners who enjoy school life, take ownership of their learning, and aspire to continually improve.

The approaches we have adopted complement each other and help our pupils to thrive. To ensure they are effective we will:

- Actively promote, and place importance upon, pupils attending school every day.
- Know our pupils well so that we can provide the support they need to make good progress and achieve their full potential.
- Adopt a whole school approach, with all staff taking responsibility for disadvantaged pupils' outcomes so that expectations of what pupils can achieve are raised.
- Develop a range of interventions (to complement quality teaching) to support children at risk of falling behind their peers.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments in Early Years indicate that children join the school well-below age-related expectations particularly in literacy, maths and PSED. This is the case for many pupils but particularly those who are disadvantaged.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.
3	Both statutory and internal assessment data indicates that attainment in reading and maths at the end of key stage 2 requires further improvement, particularly for those who are disadvantaged.
4	Internal assessments, including external moderation, indicate that attainment in writing remains a focus, particularly for those who are disadvantaged.
5	Attendance analysis indicates that too many disadvantaged pupils are persistently absent from school.

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 Literacy skills, specifically word reading and writing for our youngest pupils.	Disadvantaged children at the end of Reception achieve in line or above their non-disadvantaged peers, as evidenced by exit data.
Improved attainment in Phonics for disadvantaged pupils.	Disadvantaged children achieve in line or above their non-disadvantaged peers in the phonics screening check.
Improved attainment in writing for disadvantaged pupils in KS1.	Disadvantaged children at the end of Year 2 achieve in line or above their non-disadvantaged peers in writing, as evidenced by MAT moderation.
Improved attainment in reading for disadvantaged pupils across KS2.	Disadvantaged children in KS2 achieve in line or above their non-disadvantaged peers in reading, as evidence by intervention data.
Improved attainment in maths for disadvantaged pupils in KS2.	Disadvantaged children at the end of Year 6 achieve in line or above their non-disadvantaged peers in maths as evidenced by statutory assessments.
Decreased number of disadvantaged pupils who are persistently absent.	For persistent absence figures for the disadvantaged children to be inline or less than their non-disadvantaged peers.
Improved behaviour data for disadvantaged pupils.	Disadvantaged children across the school have behaviour data that is at least as good as their non-disadvantaged peers.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (*for example, CPD, recruitment and retention*)

Budgeted cost: £56,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reception</p> <p>Purchasing of a programme (Tapestry) that supports accurate teacher assessment so that gaps in learning can be identified and closed.</p> <p>Training in oracy within early reading for the ECT in Reception, so that the 30 pupils are well taught by a knowledgeable teacher.</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Oral language interventions EEF</p>	1
<p>Phonics</p> <p>Purchasing of the RWI portal so that staff have access to a full CPD package that is tailored to their CPD needs.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>KS1</p> <p>Deployment of an additional trained teaching assistant, in order to reduce group sizes in Phonics.</p> <p>Deployment of a non-class based assistant head teacher in order to further reduce group sizes.</p> <p>This approach will impact upon 19 children across Yr, Y2 & Y2.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>KS1</p> <p>Deployment of an additional trained teaching assistant, in order to reduce group sizes for writing in Y2.</p> <p>This approach will impact upon 8 children.</p>	<p>Using teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	4
<p>KS2</p> <p>Deployment of a non-class based assistant head teacher to create smaller teaching groups for maths.</p> <p>This approach will impact upon</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	3

8 children.		
<p>KS2</p> <p>Deployment of the two non-class based assistant head teachers, in order to reduce group sizes during reading lessons.</p> <p>This approach will impact upon 12 children.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	3

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

Budgeted cost: £15,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics</p> <p>Deployment of a non-class based assistant head teacher to carry out afternoon tutoring sessions with Yr & KS1 pupils.</p> <p>This impacts upon 11 children.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>KS2</p> <p>Deployment of four teaching assistants across KS2 to provide 1:1 intervention programme – Switch On.</p>	<p>Reading Comprehension Strategies are high impact teaching and learning approaches. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Using teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3

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

Budgeted cost: £97,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole School – Attendance</p> <p>Deployment of an attendance officer to work directly with children and their families, every morning, to reduce persistent absence figures.</p> <p>This impacts all 116 disadvantaged children.</p>	<p>Parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1-5
<p>Whole School – Behaviour</p> <p>Implementation of an online behaviour tracking system that identifies children at risk so that they can receive targeted intervention.</p> <p>Deployment of a learning mentor to work directly with identified children.</p> <p>This impacts all 116 disadvantaged children.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>Behaviour interventions EEF</p> <p>Some studies have found mentoring has positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Programmes that have a clear structure and expectations, provide training and support for mentors are associated with more successful outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	5
<p>Whole School – Wellbeing</p> <p>Provide opportunities for children to access wider learning opportunities, including artistic or creative activities.</p> <p>This impacts all 116 disadvantaged children.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in itself and beyond academic outcomes in English and Maths.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1-5
<p>Whole School – Physical Activity</p> <p>Employment of a Sports Development Officer to provide additional PE sessions, lunchtime provision and after school provision.</p> <p>This impacts all 116 disadvantaged children.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>Physical activity EEF</p>	1-5

Total budgeted cost: £169,066

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during 2023/24 academic year using Key Stage One and Two performance data, phonics check results and our own internal assessments.

Reception:

Homogenous Phonics Teaching

The deployment of an additional trained phonics teacher, to create smaller group sizes in Reception has supported the Literacy outcomes pupils.

At the end of Reception, disadvantaged pupils' outcomes had improved in all three areas:

- Comprehension increased by 22%
- Word Reading by 4%
- Writing by 4%.

Assistant Head Teacher (Rec)

The deployment of the assistant head teacher to create smaller group sizes in Reception has supported 16 disadvantaged pupils in focussed areas of the curriculum.

At the end of Reception, disadvantaged pupils' outcomes had improved on last year: GLD for pupils were 56.3%, an increase of 15%

Key Stage 1:

Homogenous Phonics Teaching and Phonics Tuition (Y1)

The deployment of an additional trained phonics teacher to create smaller group sizes in Year 1, and the deployment of a teaching assistant to deliver additional 1-to-1 Phonics tuition has supported 12 pupils.

At the end of Year 1, 8 of 12 disadvantaged children in our mainstream setting achieved the national 'Phonics Screening' standard.

Reading Intervention – Spotlight Readers (Y1 -Y2)

The deployment of teaching assistants to deliver additional 1-to-1 spotlight Reading tuition to develop fluency in reading.

By the end of the year, 4 pupils made better than expected progress – they ended the year working at the expected level.

Reading Tuition (Y2)

The deployment of a teaching assistant to deliver additional small group Reading tuition to develop fluency in reading has supported 12 pupils.

By the end of the year, outcomes at the end of Key Stage 1 for reading had increased for disadvantaged pupils to 60%, an increase of 4% from the year before.

Maths Tuition (Y2)

The deployment of a teaching assistant to deliver additional small group Maths tuition to develop fluency of facts has supported 12 pupils.

By the end of the year, outcomes at the end of Key Stage 1 for maths had increased for disadvantaged pupils to 60%, an increase of 16% from the year before.

Assistant Head Teacher (Y2)

The deployment of the assistant head teacher to create smaller group sizes in Year 2 has supported 12 disadvantaged pupils in the mainstream setting in focussed areas of the curriculum.

At the end of Year 2, disadvantaged pupils' outcomes had improved on last year:

- In Reading, 9/12 disadvantaged pupils achieved the expected standard
- In Maths, 9/12 disadvantaged pupils achieved the expected standard

Key Stage 2:

RQT Development (Y3)

The deployment of Subject Leaders to support the curriculum development in Year 3 has supported 14 disadvantaged pupils in the cohort in Reading, Writing and Maths.

- In Reading, 79% of pupils are now on track compared to 56% - an increase of 23%
- In Writing, 57% of pupils are now on track compared to 44% - an increase of 13%
- In Maths, 71% of pupils are now on track compared to 44% - an increase of 27%

Reading Intervention – Spotlight Readers (Y3-Y6)

The deployment of teaching assistants to deliver additional 1-to-1 spotlight Reading tuition to develop fluency in reading.

- By the end of the year, 5 pupils made better than expected progress – they ended the year working at the expected level.

Additional Teacher (Y6)

The deployment of an additional teacher to create smaller group sizes in Year 6 has supported 19 disadvantaged pupils in Reading, Writing and Maths.

- In Reading, 9 out of 11 children achieved the expected standard.
- In Writing, 8 out of 11 children achieved the expected standard.
- In Maths, 10 out of 11 children achieved the expected standard.

Assistant Head Teacher (Y6)

The deployment of the assistant head teacher to create targeted groups for writing in Year 6 has supported 16 disadvantaged pupils in our mainstream Writing.

- At the end of Year 6, 13 of 16 disadvantaged children in our mainstream setting achieved the expected Standard or better (an increase of 15.6% on the previous year)

Recovery Premium:

Daily readers

The deployment of learning assistants to target identified disadvantaged pupils in reading in Y3 to Y4 to:

- Increase disadvantaged pupils achieving the expected standard by the end of Year 3 in reading increased by 23%
- Increase disadvantaged pupils achieving the expected standard by the end of Year 4 in reading increased by 11%

Curriculum Enrichment:

Music Tuition

The recruitment of additional music specialists to the staff team to deliver high quality music lessons and provide pupils with the opportunities to learn to play alternative instruments.

16 disadvantaged pupils in Year 4 have been supported by this programme across the year.