



Jesus said 'I have come that you may have life, life in all its fullness' John 10:10

## Pupil Premium Strategy Statement 2023 - 2026

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

Detail	Data
School name	St Martin's C of E Primary school
Number of pupils in school	472 (inc 47 in Nursery)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Amy Hardinge
Pupil premium lead	Melanie Turl
Governor / Trustee lead	Gemma Tozer-Howe



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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 140,800
Recovery premium funding allocation this academic year	£ 12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£ 143, 270



## Part A: Pupil premium strategy plan

### Statement of intent

Deprivation is measured in multiple ways, not purely monetary. In our school we recognise that, in addition to poverty, some of our children are disadvantaged through a lack of other resources and opportunities, some of which are contextual e.g. living in a new town with few, developing resources. Our ethos and curriculum are designed to diminish the difference between those children and our non-disadvantaged children. Overcoming barriers to learning, supporting emotional development, and enriching life experiences is at the heart of our Pupil Premium Strategy and a relational approach to teaching is at the heart of our school.

In addition, we use the following guiding principles as part of our work in supporting children who are disadvantaged:

- Staff are aware of the disadvantaged students they teach or mentor. Through our relational approach we build strong relationships with these children, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations as well as identifying any unique barriers they may be facing.
- Staff recognise that they are powerful advocates who have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them. We encourage the staff who know the children best to advocate for them, putting them forward for extra-curricular opportunities or seeking out opportunities within the taught curriculum to nurture their talents and interests and to fill any gaps they may have through a lack of opportunity.
- We understand that good attendance is fundamental to student success. We strive to intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.
- Quality first teaching is the most powerful way for schools to improve on pupil attainment. Disadvantaged pupils benefit the most from lessons that are tailored to meet their needs, consider their prior knowledge and experience and address misconceptions quickly. This is the foundation of our approach in school and benefits all pupils, including those who are disadvantaged. Knowing that excellent teaching is at the heart of disadvantaged learners' success, we consider them within all aspects of our St Martin's Model for Great Teaching.
- We address financial and practical barriers to learning and enrichment. Our family advocate provides invaluable support to many of our families who have complex needs and challenges. This ranges from advocating for looked after children, to supporting families who are experiencing financial hardship, to mentoring identified children and contributing to extra-curricular provision. Through these positive relationships we are able to inspire families to trust staff at St Martin's to have their children at the heart of all they do.



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- We strive to create independent, enthused, life-long learners who are prepared for the next stage of their education as well as their later life. Through carefully moving from scaffolded practice to independent tasks, we help children to feel successful and gain a sense of autonomy. St Martin's staff also recognise that by demonstrating their own love of learning they can act as role models to children and go the extra mile to create stimulating learning opportunities at all stages of children's learning journey.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance and Punctuality issues.</b></p> <p>Attendance figures show that a higher number of disadvantaged pupils arrive late to school and have higher persistent rates of absence compared to non-disadvantaged pupils.</p> <p>75% of children who are subject to an attendance support plan fall under the category of disadvantaged.</p> <ul style="list-style-type: none"><li>- 68 % of disadvantaged children identified as persistently absent are working below in one or more core subjects - some have significant additional needs, but some children's progress and attainment is impacted solely because of their attendance.</li></ul>
2	<p><b>Early childhood trauma</b></p> <p>Some of our disadvantaged children have experienced trauma in the past or have challenging home lives which impact on their ability to learn. For some, they exhibit a lack of emotional stability through disrupted early nurture experiences. The impact of lockdowns has further exacerbated previously experienced trauma for some, and has created new trauma for others. Parent partnership and support are vital to create stability in the home for our children. Our focus on relationships, attachment based learning and trauma informed approach all work to facilitate a safe environment where children can develop their sense of self and their readiness to learn.</p> <p>Internal data indicates that social and emotional issues affect nearly 40% of our disadvantaged cohort.</p>



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3	<p><b>Language and communication difficulties</b></p> <p>Generally, more than half of our children enter the nursery with a speech, language or communication difficulty. In the year 2021-22 this was even higher more than two-thirds)</p> <p>In our current reception cohort approximately one third of children have an identified speech, language or communication need.</p> <p>20% of our disadvantaged pupils also have an identified special educational need. In the early years our focus is on early speech &amp; language development, emotional development &amp; regulation and supporting the acquisition of good learning behaviour. Further up the school we continue to focus on developing children's talk for learning, enabling them to sequence their ideas thus embedding their understanding more securely.</p>
4	<p><b>Attainment in EYFS and Key Stage 1</b></p> <p>Attainment in Reading, Writing and Mathematics is below that of non-pupil premium children at the end of Year 2 47% of PP children achieved GLD in 2023 compared to 58% of their non-PP peers.</p>
5	<p><b>Recruitment and retention of skilled support staff</b></p> <p>Nationally, there are recruitment difficulties in terms of support staff. Our locality and competition from local businesses means that we struggle to recruit people into TA roles and then to retain them within these roles. Changes to the nature of the role means that there is a greater focus on supporting children to self-regulate and manage their emotions and behaviours, providing a greater challenge and level of resilience needed by staff.</p>
6	<p><b>Wider opportunities</b></p> <p>Due to financial challenges, early trauma and/or additional needs many of our disadvantaged cohort have limited enriching life experiences exacerbated by growing up in a new town with limited resources and infrastructure.</p>
7	<p><b>Meta-cognition</b></p> <p>Disadvantaged children are less able to attribute their success to their own actions. Children lack the breadth of vocabulary to articulate their own learning, identifying their strengths, weaknesses and gaps in their knowledge.</p>
8	<p><b>Parental engagement</b></p>



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	Many of our families have had their own challenging journeys through education. Although keen to support their children, barriers are evident in parents' own literacy and numeracy levels along with, in some cases, trauma and ACEs from their own childhood.
9	<b>Pupil premium / SEND crossover.</b> 20% of our disadvantaged pupils are also recognised as having special educational needs (SEN). Seven of these pupils have an Educational Health & Care Plan (EHCP)

### 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
Attendance data for disadvantaged pupils will be in line with their non-disadvantaged peers	<p>A rigorous and systematic approach enables early identification and intervention for poor attenders.</p> <p>Partnership working with parents supports them in understanding the impact of poor attendance on their children's outcomes.</p> <p>Disadvantaged pupils' attendance will be at 95%</p>
The gap in attainment between children in receipt of free school meals and 'all pupils' is narrowed, specifically focussing on reading and writing.	<p>Class data sheets explicitly identify children who are in receipt of FSM and are underachieving and these children form a focus of discussion at data tracking meetings.</p> <p>Teachers identify quality-first teaching strategies which are effective in scaffolding learning for underachieving FSM children</p> <p>Data for children in receipt of FSM is in line with national data for all pupils</p>



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<p>Attainment of disadvantaged children will accelerate, and this will be evident in their books and through DTMs.</p>	<p>Disadvantaged children will receive precision teaching/interventions to support them to accelerate progress. Data tracking and analysis will be used to measure impact. New children receive rapid baseline assessments to identify need, and to then target interventions.</p>
<p>Disadvantaged children make accelerated progress in speech and language through EYFS.</p>	<p>EYFS staff have an early identification model to ensure children's speech and language needs are rapidly identified and support is correctly targeted.</p> <p>EYFS provision is underpinned by a culture of high-quality interactions and opportunities for speech and language development are maximised.</p>
<p>Wider school opportunities are maximised for disadvantaged pupils.</p>	<p>Disadvantaged children are prioritised for club places and wider school opportunities Staff know their disadvantaged pupils well and target wider opportunities towards them. Financial support is available for those entitled to FSM so that this is not a barrier to attending extra-curricular activities.</p>
<p>Disadvantaged pupils' attitudes to learning are positive and they attribute their success to their own actions</p>	<p>Mentoring project in place where identified children are linked with a staff member</p> <p>Disadvantaged children are able to talk about their own successes and identify how they have impacted upon these through their own actions</p> <p>Disadvantaged children talk positively about school, learning and the wider curriculum</p> <p>Disadvantaged children are developing positive attitudes to attending and thriving at school.</p>



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## 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: £71,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-first teaching	<p>The EEF guide to the Pupil Premium' references that <i>'Investing in high quality teaching should rightly be a top priority for Pupil Premium spending'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools">https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools</a></p> <p><u>EEF Preparing for Literacy</u></p> <p>Across our EYFS unit we offer '5 a day', varied and rich opportunities to develop language with others through song, rhyme, conversation, story and poem</p> <p>We work closely with parents, offering parental workshops in order to support children early reading and writing.</p> <p><i>'Adults have a vital role to play in modelling effective language and communication.'</i></p> <p><i>'Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>	1,2,3,4,7,9



	<p><u>EEF Early Maths</u></p> <p>Across Reception and Key Stage One we follow the Mastering Number Programme which has the aim that, over time, children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p><i>'The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.'</i></p> <p><i>'Using an approach or programme that is evidence-based and has been independently evaluated is a good starting point.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><u>EEF Improving literacy in KS1</u></p> <p><i>'Teachers should introduce these strategies (pre-writing, drafting, editing, revising and sharing) using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.'</i></p> <p><i>'Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling'</i></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1701587987">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1701587987</a></p> <p><u>Metacognition and self regulated learning</u></p>	
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	<p><i>'Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes'</i></p> <p><i>'Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	
Incremental coaching / Walkthrus	<p>To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo.</p> <p>The Model of Great Teaching - <a href="https://evidencebased.education/a-model-for-great-teaching/">https://evidencebased.education/a-model-for-great-teaching/</a></p> <p>Principles of Instruction - Rosenshine <a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</a></p>	2,3,4,7,9
Subject leader professional development / cover	<p><i>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</i></p> <p>Carefully planned and implemented CPD will focus on the key mechanisms 'Build knowledge, Motivate staff, Develop teaching techniques and Embed practice'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	3,4,6,7,9

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<p>Recruitment and retention of TAs</p>	<p>By developing a consistent and long standing team of TAs we can ensure that our children build secure and safe relationships with the adults around them. This will help support their ability to self regulate and develop their own sense of what they are capable of as learners.</p> <p><i>'School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom'</i></p> <p><i>'TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>5</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 35,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants to support targeted Interventions</p>	<p>EEF Making the best use of Teaching Assistants. We know that TAs have the most impact where settings are structured and there is high quality support and training.</p> <p><i>'Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>3,4,5,7</p>

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	<p><u>Little Wandle SSP</u></p> <p>Training all TAs in the DfE-accredited phonics scheme 'Little Wandle' will support all children to catch up and keep up. TAs will work alongside teachers to lead our guided reading groups 3 times a week as well as working with small groups or individuals focussing on phonics tuition using the catch up programme.</p> <p><a href="https://www.littlewandlelettersandsounds.org.uk">https://www.littlewandlelettersandsounds.org.uk</a></p> <p>The Reading Framework states that <i>"to enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found...For various reasons, some parents cannot support their children's reading at home. Schools should provide extra opportunities for these children to read to adults and to listen to adults reading to them."</i></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	
<p>Thrive</p>	<p><i>'The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes.'</i></p> <p>Thrive has been developed over the past 25 years. It enables adults working with children gain a better understanding of:</p> <ul style="list-style-type: none"> <li>- What a child or young person's behaviour is communicating</li> <li>- How we optimise a child or young person's social and emotional development</li> <li>- How we can build healthy, safe and supportive relationships with children.</li> <li>- What we can learn moving forward from scientific developments in neuroscience.</li> </ul>	<p>2,9</p>



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	<p><a href="https://www.thriveapproach.com/impact-and-research/research-behind-thrive">https://www.thriveapproach.com/impact-and-research/research-behind-thrive</a></p>	
SEND provision across the school	<p>Being an inclusive school is fundamental to our practice and we strive to remove barriers to learning and education. We know that creating a positive and supportive environment for all pupils, especially those with additional needs is crucial.</p> <p>Following a graduated response, we are able to understand individual pupils' needs and ensure that assessment is regular and purposeful.</p> <p><i>'To a great extent, good teaching for pupils with SEND is good teaching for all. Strategies include flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	2,3,9
Forest nurture sessions	<p>We believe that outdoor learning will provide our pupils with the opportunities to participate in activities that they might otherwise not be able to access. Although our Forest activities are closely linked to our curriculum, they are often done in such a way as to develop resilience, self confidence and motivation. Regularly attending our forest school provision enables all of our children to make connections to the place they live in, develop a sense of place and gain an understanding of their own strengths and resilience.</p> <p><i>'Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also <a href="#">Metacognition and self-regulation</a>) may also be involved.'</i></p> <p><i>'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure</i></p>	1,2,3,6,7,9

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	<p><i>learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=outdoor">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=outdoor</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Advocate</p> <p>Parental engagement</p>	<p><u>EEF Parental Engagement</u></p> <p>Enabling parents to be actively involved in their children's education has shown to have a positive impact on children's progress. At St. Martins, we actively identify and endeavour to remove barriers so that parents can be engaged in their child's journey and share the success of their children's wide and varied education.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><u>EEF Supporting Parents</u></p> <p><i>'Schools and parents have a shared priority to deliver the best outcomes for their children.'</i></p>	<p>1,2,8</p>

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	<p><i>'Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.'</i></p> <p><i>'Focus on building parents' efficacy— that they are equal partners and can make a difference.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	
Attendance Champion	<p>Data shows a clear link between attendance and attainment. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.</p> <p><i>'Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.'</i></p> <p><i>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.'</i></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	1
Subsidised residential visits  Engagement in after school clubs	<p>To help develop pupils' cultural capital (Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work)</p> <p>The Social Mobility Commission report 'An Unequal Playing Field' uncovered evidence that extracurricular activities are important predictors for participation beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p>	1,6

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	<p><i>'Early inequalities shape later life outcomes, and failure to address these will mean that a significant number of children do not reach their educational and economic potential.'</i></p> <p><a href="https://socialmobility.independent-commission.uk/">https://socialmobility.independent-commission.uk/</a></p>	
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**Total budgeted cost: £ 140,800**



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## 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 each year from 2023-26.

Intended Outcome	Success Criteria	2023-24	2024-25	2025-26

Success criteria met	On-track to meet success criteria	Started but not yet on track	Not yet started
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## 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
SCARF: Safety, Caring, Achievement, Resilience, Friendship	Coram Life Education
White Rose Maths Hamilton Maths TT RockStars Numicon Online	
Widget Online Speech Link	
Accelerated Reader Little Wandle Systematic Synthetic Phonics	
Picture News No Outsiders website	Picture News
Language Angels French Language resource	
Discovery Coding	
Get Set 4 PE	
Understanding Christianity RE Today	
Snap Science TAPS Explorify, Ogden Trust, ASE,	Collins

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Headstart English and Maths No Nonsense Spelling and Grammar	Babcock International
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