

# Pupil Premium Strategy Statement St Martin's CE Primary

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Martin's CE Primary
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	53- 23.34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to end of 2025/26
Date this statement was published	October 2023 Reviewed October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Kelly Lees (Acting Headteacher) and Vicki Kavanagh, Chair of Governors Reviewed by Rachel Rought- Headteacher Oct 2025
Pupil premium lead	Katie Hunt
Governor / Trustee lead	Jay Alexander

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,295
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£80,29</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Martin's, our pupil intake comes from the 4<sup>th</sup> quintile of deprivation (IDSR). Sandwell, in which Tipton is located, ranks in the highest 5% of boroughs for disadvantage. Although the proportion of pupils eligible for free school meals is 28.5% (average), the pupil intake is from the 4<sup>th</sup> quintile of deprivation. Many of our families live just above the pupil premium line and as a result have found the post-pandemic cost-of-living increases to be challenging. Tipton is in the 20% most deprived areas in England (IDACI) and children do poorly at secondary school compared to national and Sandwell average. The community faces many challenges.

As such, our pupil premium numbers only tell part of the story of the disadvantage facing our community. Therefore, our pupil premium strategy looks to raise the attainment of all children affected by poverty, not just those eligible for the pupil premium.

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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, 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 excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, partially due to a lack of enrichment opportunities and depth of interaction during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic. School previously employed a HLTA to support safeguarding and pupil well-being needs and she has since completed training to support well-being needs of our more complex SEMH children.</p>
6	Our ongoing attendance data indicates that attendance among disadvantaged pupils continues to be lower than non-disadvantaged pupils- however in comparison to national data this is higher (national 92.1% FSM compared to 94.1% St Martin's).
7	Early Years data in Sandwell show that high levels of deprivation leads to a negative impact on health and well being in the early years and therefore a lower starting point. (JSNA)
8	Early Years Data in Sandwell show that only 50% of disadvantage children achieve GLD. Only 2/7 of our disadvantaged children achieved GLD in 2023-24 (28% of disadvantaged children, 6% of 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show a reduced attainment gap from 2022/23
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show a reduced attainment gap from 2022/23
Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.	KS2 writing outcomes in 2025/26 show a reduced attainment gap from 2022/23
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• discriminatory incidents become very rare and are as a result of education rather than malice</li> <li>• a significant increase in participation in enrichment activities, including clubs, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 6% (in-line with current national non-disadvantaged) and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning through the Maths Hub partnership in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Additional Maths lead has been recruited within school- 2 teachers share the role now.</p> <p>Purchase of additional manipulatives to make learning more concrete, in-line with DfE 'Improving Mathematics' guidance.</p> <p>Purchase of more maths resources for EYFS to create a strong and impactful start to children's early education and GLD.</p> <p>Exploration of different schemes and programmes- support from the maths hub.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612227/maths_guidance_k5_6.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.educationendowmentfoundation.org.uk/early-years/improving-mathematics-in-the-early-years-and-key-stage-1">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/primary/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p> <p>The Early Years Framework:  <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a></p>	<p>3 7 8</p>
	<p>EEF Guidance Reports highlight importance of modelling effectively,</p>	<p>1 2</p>

<p>Introduction of CUSP curriculum to support the attainment and progress of reading and writing</p> <p>Purchase of new KS2 reading scheme to encourage further reading at home and books more suited to children's interests and attainment.</p> <p>Introduction of CUSP curriculum for wider subjects</p>	<p>which comes from good subject knowledge.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-2-EEF">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p>DfE Reading Framework 2023 highlights the importance of choosing the right books.</p>	<p>4</p> <p>1,2,4</p>
<p>Embedding Formative Assessment Programme</p>	<p>EEF study found it can add +2 months of progress (based on strong evidence)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Embedding-Formative-Assessment-EEF">Embedding Formative Assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 4</p>
<p>Weekly release time for the English and maths leads with a focus on supporting teachers and developing the subject in-line with the EEF CPD recommendations</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development-EEF">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2 and 4</p>
<p>Hired additional HLTA to support teaching and release time of Assistant Head for Inclusion in reception</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/news/eef-blog-effective-professional-development-in-the-early-years">https://educationendowmentfoundation.org.uk/news/eef-blog-effective-professional-development-in-the-early-years</a></p>	<p>3 5 7 8</p>
<p>Whole class music lessons provided by an external provider that allow children the experience to have an expert and access to instruments.</p>	<p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes- potential link between music and spatial awareness-</p> <p>increased well-being have also consistently been reported (as a result of weekly music lessons)EEF</p>	<p>3 4 5</p>

## 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
<p>Release time for Early Talk Boost interventions for EYFS</p> <p>Release time for Wellcomm screenings and intervention for EYFS</p>	<p>Study data from multiple sources plus clear in-school data showing significant improvement for the most disadvantaged</p> <p><a href="#">Early Talk Boost   EIF Guidebook</a></p> <p><a href="#">Early Talk Boost - Talking Communication</a></p> <p><a href="https://guidebook.eif.org.uk/programme/talk-boost-key-stage-1">https://guidebook.eif.org.uk/programme/talk-boost-key-stage-1</a></p>	1 7 8
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support through specialist staff member using Little Wandle 'Keep up' and 'Catch up' approaches.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Additional HLTA time to support interventions for Talk Boost/ Phonics and modelling to other members of support staff</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2

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

Budgeted cost: £25,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning, particularly through proactive approaches, including delivered by external partners, coordinated by learning mentor.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved</p>	5

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Additional time for HLTAs to form wellbeing working groups and tackle issues across school</p>	<p>academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice through our robust attendance policy and procedures.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Service Level Agreement with Attendance Officer to support vulnerable families and overcome challenging barriers.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Designated HLTA to support children with mental health and social emotional challenges-</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<p>Poverty Proofing the School Day recommendations including training around disadvantage with all staff, office time to ensure equity in club places and subsidizing enrichment</p>	<p>Research reports from more than one source and the company's own impact report statement  <a href="https://www.researchgate.net/publication/353111111"> (PDF) Poverty Proofing the School Day: Evaluation and Development Report. (researchgate.net)</a></p>	5 and 6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside</p>	All

	to respond quickly to needs that have not yet been identified.	
Contingency fund for school trips, residential and experience days to further enrich the curriculum and bring to life learning	<p><a href="#">(PDF) Poverty Proofing the School Day: Evaluation and Development Report. (researchgate.net)</a></p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1-8
Outdoor equipment for more structured play, opportunities for sports at play and to increase play participation and reduction of behaviour incidents	EEF found that outdoor learning has led to increased well-being for all, a decrease in negative behaviour incidents and increased confidence.	1,5,6
Opportunities for wider participation in clubs and development of skills such as cooking, gardening, sports, choir and computing and coding skills.	Extracurricular activities are those that provide additional educational opportunities outside of the regular curriculum. These approaches aim to increase student engagement in school, which may lead to wider skills development, improved motivation and mental health and may increase overall school attendance.	1,5,6

**Total budgeted cost: £80295**

## 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 2024 to 2025 academic year.

58.6% achieved RWM combined- 33% of disadvantaged pupils (3/9) achieved RWM combined

55.2% achieved the Year 1 Phonics screen. 2/7 disadvantaged children (28.6%) met expected standards.

58.3% achieved GLD (2/4 disadvantaged children-50%).

Disadvantaged attendance was 94.7% (national disadvantaged attendance was 89.8% the gap is closing within school– data from Perspectives.

Pupil premium authorised absence is 3.7% compared to 6.1% national

**13.2%** of Disadvantaged cohort are **persistently absent**, **7 pupils** out of 53.

### Externally provided programmes

Programme	Provider
Little Wandle phonics (DfE validated)	Little Wandle
Embedding Formative Assessment (EEF researched)	SSAT
Times Tables Rockstars and Numbots	Maths Circle
CUSP Curriculum	CUSP Unity
Clarinet and Trumpet lessons	SIPS music