



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

Pupil Premium Strategy Statement 2022 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	St Martin's C of E Primary school
Number of pupils in school	414 (53 in Nursery)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Steph Harvey
Governor / Trustee lead	Gemma Tozer-Howe



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133 260
Recovery premium funding allocation this academic year	£ 22 675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 155 935



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, and even through the absence of parents who are both working. 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. 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, tutor 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 know that excellent teaching is at the heart of disadvantaged learners' success. Disadvantaged students are considered 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 Martins to have their children at the heart of all they do.
- 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 how their own love of learning can act as a role model to children and go the extra mile to create stimulating learning opportunities from the earliest 'provocations' in EYFS, to the challenging POP tasks across the rest of the school.



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- 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.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Year 3 Between a quarter and a third of each year group is identified as disadvantaged; however in Year 3, we also have a high proportion of disadvantaged children with an identified educational need, and of those with an additional need we have 11 with Education Health Care Plans. 7/11 children with an EHCP are also disadvantaged. This year specifically has not yet reached pre pandemic attainment levels, and those children who had previously been working at greater depth have also been impacted. This year group also had high inward mobility within 21/22, with 8 new children joining - 5 of whom were disadvantaged; and had a change of teaching staff mid year.
2	Within-year mobility As a growing school, we had high within year mobility, many of those joining us being identified as disadvantaged; the impact of mobility is recognised not only for the individual moving, but on the cohort they join and our baseline assessments show that many of our incoming, disadvantaged children are below ARE, and below the standard of those disadvantaged children already in school. This is further exacerbated by poor attendance for some key children. Increasing attendance and accelerating the learning of children new to our school and those with high absences is a priority.
3	Language and communication difficulties Almost 50% of our disadvantaged pupils also have an identified special educational need. In the early years this is seen as children not being school ready, hence our focus is on early speech and language development, emotional development and 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.
4	Early childhood trauma



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	<p>Many 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 is 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>
5	<p>Wider opportunities 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>
6	<p>Attendance and Punctuality issues. Attendance figures are currently poorer for disadvantaged pupils than non-disadvantaged and a higher percentage of disadvantaged pupils are late to school than non-disadvantaged pupils. 60 % of those 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 attainment. The school targeted persistent absence last year, but results were negligible - wider consideration of measures that will have a positive impact need to be considered.</p>
7	<p>Developing a Love of Reading Disadvantaged children are shown not to read as regularly as their non-disadvantaged counterparts at home. They lack access to books at home, and where they do have books the level of challenge is minimal.</p>

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
Disadvantaged children who have been significantly impacted through Covid and are struggling to reintegrate within a classroom are supported to improve their learning and relational behaviour.	Incidents of dysregulation reduce and children are able to sustain their learning within the classroom environment.



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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, with interventions.	Attainment of disadvantaged children will accelerate, and this will be evident in their books and through PPMs.
Speech and Language development through supporting play based learning is prioritised for nursery children and further supported across EYFS. EYFS staff have an early identification model to ensure children's speech and language needs are prioritised.	Disadvantaged children make accelerated progress in speech and language through EYFS.
Disadvantaged children and families are supported to enable them to access learning, and those who are struggling with issues beyond school are given appropriate and skilled support to enable them to achieve.	Tracking of progress, attainment and learning behaviour data shows improvement.
Non-academic barriers to attainment like attendance, behaviour, well-being and cultural capital are addressed.	Disadvantage is not a barrier to wider school opportunities.
Disadvantaged children develop a love of reading.	Attainment in reading across our disadvantaged children aligns with their non disadvantaged peers. Disadvantaged children are able to talk with enthusiasm about their reading.



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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: £ 5395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching for Heads and Leadership Supervision £745	Being part of a Connected Heads group is designed to help you navigate through any school leadership challenge using the collective intelligence of others. https://instituteofcoaching.org/coaching-overview/coaching-benefits	
Advanced Coaching for School Leaders £590	An ILM approved programme in coaching techniques to enhance your leadership and enable you to develop others effectively. https://instituteofcoaching.org/coaching-overview/coaching-benefits	
Staff CPD on Oracy and Vocabulary Development (£270)	https://languageresearch.cambridge.org/images/CambridgePapersInELT_Oracy_2018_ONLINE.pdf	1,2,3,7
Staff supervision to enhance resilience and reduce stress	The impact of teacher wellbeing and mental health on pupil progress in primary schools June 2019 https://www.leedsbeckett.ac.uk/carnegie-school-of-education/research/carnegie-centre-of-excellence-for-mental-health-in-schools/school-mental-health-network/-/media/253bcf64213a4a8582a2a0a2be6b1d49.ashx	1,4



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(£3600)		
Whole KS2 staff CPD on 'Talk for Reading' (£190)	The EEF shows on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1,3,7

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

Budgeted cost: £ 92392

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based tutor in year 5 and 6 £24690	<p>In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>"Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness." EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>"Fifty-five studies, categorized as targeting numeracy, literacy, vocational, and daily living skills, or other skills, were reviewed. Analysis of the strength of the research evidence for PT indicated that it is an emerging treatment for targeting skills in each of these skill categories"</p>	1,2,3,5



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	A Systematic Review of the Effectiveness of Precision Teaching for Individuals with Developmental Disabilities Springer	
Part funding of TAs in Yr 1 and 4 £5288	The EEF recognises SEND Teaching Assistant Interventions to have an impact of +4 months on average.	2,3,
Part fund of Reading Recovery for the lowest achieving children in year 3 cohort, who are working at Rec/Yr 1 level £1888	http://www.bestevidence.org.uk/programmes/reading-recovery/	1,2,3,7
Employ additional FS workers to accelerate progress of children in nursery and reception who entered our nursery/reception significantly below and still require additional support £20,969	https://languageresearch.cambridge.org/images/CambridgePapersInELT_Oracy_2018_ONLINE.pdf "Evidence suggests that child outcomes, defined in terms of intellectual, social and emotional development, are best served by adults who are sensitive to children's needs, and who respond to those needs in a warm and consistent manner. The evidence further suggests that adults are better able to respond in the manner described when they have fewer children in their care." https://dera.ioe.ac.uk/4642/1/RR320.pdf Research on Ratios....in Early Years and Child Care Settings. Ofsted and Dfe identify 'high quality interaction with adults' as having the biggest impact on success in later life. Susie Owens Director of Early years and Childcare DfE 2021 The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.	2,3,4



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<p>Part cost of accelerated reader (£638)</p>	<p>Motivating reading scheme for older readers – proven record in improving reading across school; during lockdowns children’s access to real books was reduced.</p> <p>The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Independent research showed children made on average 18% more progress with AR compared to other reading programmes.</p>	<p>5,7</p>
<p>Part cost of Library subscription (£2110)</p>	<p>Ensuring our Library provides a rich diverse and inclusive range of books which are changed regularly</p>	<p>5,7</p>
<p>To promote excitement for reading through individual class readers, monthly “Amazon” deliveries to each class and a reward system linked to a Book Vending Machine. (£300)</p>	<p>Motivating reading scheme for older readers – proven record in improving reading across school; during lockdowns children’s access to real books was reduced. A key focus in school is to promote a love of reading, and to mitigate against the lack of access to rich texts by providing every child in Key Stage 2 with core high value class readers; each class has a monthly ‘Amazon’ book of the month delivery, and being awarded a coin for our Book Vending machine is a key motivation for children. AR awards for words read, within a range of genres, also receive book vending tokens.</p>	<p>1,2,3,4,5,7</p>
<p>Precision Teaching across Year 3 from SBT</p>	<p>“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains</p>	<p>1,2,3,4,5</p>

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<p>to impact core skills - phonics catch up, rapid recall times tables, spelling strategies (£29628)</p>	<p>this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness." EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition "Fifty-five studies, categorized as targeting numeracy, literacy, vocational, and daily living skills, or other skills, were reviewed. Analysis of the strength of the research evidence for PT indicated that it is an emerging treatment for targeting skills in each of these skill categories" A Systematic Review of the Effectiveness of Precision Teaching for Individuals with Developmental Disabilities Springer</p>	
<p>Part fund Additional TA Support in Year 3 to provide higher staff to adult ratio £3681</p>	<p>https://languageresearch.cambridge.org/images/CambridgePapersInELT_Oracy_2018_ONLINE.pdf "Evidence suggests that child outcomes, defined in terms of intellectual, social and emotional development, are best served by adults who are sensitive to children's needs, and who respond to those needs in a warm and consistent manner. The evidence further suggests that adults are better able to respond in the manner described when they have fewer children in their care." https://dera.ioe.ac.uk/4642/1/RR320.pdf Research on Ratios....in Early Years and Child Care Settings. In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p>	<p>1,2,3,4</p>
<p>To provide interventions and assessments following bespoke</p>	<p>https://languageresearch.cambridge.org/images/CambridgePapersInELT_Oracy_2018_ONLINE.pdf "Evidence suggests that child outcomes, defined in terms of intellectual, social and emotional development, are best served by adults who are sensitive to children's needs, and who respond to</p>	<p>2,3,4</p>

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<p>programmes to support the speech and language development of our youngest learners (£3200)</p>	<p>those needs in a warm and consistent manner. The evidence further suggests that adults are better able to respond in the manner described when they have fewer children in their care.” https://dera.ioe.ac.uk/4642/1/RR320.pdf Research on Ratios....in Early Years and Child Care Settings.</p>	

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

Budgeted cost: £ 58148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide wider enriching experiences for those children who struggle to remain in class all day (£15175)</p>	<p>“Of particular interest to educational psychologists working in the context of schools is the relationship between attachment and attainment, and the possible impact of nurture groups on educational outcomes. In exploring that relationship this paper draws from ongoing work in Glasgow where, in a large-scale controlled study, a clear link between nurture groups and academic attainment was demonstrated for the first time. Guidance is also given to support education authorities in deciding where and when a nurture group should be set up.” Tommy Mackay - From attachment to attainment: The impact of nurture groups on academic achievement Strathclyde University 2010</p> <p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p>	

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	“Intelligence plus character-that is the goal of true education.” —Martin Luther King, Jr.	
Resources for nurture groups; breakfast club; the Hub (£2325)	“Of particular interest to educational psychologists working in the context of schools is the relationship between attachment and attainment, and the possible impact of nurture groups on educational outcomes. In exploring that relationship this paper draws from ongoing work in Glasgow where, in a large-scale controlled study, a clear link between nurture groups and academic attainment was demonstrated for the first time. Guidance is also given to support education authorities in deciding where and when a nurture group should be set up.” Tommy Mackay - From attachment to attainment: The impact of nurture groups on academic achievement Strathclyde University 2010	2,3,4,5,6
Part cost of class readers, decodable books and subscription for Year 2 (£1873)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/544442/Research_evidence_on_Reading_for_Pleasure_2012_highlights_the_impact_of_lack_of_books_in_the_home.pdf Research evidence on Reading for Pleasure 2012 highlights the impact of lack of books in the home. Trial of real books across the school during Covid because children coming from book poor homes; we used an online ebook service but uptake was low. Real books have had a bigger impact on children’s motivation, and so an additional investment was made.	1,2,3,5,7
28% part cost of maintaining school vending machine (£602)		2,3,5,7
To support parent and school partnership working, empower parents to parent well and to work in partnership with the Designated	“Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. “ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents “Successful schools are those where parental engagement is at the centre of the school ethos as opposed to being at the periphery.” Healthy Schools co-ordinator, Salford PCT ‘School leaders need to foster an ethos of communication with all their parents and focus on the need to reach those who are hard to engage. All the headteachers involved in this study	1,2,3,4,5,6

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<p>Safeguarding Officer and Deputy Safeguarding Officers. (20 out of 37 weekly hours)(£11768)</p>	<p>knew exactly who their hard-to-reach groups were and had strategies for monitoring and enhancing their engagement, ranging from taking registers at events to having different parent groups functioning within school, for example parent governors, PTA, parent forums and parent councils.' How to involve hard to reach parents 2011</p>	
<p>To part fund bespoke inclusion and behaviour support across the school (£15175)</p>	<p>'Research evidence shows that education and health are closely linked.1,2 So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. 'The Link Between Pupil Health and Wellbeing and their attainment Public Health England 2014</p>	<p>1,3,4,5</p>
<p>Subsidy for disadvantaged pupils for residential (£5093)</p>	<p>'Research evidence shows that education and health are closely linked.1,2 So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. 'The Link Between Pupil Health and Wellbeing and their attainment Public Health England 2014</p> <p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>"Intelligence plus character-that is the goal of true education." —Martin Luther King, Jr.</p>	<p>5</p>
<p>Subsidy for disadvantaged children attending school trips, swimming lessons, having swimming lessons (£1602)</p>	<p>'Research evidence shows that education and health are closely linked.1,2 So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. 'The Link Between Pupil Health and Wellbeing and their attainment Public Health England 2014</p> <p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p>	<p>5</p>

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<p>FISH Sessions (holiday and after school club) (£500)</p>	<p>“Successful schools are those where parental engagement is at the centre of the school ethos as opposed to being at the periphery.” Healthy Schools co-ordinator, Salford PCT ‘School leaders need to foster an ethos of communication with all their parents and focus on the need to reach those who are hard to engage. All the headteachers involved in this study knew exactly who their hard-to-reach groups were and had strategies for monitoring and enhancing their engagement, ranging from taking registers at events to having different parent groups functioning within school, for example parent governors, PTA, parent forums and parent councils.’ How to involve hard to reach parents 2011</p>	<p>2,3,4,5</p>
<p>Support from Emotional Literacy Support (ELSA) Assistant. (£585)</p>	<p>‘Research evidence shows that education and health are closely linked.1,2 So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. ‘The Link Between Pupil Health and Wellbeing and their attainment Public Health England 2014</p> <p>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidentially, in school, we have seen the impact on children’s ability to self regulate over time – hence this is a long term strategy building on the ethos and culture of our school – one of relationship building and understanding behaviour as communication.</p>	<p>3,4,5,6</p>
<p>Release time for staff attachment based mentors (£2800)</p>	<p>‘Research evidence shows that education and health are closely linked.1,2 So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. ‘The Link Between Pupil Health and Wellbeing and their attainment Public Health England 2014</p>	<p>3,4,5,6</p>

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	<p>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidentially, in school, we have seen the impact on children's ability to self regulate over time – hence this is a long term strategy building on the ethos and culture of our school – one of relationship building and understanding behaviour as communication.</p>	
<p>To promote attendance of persistent absentees through monthly attendance prizes for 100% attendance; monthly prizes for increased attendance, and the introduction of an Attendance Lottery. (£650)</p>	<p>Strategies for schools to improve attendance and decrease lateness https://dera.ioe.ac.uk/2945/3/110308section3en.pdf</p> <p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>6</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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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 in the 2022 to 2023 academic year.

NB The Pupil Premium Strategy is being re-written in December 2023 with a 3 year plan to improving outcomes for children. The review below relates to the strategy written by the previous headteacher.

Intended outcome	IMPACT / Review
Disadvantaged children who have been significantly impacted through Covid and are struggling to reintegrate within a classroom are supported to improve their learning and relational behaviour.	<p>7/8 Children who were being educated within our HUB provision have now all successfully reintegrated into their classes and one child is still requiring a bespoke programme of support.</p> <p>Our next step is to look at the range, quality and effectiveness of therapeutic intervention.</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, with interventions.	The range of interventions available has been reviewed. The SENDCOs are leading on developing training and organisation of intervention to ensure there is clear entry and exit data and therefore the impact of interventions can be clearly measured. New children, specifically our international students, have had baseline assessments and have been supported to improve their basic skills.
Speech and Language development through supporting play based learning is prioritised for nursery children and further supported across EYFS. EYFS staff have an early identification model to ensure children's speech and language needs are prioritised.	<p>Speech and language has remained a high priority and focus within the early years. The absence of a designated speech and language TA has hindered the regularity of intervention and therefore the focus on quality first teaching around speech and language has been even more crucial</p> <p>ANY DATA?</p>
Disadvantaged children and families are supported to enable them to access learning, and those who are struggling with issues beyond school are given appropriate and skilled support to enable them to achieve.	The decision was made to make the role of Family Advocate a permanent one within St Martin's. Regular (6 weekly) At Risk Children meetings ensure that children subject to statutory plans as well as



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	<p>those at Early Help and those causing concern within school are identified promptly, discussed and actions implemented.</p>
<p>Non-academic barriers to attainment like attendance, behaviour, well-being and cultural capital are addressed.</p>	<p>Attendance has been an increasing focus both nationally and within St Martin's. Systems have been reviewed and tightened and an Attendance Champion, who is also a member of SLT, has been identified to lead on attendance. Feedback from the Local Authority has suggested that practices at St Martin's are robust and ahead of those of other schools.</p> <p>Children's cultural capital has been improved through an extended programme of residential experiences and a high uptake of these events. Children entitled to Free School Meals and other families suffering financial hardship for whom finances may be a barrier, are supported to ensure they have equal access to attend the events.</p> <p>There is also an increased focus on extra-curricular activities such as after school clubs and disadvantaged children are prioritised for these.</p>
<p>Disadvantaged children develop a love of reading.</p>	<p>Reading is at the heart of St Martin's and this was identified as a strength during our Ofsted Inspection (March 2023) Reward systems are linked to reading and reading is celebrated both publicly in celebration assembly and privately between staff and children.</p>

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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
Little 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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