

St Martin's C of E Schools Pupil Premium Strategy Statement

2021 - 2024

This statement details our school's use of Pupil Premium (and recovery premium for the 22/23 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

Data amended to reflect 2022 - 2023

Detail	Data (Oct 2023)	
School name	St Martin's C of E Infant	St Martin's C of E Junior
Number of pupils in school	270	360
Proportion (%) of Pupil Premium eligible pupils (2022 – 2023)	10%	6.7%
Academic year/years that our current Pupil Premium strategy plan covers	2021 – 2024	
Date this statement was published	31.10.2022	
Date on which it will be reviewed	September 2024	
Statement authorised by (Pupil Premium Lead)	Maggie Down	
Governor / Trustee lead	Elzanne Smit	

Funding overview

Detail	Amount	
	Infant	Junior
Pupil Premium funding allocation	21 - 22 £22,865 (17 pupils)	£44,385 (33 pupils)
	22 - 23 £20,775 (20 pupils)	£38,780 (29 pupils)
	23 - 24 £36,375 (25 pupils)	£42,560 (32 pupils)
Recovery premium funding allocation	21 - 22 £3616 (total for both schools)	
	22 - 23 £2,465	£4,930
	23 - 24	
Pupil Premium funding carried forward from previous years	£ 0	
Total budget for this academic year	23 – 24 £82,935 (£86,028 for 22 – 23 NB numbers increased during the year & £67,250 for 21-22)	

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).
- We have just a few priorities to really focus on.
- Our PP strategy (and School Development Objectives) supports all learners.

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.

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.

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 2020 – 2021 – Maths and English.	All PP children achieve beyond expected 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 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 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.

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: £ 2,400

Activity	Evidence that supports this approach Strategy identified in purple and associated evidence of cusses scoring is according to the EEF toolkit, in line with the guidance.	Challenge number(s) addressed
Pupil Premium lead 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
Talk for Writing provision enhanced, particularly in KS1. CPD to all staff from ECA RC lead and targeted support as appropriate. CPD - £400	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
Embedding the White Rose programme throughout the school. Cost of proportion of CPD - £200	High-quality teaching	5

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

Budgeted cost: £ 50,235

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
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. One to one tuition +5 (how many children?) Teaching assistant interventions +4 (How many children?)	1, 2, 3

<p>Employ staff members to support reading.</p> <p>Reading Champion (to work along-side librarian) staff to support learning to read, particularly in EYs and KS1</p> <p>Total additional Salary £13,710</p> <p>Cost of proportion of support staff/champion's salary £10,000</p>	<p>High-quality teaching</p> <p>Embed current provision to ensure consistency of provision of reading support throughout schools by making clear links between reading schemes and reading/phonics assessment. Phonics journey identified and built into reading curriculum.</p> <p>21 children receive targeted interventions.</p> <p>Includes small group tuition +4 Teaching assistant interventions +4 Parental engagement +4 (at least termly) Reading Comprehension Strategies +6</p> <p>Small group focus to support specific children to learn missed material/catch-up.</p> <p>Individualised instruction +4 One to one tuition +5 Guided reading activities and focus when reading 1:1 Focus on reading comprehension strategies + 6</p>	1, 2 & 3
<p><i>Small group/ 1:1 maths support where needed.</i></p> <p>Cost of proportion of salary £ 7,540</p>	<p>Includes small group tuition +4 Teaching assistant interventions +4</p> <p>Small group focus to support specific children to learn missed material/catch-up.</p> <p>Individualised instruction +4 One to one tuition +5</p>	5
<p>Provision in an alternative classroom environment to ensure child is able to learn effectively.</p> <p>Cost of proportion of salary £11, 985</p>	<p>Small class with high adult : child ratio and bespoke curriculum leading to accelerated progress.</p> <p>Individualised instruction +4 One to one tuition +5</p>	6,1,3
<p>Appropriate support to support improved attendance.</p> <p>Cost of proportion of salary £4000</p> <p>Cost of resources to help improve emotional well-</p>	<p>Funding targeted to support improved attendance which may include:</p> <ul style="list-style-type: none"> • Extra 1:1 or small group time when coming into school • Breakfast provision • Appropriate activities to support mental well-being • Appropriate/bespoke lunchtime provision <p>Teaching assistant interventions +4</p>	6

being/transitions into school. £2000	Parental engagement +4	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,700

Activity	Evidence that supports this approach <i>Strategy identified in purple and associated evidence of success scoring is in line with the EEF toolkit guidance.</i>	Challenge number(s) addressed
<p>Ensuring disadvantaged children have the widest experiences and opportunities possible.</p> <p>School offer to pay for school trips and school experiences generally funded by parents/carers.</p> <p>School offer 1 school club per term to all children eligible for PP funding.</p> <p>Each child eligible for PP has an allocated PP champion who works along-side them regularly (usually twice a week for about 20 minutes)</p> <p>See in-school PP budget £7,900</p> <p>Ensure children are emotionally supported so they are ready to learn (Emotional Literacy Support Assistant (ELSA) and Chill Out Club).</p> <p>Cost of proportion of salary of ELSA team £13,000</p>	<p>Maslow's Hierarchy of Needs – self actualisation, increased self-esteem, love and belonging and physiological needs met</p> <p>Targeted support dependant of academic need – see above</p> <p><i>Social and emotional learning +4</i></p>	<p>All challenges addressed either directly because of activity or indirectly because of general sense of well-being/increased self-confidence.</p> <p>These strategies also help support our good, average attendance.</p>
<p>Providing Chrome Books so children can access home-learning activities.</p> <p>Cost £5000</p>	<p><i>Access to digital technology +4</i></p>	
<p>Milk and nutritional breakfasts for those children who need it.</p> <p>Cost £800</p>	<p>Maslow's triangle – Physiological needs met</p>	
<p>Provision in an alternative classroom environment to ensure child can learn effectively.</p> <p>Cost of proportion of salary £10, 000</p>	<p>Small class with high adult : child ratio and bespoke curriculum leading to accelerated progress.</p> <p><i>Individualised instruction +4</i> <i>One to one tuition +5</i> <i>Social and emotional learning +4</i></p>	6,1,3

Total budgeted cost: £ 86,935

Part B: Reviewed Pupil Premium (PP) Strategy Statement 2022 – 2023

Outcomes for disadvantaged pupils

This is the evaluation for the end of the second 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 our disadvantaged children attain higher than disadvantaged children nationally in all areas. Across the school we are now focussing on supporting more disadvantaged children attain greater depth in reading, writing and maths.

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. This is supported by our 'champions strategy' which is still in place and well-embedded. 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 closing gap for Key Stage 2 attendance between PP children and the rest of the cohort (although generally Key Stage 2 attendance remains lower than previous years). The gap in Key Stage 1 is smaller than last year. We believe that this improvement in attendance date for our PP children reflects how strong attendance had become part of our culture here from Early Years and, 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
White Rose	Pearsons
Read, Write Inc	Oxford University Press