

# Pupil premium strategy statement St Martin's CE Primary

(pending governor approval)

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 Primary                                              |
| Number of pupils in school                                                                                    | 209 (excluding nursery)                                             |
| Proportion (%) of pupil premium eligible pupils                                                               | 19%                                                                 |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2022/2023 to end of 2024/25                                         |
| Date this statement was published                                                                             | October 2022                                                        |
| Date on which it will be reviewed                                                                             | July 2023                                                           |
| Statement authorised by                                                                                       | Matthew Seex,<br>Headteacher and Vicki Kavanagh, Chair of Governors |
| Pupil premium lead                                                                                            | Matthew Seex,<br>Headteacher                                        |
| Governor / Trustee lead                                                                                       | Jay Alexander and Cheryl Green                                      |

## Funding overview

| Detail                                                                                 | Amount         |
|----------------------------------------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year                                    | £54,015        |
| Recovery premium funding allocation this academic year                                 | £6,970         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>                                             | <b>£60,985</b> |

|                                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
|-------------------------------------------------------------------------------------------------------------------------------|--|

# 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 19% (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, largely 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. The school has recruited a learning mentor to support with this.</p> |
| 6                | Our ongoing attendance data indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. In 2021/22,                                                                                                                                                                                                                                                                                                                                                                         |

## 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 2024/25 show a reduced attainment gap from 2021/22                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Improved maths attainment for disadvantaged pupils at the end of KS2.                                          | KS2 maths outcomes in 2024/25 show a reduced attainment gap from 2021/22                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.                                | KS2 writing outcomes in 2024/25 show a reduced attainment gap from 2021/22                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in discriminatory incidents</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>                                                                                                                  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <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: **£11,500**

| Activity                                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Enhancement of our maths teaching and curriculum planning 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>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:<br/> <a href="https://publishing.service.gov.uk">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:<br/> <a href="https://www.eef.org.uk/publications/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p> | 3                             |
| <p>Improve the quality of social and emotional (SEL) learning, particularly through proactive approaches.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):<br/> <a href="https://www.educationendowmentfoundation.org.uk/publications/eeef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>                                                                                                | 5                             |
| <p>Writing Hubs CPD through No More Marking programme</p>                                                                                                                                                                                                                     | <p>EEF Guidance Reports highlight importance of modelling effectively, which comes from good subject knowledge.<br/> <a href="https://www.eef.org.uk/publications/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                     | 4                             |
| <p>Embedding Formative Assessment Programme</p>                                                                                                                                                                                                                               | <p>EEF study found it can add +2 months of progress (based on strong evidence)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2, 3, 4                       |

|                                                                                                                               |                                                                                                                                                                                                                                           |            |
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|                                                                                                                               | <a href="#">Embedding Formative Assessment   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                |            |
| Early Talk Boost and Talk Boost interventions                                                                                 | Study data from multiple sources plus clear in-school data showing significant improvement for the most disadvantaged<br><br><a href="#">Early Talk Boost   EIF Guidebook</a><br><a href="#">Early Talk Boost - Talking Communication</a> | 1          |
| Weekly release time for the English lead to support teachers and develop the subject in-line with the EEF CPD recommendations | <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                            | 1, 2 and 4 |

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

Budgeted cost: **£20,500**

| Activity                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.                                    | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>                                                                | 1, 4                          |
| 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. | 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:<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2                             |
| Purchase of additional decodable books to supplement phonics teaching, replenish                                                                                                          | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics                                                                                                                                                                                                            | 2                             |

|                                                  |                                                                                                                                                                                                        |  |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| stocks and provide a wide and interesting range. | interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> |  |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: **£28,985**

| Activity                                                                                                                                                                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.                                                                                                                                                                              | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                           | 5                             |
| 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.<br><br>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.                                                                                                                                                                                  | 6                             |
| Purchase of a wellbeing assessment tool to identify specific individual, class and whole-school needs and intervene as needed.                                                                                                                                                                                                            | 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):<br><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> | 5                             |
| Creation of learning mentor role to support children with mental health and social emotional challenges                                                                                                                                                                                                                                   | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,                                                                                                                                                   | 5                             |



|                                    |                                                                                                                                                                                                          |         |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                    | attitudes, behaviour and relationships with peers):<br><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>                                                        |         |
| Poverty Proofing the School Day    | Research reports from more than one source and the company's own impact report statement<br><a href="#">(PDF) Poverty Proofing the School Day: Evaluation and Development Report. (researchgate.net)</a> | 5 and 6 |
| Contingency fund for acute issues. | 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.           | All     |

**Total budgeted cost: £60,985**

## 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 2020 to 2021 academic year.

60% of disadvantaged pupils (group of 6) achieved RWM combined in KS2, with 80% achieving the expected standard in maths and reading. Writing was only 50% and remains an area for development across the whole school.

50% achieved RWM in KS1, although this was only a group of 2 pupils.

100% achieved phonics in year 1 (group of 3) and 50% in year 2 (group of 2).

Only 40% achieved GLD (group of 5).

Disadvantaged attendance (autumn/spring terms) was 90.5% (national 'other' 94.4%) – data from Perspective. A new attendance policy was implemented at the end of summer last year to address this gap.

### Externally provided programmes

| Programme                                       | Provider      |
|-------------------------------------------------|---------------|
| Little Wandle phonics (DfE validated)           | Little Wandle |
| Embedding Formative Assessment (EEF researched) | SSAT          |

### Service pupil premium funding (optional)

**NOT APPLICABLE (to be reviewed annually)**

| Measure                                                                        | Details |
|--------------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding the St Martin's Way, including more effective practice around feedback using our whole-class feedback policy. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate and with places being reserved for them.