

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 Martin's CE VA Primary School
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	30 pupils 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	August 2023
Date this statement was reviewed	January 2024 September 2024 January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Claire Barber
Pupil premium lead	Mrs Claire Barber
Governor / Trustee lead	Mrs Julia Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,766.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At St Martin's C of E (VA) Primary School, we believe:

- that all children have a right to high quality inclusive teaching and learning that meets their individual needs;
- that all children have the right to learn in a nurturing environment where they feel a sense of belonging, safety and security.

We are determined to give all pupils and pupils from disadvantaged backgrounds in particular, the best possible start in life to flourish and enable them to be the best that they can be. We understand that every child is an individual and we will consider the specific needs of every child, including any barriers to learning, when deciding on the type(s) and level of support and intervention to be allocated to that child. We achieve this through careful, accurate and timely assessments to identify individual needs as well as developing a whole school nurturing approach to mental health and well-being.

Challenges

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

Challenge number	Detail of challenge
1	In some cases, progress scores for disadvantaged pupils are lower than non- disadvantaged pupils.
2	Low emotional resilience and self-esteem that impacts on the ability of pupils to challenge themselves.
3	Significant challenges that often result in lower attendance and punctuality for disadvantaged pupils.
4	Poor phonics and writing skills
5	Finance and the ability to pay for: residential trips, curriculum enrichment clubs, basic stationary including books and pencils at home, off-site activities, visitors to school.
6	The need for play therapy sessions/ Compass Buzz sessions to support SEMH needs.

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
Pupil progress in Reading, Writing and Maths will be at least in line with progress data of non-disadvantaged pupils	<ul style="list-style-type: none"> • Pupil progress meetings reflect discussions about progress and compare disadvantaged pupils and non-disadvantaged pupils to identify gaps • Assessments are frequent and accurate to monitor gaps to ensure they can be addressed quickly • Interventions will be focussed, timely and measured and progress reviewed regularly. • Same day interventions will address needs to ensure children do not fall behind. • Progress measures at the end of KS2 are at 0 or better.
PP children to improve their phonetic knowledge	<ul style="list-style-type: none"> • 80% of PP children to achieve the PSC at Y1 • Little Wandle phonics programme is embedded across school with all staff trained and delivering interventions as appropriate.
To ensure gaps in writing are closed and that disadvantaged pupils achieve at least as well as non-disadvantaged pupils in writing.	<ul style="list-style-type: none"> • “The Write Stuff” writing scheme to be embedded. • All staff will be trained in the delivery of The Write Stuff. • Units of work are planned to reflect the changes in the delivery of writing under the direction of the new scheme. • Targeted support in place to develop writing skills (identified through pupil progress meetings).
To ensure the emotional well-being of children is monitored and assessed to identify trends and plan support as necessary.	<ul style="list-style-type: none"> • Thrive sessions to be in place and supporting children. • Training for a Senior Lead in Mental Health to be achieved (DfE Grant to be accessed additionally).

	<ul style="list-style-type: none"> • Assessment processes in place for SEMH- Boxall Profile and Thrive Assessments as applicable. • All staff updated in Emotion Coaching and Trauma awareness. • All staff will understand the importance of nurture in school and how they can actively develop a nurturing environment for children • Nurture groups/ mentors will be actively providing support for the most vulnerable children. • A nurture team in school with specific staff to provide advice and support to colleagues and act as a link to parents when necessary.
<p>To ensure that attendance of disadvantaged pupils does not fall below the national expectation of 96%</p>	<ul style="list-style-type: none"> • Support in place to liaise with home and develop links to ensure persistent absenteeism is addressed and overcome. • Support from external agencies accessed as necessary. • Engagement with local area network meetings on attendance.
<p>Children will participate in a range of different enrichment opportunities which develop them as holistic learners.</p>	<ul style="list-style-type: none"> • Children will attend the school residential trips. • Children will take part in all off site visits. • Children will participate in at least one enrichment club. • Families are supported in buying clothing/ equipment that the children need.

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in new phonics scheme and reading books- "Little Wandle".	Phonics results have been low in previous years and evidence from EEF, English Hub etc has shown that a consistent and robust progression in learning. High quality phonics sessions are rigorous and we can see an increase in progress and attainment.	1,4
The Write Stuff scheme continues to be embedded.	Gaps developed during COVID will be closed through rapid, high quality teaching using an approved scheme throughout school.	1, 4
Thrive practitioner delivering sessions within school to support SEMH.	High quality SEMH provision is in place with an assessment process to determine progress. Children are ready to learn and develop skills to communicate effectively.	2
Emotion Coaching and Attachment Trauma CPD and coaching sessions continued.	All staff understand the process of emotion coaching and the challenges of attachment trauma. All staff understand the importance of nurture and well-being in school.	1,2,3
CPD in curriculum development	Curriculum is reviewed to reflect the needs of all learners and prior experiences.	1
CPD for all teaching staff in "Adaptive Teaching"	EEF report on adaptive teaching and the significant needs in school.	1, 4

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

Budgeted cost: £ 25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions for specific children (1:1 or small group).	High quality interventions that address gaps quickly are more likely to increase progress and prevent children falling behind.	1, 2, 3
Speech and Language Therapy	High quality provision is supporting improved Speech and Language skills. SALT plans are set and are being delivered, improving standards in school.	1, 4
Nurture groups	Children are ready and prepared to learn and have the opportunity to develop resilience and self-regulation to fully access a broad and balanced curriculum.	2,3
1:1 compass Buzz sessions	Children feel supported and are resilient, showing more capacity to cope with challenges and have strategies that they can verbalise and use.	2,3
1:1 intervention sessions	High quality, carefully planned tutoring sessions support children to develop confidence and close individual gaps in learning.	1,2,4

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups	Children are ready and prepared to learn and have the opportunity to develop resilience and self-	2, 3, 6

	regulation to fully access a broad and balanced curriculum.	
Attendance Officer monitoring attendance and developing attendance awards	Opportunities and engagement are supporting enjoyment. Attendance is improved.	3
1:1 compass Buzz sessions	Children feel supported and are resilient, showing more capacity to cope with challenges and have strategies that they can verbalise and use.	3, 2, 6
Subsidised trips and activities etc	Increased attendance and effectively ensuring that all children have access to these activities. EEF evidence around wider strategies, engagement and participation.	5

Total budgeted cost: £ 48,000

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 2023 to 2024 academic year.

Curriculum Development – CPD and monitoring and assessment time	Staff engaged in a wide range of CPD including SSP training, NPQSL, White Rose Maths, The Write Stuff, Makaton, Curriculum, English Hub – strengthening knowledge, understanding and skills and resulting in higher quality teaching and learning. Monitoring and assessment time facilitated targeted improvements within subjects and focused staff training.
Reading – Little Wandle Phonics (SSP)	Support from the English hub to improve phonics teaching and learning in order to maintain improved attainment.
THRIVE licensed practitioner qualifications.	Thrive assessments have been supported by the Thrive practitioner and have supported intervention support, or specific provision being put in place.
Speech and Language Support	Funding for pupils to work with Seaside SALT. Overall case load reduced and positive data for individual progress towards targets (see SENCo File).
Attendance Officer	Attendance continues to be robustly monitored and challenged. Figures are in line with national.