

# St Martins CE Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-2022 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 impact that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	<b>St Martins CE Primary</b>
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	34.34%
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 2022
Date on which it will be reviewed	July 2023
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	£ 137,808
Recovery premium funding allocation this academic year	£ 11,059 (recovery) £ £7869 (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	£ 156,736

# Part A: Pupil premium strategy plan

## Statement of intent

At St Martins 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 pupil’s 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, 1:1 tuition, 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 pupil's 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	Lack of parental engagement and ability to support at home impacts 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	There is an increasing number of pupils joining school with English as an additional language; this includes pupils with little or no English. In some cases, these pupils also have special educational needs and/or significant gaps in their learning from inconsistent schooling.

## 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.	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.  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
Pupil Premium attendance will rise	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  Referrals to the Local Authority participation team will be reduced and persistent absence will be reduced  Improved engagement with parents
Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2.	KS2 reading, writing and maths outcomes will be in line with or above the national average at expectation and greater depth.  Where this is not the case, there will be evidence of good/accelerated progress from starting points for these pupils, showing value added.
Improve the quality of Phonics teaching and outcomes.	Achieve at least 90% of pupils pass the PSC by the end of Year 2.
Pupils can access learning because their basic needs are being met to ensure they are physically, mentally and emotionally ready to learn.	Pupil voice will show pupils are happy, safe and organized.  Progress in attainment will be evident as pupils are ready to learn more consistently.

## 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: £76,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to ensure that phonics teaching is strong including in KS2	<p>Phonics approaches have a strong evidence base that indicates 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 and has a high impact on learning outcomes. 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	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.	1,4,5,2

focus will be to embed the pedagogical principals of the teaching and learning policy at the appropriate level for the teacher being developed.	High quality teaching with the ability to engage all learners will support the improvement of attendance at school as the children enjoy their education experience more  <a href="#">EEF&gt;High Quality Teaching</a> Sutton Trust: Developing Teachers (2015) Sutton Trust: What makes great teaching? (2014)	
Focused TA training Supporting TAs to ensure consistency of practice, alongside teachers' by senior leaders, SENDCo, SALT and OT	Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	4,5,1

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

Budgeted cost: £60,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions including pre and over teaching carried out by highly trained teaching assistants.	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>	1, 4,5,6

Engaging with the National Tutoring Programme to provide tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4
Additional phonics sessions with highly trained staff, targeted at disadvantaged pupils who require further phonics support or who have EAL.	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="https://educationendowmentfoundation.org.uk/phonics/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Social and emotional learning (SEL) interventions provided by the Learning Mentor	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.  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.  <a href="https://educationendowmentfoundation.org.uk/SEL/">SEL   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,5
Structured oral language interventions where read aloud and then have conversations about book content with teachers and peers	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing	1, 4

<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: £19,600

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>	2,3,5
<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>	2,3



Develop parental engagement through delivering workshops and information sessions to support learning at home.	Evidence shows that parental engagement has a positive impact on average.  <a href="#">EEF- Parental Engagement</a>	3,2
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: £ 156,736**

## 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 2021-2022 academic year.

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

Attendance for Pupil Premium children in 2021-2022 has highlighted the need for a more rigorous approach to attendance. Attendance of Pupil Premium was lower than their peers with an average of 88.36%, 3% lower than the previous year. The school have acknowledged a significant rise in SEND and transient pupils which has impacted not only on attendance but also attainment. We recognise that how we provide support and processes around these pupils will be pertinent in how we move forward as a school. Whilst not all of our pupils who are disadvantaged have additional needs, 32.34% of the school have SEN support/EHCP and a high level of these pupils are also disadvantaged - impacting attendance and attainment further.

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

Attainment for disadvantaged pupils improved in the academic year 2021-2022. The year 6 cohort showed an improvement in Reading and Maths. Reading outcomes improved by 16.6% and Maths outcomes improved by 16.7% for disadvantaged pupils. Whilst strategies were put into place to support pupils, attendance and social emotional needs impacted their progress and thus creating a bigger need to focus on attendance in the forthcoming academic year.

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

In the academic year 2021-2022, 91% of pupils passed the KS1 phonics screening, those who did not pass had EHC plans and therefore specific learning needs. On average, pupils scored 32 out of a possible 40. The quality of teaching in phonics was consistently good across KS1 and pupils showed a growing confidence with reading, writing and spelling.

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

100% of pupils asked are able to vocalise who the safeguarding team members are and that they could approach them to ask for help. When completing pupil voice, pupils expressed:

- Their aspirations for the future were to be kind, respectful, promote equality and to not use stereotypes
- Given examples of equality with examples of Black History Month
- They learned about culture through all elements of their curriculum such as RE, topic, collective worship and core subjects
- Clear definitions for bullying and perceptions on bystanders

During discussions, it became clear that not all children felt comfortable to seek their teachers with their worries. Children being 'ready to learn' is extremely important to the school and thus

creating a priority in this area for the next academic year. PSHRE is now taught consistently across the school and pupil voice is prominent in how we record progress in this area including school council and class learning logs.

As a large proportion of pupils are SEND on top of being disadvantaged, there has been a focus on implementing visual aids and tools for expressing emotion and recalling events to enable pupils of all backgrounds and abilities to communicate their basic needs throughout school.

### Externally provided programme

Programme	Provider
Times Tables Rockstars	Maths Circle Ltd
Spelling Shed	Ed Shed
Speech and language therapy	Talking toolbox speech therapy