

# Pupil premium strategy statement – St Martin’s Primary

This statement details St Martin’s Primary 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 CE Primary School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	B McManus
Pupil premium lead	S McBride
Governor / Trustee lead	M Oldham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,610
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£81,610</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive school, our intention is to provide an inspirational and inclusive environment which provides high quality teaching and learning and encompasses our Christian Vision and Values. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subjects.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To ensure all pupils are able to read with good understanding to enable them to access the breadth of the curriculum.
- ✓ For all our children to access a wide range of opportunities to develop their knowledge and understanding of the world and improve their cultural capital.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Additional teaching and learning opportunities
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for educational visits and residentials.
- Support for families including school-based workshops and signposting to external training/services.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Attendance and Punctuality</b>
2	<b>Parental engagement</b>
3	<b>Social, emotional and mental health</b>
4	<b>Language/communication barriers</b>
5	<b>Low expectations and weak progress</b>

## 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 rates increased	Attendance of disadvantaged pupils is above 96%
Parents engage with school and support their child with their learning at home	Parents attend meetings and parents evenings and work closely with the school to support their child. Parents are given more opportunities to engage with school and share in the children's learning.
Pupils are supported with their social, emotional and mental health needs.	Pupils are supported with emotional needs and well-being. Pupils are encouraged to look after their own social and emotional wellbeing and to show increasing resilience to their learning. Pupils learn new strategies to manage their mental health and recognize when to ask for support.
Language and communication is no longer a barrier to learning	Pupils are supported effectively in developing communication skills. There are effective tools in place which allow pupils to access the curriculum, regardless of their native language. All pupils leave St Martin's as able to read.
High quality teaching supports the progress of pupils	Pupils progress scores in KS2 Reading, Writing and Maths are in line with the National Average

## 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: £ 39,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staff Training</b> <b>High quality teaching and learning</b></p> <p>Workshops designed to develop staff pedagogy and increase the effectiveness of teaching and learning across the school. Focus specifically on pace, high quality modelling and AfL.</p>	<p>The EEF states “Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.”</p> <p>See Evidence Based Education’s “<a href="#">Great Teaching Toolkit</a>” for the evidence review.</p>	4,5
<p><b>Coaching</b></p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff individually to develop their pedagogy. Staff will receive high-quality support, from an experienced external coach, to develop specific areas of their own practice. The goal is that these staff can then use their new knowledge to coach others.</p>	<p>The EEF states “A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach.”</p>	4,5

<p><b>Development of the Library and Reading Curriculum</b></p> <p>Support and CPD from an external advisor to develop Reading within the school.</p>	<p>The EEF states “Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.”</p>	<p>4,5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics Booster Groups</b></p> <p>Pupils make less than expected progress will benefit from additional phonics groups daily</p>	<p>The EEF states that “Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.”</p>	<p>4</p>
<p><b>Speech and Language support</b></p> <p>Pupils will have access to 1:1 weekly tuition using a speech and language programme.</p>	<p>The EEF states that “Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum.”</p>	<p>4</p>
<p><b>Additional Reading</b></p> <p>Pupils will have additional opportunities to read each week, where their reading skills will be developed.</p>		<p>4</p>

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

Budgeted cost: £ 22,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <p>Attendance specific work time, from the SBM and AO allocated to be 0.5 week</p>	<p>The EEF states that “There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.”</p> <p>See “<a href="#">Working with parents to support children’s learning</a>” from EEF.</p>	1,2,3
<p><b>Parent workshops and support sessions</b></p> <p>Behaviour Attendance E-safety Nutrition</p>	<p>The EEF states “Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.”</p>	2
<p><b>School Dog</b></p> <p>Access to and use of the school therapy dog alongside our school ELSA – both organized groups and individual sessions as</p>	<p>The EEF states that “Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.”</p>	1,3
<p><b>Zones of Regulation Groups</b></p> <p>Half-Termly</p>	<p>The EEF <a href="#">guidance report</a> on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be</p>	1,3



<p><b>Time to Talk</b></p> <p>Provided by Relate, an external counselling provider.</p>	<p>taught explicitly.</p> <p>The EEF guidance report on <a href="#">Improving Behaviour in Schools</a> includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p>	<p>1,3</p>
<p><b>ELSA</b></p> <p>Provided by a trained school ELSA, six week programme, consisting of one weekly session of between 30mins – 1hr.</p>	<p>The EEF Toolkit has a strand on <a href="#">social and emotional learning</a> and behaviour interventions.</p>	<p>1,3</p>

**Total budgeted cost: £ 80,750**