



Pupil premium strategy statement

School overview

Detail	Data
School name	St Martin's CE Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	111 (52.8%)
Academic year that our current pupil premium strategy plan covers	2021-2024 Specifically 2023-2024
Date this statement was published	17 th October 2023
Date on which it will be reviewed	31st July 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Helen Woodward
Governor / Trustee lead	Anne Ostmeier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,505
Recovery premium funding allocation this academic year	£16,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£178,325



Support to be Provided by PPG – 2023-2024

THE SCHOOL'S MISSION STATEMENT

Whilst at St. Martin's we all work hard to SHINE.

To be:

Spiritually & socially responsible

High achievers

Independent

Nurtured

Empowered to face life's challenges

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. At St. Martin's we are committed to closing the gap between vulnerable pupils and the pupil premium forms a vital part of that process.

The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being disadvantaged.

The school aims to create and deliver a rich and varied curriculum which will provide our learners an opportunity to develop knowledge, skills and a resilient attitude in an environment in which they can flourish and thrive.



What barriers exist for pupils entitled to the pupil premium funding at St Martin's?

- A.** Oral language skills on entry to school are low. This potentially hinders reading, writing and phonics attainment in reception and Ks1
- B.** Behaviour for learning is less well established on entry to school for disadvantaged pupils compared to non disadvantaged
- C.** Parental engagement in home reading routines is sporadic for disadvantaged pupils, thus decoding skills may be below age related expectation
- D.** Pupil and community levels of aspiration are low, therefore personal expectations of achievement are low. Many pupils live in households where adults are not working. Career expectations are low and the perception of potential appears capped
- E.** Many pupils will be witnesses to anti-social behaviour and crime, victims of crime or involved in crime impacting on their engagement in learning.
- F.** Health deprivation is also a major issue. Some parents and pupils may be struggling with poor health (including mental health), impacting on their engagement in learning
- G.** Attendance of disadvantaged pupils is lower than that of non disadvantaged pupils (although higher than the rates found nationally). Low attendance would impact on academic achievement.
- H.** Disadvantaged pupil's opportunities to engage with enrichment and arts based activities is limited – therefore cultural knowledge is less.
- I.** Children suffer from food poverty and are not ready to learn due to hunger.
- J.** Pupils do not always have access to high quality reading materials



Intended outcome	Success Criteria
Increased oral communication skills in reception class	Wellcomm assessments from Nursery show improved attainment for pupils in communication and language
Children with social and emotional or mental health barriers to learning are identified and provided with targeted support (including support for parents e.g from Early Help) to increase their capacity to engage with learning, leading to increased progress at KS2.	KS2 outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation
Children in KS1 make accelerated progress in reading, due to increased opportunities for 1:1 reading with an adult Children across school have access to quality reading materials both in school and at home	KS1 reading outcomes will be in line with national average of all pupils. Year 1 and 2 Phonics screening test scores will be at least in line with national average Outcomes at the end of KS2 at expected and at greater depth for pupils entitled to pupil premium will be better than the national attainment for all pupils
Raise levels of pupil aspiration; develop a growth mindset, inform about the impact of crime of future opportunities, engage with arts based enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital.	KS2 outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation
Improved attendance rates and fewer persistent absentees in disadvantaged pupil group.	Attendance rates will be better than the national average for the comparative group
Children are provided with food to enable them to focus and engage in lessons – impacting on raised attainment.	KS2 outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation
Progress and attainment data at end of KS2 will show that PP children are in line with national (all) and enter secondary school with their attainment gap having been narrowed towards the national average; thus setting them up for future success.	KS2 outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation



This report details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focused on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- access to quality reading materials both at school and at home



Teaching (CPD, recruitment and retention)

Intended Outcome	Activity	Cost	Evidence that supports this approach	Challenges addressed
Quality First Teaching (QFT) is prioritized so that pupils are able to make accelerated progress from below average starting points on entry	Continued programme of weekly CPD established for all staff via teacher/key stage meetings delivered by a variety of in school and external partners	£12,000 (cost of external training and release time of staff)	EEF pupil premium guidance	All
	Teachers released from class to undertake training on a rolling rota – at least half termly			
	Leaders for EYFS/KS1/KS2 have release time weekly to support teaching and learning in English and the wider curriculum across school			
Total		£12,000		



Targeted Academic Support (tutoring, small group, 1:1 structured intervention)

Intended Outcome	Activity	Cost	Evidence that supports this approach	Challenges addressed
Improved oral communication skills in EYFS	Screen all pupils on entry to nursery using the Wellcomm assessment tool	£24,000 (cost of S&L therapist annually)	EEF pupil premium guidance	A, C
	Liaise with Speechwise speech and language therapist to review the outcomes of the screening and plan next steps for individuals/groups of pupils with staff			
For all staff to have the knowledge and skills to deliver targeted and effective interventions to build speech, language and communication skills regardless of a child's baseline skills.	Training delivered by SALT 2 x 90 minute sessions with time in between to allow opportunities for consolidating and implementing learning and for this to be reviewed in the 2nd session.	£6,000 cost of teacher 1 afternoon a week to assess and deliver interventions		
To ensure children with high levels of SLCN have maximum opportunities to develop their speech, language and communication skills through intensive, targeted interventions	Small group intervention delivered by school staff and monitored	£6,000 (cost of L3 TA to conduct assessments and deliver targeted interventions)		
For children with the highest levels of SLCN have access to therapist led, evidence based, effective interventions to maximise their communication potential	Small group and individual intervention delivered by SaLT			



Pupils with SEN are provided with specific, appropriate provision to meet their needs, based on a thorough and accurate assessment of strengths and delivery of proven intervention strategies, by teachers who are trained and informed in these specified needs	SLA Educational Psychologist and Oldham QEST team	£2,850 0.5 of cost to reflect PP numbers		
	Qualified teacher to deliver targeted intervention across school as required subject to need as indicated by pupil progress meetings and attainment data	£32,000 M6 teacher 3 days to deliver targeted interventions		
	SENCO time to lead and manage provision, ensuring high quality teaching for identified pupils	£6,000 (0.5 day for SENCO)		
	Children make accelerated progress in reading, due to increased opportunities for 1:1 reading with an adult	Midday supervisors extend their hours to come in 30 minutes daily to read with targeted pupils	£5,850 (6 middays x daily for 30 minutes)	
Total		£82,700		



Wider Strategies (related to attendance, behaviour, wellbeing)

Intended Outcome	Activity	Cost	Evidence that supports this approach	Challenges addressed
Children with social and emotional or mental health barriers to learning are identified and provided with targeted support (including support for parents through Early Help) to increase their capacity to engage with learning, leading to increased progress	Boxall profiling for all pupils and input to Boxall Online	£550 (subscription to Boxall Online)	EEF pupil premium guidance	B,D,E,F,G,H,I
	Trauma Informed/ ELSA trained pastoral lead in school to deliver interventions to targeted pupils	£12,500 (cost of TA for 50% of timetable to work with PP pupils)		
	Counsellor from Off The Record in school 0.5 weekly to work with targeted pupils	£7,410 (35hours weekly £38 p/h)		
Children are provided with food to enable them to focus and engage in lessons – impacting on raised attainment	Subscription to Magic Breakfast	£1,500		
	Staffing for Breakfast Club and bagel making	£11,970 (3.5 hours daily by L3 TAs)		
Removal of barriers to learning created by low attendance and safeguarding issues	Full time Safeguarding, Wellbeing and Attendance lead	£24,300 (0.5 salary to reflect PP numbers in school)		
Improve attendance levels through rewarding and celebrating good attendance	Whole school certificates, toast and money for best class attendance weekly and any class with over 97% attendance. Prize draw for Kindle termly	£1,550		
Raise levels of pupil aspiration; develop a growth mindset, engage with arts based	Every pupil to be offered the opportunity to attend an after school club	£8,000 (external provider plus		



enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital.		staff in school delivering clubs)		
Pupils develop a love of reading and read regularly from a wide range of quality reading material	Book stocks to be continuously updated to appeal to all pupils both in school and at home Reading areas to be updated regularly in classrooms	£12,000		
Pupils develop a love of reading and read regularly from a wide range of quality reading material	To allow tracking and monitoring of reading and to allow pupils to monitor their own reading progress	£8,500 (AR subscription)		
Total		£88,280		
Total funding spending		£182,980		

EYFS GLD	<i>% of cohort PP</i>	% of all pupils meeting expected standard National	% of all pupils meeting expected standard School	% of disadvantaged pupils meeting expected standard School	% of non disadvantaged pupils meeting expected standard School
	61	68	57	53	64



Year 1 Phonics	<i>% of cohort PP</i>	% of all pupils meeting expected standard National	% of all pupils meeting expected standard School	% of disadvantaged pupils meeting expected standard School	% of non disadvantaged pupils meeting expected standard School
	67	80	80	75	90

Key Stage 1 Subject	<i>% of cohort PP</i>	% of all pupils meeting expected standard National	% of all pupils meeting expected standard School	% of disadvantaged pupils meeting expected standard School	% of non disadvantaged pupils meeting expected standard School
<i>Reading</i>	52	68	63	50	77
<i>Writing TA</i>		60	63	57	69
<i>Mathematics</i>		70	63	64	61
<i>Reading, Writing and Maths</i>		53	48	43	54



Key Stage 2 Subject	% of cohort PP	% of all pupils meeting expected standard National	% of all pupils meeting expected standard School	% of disadvantaged pupils meeting expected standard School	% of non disadvantaged pupils meeting expected standard School
<i>Reading</i>	66	74	97	96	100
<i>Writing TA</i>		72	91	91	92
<i>Mathematics</i>		73	91	91	92
<i>Reading, Writing and Maths</i>		61	89	87	92