St Martin's C of E Schools Pupil Premium Strategy Statement 2025 – 2027 (year 3 of 3)

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 Infant school	222
Proportion (%) of pupil premium eligible pupils	3.2%
Number of pupils in Junior school	353
Proportion (%) of pupil premium eligible pupils	7.1%
Period statement covers	2024 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Maggie Down
Pupil premium lead	Maggie Down
Governor / Trustee lead	Jaynn Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,220 Junior School £13,950 Infant School Total £83,170
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
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*	£83,170

Part A: Pupil premium strategy plan

Statement of intent

We believe our disadvantaged children should get the same offer as all the children

– but more!

The most important aspect of our PP Strategy is the nurture and emotional support our staff offer our children. Developing and maintaining great relationships with our children has numerous positive and, in many cases, profound outcomes which we believe genuinely change lives. We can't easily measure this kind of impact, but we see it in our children in and around school, in how they engage with school life and how they come back to visit us when they move on to secondary school. We try and close the gap early in a child's life.

We have used the research findings from the Education Endowment Foundation (EEF) to support our strategy. All 5 principles have been considered when planning this strategy.

- We believe that we can really make a difference to the outcomes for our disadvantaged pupils – these cannot just be measured at the end of their time at St Martin's.
- Our strategies are informed by evidence.
- Continued focus on developing and maintaining great teaching – *'benefits all pupils but has a particularly positive effect on children eligible for Pupil Premium funding' (excerpt from EEF guide to PP).*
- Our PP strategy (and School Development Objectives) supports all learners.
- *Improving school attendance for children entitled to PP is key to improve all their outcomes.*

We believe it is vital to meet the needs of our vulnerable learners early on in their school journey, so that the gaps between groups of learners are as small as possible as the children move through the school. This means we offer more targeted interventions to our younger children particularly in early reading and mathematics.

One of our identified groups for focus is our Children entitled to Pupil Premium who also have SEND.

Challenges

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

Challenge number	Detail of challenge

1	PP children are less likely to leave Early Years having met GLD than the rest of the cohort.
2	PP children are less likely to pass the phonics check than the rest of the cohort.
3	PP children are less likely to attain EXS or GDS in reading compared to the rest of the cohort.
4	PP children are less likely to attain EXS or GDS in writing compared to the rest of the cohort.
5	PP children are less likely to attain EXS or GDS in maths compared to the rest of the cohort.
6	Average attendance of PP children is not as good as the average attendance of the rest of the cohort.
7	Children who are PP are more likely to have social and emotional challenges.

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
Proportionally more PP children leave Early Years having met GLD than 2024 – 2025 – Maths and English.	All PP children achieve beyond expected (excellent) progress as measured through our teacher assessment and all non-SEN PP attain GLD.
Proportionally more PP children pass the phonics check.	All PP children achieve beyond expected (excellent) progress, as measured through our teacher assessment and all non-SEN PP meet the phonics threshold.
Improved progress and attainment for PP children in reading compared to the rest of the cohort.	All PP children achieve beyond expected (excellent) progress as measured through our teacher assessment and all non-SEN PP attain exp.
Improved progress and attainment for PP children in writing compared to the rest of the cohort.	All PP children achieve beyond expected (excellent) progress as measured through our teacher assessment and all non-SEN PP attain exp.
Improved progress and attainment for PP children in maths compared to the rest of the cohort.	All PP children achieve beyond expected progress as measured through our teacher assessment and all non-SEN PP attain exp.
Attendance is improved with particular focus on Persistent Absentees.	Reduced number of PAs. Proportionally reduce PA with PP.

NB Children who are already high attainers e.g. GDS, cannot make beyond expected progress as measured by our system so for these children their progress can be excellent but still show as expected progress in our data.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £*1800*

NB - Our SDP focuses on ensuring we have an effective teacher is in front of every class, and that every teacher is supported to keep improving.

Activity	Evidence that supports this approach Strategy identified in purple and associated evidence of success scoring is according to the EEF toolkit, in line with the guidance.	Challenge number(s) addressed
Year Group Leaders/Subject Leaders monitoring and influencing provision by class teachers for PP children. **Cost £1800**	High-quality teaching The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.	1, 4

Targeted academic support

Budgeted cost: £50,070

NB - We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. Our Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support.

Activity	Evidence that supports this approach **Strategy identified in purple and associated evidence of success scoring is according to the EEF toolkit, in line with the guidance.**	Challenge number(s) addressed
Staff members to support reading. Teachers, LSAs (to work along-side librarian) to support learning to read, in EYs KS1 and for those who have not completed their phonics journey.	High-quality teaching Phonics +5 Reading and comprehension strategies +6 Embed current provision to ensure consistency of provision of reading support throughout schools by making clear links between reading schemes and	1, 2 & 3

Cost of proportion of support staff/teacher's salary £10,401	reading/phonics assessment. Phonics journey identified and built into reading curriculum. PP children receive targeted interventions. Includes small group tuition +4 Teaching assistant interventions +4 Parental engagement +4 (at least termly) Reading Comprehension Strategies +6 Small group focus to support specific children to learn missed material/catch-up. Individualised instruction +4 One to one tuition +5 Guided reading activities and focus when reading 1:1 Focus on reading comprehension strategies + 6	
Librarian **Cost of proportion of salary £ 7,000**	Continued focus on 'enjoyment for reading' and using the library to enhance reading experiences for the children including 1:1 reading where needed. Phonics +5 Reading and comprehension strategies +6 One to one tuition +5 Teaching assistant interventions +4	1, 2, 3
Staff members to support learning. LSAs and teachers to support learning within and outside the classroom. **Cost of proportion of support staff/teacher's salary £21,198**	High-quality teaching Embed current provision to ensure consistency of provision of support (primarily maths and writing) throughout schools. School menu of interventions used effectively. PP children receive appropriate targeted interventions. Includes small group tuition +4 Teaching assistant interventions +4 Small group focus to support specific children to learn missed material/catch-up. Individualised instruction +4 One to one tuition +5	

SCMH provision is available in an alternative classroom environment (The Happy Shack) to ensure children can learn effectively. **Cost of proportion of salary £10, 471**	Small class with high adult : child ratio and bespoke curriculum leading to accelerated progress. Individualised instruction +4 One to one tuition +5	6,1,3
Appropriate support to support improved attendance. **Cost of proportion of salary £4000** Cost of resources to help improve emotional well-being/transitions into school. **£1000**	Funding targeted to support improved attendance which may include: • Early start (8.30am) open to all Year 2 and up. • Extra 1:1 or small group time when coming into school including 'Forest School Avengers' • Breakfast provision inclusion class breakfasts to start each term • Appropriate activities to support mental well-being • Appropriate/bespoke lunchtime provision • Enrol in DFE offer as soon as we can access this – parent interest already gauged – July 2026. Teaching assistant interventions +4 Parental engagement +4 Behaviour interventions +4	6, 7

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

Budgeted cost: £ *31,300*

NB - Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of our Pupil Premium strategy.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being lead supports children and their families £6000	Social and emotional learning +4 Metacognition and self-regulation +7	6.7 All challenges linked to wellbeing
Family Support Worker supports families **£12,000**	Identified families have access to a Family Support Worker. Drop-in sessions available to all families.	6. All challenges linked to wellbeing.
Ensuring disadvantaged children have the widest experiences and opportunities possible.	Social and emotional learning +4	6,7

School offer to pay for school trips and school experiences generally funded by parents/carers. School offer 1 school club per term to all children in KS2. (More where appropriate) **See in-school PP budget £7,000**		
Providing Chrome Books so children can access home-learning activities. **Cost £2000**	Access to digital technology +4	All challenges
Milk and nutritional breakfasts for those children who need it. **Cost £800** Uniform and additional resources for those who need it. **Cost £2500**	Maslow's triangle – Physiological needs met	All challenges
Ensuring all PP children have access to exciting lunch-time play Exciting equipment bought for all children to use at lunchtime. **Cost £1000**	Mental Health improved by playing (some children need to learn to play and/or do not have access to outside space. Physical activity +1	6,7 (All challenges)

Total budgeted cost: £83,170

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This is the evaluation for the end of the third year of our 3-year strategy.

Our in-school data, across the schools supports the following evaluation. There were some great successes and our key data shows that generally our disadvantaged children attain higher than disadvantaged children nationally. In some areas though, our PP children have additional vulnerabilities which impacts their progress. Barriers to learning are identified and targeted quickly.

National data shows that disadvantaged children were more negatively affected by Covid-19 related school closure than the rest of the children in each cohort and this is reflected in our schools' data.

Attendance challenges for children entitled to Pupil Premium are a national and local issue and our data reflects this. In many cases poor attendance is being successfully and continually addressed through targeted interventions and as a result, some PP attendance is improving.

Nationally school attendance post Covid is still below that pre Covid and, again, this is reflected in our data. Our whole school attendance remains generally above average national attendance, however our Pupil Premium children have much lower average attendance. We can see there is a widening gap for attendance between PP children and the rest of the cohort. Despite this gap in our data, we continue to improve attendance for all pupils, including those entitled to PP and are exploring new strategies to improve school attendance. Encouraging strong attendance had become part of our culture here from Early Years but since Covid, this has been more difficult because of relaxed attendance expectations during this time and therefore less effective.

This is also a focus for our School Improvement Plan.

Intended outcome	Success criteria
Proportionally more PP children leave Early Years having met GLD than in previous years - maths and English.	All PP children achieve beyond expected progress as measured through our teacher assessment and all non-SEN PP attain GLD.

Supporting Data

Early Years Outcomes	
EYFS Outcomes 2021 - 2022	
GLD/PP: 36%	GLD/Non PP 77%
EYFS Outcomes 2022 - 2023	

GLD/PP: 80%	GLD/Non PP 84%
EYFS Outcomes 2023 - 2024	
GLD/PP:33% (Sy 46%)	GLD/Non PP 84%
EYFS Outcomes 2024 - 2025	
GLD/PP:67% (Sy 47.1%)	GLD/Non PP 87%
EYFS Outcomes 2025 - 2026	
GLD/PP:0%	GLD/Non PP 86%

Supporting Commentary

Note – the proportion of children entitled to PP funding is very small which makes data less valid/informative that it would be with a larger sample.

Clear improvement in outcomes for PP children seen. Consideration of how children, who are entitled to PP as well has having SEND negatively affects data. Progress focused on to assure school leaders appropriate provision in place.

Proportionally more PP children pass the phonics check.	All PP children achieve beyond expected progress, as measured through our teacher assessment and all non-SEN PP meet the phonics threshold.

Supporting Data

Phonics Outcomes	
Phonics Outcomes Year 1 2022 - 2023	
Met PP: 18%	Met Non PP: 69%
Phonics Outcomes Year 1 2023 - 2024	
Met PP: 80%	Met Non PP: 94%
Phonics Outcomes Year 1 2024 - 2025	
Met PP: 71%	Met Non PP: 94%
Phonics Outcomes Year 1 2025 - 20256	
Met PP: 100%	Met Non PP: 91%
Phonics Outcomes by end of Year 2 2022 – 2023	
Met PP: 100%	Met Non PP: 99%
Phonics Outcomes by end of Year 2 2023 – 2024	
Met PP: 30%	Met Non PP: 63%
Phonics Outcomes by end of Year 2 2024 - 2025	
Met PP: 83%	Met Non PP: 97%
Phonics Outcomes by end of Year 2 2025 - 2026	
Met PP: 86%	Met Non PP: 96%

Supporting Commentary

Some very strong outcomes for PP children clear. Consideration of how children who are entitled to PP as well has having SEND affects provision and data. Attainment and progress is focused on to assure school leaders appropriate provision in place.

Improved progress and attainment for PP children in reading compared to the rest of the cohort.	All PP children achieve beyond expected progress as measured through our teacher assessment and all non-SEN PP attain.
Improved progress and attainment for PP children in writing compared to the rest of the cohort.	All PP children achieve beyond expected progress as measured through our teacher assessment and all non-SEN PP attain.
Improved progress and attainment for PP children in maths compared to the rest of the cohort.	All PP children achieve beyond expected progress as measured through our teacher assessment and all non-SEN PP attain.

2025 - 2026 Attainment – school data

		Pupil No.	READING	WRITING	MATHS
YEAR 1	EXP or +	71	83%	71%	90%
	GDS	71	14%	8%	17%
	PP (EXP or +)	3	100%	33%	100%
YEAR 2	EXP or +	90	85%	81%	88%
	GDS	90	23%	20%	38%
	PP (EXP or +)	7	57%	57%	57%
YEAR 3	EXP or +	90	82%	65%	73%
	GDS	90	28%	11%	24%
	PP (EXP or +)	12	67%	33%	33%
YEAR 4	EXP or +	90	72%	63%	77%
	GDS	90	34%	7%	34%
	PP (EXP or +)	11	27%	9%	27%
YEAR 5	EXP or +	90	83%	57%	82%
	GDS	90	41%	11%	52%
	PP (EXP or +)	11	9%	9%	18%
YEAR 6 (Teacher Assessment)	EXP or +	90	88%	83%	86%
	GDS	90	57%	11%	43%
	PP (EXP or +)	9	67%	56%	67%

MTC (Y4) 20/25 / 80%+	89	20/25+	25/25
		80%	**47%**
PP	11	**18%**	**18%**

Commentary:

For in-school data the progress and attainment is broken down into year group/class so each child can be targeted appropriately.

Our attainment remains high. Our data when compared to both local (Surrey) and national data is strong. Attainment is broadly in line with previous years' data.

Areas of action highlighted from this data are shared with the team to ensure accurate focus and provision. (see in-school assessment commentary).

As the plan became established attendance became a more pressing target and so is referred to here. Appropriate support to support improved attendance	Attendance for PP children is improved.

Supporting Data:

INFANTS %	**20/21** **NAT 95.4%**	**21/22** **NAT 93.2%**	**22/23** **NAT 94%**	**23/24** **Nat 94.1%**	**24/25** **Nat 5.2%** **(94.8%)**	**25/26** **Nat 5.9%** **(94.1%)**
All %age	97.2	93.5	93.8	95.3	4.2% (95.8%)	3.8% (96.2%)
PP %age	94.75	87.66	89.0	87.6	8.4% (91.6%)	10% (90%)

JUNIORS %	**2020/21** **NAT 95.4%**	**2021/22** **NAT 93.2%**	**2022/23** **NAT 94%**	**23/24** **Nat 94.1%**	**24/25** **Nat 5.2%** **(94.8%)**	**25/26** **Nat 5.9%** **(94.1%)**
All %age	97	94.4	95.5	95.3	4.6% (95.4%)	4.0% (96%)
PP %age	94.90	92.91	92.1	87.2%	11.3% (88.7%)	9.6% (90.4%)

Supporting Commentary:

Attendance for PP is below the rest of the cohort but continues to improve in both KS2 and for many children in KS1. Our team work along-side individual children and families to understand the reasons for non-attendance and so improve this attendance. This is a continued focus of the plan. Several children have plans in place to support improved attendance.

This is the third year of our 2024 – 2027 pupil premium strategy plan.

The data suggests the plan had a positive impact on outcomes with real strength seen in the data at the end of Key Stage 2 particularly in reading and maths. Writing remains a focus for the school.

The data across the school is analysed and the plan adjusted accordingly. The plan has had to be agile to address the changing needs of the cohorts of children either joining our school or as they move through it.

Case studies identify individual successes for children and their outcomes which cannot be seen in this data set.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose	White Rose

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
None
The impact of that spending on service pupil premium eligible pupils