

St Martins CE 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 Martins CE Primary
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Coates Headteacher
Pupil premium lead	Bernie Lloyd Inclusion Lead/SEND Co
Governor / Trustee lead	The governing Body review pupil premium in pupil support meetings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98,185
Recovery premium funding allocation this academic year	£ 11,059 (recovery) £ 8,145.00 (tutoring)
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	£ 117,389

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 including the involvement of social care. We also consider if those children are young carers, looked after and any levels of special, educational needs where appropriate.

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. We are committed enhancing pupils' cultural capital by providing a breadth of enrichment experiences.

Challenges

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

Challenge number	Detail of challenge
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	Pupil's skills when using technological devices is impacting on their ability to use programmes and tutoring programmes effectively

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 attainment among disadvantaged pupils.	KS2 reading outcomes will be in line with or above the national average at expectation and greater depth.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes will be in line with or above the national average at expectation and greater depth.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes will be in line with or above the national average at expectation and greater depth.
Phonics	Achieve at least 90% of pupils pass the PSC by the end of Year 2

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: £65,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to ensure that phonics teaching is strong including in KS2	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Embed the use of Feedback across the school through whole school CPD	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. Feedback Toolkit Strand Education Endowment Foundation EEF	4,5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund leading practitioner teacher release time to embed key elements of guidance in school and to access Maths Hub training and CPD. We will fund training in the use of concrete objects to support the learning of essential mathematical concepts	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	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 EEF>High Quality Teaching 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4,5,1
CPD for all staff to improve the quality of teaching of the programme of computing	Whilst the issues surrounding the use of technology is complex, there is evidence that checking that all learners have the skills they need to use it can improve the engagement and outcomes for learners. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	4,6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions including pre and post 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.	1, 4,5,6

	Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	
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.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
Additional phonics sessions with highly trained staff, targeted at disadvantaged pupils who require further phonics support.	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
Social and emotional learning (SEL) interventions provided by the Learning Mentor	<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>SEL Toolkit Strand Education Endowment Foundation EEF</p>	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>Oral Language Interventions Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17, 204

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. EEF>Schools Breakfast Clubs</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 Improving School Attendance 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. EEF- Parental Engagement	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: £ 117,389

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 2020 to 2021 academic year.

Internal analysis of attainment data indicates that the Pupil Premium children have been affected more greatly by the lockdown period particularly those who are also disadvantaged by being both PPG and having identified special needs.

In 2020-2021 we did not have a year 6 cohort in school. Our focus on year 5 data shows that the PPG children made greater progress than their peers across the academic year in reading, writing and maths. 33% of PPG children are on track to meet national expectations in reading and maths and 22% in writing. It should be noted that 4 out of the 9 children who fall into the PPG category also identify with having special educational needs.

Our use of targeted support for this group of pupils allowed us to ensure they had the correct support during lockdowns and at school. During the lockdown in the spring term 2021 disadvantaged pupils were encouraged to attend school and there was a higher proportion of pupils at school that during the lockdown in the previous academic year. Children in the PPG made on average, expected or greater than expected progress throughout the academic year. Progress was more rapid during the summer term.

Attendance for Pupil Premium children in 2020/21 was lower than their peers for the whole year at 91.5%. Due to there being gaps in both attendance, persistent absence and punctuality, this is a focus of our current plan.

Our assessments and observations indicated that pupil, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan particularly through the use of the learning mentor, and the use of the learning support assistants with emotional literacy training. We have further developed our curriculum to support the well-being of the children.

Externally provided programmes

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