

Pupil premium strategy statement – St Martins School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	700
Proportion (%) of pupil premium eligible pupils	Total PP: 167 24% (national average 21%) Primary 37 (national average 21%) Secondary 130 (national 27%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	25-26
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Alison Pope

Pupil premium lead	Carol Jones
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£183685

Part A: Pupil premium strategy plan

Statement of intent

The fundamental aim of St Martins school is to ensure all students leave us as confident learners ready to make next steps in education, employment, or training, aspiring and striving to continue to fulfil their full potential. It is paramount that our disadvantaged pupils feel supported in their classrooms, with a focus on academic rigour, challenge, and achievement. PP funding will be used to reduce the gap in attainment between learners eligible for PP and those who are not. We are committed to ensuring that the priorities we have for whole school improvement are delivered in a way that ensures these improvements will positively impact our disadvantaged learners. Quality First Teaching is at the heart of this and enhances the life chances of all our young people; great teaching is the most important lever schools have, to improve pupil attainment. We 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. Heads of House and a strong tutorial structure ensures that every pupil has a key adult they can identify in supporting them through school. These key adults ensure our PP pupils are encouraged in accessing academic support, they are instrumental in ensuring SEND needs are identified and pathways to support are not missed, they build confidence and resilience within their groups to promote high levels of access to extra-curricular opportunities and work closely with PP pupils which may be demonstrating challenges in self-regulation and 'behaviour' to uncover the challenges and obstacles are present in our pupil's lives. In summary, our global PP strategy recognises our disadvantaged learners in a holistic manner; identifying support for learners in the classroom, socially and also within their wider communities and their home setting.

Challenges

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

Challenge number	Detail of challenge
1 Lower Prior attainment and low reading age	Our disadvantaged learners have gaps in knowledge, skills and understanding when compared to their non-disadvantaged peers. Contributing factors are: Poor quality nutrition

	<p>Lack of study space</p> <p>Reduced parental support for education in the home due to wider commitments</p> <p>Potential role as a young carer</p> <p>Low familial aspirations</p> <p>Less access to wider reading materials or public libraries</p>
2 Capacity for home/school support and parental engagement	<p>Parental figures are more likely to have personal literacy deficit and are less able to support their children with reading.</p> <p>This has an impact on their cultural capital, understanding of local and national issues as well as impact on their ability to access the curriculum.</p> <p>In the primary phase we need to ensure a higher uptake of PP recipients once UIFSM ends.</p>
3 Attendance	<p>Attendance, punctuality and internal truancy are whole school areas for improvement. This is often as a result of:</p> <ul style="list-style-type: none"> • Young carer responsibility • Familial ill health • Financial pressure – term time holidays • Low aspirations within the home
4 Aspirations	<p>Many disadvantaged learners have lower expectations of themselves in respect to immediate achievements and are far less likely to hold high aspirations for their future life opportunities.</p> <p>The school's rurality and limited public transport infrastructure result in fewer opportunities for disadvantaged pupils to take part in enrichment activities and cultural visits.</p>
5 Mental health	<p>A higher proportion of DA pupils and the adults within their homes have an increased likelihood of high levels of anxiety as well as associated mental health issues. This increases challenges for parents/carers and can affect the quality of support available to the children in the home.</p>
6 Attitude to learning	<p>Behaviour incident and data analysis demonstrates that on average PP pupils are less likely to have a positive attitude to learning.</p> <p>Undiagnosed SEN needs are potentially masked by their behaviour.</p>

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
<p>Improving the Progress and Attainment 8 gap at KS4.</p> <p>Improving the gaps in Reading, Writing and Maths at KS2.</p> <p>To reduce the gaps in achievement, Attainment 8 and grade 5+ English and Maths.</p>	<p>GCSE and SATs outcome data reflect a narrowed gap, with closer to national average attainment of A8 37.</p>
<p>To bring PP pupil attendance in line with non PP peers.</p>	<p>PP attendance at 90- 92%.</p>

Increased PP pupil involvement in extra-curricular and cultural engagement activities	Over 80% of PP pupils have attended an extra-curricular activity.
Improvement in PP pupils' attitude to learning and school	Increased PP representation in House points and rewards system. Reduction in the proportion of PP pupils who are suspended, isolated or awarded negative behaviour incidents.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 66,156

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teaching in core subjects</i>	High quality teaching, smaller groups sizes, mixed ability approach in English	2,4
<i>QFT CPD and processes</i>	Marking strategy promotes prioritised marking for PP students. Seating plans support PP pupils and allow for frequent staff interaction and verbal feedback.	1,2, 4, 5
<i>Whole school involvement in RADY training</i>	Senior leader identified as RADY champion who receives enhanced training on how to improve progress of disadvantaged pupils, including those in receipt of PP. Time and cover given to release the RADY champion and also deliver whole staff training. RADY as focus for all staff through school development plan to raise profile of PP pupils and support their progress.	1,2, 4, 5, 6, 7

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

Budgeted cost: £ 49,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of equipment/stationery to reduce in-class learning barriers</i>	Equipment and Pencil cases given to tutors for distribution to pupils who do not come to school equipped.	1, 2, 4, 5, 6
<i>Pupil premium mentor as part of student services team</i>	Track and oversee the progress of all disadvantaged pupils with specific oversight of LAC pupils. Liaise with parents to increase home/school coordination	2, 3, 4, 6
<i>Intervention mentors in English and Maths</i>	+2 EEF toolkit. Contribution to salaries to ensure we have an additional individual who can deliver targeted intervention both in and outside of the classroom.	1, 2, 3, 4, 6
<i>Targeted intervention and booster sessions after school in the primary phase</i>	PP pupils invited to attend. Aimed at improving progress at end of KS2	1,2,3,4,6
<i>Homework club</i>	LSA time to support homework club before school	
<i>IT provision</i>	Desk-top computers in the hub are available at break and lunchtime for academic use. EEF +7	1,2,6

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

Budgeted cost: £ 67,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment and cultural capital experiences through subsidised school visits, events.</i>	Tracking pupil premium participation in clubs, trips and events. Student services mentor to track Prioritising places for PP pupils Support for specialist equipment where needed e.g. Duke of Edinburgh, Cadets Use of funds to contribute to/subsidise the payment for trips and events. Additional mini bus and driver to ensure pupils can be transported home after attending an after school event.	4, 5, 6

<i>Careers advisor</i>	PP pupils prioritised for careers appointments with school advisor. EEF aspiration learning	4
<i>Student services mentor</i>	Additional student support services mentor to increase the capacity for PP pupil well-being and mental support/referrals as well as contact with families/home	2, 4, 5, 6
<i>Reading and therapy dog</i>	Use of our school dog in a therapeutic role across primary and secondary phases to combat anxieties and to promote attendance patterns in line with the reduction of the stresses which can give rise to EBSA	1,3, 4,5
<i>Breakfast</i>	Breakfast supplies in student services office for those pupils who may miss breakfast or food during the day	2,5,6
<i>Training/CPD for ELSA LSA and student services team</i>	Providing social and emotional intervention and support for those pupils who find it difficult to manage their emotions	3, 5, 6
<i>Parental engagement coffee mornings for PP parents</i>	Remove the barriers between home and school, especially in relation to 'hard to reach' parents. Building positive relationships which improve communications and raise aspirations.	2, 4, 6
<i>School rewards activities</i>	Allocation of funds to school behaviour lead for rewards trolley and House events	4, 6
<i>Subsidise uniform for PP pupils</i>	Ensure that purchasing school uniform is not a financial barrier for families	1,2,3
<i>Attendance team and educational welfare officer prioritise PP attendance</i>	EWO time in school, alongside attendance administrator and SLT attendance lead. Focused conversations around pupils on vulnerable list, which includes all of our PP pupils. School in 4 th decile for PP attendance, in a lower decile for others.	3,4

Total budgeted cost: £ 183, 685

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment 8 Summary secondary

Measure	PP	Total	Y11 Predicted Grades Total
Average Total Attainment 8	All	37.14	35.9
	Non PP (DC: Other - Not Disadvantaged)	40.53	39.27
	PP (DC: Disadvantaged)	28.14	26.97
Average Attainment 8 Grade	GAP	12.39	12.3
	All	3.71	3.59
	Non PP (DC: Other - Not Disadvantaged)	4.05	3.93
	PP (DC: Disadvantaged)	2.81	2.7
	GAP	1.24	1.23
	Non PP (DC: Other - Not Disadvantaged)	-	0.14
	PP (DC: Disadvantaged)	-	-0.84
	GAP	0	0

There was improvement for the PP cohort across the year in terms of predictions vs outcomes, which demonstrates that interventions had a positive impact. However, their performance is still lower than PP national average at an A8 of 37. The overall A8 of our PP pupils shows that the gap widening between 2024 outcomes and 2025 which needs to be addressed quickly.

In Primary outcomes for 24-25 demonstrated some narrowing of the gaps:

Attainment

Reception

2 Pp

28 non

PP students gained the expected judgement in 13 of the 17 areas

Year 2

34 Non PP

2 PP

Reading at GD was better in PP pupils (PP = 17% 1 pupil, Non PP = 12% 4 pupils)

Maths - The only pupil to gain GD in maths was a PP pupil – PP = 17%, non PP = 0%

Year 3

21 non pp

7 PP

Reading Exp and GD was the same in PP and Non PP – no difference – At least EXS = 17% and GD 14%

Writing inline at EXS and GD

Maths – more PP at GD (29%) than Non pp (14%)

RWM combined at EXS standard was the same (57%) and RWM combined at GD was the same (14%)

Year 5

Pp pupils were represented in the GD judgement in R, W and M

Reading – PP did better at at least EXS standard 75% v 69%

Writing – PP better at at least expected standard 67% v 62%

Year 6

PP pupils were represented in the GD judgement in Reading

Progress (average progress over last year)

Year 2

Reading PP and Non PP inline with the average progress through the year = PP -0.6 and non pp -0.5, no significant difference

Year 3

Reading PP better +0.3, Non pp -0.1

Writing the same PP +0.3, Non PP +0.3

Maths PP better +1.0, Non PP +0.1

Year 4

R, PP better 0, Non PP -0.1

M in line PP -0.4, non PP -0.2

Year 5

Reading better PP 0.0, Non -0.2

W PP better PP 0.0, non -0.1

M PP better pp +0.1, Non 0.0

Year 6

Reading PP better PP +0.1, Non 0.0

Writing inline PP -0.4, non -0.3

GPS Pp better PP +0.1, Non -0.1

Attendance has improved at the start of the academic year with 89% of PP pupils attending compared to 87.85% last academic year. However, we have suffered a recent fire so we need to monitor pupil attendance closely upon our return.

Suspension data 46% of suspension sessions to date in 25-26 academic year have been DA pupils. With 43% of suspension sessions 24-25 belonging to DA pupils. We need to carefully monitor this increase.

Behaviour logs

For the same period of time Sept to Nov – 24-25 negative behaviour points were 539 this was an increase from 23-24 of 126 within the same period of time whereas 25-26 there have been 409. However, we have been closed for approx 4 weeks due to a fire.

Caution needs to be taken with these figures as there have been multiple changes in behaviour logging policy which would impact on the number of incidents recorded on Arbor.

Externally provided programmes

Not applicable

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.