

St Martins CE Pupil premium strategy statement

This statement sets out how St Martin's CE Primary School uses Pupil Premium funding to support pupils who may be under-resourced, ensuring they receive a high-quality education and are able to achieve their full potential.

Guided by our school values and a commitment to high aspirations for all, our strategy focuses on strengthening teaching and learning, addressing identified barriers to achievement, and supporting pupils' academic, social and emotional development.

It outlines our pupil premium strategy for the current academic year, including how funding will be used, and evaluates the impact of last year's spending on pupils' outcomes.

School overview

| Detail | Data |
|---|---|
| School name | St Martins CE Primary |
| Number of pupils in school | 210 |
| Proportion (%) of pupil premium eligible pupils | 34.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Jo Coates Headteacher |
| Pupil premium lead | Kelly Higgins Inclusion Lead/SENDCo |
| Governor / Trustee lead | The Governing Body review pupil premium in LGB meetings |

Funding overview-

| Detail | Amount |
|--|--------------------------------|
| Pupil premium funding allocation this academic year | £109,080 |
| Recovery premium funding allocation this academic year | £0 (recovery) £0 (tutoring) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Backdated payment for two post LAC pupils | £0 |

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| <p>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</p> | <p>£109,080</p> |
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Part A: Pupil premium strategy plan

Statement of intent

At St Martin’s CE Primary School, we are committed to high aspirations for all pupils and to ensuring that every child receives a high-quality education, regardless of background or circumstance.

We recognise that some pupils may be under-resourced in ways that can create barriers to learning, and that these barriers are complex, varied and do not affect all pupils in the same way. Our Pupil Premium strategy is therefore rooted in a clear understanding of pupils’ needs and a commitment to addressing these through high-quality teaching, targeted academic support and appropriate wider provision.

Quality first teaching sits at the heart of our approach. We believe that strengthening teaching and learning across the school has the greatest impact on improving outcomes for disadvantaged pupils while benefiting all learners. Alongside this, we use diagnostic assessment and ongoing evaluation to ensure that support is timely, evidence-informed and responsive to pupils’ starting points.

Guided by our school values and a strong sense of collective responsibility, this strategy sets out how we will use Pupil Premium funding to reduce barriers to learning, improve academic outcomes and support pupils to develop the knowledge, skills and confidence needed for their next stage of education.

Our ultimate objectives are to:

Barriers to learning experienced by some pupils who are under-resourced are reduced, enabling them to engage more successfully with teaching and learning across the curriculum.

Disadvantaged pupils achieve strong academic outcomes, with attainment and progress in reading, writing and mathematics improving over time and gaps between disadvantaged and non-disadvantaged pupils narrowing from pupils’ starting points.

All pupils develop fluent reading skills, including accuracy, fluency and comprehension, so that they are able to access the full breadth of the curriculum and build wider knowledge.

Pupils develop confidence and competence in spoken language, enabling them to articulate ideas clearly, participate effectively in classroom dialogue and communicate successfully in a range of contexts.

Pupils demonstrate improved self-regulation, resilience and emotional wellbeing, supporting positive learning behaviours and sustained engagement in lessons.

Pupils have access to a broad range of enriching experiences, supporting their understanding of the wider world and helping them to develop aspirations and a sense of their potential contribution to society.

Achieving our objectives

In order to achieve these intended outcomes and address the identified barriers to learning, our strategy is underpinned by the following principles:

- Strengthening high-quality teaching across the school through carefully planned, evidence-informed professional development for all staff, ensuring teaching consistently meets the needs of pupils, particularly those who are disadvantaged.
- Using diagnostic assessment to identify specific gaps in learning and providing timely, targeted academic support where appropriate, including structured small-group interventions and pre- and post-teaching, to help pupils make secure progress from their starting points.
- Supporting pupils' readiness to learn through appropriate nurture and wellbeing provision, enabling pupils to regulate their emotions, engage positively in lessons and access learning both within and beyond the classroom.
- Working in partnership with parents and carers, by providing guidance, resources and opportunities to support learning at home, particularly where this will have a positive impact on pupils' academic progress and engagement with school. This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

Our approach is rooted in a shared commitment to high-quality teaching, learning and assessment that meets the needs of all pupils. We use a rigorous and triangulated approach to understanding pupils' needs, drawing on assessment information, monitoring of teaching and learning, and pupil voice to inform decision-making.

Through regular pupil progress meetings, class teachers and leaders work collaboratively to identify pupils who may require additional or adapted support. Decisions are informed by diagnostic evidence and are reviewed at least termly to ensure support remains timely, targeted and responsive to pupils' needs.

Alongside academic provision, we recognise that pupils' social, emotional and mental health can influence their engagement with learning. Where appropriate, pupils access high-quality support delivered by trained staff to help them develop self-regulation, resilience and positive learning behaviours, enabling them to engage more successfully in the classroom.

Challenges

This section outlines the key academic challenges to achievement identified for some disadvantaged pupils at St Martin's CE Primary School.

| Challenge number | Detail of challenge |
|---|---|
| 1-Reading | Assessment data, standardised reading measures, book scrutiny and pupil voice indicate that some disadvantaged pupils struggle with reading comprehension and fluency, particularly as texts become more complex. These difficulties are closely linked to limited vocabulary and background knowledge, which impacts pupils' ability to access the wider curriculum. |
| 2 -Writing | Internal assessment, moderation outcomes and work scrutiny show that some disadvantaged pupils experience difficulty translating ideas into coherent written responses. This is particularly evident in sentence construction, spelling accuracy and effective use of vocabulary, which limits attainment at expected standard and greater depth. |
| 3-Early language and literacy foundations | Baseline assessments, phonics outcomes and early reading data indicate that some disadvantaged pupils enter and progress through Key Stage 1 with underdeveloped oral language and early literacy skills. While progress is made, these foundational gaps are not consistently resolved early enough, contributing to ongoing difficulties in reading comprehension and written expression as pupils move through the school. |

Intended outcomes

This section sets out the outcomes we aim to achieve by the end of the current strategy period and how success will be evaluated.

| Intended outcome | Success criteria |
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| Improved oral language skills and vocabulary | <p>Assessments, observations and pupil work demonstrate improved oral language and vocabulary among disadvantaged pupils, including clearer articulation of ideas and more confident participation in classroom dialogue.</p> <p>Evidence from lesson observations, book scrutiny and formative assessment shows disadvantaged pupils using a wider and more precise range of vocabulary across the curriculum.</p> <p>Where pupils receive targeted speech and language support, monitoring information indicates progress towards identified communication targets over time.</p> |
| Improved reading outcomes for disadvantaged pupils | <p>Reading attainment and progress for disadvantaged pupils improve over time, particularly in comprehension and fluency, as evidenced through standardised assessments and teacher assessment.</p> <p>Gaps between disadvantaged and non-disadvantaged pupils in reading narrow from pupils' starting points, with increasing numbers of disadvantaged pupils working at or above age-related expectations.</p> <p>Disadvantaged pupils demonstrate increased confidence and stamina when reading age-appropriate texts.</p> |

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| <p>Improved writing outcomes for disadvantaged pupils</p> | <p>Writing outcomes for disadvantaged pupils improve over time, with increased attainment at expected standard and greater depth where appropriate.</p> <p>Work scrutiny and moderation evidence show improvements in sentence construction, spelling accuracy and effective use of vocabulary in written work.</p> <p>Disadvantaged pupils demonstrate greater independence and confidence when producing extended written responses.</p> |
| <p>Improved attendance and readiness to learn</p> | <p>Attendance for disadvantaged pupils improves over time and the gap between disadvantaged and non-disadvantaged pupils narrows.</p> <p>Levels of persistent absence among disadvantaged pupils reduce.</p> <p>Evidence from attendance data, pupil voice and classroom observations indicates that pupils are increasingly ready to learn and able to sustain engagement in lessons.</p> |
| <p>Improved engagement with families to support learning</p> | <p>Increased engagement from parents and carers of disadvantaged pupils in school-led opportunities to support learning, as evidenced through attendance at workshops, meetings and planned communications.</p> <p>Feedback from parents and carers indicates increased confidence in supporting their child's learning at home.</p> <p>Where parental engagement is strengthened, this is reflected in improved pupil engagement and progress over time.</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: £52,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Targeted professional development to strengthen the teaching of early reading and phonics across EYFS, KS1 and KS2 where appropriate, focusing on secure phonics instruction, fluent decoding,</p> | <p>EEF evidence shows that phonics approaches have a strong impact on early reading accuracy, particularly for disadvantaged pupils, when teaching is explicit, systematic and well sequenced. Strong early reading instruction supports later fluency and comprehension when</p> | <p>3, 1</p> |

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| transition to comprehension and explicit vocabulary teaching. | combined with language-rich teaching. (EEF Toolkit: Phonics) | |
| Whole-school professional development focused on improving reading comprehension through explicit vocabulary instruction, modelling of comprehension strategies, structured reading aloud and discussion, and consistent approaches to building background knowledge. | EEF guidance highlights that explicit teaching of vocabulary and comprehension strategies has a positive impact on reading outcomes, particularly for disadvantaged pupils, when embedded consistently in classroom practice. (EEF Guidance Report: Improving Literacy in KS1 and KS2) | 1, 3 |
| Targeted CPD and coaching to improve the teaching of writing, focusing on sentence construction, modelling and worked examples, transcription skills (spelling and handwriting) and effective use of vocabulary in writing. | EEF evidence indicates that explicit instruction, modelling and feedback are effective in improving writing outcomes, particularly when teachers focus on the component parts of writing rather than expecting pupils to infer these independently. (EEF Guidance Report: Improving Literacy) | 2, 1 |
| Professional development to improve the quality and consistency of feedback in reading and writing, focusing on task-focused feedback, modelling improvements and supporting pupils' self-regulation. | EEF research identifies feedback as a high-impact strategy when it is specific, timely and focused on improvement rather than evaluation. (EEF Toolkit: Feedback) | 1, 2 |
| Targeted training for teaching assistants to ensure they support learning rather than task completion, reinforce classroom teaching, deliver structured interventions and promote pupil independence. | EEF guidance on teaching assistants shows impact is greatest when TAs are well trained, deployed strategically and aligned closely with teacher instruction. (EEF Guidance Report: Making Best Use of Teaching Assistants) | 1, 2, 3 |

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 |
|---|--|-------------------------------|
| Structured, time-limited interventions for pupils identified through diagnostic assessment as needing additional support in oral language, reading fluency and comprehension, and early writing skills. | EEF evidence shows that targeted oral language and literacy interventions can support disadvantaged pupils to make additional progress when they are structured, time-limited and closely linked to classroom teaching. (EEF Toolkit: Oral Language Interventions) | 3, 1, 2 |
| Additional targeted phonics support delivered by trained staff for pupils who require further decoding and fluency development. | EEF evidence demonstrates that targeted phonics interventions are effective when delivered regularly over a short period by trained staff. (EEF Toolkit: Phonics) | 3, 1 |
| Specialist speech and language support for | EEF research highlights the effectiveness of oral language | 3, 1 |

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| identified pupils, alongside targeted CPD for staff to ensure strategies are consistently reinforced in the classroom. | interventions, particularly when combined with staff training and consistent classroom practice. (EEF Toolkit: Oral Language Interventions) | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,080

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted attendance and readiness-to-learn support, including breakfast provision and pastoral input, to improve pupils' engagement with learning. | EEF evidence indicates that breakfast provision can support improved attendance and readiness to learn, which in turn supports academic progress. (EEF: School Breakfast Clubs) | Supports 1, 2, 3 |
| Targeted parental engagement through workshops, guidance and communication to support reading, language development and learning routines at home. | EEF evidence suggests parental engagement has a positive impact on pupils' learning when it is practical, focused and linked to academic outcomes. (EEF Toolkit: Parental Engagement) | 1, 2, 3 |
| Contingency funding to respond flexibly to emerging barriers to learning for disadvantaged pupils. | Responsive use of funding allows schools to address barriers as they arise while maintaining a focus on academic outcomes. | Supports all challenges |

Total budgeted cost: £109,080

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 2024-2025 academic year.

Attendance data over the last three academic years shows that while whole-school attendance has remained broadly stable, attendance for disadvantaged pupils continues to be significantly lower than both non-disadvantaged pupils and national averages. In 2024–25, Pupil Premium attendance declined to 86.89%, compared with 93.5% for non-Pupil Premium pupils and a national primary average of 93.1%, widening the gap despite improvements in attendance for non-disadvantaged pupils. While targeted work has led to a reduction in reluctant attendance and improved engagement for some pupils, the data indicates that attendance remains a key barrier to learning for disadvantaged pupils and requires continued, focused action within the current strategy.

End of Key Stage 2 outcomes in summer 2025 show improving attainment and progress for disadvantaged pupils, with an increased proportion reaching the expected standard in reading, writing and mathematics compared with previous cohorts. Gaps between disadvantaged and non-disadvantaged pupils have narrowed in some subjects, particularly in reading, which remains the strongest area of attainment.

Progress measures indicate that many disadvantaged pupils made expected or better progress from their starting points; however, attainment at expected standard and greater depth remains less secure, especially in writing. Analysis of outcomes and work scrutiny highlights ongoing challenges in sentence construction, spelling accuracy and the effective use of vocabulary, which continue to limit overall writing attainment despite positive progress trends. Overall, the data demonstrates that previous strategies have had a positive impact on progress, but further work is required to translate this into consistently strong end-of-key-stage outcomes. These findings have informed the renewed focus of the current strategy on strengthening high-quality teaching in reading and writing and addressing early language foundations.

In the academic year 2024–2025, 78% of pupils passed the Year 1 phonics screening check. Outcomes for disadvantaged pupils show that 66% of Pupil Premium pupils met the expected standard, compared with 60% of pupils with SEND. The average score across the cohort was 32 out of a possible 40. While attainment for disadvantaged pupils remains below that of their non-disadvantaged peers, analysis of outcomes and question-level data indicates that gaps in early decoding are beginning to narrow. Pupils demonstrated stronger accuracy and confidence in applying phonics knowledge, suggesting that improvements in the consistency and quality of phonics teaching, alongside targeted support, are having a positive impact. These outcomes indicate that more secure foundations in early reading are being established, providing a stronger platform for continued development of reading fluency and comprehension as pupils progress through Key Stage 2. Continued focus on high-quality phonics instruction and early reading support remains a priority to further accelerate progress for disadvantaged pupils.

Evidence gathered through learning walks, lesson observations, pupil voice and parent feedback indicate that pupils are increasingly physically, mentally and emotionally ready to learn. Staff report improved emotional regulation among targeted pupils, supported by consistent approaches across the school, including the identification of safe adults for high-profile pupils and the introduction of calm corners in every classroom with individualised sensory regulation tools. CPD focused on understanding sensory profiles and supporting regulation has increased staff confidence and consistency in practice, contributing to a reduction in dysregulation, fewer incidents of absconding from class and a notable decrease in reluctant attendance (including pupils with Emotionally Based School Non-Attendance). Parent voice reflects improved regulation at home and increased confidence in the school's ability to support pupils' needs, alongside a reduction in parental concerns and complaints. Overall, these developments have supported calmer learning environments and improved pupils' engagement with lessons, enabling them to access learning more consistently.

Evidence from learning walks, lesson observations and school events indicate improvements in pupils' confidence and willingness to participate in spoken activities, with more pupils able to articulate ideas and contribute to class discussions. Structured opportunities for talk and increased emphasis on vocabulary have supported clearer expression for some disadvantaged pupils. However, this improvement has not been consistent across all classes and phases. Observations and pupil voice indicate that some pupils continue to experience difficulty using precise vocabulary and sustaining spoken explanations, particularly in more formal or extended contexts. This highlights the need for a continued and more consistent focus on the explicit teaching of oral language to further strengthen pupils' communication skills and support their access to learning across the curriculum.

Parental engagement has improved over the course of the previous strategy, evidenced by increased attendance at school events such as parents' evenings and performances, alongside more consistent engagement with school communication. Improvements to communication pathways have supported clearer and more effective dialogue between home and school, and staff report increased confidence in co-producing support with parents and external professionals. In addition, pupils accessing the Lighthouse (SRP provision) have mutually benefited from the use of the Evidence for Learning assessment tool, strengthening shared understanding and supporting more consistent approaches to learning and development.