

# St Martins CE Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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 impact that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Martins CE Primary
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	108 pupils PP 35.53%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022-2023
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Coates Headteacher
Pupil premium lead	Kelly Higgins Inclusion Lead/SENDCo
Governor / Trustee lead	The governing Body review pupil premium in pupil support meetings

## Funding overview-

Detail	Amount
Pupil premium funding allocation this academic year	£158,595
Recovery premium funding allocation this academic year	£15,805 (recovery) £0 (tutoring)
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	£ 174,400

# Part A: Pupil premium strategy plan

## Statement of intent

At St Martin's CE Primary School we pride ourselves on having high aspirations and ambition for all our pupils. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education, enabling them to have the knowledge and skills needed to successfully embark on their next stage of education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and also understand that challenges are varied and there is no "one size fits all". We consider the context of our children, including their family circumstances, in order to meet pupils' needs through a holistic approach.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data by identifying any gaps in learning and addressing quickly
- Ensure ALL pupils are able to read fluently enabling them to access the breadth of the curriculum
- Support children to develop confidence in their ability to communicate in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing by developing their self-confidence, self-regulation and resilience.
- Access a range of opportunities which will enable children to develop an understanding of the wider world and the contribution they can make

### **Achieving our objectives**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high quality Continuing Personal Development to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and pre- and post- teaching interventions
- Provide high quality nurture support to enable pupils to access learning within and beyond the classroom.
- Provide resources and training for parents to support learning at home.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

**Key Principals:**

Our aim is to ensure effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data, monitoring of the quality of teaching and learning and pupil voice. Through Pupil Progress Meetings, class teachers and leaders will identify those children who require specific intervention and support. This will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults to enable them to manage their emotions and build resilience.

## 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	Our monitoring shows that pupils' clarity of speech, use of vocabulary, articulation of ideas and spoken expression is poor. This is evident across the school community
2	Attendance is lower than their peers and punctuality is also affected. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Inconsistent parental engagement and support at home can impact negatively on the progress of vulnerable pupils
4	Assessments show that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Reading, Writing and Maths at expected standard and greater depth.
5	Behaviour reports, pupil voice and teacher referrals indicate that pupil's social and emotional difficulties and their ability to self-regulate are a barrier to learning
6	According to the SEN registers, there is a significant amount of Pupil Premium pupils who have identified additional needs which can impact progress negatively as well as impact attendance and behaviour.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Monitoring activities by the Speech and Language therapist both NHS and Private, indicate the children are making progress towards their targets or are being discharged from their caseloads</p>
Pupil Premium attendance will rise	<p>Attendance for disadvantaged pupils will continue to rise and the gap between these children and their peers will close. Punctuality for vulnerable children will improve.</p> <p>Referrals to the Local Authority participation team will be reduced and persistent absence will be reduced</p> <p>Improved engagement with parents</p>
Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2.	<p>KS2 reading, writing and maths outcomes will be in line with or above the national average at expectation and greater depth.</p> <p>Where this is not the case, there will be evidence of good/accelerated progress from starting points for these pupils, showing value added.</p>
Pupils can access learning because their basic needs are being met to ensure they are physically, mentally and emotionally ready to learn.	<p>Pupil voice will show pupils are happy, safe and organized.</p> <p>Progress in attainment will be evident as pupils are ready to learn more consistently.</p>

## 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: £87,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to ensure that phonics teaching is strong including in KS2	<p>Phonic approaches have a strong evidence base which indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
Embed the use of Feedback across the school through whole school CPD	<p>Providing feedback is a well-evidenced strategy that has a high impact on learning out-comes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4,5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund leading practitioner teacher release time to embed key elements of guidance in school and to access Maths Hub training and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
Provide tailored CPD for teachers to improve Quality First Teaching using a bespoke approach of coaching and mentoring. This will include the deployment of Phase leaders, subject leaders and leading practitioners. The	<p>The best available evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High quality teaching with the ability to</p>	1,4,5,2

<p>focus will be to embed the pedagogical principals of the teaching and learning policy at the appropriate level for the teacher being developed.</p>	<p>engage all learners will support the improvement of attendance at school as the children enjoy their education experience more</p> <p><a href="#">EEF&gt;High Quality Teaching</a></p> <p>Sutton Trust: Developing Teachers (2015)</p> <p>Sutton Trust: What makes great teaching? (2014)</p>	
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<p>Focused TA training Supporting TAs to ensure consistency of practice, alongside teachers' by senior leaders, SENDCo, SALT and OT</p>	<p>Research has shown that improving the nature and quality of support staffs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. Support staff should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. With the recruitment of new staff, training is essential.</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>4,5,1</p>

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

Budgeted cost: £58,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Interventions including pre and over teaching carried out by highly trained teaching assistants.</p>	<p>Evidence shows that Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.  <a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 4,5,6</p>
<p>Additional phonics sessions with highly trained staff, targeted at disadvantaged pupils who require further phonics support or who have EAL.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4, 6</p>
<p>Social and emotional learning (SEL) interventions provided by the Learning Mentor</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>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="#">SEL   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,5,6</p>
<p>Structured oral language interventions where read aloud and then have conversations about book content with teachers and peers</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing</p>	<p>1, 4,6</p>

<p>Structured speech and language interventions and strategies to support identified pupils.</p> <p>Speech and language therapist to be engaged to provide CPD for staff and deliver interventions to children.</p>	<p>early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development and the targeted use of approaches may support some disadvantaged pupils to catch up with peers.</p> <p><a href="#">Oral Language Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture Breakfast club to support pupils' attendance and ensure they are ready to learn with the learning mentor</p>	<p>Evidence shows that younger pupils who attend breakfast club make better progress in Reading, Writing and Maths and that attendance increases. <a href="#">EEF&gt;Schools Breakfast Clubs</a></p> <p>Previous experience of the use of the learning mentor for a bespoke breakfast club has provided us with the evidence that this strategy is effective in improving attendance, parental engagement and self-regulation.</p>	<p>2,3,5,6</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2,3</p>



Develop parental engagement through delivering workshops and information sessions to support learning at home and to support families with children with additional needs.	Evidence shows that parental engagement has a positive impact on average.  <a href="#">EEF- Parental Engagement</a>	3,2,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 174,400**

## **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 2022-2023 academic year.

#### **Improved oral language skills and vocabulary among disadvantaged pupils.**

##### **Pupil Premium attendance will rise**

In the academic year 2022-2023, Pupil Premium attendance was 0.2% higher than the average attendance across the whole school, Pupil Premium sitting at 92.1% compared with whole school 91.9%. Whilst this is an improvement, this remains below the national average of 94.4% and remains a focus for the upcoming academic year. More rigorous processes for attendance have supported families to engage with in-school support for attendance more actively. For pupils with additional needs, a more rigorous annual review process has also supported changes in provision and support that have improved Pupil Premium attendance where there is additional needs e.g. a change of provision from mainstream to St Martin's CE specialist resource provision.

#### **Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2.**

The year 6 cohort for 2022-2023 consisted of 46.9% SEN pupils including 12.5% EHCP plans. This year group had 43.8% Pupil Premium pupil, with 21.8% of the pupils potentially disadvantaged (Pupil Premium) and with additional needs (SEND). Data analysis shows that the gap between Pupil Premium and non-Pupil Premium slightly narrowed last academic year in writing but continued to widen in mathematics and reading, highlighting these subjects as a future focus. However, success has been noted for 7% of Pupil Premium children who made accelerated progress and achieved above national age-related expectations in the end of year statutory assessments. Broadly, Pupil Premium children start their journey at St Martin's CE with a lower-than-average baseline assessment. Data analysis shows that from their starting points, a large proportion of Pupil Premium children make well above expected progress – Reading 31.2%, Writing 19.5% and 20.8%. This has been a result of a more strategic approach to pupil progress meetings, regular review of provisions for pupils and a focus on improving teaching and learning across the school.

#### **Improve the quality of Phonics teaching and outcomes.**

In the academic year 2022-2023, 72% of pupils passed the KS1 phonics screening. Due to their current attainment level, 5 pupils were disapplied and did not sit the test. This significantly impacted the data and therefore, of those who sat the screening, 82% of them passed. The pupils who did not pass had EHC plans and identified SEN needs. On average, pupils scored 30 out of a possible 40.

#### **Pupils can access learning because their basic needs are being met to ensure they are physically, mentally and emotionally ready to learn.**

In the past academic year, there has been a significant decline in the number of suspensions, indicating that pupil's emotional needs are supported with provision or alternative approaches to support regulation in a successful way. A newly structured and resourced OT room has

supported pupil's to identify safe spaces and sensory input that supports their regulation and 80% of pupils asked were able to vocalize a coping strategy to support their own regulation e.g. ice packs, weighted blanket, foam etc. 50% of these pupils also related this to their re-integration posters or from the whole school intervention delivered by the learning mentor around zones of regulation. Safeguarding monitoring has shown an increase in disclosure from pupils showing an increase in approachability of staff. In some cases, this has led to involvement from professionals and led to an increased engagement for the family all around, having a direct impact on the engagement of the Pupil Premium Pupils.