

St Martin's C of E Primary School

Pupil Premium Strategy Statement (2021 – 2022)

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 and how we intend to spend the funding in this academic year.

School Overview

Detail	Data
School name	St Martin's CE Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	16%
Academic year / years that our current pupil premium strategy plan covers	2021 / 2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£51110
Recovery premium funding allocation this academic year	£5510
Total budget for this academic year	£56620

Statement of Intent

It is our intent to narrow the attainment gap between disadvantaged and non – disadvantaged pupils, for all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations at the end of Year 6.

Background

The Pupil Premium is a government initiative that targets extra money at students from low social economic backgrounds, overcoming barriers to learning and achievement. Research shows that students from low social, economic backgrounds underachieve compared to their peers. The premium is provided to enable these students to be supported to reach their potential.

Context and Barriers

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be a need to increase aspirations and develop well-being. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Individualising Support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using subject leads/consultants to provide high quality interventions across their subjects
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 - Education Welfare Officer
 - Behaviour Support Team
 - Education Psychologist
 - Counselling services
 - Children's Social Care
- Providing support for parents
 - To develop their own skills
 - To support their children's learning within the curriculum
 - To manage in times of crisis

Summary of PPG spending

Objectives

- To develop and encourage parental engagement and provide parent/pupil learning opportunities
- To ensure that teaching and learning meets the needs of all pupils.
- To ensure consistently high attendance, engagement and achievement
- To ensure nurture and emotional support for vulnerable pupils
- To ensure good progress in reading, writing and maths
- To ensure good outcomes in terms of pupils meeting age related expectations

Summary of planned spending

- Support staff
- Nurture sessions / lunchtime sessions
- Tutoring
- Curriculum resources to engage/promote learning
- Language development
- Funding for Literacy and Numeracy consultant to support with planning/moderation and booster groups
- Education Welfare officer

Planned PPG spending - Financial Year 2021- 2022

Activity	Budgeted Cost	Proposed Impact
HLTA role	£28,404	Increase staff to pupil ratio in order to increase impact of Quality First Teaching in KS1 / KS2. HLTA able to provide one to one support, group support and boosters / interventions.
School led tutoring	£1417	Pupils receive small group tuition in order to close educational gap that has widened due to COVID-19. Maths and writing focus.
Phonics resources	£1925	Pupils have access to quality phonics resources including 'catch – up' programme This will increase % of pupils achieving expected phase / outcomes in phonics
Purchase of reading resources.	£1408	Pupils have access to age appropriate reading texts and receive extra reading support in school. Impact on reading progress.

Language development	£4000	Pupils able to access intervention to improve early language development and outcomes. Interventions delivered by LSA / HLTA staff members.
Early Years outdoor provision	£2500	Continue to develop Early Years outdoor area. Access to quality resources and provision. Engagement with purposeful activities. Increase in % of pupils achieving GLD.
Time tables Rock Stars / Spelling Shed / Rising Stars	£1114	Curriculum resources are purchased to ensure pupils are fully equipped to access the curriculum and to enhance all learning opportunities, including home learning.
Education Welfare Officer	£850	Improvement in attendance of pupils, plus the improvement in attendance of Persistent Absentee pupils; this will improve the outcomes of pupils with barriers to learning due to low attendance. Work closely with parents to improve attendance
Literacy and Numeracy consultant	£4000	Teachers supported to ensure effective planning for all pupil groups to ensure progress, accurate intervention and assessment. Pupil booster groups for additional progress
Well - being and curriculum enrichment activities	£5000	Pupils are able to access educational visits, residential visits and after school activities for team building skills. This is to ensure that no child misses out on the opportunities experienced by their peers in the school environment and to enhance their well – being.
Lunchtime Nurture sessions/clubs	£4000	Additional lunchtime groups provided for pupils in need – this will support social development, behaviour and well - being.
Support for vulnerable families	£2000	Items purchased to ensure that pupils basic needs are met.
Projected total spend	£56620	

Review of outcomes in the previous academic year (2020 – 2021)

Attendance:

- Attendance at end of 2016 = 93.1%
- Attendance at end of 2017 = 94.3%
- Attendance at end of 2018 = 94.62%
- Attendance at end of March 2020 = 95.3%
- Attendance June 2021 = 91.7% (please note this includes COVID-19)

Progress:

Pupil progress at end of June 2021

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Year 1 (5APS expected)	5.5	4.7	5.5	4.8	5	3.9
Year 2 (9APS expected)	10.3	10.8	9.2	10.2	10.2	10.4
Year 3 (9APS expected)	7	10.6	5.5	8.6	7	10.1
Year 4 (9APS expected)	10	11	8.6	10.9	10	11.4
Year 5 (9APS expected)	11.5	10.6	9	10.3	9.5	10.5
Year 6 (9APS expected)	5.8	10.6	4	8.9	5.2	10.7

Areas showing insufficient progress and attainment – or where the FSM/Non - FSM gap is large, have been discussed at Pupil Progress meetings and are the current concentration groups.

Outcomes

Due to COVID – 19, performance measures have not been published for 2020 to 2021, however internal data has been submitted to the Local Authority.

26% of the Year 6 cohort were identified as disadvantaged. Of those disadvantaged pupils, 50% were identified as SEN pupil with 13% having an EHCP.

Measure	Progress – Disadvantaged pupils
Reading	+5.7
Writing	+7.75
Maths	+1.70

Progress for the disadvantaged pupils was significantly above the national average.

Measure	Disadvantaged
Reading	63 %
Writing	63 %
Maths	38 %