



Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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

Detail	Data
School name	St Martins School
Number of pupils in school	679
Proportion (%) of pupil premium eligible pupils	Total PP: 168 23.5% Secondary 124 27.6% Primary 44 15.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	20/21-23/24
Date this statement was published	Dec 22
Date on which it will be reviewed	July 23
Statement authorised by	Sue Lovecy
Pupil premium lead	Sue Lovecy
Governor / Trustee lead	Pupil related matters link group

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186770
Recovery premium funding allocation this academic year	£38,934

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£225704

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	-
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Part A: Pupil premium strategy plan

Statement of intent

St Martins school's fundamental aim is to ensure ALL students (regardless of starting points) leave us as confident learners ready to make next steps in education, employment, or training. Through their time at school it is paramount that our disadvantaged pupils feel supported in their classrooms, with a focus on academic rigour, challenge, and achievement. Whilst outside of their classrooms they, are supported by strong pastoral system so that all students can maximise their full potential.

- To provide personal development opportunities, which not only support disadvantaged students well-being and resilience,, but which also allow them to self-regulate their behaviour and gain the most from their access to the wider curriculum.
- To ensure all disadvantaged students are, exposed to appropriate career opportunities, which stretch and inspire them.

We firmly believe that Quality First Teaching will enhance the life chances of all our young people. The statistical evidence produced by the Educational Endowment Fund states that great teaching is the most important lever schools have, to improve pupil attainment. Our goal is to ensure every teacher is supported in delivering high-quality teaching in order to achieve positive outcomes for all pupils, particularly the most disadvantaged among them. To support this as a school, we share key information with the members of staff who work with them daily. This information, held in the teaching and learning files, allows key staff to identify the most common barriers and personalise intervention to meet the needs of individual students.

Strategies are informed by the information provided by Educational Endowment Fund as well as ongoing, in-school, impact analysis that helps measures the impacts of these initiatives with our children.

We set aspirational targets for our disadvantaged pupils using the RADY principles this ensures our disadvantaged pupils are catching up with their peers rather than making the same progress.

We use baseline testing in year 7 to identify key obstacles and challenges which can then be addressed early through the catch up programme

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' attendance is not as high as non-disadvantaged. This has also been exaggerated by the Covid19 pandemic. More analysis needs to be done on disadvantaged sub groups
2	Reading comprehension and vocabulary gap. Many disadvantaged pupils are on the year 7 catch up programme. In the primary phase children do not have the same access to practising these skills outside school
3	The recent climate of educational closures, blended learning and periods of isolation have had significant impact on the learning of Disadvantaged learners, despite the significant roll out of large numbers of laptops and connectivity devices. This echoes national trends and the findings of national research following lockdown. Although we have distributed many laptops and connectivity devices this is a challenge we continue to monitor.
4	Disadvantaged students are performing less well in Maths across the school in both secondary and primary phases, this gap has been increased by the covid19 pandemic.
5	There are a higher proportion of disadvantaged pupils facing mental health challenges including anxiety, depression and low self esteem.
6	Parental engagement with school in general in less good and engagement specifically with satchel and teams is lower in disadvantaged families even with the distribution of devices.

7	The school's rurality and limited public transport infrastructure result in less opportunities for disadvantaged pupils to take part in enrichment activities and cultural visits
8	Disadvantaged families have lower aspirations for the future. There is a low level of mobility out of the local area. Aspirations post 16 are low

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
Improving the gap Progress 8.	Ensure there is consistent improvement in closing the gaps. Because of our small cohorts we have widely fluctuating results at key stage 4. Continue to close the gap in all subjects Gap no more than 10% in any one subject
Improve the gaps at Key stage 2 reading , writing and Maths	To ensure the gaps have been closing for all disadvantaged pupils and for the gap to be no more than 10%
To reduce the gaps in achievement, Attainment 8 and grade 5+ English and Maths	To ensure that disadvantaged student achieve the highest grades in line with non- disadvantaged pupils With gaps no bigger than 10 %
Attendance gaps	To decrease the gaps in attendance across all year group but especially in the primary phase where the gaps are significant to no more than 3%
Increased enrichment and cultural opportunities	To ensure that there is parity of engagement between disadvantaged and non-disadvantaged by supporting financially and with encouragement of the Pupil premium champion

<p>To sustain improved well-being for disadvantaged pupils</p>	<p>By employing a pp champion to have one to one conversations with all students and follow up support meetings</p>
<p>Disadvantaged Destinations ,</p>	<p>Reduce DA students becoming NEETs below National Average Review of destinations undertaken in transition from KS4-5 By using the life skills programme year 11 and enhanced careers support to ensure that disadvantaged pupils have the same opportunities post 16 All Gatsby benchmarks to be met for disadvantaged pupils</p>

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.

Budgeted cost: £140,200

Activity	Evidence that supports this approach <i>(The evidence for these approaches is referred to through reference to the Education Endowment Foundation toolkit where they have rated the efficacy of specific interventions and their impact on the performance of disadvantaged students compared to the cost of the intervention)</i>	Challenge number(s) addressed
Pupil Premium champion (PPC) £16000 secondary / primary	+2 EEF toolkit Track and oversee the progress of all disadvantaged pupils; meeting	All
	with them, contacting home and raising staff awareness of activities that can be organised and resources purchased for disadvantaged pupils. PPC liaises with, and reports to, SLT on PP performance.	

Learning mentors English and Maths secondary £ 28,000	+2 EEF toolkit Contribution to salaries of Learning Mentors in English, and Maths to improve student attainment and engagement.	2,4
TLR (Teaching & Learning Responsibility) for Enrichment outdoor learning £3200	Parental engagement EEF +4 Continued monitoring of parental engagement e.g. parents evenings, returns on consultations, good news responses, attendance at House and other calendared events, as well as ensuring parent involvement is monitored	1,5,7
Additional teaching in Maths and English and Science £65,000	High quality teaching, smaller mixed ability groups in English EEF +2	2,4
CPD £4000	Continuing professional development for staff working closest to our PP students. Training courses to ensure our Pupil Premium Champion and all staff are delivering the most effective strategies	all
Cover teaching to allow staff to interview and support DA students £8,000	+2 EEF toolkit Allows students to have subject specific interviews and where appropriate intervention	1,2,3,4,5,6
Additional LSA in key stage 2 to support DA students across years 3-6 £16000	Increase the one to one support for DA students and enables them to access work more effectively	1,2,4,5

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

Budgeted cost: £ 38850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention and catch up sessions	EEF toolkit states this will increase attainment and progress	1,2,4,5

after school in the primary phase £12000	Evidence of improved performance in year 6 in 2021	
Homework Club £2800	+3 EEF toolkit Homework club offered 4 nights a week, with increased TA support for disadvantaged students. PP students specifically invited	1,2,3,4,5,6,7
Careers Advisor £1050	EEF aspiration learning Time with Careers Advisor allocated specifically to disadvantaged students, for preparation for meetings and interviews.	6,8
After school Tuition: School led tutoring by Teaching Assistants and teachers £17000	Extending school time +3 EEF School led tutoring – will be delivered by 4 highly qualified Teaching Assistants. These will be delivered in Maths, Science and English and other subjects as needed Research supports small group tutoring. We are using our own staff . We know that student engagement is higher with staff they already know and have relationships with. Evidence shows that teaching assistants are more likely to have a positive impact whilst delivering structured intervention than as general classroom support. (EEF)	1,2,3,4,
Regular progress meeting led by phase leaders in the primary phase to ensure all DA are provided with the individual support they need to make the necessary progress £3000	This will track individuals progress and tailor interventions to individual needs	1,2,3,4,5
Classroom materials £3,000	Revision books, class readers and equipment, etc.	2,4

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

Budgeted cost: £ 50,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Laptops and IT £28,000	EEF metacognition +7 EEF "It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology." We have full sets of laptops throughout the school. Students have access to a laptop at any point in the day	1,2,3,4,
Trips and visits £8,000	EEF aspiration learning Low-cost, local trips paid for in full, at the school's discretion. Discretionary contribution towards specialist equipment for activities such as Duke of Edinburgh.	1,5,6,7,8
Free bagel breakfast £2600	DfE guidance: "The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour."	1,2,3,4,5
Whole school careers fair and wow day on careers £1000	The allows DA students to access companies and careers experiences with out travel	6,7,8
Uniform £2,500	Mentioned by EEF One set of school uniform is provided for PP students. After this, a contribution can be made to further school uniform at the school's discretion.	1,5,6,

<p>Extra-Curricular / enrichment including Cadets £4,000</p>	<p>Extending school time EEF +3 Cadet core in conjunction with Moreton hall girls school DA students are targeted. There is a wide range of evidence to suggest that belonging to the Cadets provides purpose and structure. Musical instruments and lessons, access to a wide range of support clubs</p>	<p>1,5,6,7</p>
<p>ELSA (emotional Literacy Support Assistant) Training for third LSA £1700</p>	<p>Mental health support for targeted children in both phases</p>	<p>5</p>
<p>Mini buses £2,600</p>	<p>Free transport home after clubs and activities enables all students to stay and engage</p>	<p>1,6,7</p>

TOTAL COST £229,450

