



## Pupil premium strategy statement

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
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anne Siggins
Pupil premium lead	Helen Thompson
Governor / Trustee lead	Amanda Abbott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53 420
Recovery premium funding allocation this academic year	£ 6 090
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	£59 510

# Part A: Pupil premium strategy plan

## Statement of intent

At St Martin's we are focussed on all children reaching their full potential and ensuring that any disadvantaged child is empowered to succeed. We want to ensure that pupils from disadvantaged backgrounds are fully equipped and prepared for secondary school and regardless of their financial background are able to achieve to their full potential in the knowledge that they are valuable contributors to society. We have used the Educational Endowment Foundation Guide to Pupil Premium (June 2019) to help us identify how we can maximise our funding for the benefits of pupils.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that have been identified as needing support. We acknowledge that the school has a reasonably low percentage (19%) of pupils who attract pupil premium funding and the importance of ensuring that those specific children are supported to minimise any barriers that may occur due to being disadvantaged.

Often there are many barriers to learning for our disadvantaged pupils before learning can take place and the Pupil Premium Funding will be used to support wellbeing, physical health, personal development, social, moral, spiritual and cultural development to ensure that each one of our children gets the best start in life enabling them to access learning and everything that school can offer to the full.

We use our Pupil Premium funding to achieve these goals by:

- Ensuring quality first teaching across the school is at least good leading to good learning. Robust monitoring ensures that all children are engaged, supported and challenged in order to make excellent progress.
- Finding solutions to ensure that children from disadvantaged backgrounds attend school regularly and with the same attendance as to those who are not considered disadvantaged.
- Provide opportunities to attend extra-curricular activities and to enjoy educational trips and visits, irrespective of family income.
- Providing 'life experiences' and opportunities that our disadvantaged children may not usually have access, equalising opportunities for those from disadvantaged backgrounds to those not disadvantaged.
- Supporting pupils, parents and carers emotionally and in times of need in order to help them to deal with the pressures of today. This would involve subsidised school uniform, someone to support and signpost, food parcels, counselling sessions for pupils and their families with emotional needs. Access to breakfast and after-school clubs to support families.
- Providing SEN provision which identifies need as early as possible, providing targeted or specialist support going above the main universal offer to ensure that every child is catered to and has their needs met. 16% (33) of all pupils have SEND of which 33% (11) of those children are entitled to pupil premium.
- Instilling positive well-being to provide a conducive climate for learning and empowering children to be ready to learn.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment and Achievement</b> <ul style="list-style-type: none"><li>• Many children now enter school with a very low level of oral language and early reading skills. This is more prevalent in Pupil Premium children. Baseline assessment data for our current reception cohort shows that 0% of Pupil Premium children joined us with age-related Literacy skills, compared with 27% of peers.</li><li>• Reading, writing and mathematics achievement is below the levels pre-Covid.</li></ul>
2	<b>Attendance issues.</b> <ul style="list-style-type: none"><li>• Whole-school attendance and punctuality rates are lower than those pre-Covid. In the Autumn Term 2021, whole-school attendance was 95.2%.</li><li>• Of those pupils whose attendance was poor (less than 96%), 22% are pupils in receipt of Pupil Premium funding.</li></ul>
3	<b>Home Environment</b> <ul style="list-style-type: none"><li>• There are a number of social and economic challenges faced by families, such as housing, getting the children to and from school, getting back into routines and, in some families, the lack of literacy skills within the family unit that impacts upon the support that children are able to get at home.</li><li>• A higher proportion of our disadvantaged children have experienced Adverse Childhood Experiences than those from non-disadvantaged backgrounds.</li></ul>
4	<b>Behaviour, Physical Health and Well-Being</b> <ul style="list-style-type: none"><li>• Pupil Premium children often present with social, emotional and mental health needs and are more likely to require support with their physical and mental health. Pupils not being able to self-regulate and the need to provide additional support enabling them to continue to access education.</li></ul>
5	<b>Equal Opportunities and Cultural Capital</b> <ul style="list-style-type: none"><li>• Pupil Premium children are more likely to have fewer opportunities outside of school and less aspiration for their futures.</li></ul>

## • 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.

### 3 Year plan

Intended outcome	Success criteria
Improve early reading and oral language skills for all children.	The achievement of Pupil Premium children in EYFS meeting GLD will match or exceed expected levels by 2024/25. Receptive and expressive language skills of children at the end of EYFS will be in line with their age and stage of development.
Pupils make good progress through the phases of phonics in KS1 ensuring readiness for the challenge of KS2 reading.	The number of pupils passing the Year 1 phonics check will increase and this increase will be most relevant to our Pupil Premium pupils. (57% of Pupil Premium, compared to 70% of Non-Pupil Premium children passed the Year 2 Autumn 2021 Phonics Check.) Our chosen validated phonics scheme will be delivered, ensuring that most children will be fluent decoders by the end of Year 2.
All Pupils to make good progress from starting points and improved attainment in Reading and for Pupil Premium children to be in line with non-disadvantaged pupils 2024/25	<b>KS2 outcomes 2022:</b> Current predictions are that 80% of all pupils, which includes 2 out of 4 Pupil Premium pupils, will meet the expected standard for Reading. <b>KS2 outcomes 2024/25:</b> Current predictions are that 87% of all pupils, which includes 3 out of 5 Pupil Premium pupils, will meet the expected standard for Reading.
Pupils to make good progress from starting points and improved attainment in Writing and for Pupil Premium children to be in line with non-disadvantaged pupils 2024/25	<b>KS2 outcomes 2022:</b> Current predictions are that 73% of all pupils, which includes 2 out of 4 Pupil Premium pupils, will meet the expected standard for Writing. <b>KS2 outcomes 2024/25:</b> Current predictions are that 80% of all pupils, which includes 3 out of 5 Pupil Premium pupils, will meet the expected standard for Writing.
Pupils to make good progress from starting points and improved attainment in Maths and for Pupil Premium children to be in line with non-disadvantaged pupils 2024/25	<b>KS2 outcomes 2022:</b> Current predictions are that 77% of all pupils, which includes 2 out of 4 Pupil Premium pupils, will meet the expected standard for Maths. <b>KS2 outcomes 2024/25:</b> Current predictions are that 87% of all pupils, which includes 3 out of 5 Pupil Premium pupils, will meet the expected standard for Maths.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	All pupils, including Pupil Premium, will achieve 96%+ attendance by the end of 2021 – 2022 All pupils, including Pupil Premium, will achieve 97%+ attendance by the end of 2024 – 2025
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• Pupils are able to recognise a range of emotions and are enabled in using the Zones of Regulation.</li> <li>• Thrive Data</li> <li>• Increased participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## Activity in this academic year

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

Budgeted cost: £ 28 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving teaching and learning through training and employing school (Trust) improvement leads with responsibility for curriculum and teaching and learning. Both leads support the development of the curriculum and pedagogy to ensure quality first teaching.</p>	<ul style="list-style-type: none"> <li>• Teaching the right things to the right pupils at the right time is evident to ensure logical, systematic and engaging learning for all.</li> <li>• All children are able to access quality first teaching of a high standard – ensuring that learning time for all pupils is maximised.</li> <li>• High expectations are demonstrated through modelled learning.</li> <li>• Through our new approach to the curriculum children have access to a range of opportunities to improve their cultural capital including the 'The Learning Lift Off' and the 'Learning Landing'.</li> <li>• The teaching and learning strategy ensures that vocabulary development across all areas are planned for.</li> <li>• Assessment through a range of approaches which are recommended in our teaching and learning strategy ensures that teachers understand children's next steps and any potential barriers to learning.</li> <li>• Lesson delivery is in-line with our Teaching and Learning Strategy and the context of their class.</li> <li>• Explicit teaching ensures that knowledge is learned and skills developed.</li> <li>• The culture of each classroom is one that inspires, engages and challenges instilling a thirst for further learning.</li> </ul>	<p>1,5</p>
<p>Create a clear and robust termly whole school assessment schedule.</p>	<ul style="list-style-type: none"> <li>• Longer PPA – time often spent on planning with little opportunity for assessment tasks</li> <li>• Provide an improved system for tracking pupils progress and attainment. (Insight)</li> </ul>	<p>1</p>
<p>Develop and embed the systematic teaching of phonics including modelling, training and review of provision</p>	<ul style="list-style-type: none"> <li>• Research from Education Endowment Foundation (EEF) shows that the teaching of phonics has a positive impact (+5months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> </ul>	<p>1</p>
<p>Implementation of a whole school oracy project, to develop pupil's confidence, fluency and capacity to learn.</p>	<ul style="list-style-type: none"> <li>• High impact of up to 6 months' additional progress can be achieved by implementing a systematic oral language approach as shown by research from the EEF.</li> </ul>	<p>1</p>

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

Budgeted cost: £16 010

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring – targeted interventions from class-based staff informed by regular assessments and keeping group sizes small.	Guidance from the DFE (School-Led Tutoring, Sept 2021) shows that tutoring is one of the most effective tools for helping pupils recover lost education. This will be most effective when linked to Classroom practice and delivered by school staff.	1
Teaching assistant to implement the Nuffield Early Language (NELI) with EYFS and YR 1 children to improve children’s language and early literacy skills. Provide trained TA to deliver programme	Pupils arrive at school well below in their early language acquisition and research found that NELI children made on average 3 months of additional progress in language.	1
Well-trained Teaching assistants to provide bespoke reading sessions for both individual and small groups to accelerate learning to expected levels.	Intensive small group tuition is effective for lower attaining groups.	1

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

Budgeted cost: £15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve mental health and well-being of pupils by providing the Thrive Approach as whole class provision.	<ul style="list-style-type: none"> <li>• Pupils well-being and mental health has been significantly affected by the effects of the Pandemic.</li> <li>• All children need to be emotionally ready for learning to ensure good progress and good well-being.</li> <li>• Children need to develop strategies to support their well-being</li> </ul>	4, 5
To improve mental health and well-being for individual pupils by providing individualised Thrive approaches from high trained practitioners.	<ul style="list-style-type: none"> <li>• Research from EEF states that social and emotional learning approaches have a positive impact, on average 4 months' additional progress in academic outcomes.</li> </ul>	4, 5
Provide Learning mentor to support pupils who require support in self-regulation and provide nurture provisions.	<ul style="list-style-type: none"> <li>• With more children being affected by mental health and with increased social service involvement it is crucial that pupils' emotions are managed effectively to support learning and well-being.</li> <li>• Research from EEF states that social and emotional learning approaches have a positive impact, on average 4 months' additional progress in academic outcomes.</li> </ul>	4, 5
Embedding principles of good practice set out in the DFE's Improving School Attendance advice. This will involve a Trust wide working group to develop and implement new procedures.	<ul style="list-style-type: none"> <li>• Significantly reduced levels of attendance is impacting on outcomes for pupils.</li> <li>• Disadvantaged pupils are significantly more likely to have poor attendance to that of non-disadvantaged pupils.</li> <li>• Support EAL parents to understand the impact of poor attendance of children on their life chances.</li> </ul>	2
To provide parent workshops and surgeries to support parental needs, such as help with routines, issues, literacy skills, translations for EAL families. Provide engagement and information sessions SEND support groups, healthy living and gardening group	<ul style="list-style-type: none"> <li>• Supporting parents through a parenting support group increases parental engagement.</li> <li>• Working in partnership with parents has significant impact on pupil outcomes.</li> </ul>	3

<p>Provide alternative provision for children who are unable to self-regulate at Curly's Farm for one day a week to encourage improved behaviour, good attendance and improved school engagement.</p>	<ul style="list-style-type: none"> <li>• Pupils who are highly emotive are unable to access class-based learning.</li> <li>• Reduced timetables are used to ensure that children are able to continue to access education.</li> <li>• Pupils require motivation to reengage them with classroom learning.</li> </ul>	<p>1,2,3,4</p>
<p>Provision of specialist music tuition from Specialist teacher.</p>	<ul style="list-style-type: none"> <li>• The Model Music Curriculum (March 2021) recognises the power of music to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to each other performing. Music can enrich each student bringing happiness and a sense of belonging.</li> </ul>	<p>5</p>

**Total budgeted cost: £ 59 510**