



Pupil premium strategy statement

2024-2027, Year 2 of 3

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 School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kelly Brown
Pupil premium lead	Helen Thompson
Governor / Trustee lead	Francesca Bushel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,490
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	£68,490

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 (updated September 2025) 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.

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 well-being, 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 assessment and monitoring ensures that all children are engaged, supported and challenged in order to make excellent progress.
- Ensuring that structured curriculum mapping and planning, utilising trailed and tested schemes as appropriate, leads to the best outcomes for pupils in Maths and English so that they have a firm foundation of learning in these core subjects.
- Extend vocabulary and develop speech, language and communication skills for pupils from disadvantaged backgrounds to ensure pupils have the best possible chances to reach age-related expectations in literacy, preparing them for their secondary education and beyond.
- 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 to, 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 bank or fuel vouchers, 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. 31% (58) of all pupils have SEND of which 38% (22) of those children are entitled to pupil premium.
- Ensuring good social and emotional development and instilling positive well-being and mental health amongst pupils to provide a conducive climate for learning. Empowering children to be able to self-regulate, feel confident and resilient, and 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	<p>Attainment and Achievement</p> <ul style="list-style-type: none"> • Many children now enter school with a low level of literacy (including poor speech, language and communication). This is more prevalent in Pupil Premium children. Baseline assessment data for our current reception cohort showed that 25% (1 out of 4) of Pupil Premium children joined us with age-related Literacy and Communication and Language skills. • Speech, language and communication needs are becoming more prevalent as children join the school and over half of the children on the SEND register are listed with a primary area of need linked to either C&I or SLCN. Children, particularly those entitled to pupil premium funding, often enter the school with very low language and literacy skills. • Although the school's recently revised mathematics and English curriculums are showing good impact and beginning to close gaps for all pupils, including those in receipt of Pupil Premium funding, assessment data and observations indicate that disadvantaged pupils have greater difficulty in reaching age-related expectations in Reading, Writing and Maths compared to peers. Data also indicates that many of our disadvantaged pupils have other vulnerabilities and barriers to learning, including early trauma and attachment needs, other special educational needs or the involvement of social workers (historically or currently).
2	<p>Attendance</p> <ul style="list-style-type: none"> • Although the school's attendance rates have since risen and remain above national rates, attendance of disadvantaged pupils remains lower. This is particularly the case for pupils in receipt of funding who have joined us via in-year admissions.
3	<p>Home Environment</p> <ul style="list-style-type: none"> • There are a number of social and economic challenges faced by families, such as housing, the cost of food and fuel, getting children to and from school, managing additional needs in the home, 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. • A higher proportion of our disadvantaged children have experienced Adverse Childhood Experiences than those from non-disadvantaged backgrounds.
4	<p>Behaviour, Mental Health and Well-Being</p> <ul style="list-style-type: none"> • Pupil Premium children often present with social, emotional and mental health needs and are more likely to require support with their social skills, emotional regulation and mental health. Pupils are not always able to effectively self-regulate and there is a need to provide additional support, to enable children to continue to access education.
5	<p>Equal Opportunities and Cultural Capital</p> <ul style="list-style-type: none"> • Pupil Premium children are more likely to have fewer opportunities outside of school and less aspiration for their futures.

• 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 children's speech, language and communication so that they build an extended range of vocabulary which helps them to access all aspects of the curriculum.	The achievement of Pupil Premium children in EYFS meeting GLD will match or exceed expected levels by 2026-2027. Communication and literacy skills of children at the end of EYFS will be in line with their age and stage of development. Increased percentages of children leave KS1 with age-appropriate speech and language skills, as evidenced in Language Link
Pupils make good progress through the phases of phonics in EYFS and 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, resulting in the gap between disadvantaged and non-disadvantaged closing by 2027. Our chosen validated phonics scheme will be delivered, ensuring that most children will be fluent decoders by the end of Year 2, and where this is not the case, appropriate intervention is in place to allow pupils to catch up.
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-disadvantage pupils	Current predictions are that 63-67% of all pupils, which includes 44% (4 out of 9) Pupil Premium pupils, will meet the expected standard for Reading at KS2 in 2026. By 2027, this will increase to 79% of all pupils, which includes 60% (3 out of 5) Pupil Premium pupils.
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	Current predictions are that 60% of all pupils, which includes 44% (4 out of 9) Pupil Premium pupils, will meet the expected standard for Writing at KS2 in 2025. By 2027, this will increase to 72-76% of all pupils, which includes 60% (3 out of 5) Pupil Premium pupils.
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	Current predictions are that 63% of all pupils, which includes 44% (4 out of 9) Pupil Premium pupils, will meet the expected standard for Maths at KS2 in 2025. By 2027, this will increase to 79% of all pupils, which includes 60% (3 out of 5) Pupil Premium pupils.
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 2025-2026, and this increases to at least 96.5% by 2026-2027.
To achieve and sustain good mental health and well-being, building confidence, independence and resilience among pupils, particularly those who are disadvantaged, to ensure engagement with and enjoyment of all aspects of school (socially and academically).	All children will be supported emotionally and socially through a Nurture approach. Pupils are able to recognise a range of emotions and are enabled in using the Zones of Regulation and Boxall approaches. Intervention data shows improved mental health and well-being of pupils requiring interventions. Qualitative data, including parent, pupil and teacher/leader observation demonstrate good levels of engagement and involvement. Pupils actively engage in learning, play and enrichment activities with confidence and resilience.
To support pupils through providing good support for them and their families who face social and economic challenges as well as those experiencing the impact of ACEs.	Families are offered a range of support, adapted to meet their needs and those of their children. Families, particularly those who may be most vulnerable, have good relationships with the school and feel well-supported. They have access to the services that they need. The school utilises its links with external agencies to secure best outcomes for families and individual children.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a structured scheme of work to ensure the systematic and progressive teaching and assessment of Maths. Deliver this scheme in line with the Teaching for Mastery approach through working closely with the Maths Hub to ensure effective implementation and to provide high-quality CPD to staff.</p>	<p>Mastery learning approaches have consistently positive impacts, and effects are higher for primary school pupils and in mathematics.</p> <p>Mastery learning EEF</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	<p>1, 5</p>
<p>Employment of a Trust School Improvement Lead to provide high-quality CPD in order to ensure that pedagogy is a strength and leads to at least good teaching and learning, in line with the expectations of the school's Teaching and Learning Strategy and any adopted schemes used.</p>	<p>High-quality CPD for teachers and teaching assistants has a significant effect on pupils' learning outcomes.</p> <p>Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>High-quality teaching EEF</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Metacognition and self-regulation EEF</p>	<p>1, 5</p>
<p>Subscription to the National College to bolster the CPD offer for staff, which has a positive and direct impact on teaching and learning and the wider support that pupils may require.</p>	<p>Teachers' professional development is crucial to a high-quality education system. When teachers, as learners themselves, base their everyday practice on an updated, coherent and integrated professional knowledge base, this can lead to improvements in pupils' learning outcomes.</p> <p>Independent review of teachers' professional development in schools: phase 1 findings - GOV.UK</p>	<p>1, 5</p>
<p>Employment of a Trust EYFS Lead Practitioner to ensure high quality CPD based around developing interactions, communication skills and language in EYFS and KS1.</p>	<p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important.</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF</p> <p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills.</p> <p>EEF Communication and Language</p>	<p>1, 5</p>

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

Budgeted cost: £ 18,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained teaching assistants to implement Speech and Language Link interventions with EYFS/KS1 children to improve children's speech sound production, language and early literacy skills.	Teaching assistants can provide a large positive impact on learner outcomes. Teaching Assistant Interventions EEF Speech and Language Link provide evidence-based interventions, standardised screening assessments and training in the use of these tools. Home - Speech and Language Link - SLCN support for schools	1, 5
Specialised support given (by trained TAs) to provide phonics and early reading support in EYFS/KS1 and to those who require phonics catch-up support across KS2.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF	1, 5
Development of a nurture/sensory room to allow the SEN and Pastoral Support Assistant to facilitate specialised support for children who require additional nurture or behavioural support.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF (+4 months) Social and emotional learning EEF High quality nurture provision is vital to enable all pupils to access their curriculum and reach their full potential. The EEF Toolkit and Nurture Groups	3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 16,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a FLO to work with vulnerable families and improve parental engagement. This may involve signposting families to relevant support available.	<p>There is an established link between the home learning environment at all ages and children's performance at school.</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>Parental engagement has a positive impact with, on average, 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement EEF</p>	2, 3, 4, 5
Embedding principles of good practice for improving attendance. This will involve the attendance officer analysing attendance data and working with the school's wider attendance group as well as work with families to improve attendance.	<p>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p> <p>Working together to improve school attendance - GOV.UK</p>	2
Improve the range of activities and experiences which disadvantaged children would otherwise be unable to access through: educational visits/visitors, after school clubs, provision of specialist music tuition from specialist teacher.	<p>Improved cultural capital opportunities impacts on pupils' first-hand experiences, enables wider vocabulary development and improves communication, especially speaking and writing.</p> <p>Learning about culture EEF</p> <p>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.</p> <p>Model Music Curriculum</p>	5
In the second and third year of implementation, we will work to improve pupils' oracy through utilising a range of research-based approaches.	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).</p> <p>Oral language interventions can be an effective approach for disadvantaged pupils.</p> <p>Oral Language interventions EEF</p>	1, 3, 5

Total budgeted cost: £68,490