

Pupil premium strategy statement – St Martin's CE Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	116 (57%)
Academic years that our current pupil premium strategy plan covers	2024-2027 Specifically 2024-2025
Date this statement was published	27 th September 2024
Date on which it will be reviewed	Termly and with full review July 2025
Statement authorised by	Full Governing Board
Pupil premium lead	Helen Woodward (Executive Headteacher)
Governor / Trustee lead	Anne Ostmeier (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,960
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£183,960

Part A: Pupil premium strategy plan

Statement of intent

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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, the activity we have outlined in this statement is also intended to support all learners, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed.

Challenges

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

Challenge number	Detail of challenge
A	Oral language skills on entry to school are low due to poor vocabulary acquisition. This potentially hinders reading, writing and phonics attainment in reception and KS1
B	Behavioural issues linked to individual circumstances
C	Parental engagement in home reading routines is sporadic, 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 are from homes where they are 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	Poor attendance. Low attendance would impact on academic achievement.
H	Narrow life experiences outside of school/ limited cultural capital experiences
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 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.

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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

Intended outcome	Success criteria
PP children will continue to attain in-line or better than their non-PP peers through quality first teaching and additional support.	Assessments, observations and data reports indicate that 100% of disadvantaged pupils make at least good progress.

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<p>To achieve and sustain improved attendance for all learners, particularly disadvantaged learners.</p>	<p>The attendance of disadvantaged learners to be in line or above national.</p> <p>The percentage attendance of all learners in 23/24 was 94.8%. For PP this percentage drops to 93.8% compared to non PP which was at 96.2% (school data)</p> <p>The national figure for the year was 94.4%</p>
<p>Continue to ensure that maths, reading and writing attainment for disadvantaged learners is in line with other pupils nationally at the end of key stage 2</p>	<p>KS2 outcomes for reading in 23-24 show that at least 96% of disadvantaged pupils achieve the expected standard compared to 74% of all pupils nationally</p> <p>KS2 outcomes for maths in 23-24 show that at least 91% of disadvantaged pupils achieve the expected standard compared to 73% of all pupils nationally</p> <p>KS2 outcomes for writing in 23-24 show that at least 91% of disadvantaged pupils achieve the expected standard compared to 72% of all pupils nationally</p>
<p>To achieve and sustain improved wellbeing for all learners and particularly disadvantaged learners.</p>	<p>To sustain the number of PP children attending extra curricular enrichment activities.</p> <p>Qualitative data from pupil voice, staff voice and parent voice.</p> <p>Qualitative and Quantitative data from Bounce surveys and NHS counsellor.</p> <p>Breakfast club attendance sustains % attendance</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: **£43,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure high quality support for vulnerable children.</p> <ul style="list-style-type: none"> ● Additional teacher in EYFS/KS1 <p>Additional teachers enable smaller teaching groups below 20 to address the missed learning and gaps children have had due to COVID 19.</p> <p>These children are targeted on the school tracking systems and support plans to receive additional interventions.</p> <p>Additional teacher 0.65</p> <p>████████</p>	<p>Attainment on entry for our nursery and reception pupils shows that the oral language skills are low due to poor vocabulary acquisition. This hinders progress in reading, writing and phonics attainment in reception and KS.</p> <p>Little Wandle advises that any child in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained teacher, alongside the catch-up sessions for pupils in year 2</p> <p>There is evidence to support the positive impact of reducing class sizes from the EEF (2018) when it is below 20.</p> <p>The additional teacher is utilised to reduce class sizes below 20 in line with research.</p> <p>This approach supports The EEF Guide to Pupil Premium (2019) and the tiered approach of:</p> <ul style="list-style-type: none"> ● Teaching ● Targeted Academic Support ● Wider Strategies 	<p>A B C J</p>
<p>Continued programme of weekly CPD established for all staff via teacher/key stage meetings and release time delivered by a variety of in school and external partners</p>	<p>High Quality Teaching (HQT) is prioritised so that pupils are able to make accelerated progress from below average starting points on entry</p>	<p>A C</p>

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

Budgeted cost: **£76,408**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screen all pupils on entry to nursery using the Wellcomm assessment tool</p> <p>Targeted support and intervention to raise attainment in spoken language / vocabulary acquisition (particularly in EYFS).</p> <p>Talk Boost, Big Book of Ideas and Comprehension interventions are delivered to raise standards in spoken language / vocabulary.</p> <p>██████████</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Research from the Education Endowment Foundation supports this approach: The EEF Guide to Pupil Premium (2019) and the tiered approach of:</p> <ul style="list-style-type: none"> • Teaching • Targeted Academic Support • Wider Strategies 	<p>A B C J</p>

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<p>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.</p> <p>■■■■■ cost of teacher 1 afternoon a week to assess and deliver interventions</p> <p>■■■■■ cost of SaL Therapist</p>	<p>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.</p>	<p>A B C</p>
<p>Small group intervention delivered by school staff inc deputy headteacher and monitored</p> <p>■■■■■ (TA3)</p> <p>■■■■■ (Deputy x 3pm sessions)</p>	<p>To ensure children with high levels of SLCN have maximum opportunities to develop their speech, language and communication skills through intensive, targeted interventions</p>	<p>A B C</p>
<p>Targeted support and intervention to raise attainment in Maths at EYFS, KS1 and KS2</p> <p>NCETM Mastering Number Programme for EYFS, KS1 and years 4 and 5.</p> <p>■■■■■ (TA3)</p>	<p>We are in the 4th year (sustaining) school in the national research project for the NCETM and Maths Hub. Mastering Number is a relatively new programme offered in 2022/23 by the National Centre for Excellence in Teaching of Mathematics (NCETM) and the Maths Hub Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also includes</p>	<p>A B C D</p>

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	<p>high quality professional development for teachers.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	
<p>SENCO time to lead and manage provision, ensuring high quality teaching for identified pupils</p> <p>██████ (0.5day)</p>	<p>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</p>	A B C D
<p>SLA Educational Psychologist and Oldham QEST team</p> <p>██████ 0.5 of cost to reflect PP numbers</p>	<p>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 need</p>	A B C
<p>Children make accelerated progress in reading, due to increased opportunities for 1:1 reading with an adult</p> <p>██████</p>	<p>Midday supervisors extend their hours to come in 30 minutes daily to read with targeted pupils</p>	A B C J

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£73,960**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily breakfast club and before school provision for children to ensure all children begin school with sufficient food.</p> <p>Parents should be offered access to the breakfast club and its provision of free food through Magic Breakfast.</p> <p>All children will be provided with a breakfast/ morning snack of bagels, fruit and milk.</p> <p>Pupils will be supported to engage in activities to regulate, strengthen relationships and develop social skills and ensure a calmer start to the school day</p> <p>All pupils are provided with food to enable them to focus and engage in lessons – impacting on raised attainment</p> <p> Magic Breakfast Milk and fruit Staffing inc catering</p>	<p>The context of the school is such that many parents / carers, are in need of support to provide for their basic needs.</p> <p>Research from the DfE into the Impact of Pupil Wellbeing on Educational Outcomes shows that children with better emotional wellbeing make more progress in primary school.</p>	<p>E F G I</p>
<p>Provide sensory support for vulnerable children through access to Regulation Stations, the Sensory Room and Social and Emotional interventions.</p> <p>We aim to provide those children who need help to maintain appropriate behaviour, with means of self-</p>	<p>Research from the DfE into the Impact of Pupil Wellbeing on Educational Outcomes shows that children with better emotional wellbeing make more progress in primary school.</p>	<p>E F G I</p>

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<p>regulation and support to manage and understand their feelings.</p> <p>This approach successfully achieves these aims whilst also having a positive impact on classroom based behavioural incidents, which subsequently minimises disruption to lessons.</p> <p>We have also purchased additional resources to support emotional regulation as we support the children transition back to the classroom</p> <p>██████</p>		
<p>Trauma Informed/ ELSA trained pastoral lead in school to deliver interventions to targeted pupils</p> <p>██████████████</p>	<p>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</p>	<p>E F G I</p>
<p>Full time Safeguarding, Wellbeing and Attendance lead to work with families and other agencies to ensure support is in place including from school and other agencies and to encourage good attendance</p> <p>██</p>	<p>Removal of barriers to learning created by low attendance and safeguarding issues</p>	<p>E F G I</p>

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Every pupil to be offered the opportunity to attend an after school club at no cost ██████ (external provider plus staff in school delivering clubs)	Raise levels of pupil aspiration; develop a growth mindset, engage with arts based enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital.	H
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Total budgeted cost: **£ 194,068**

Part B: Review of the previous academic year 2023-2024

Outcomes for disadvantaged pupils

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	% of non disadvantaged pupils meeting expected standard School

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				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

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<i>Reading, Writing and Maths</i>		61	89	87	92
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