# St Martin’s C of E Primary School: Pupil premium strategy statement

## School Overview

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| Detail | Data |
| School name: | St Martin’s C of E Primary School |
| Number of pupils in school | 369 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | Autumn 2022 |
| Date on which it will be reviewed | Autumn 2023 |
| Statement authorised by | Resources Committee |
| Pupil premium lead | Jane Goreka, Mandy Parsonson and Alice Ingram |
| Governor / Trustee lead | Peter Field |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £37,972 |
| Recovery premium funding allocation this academic year | £4,350 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £42,322 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Martin’s C of E Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantage children can face a wide range of barriers which may impact on their academic success.  Our ultimate objectives are to:   * Remove barriers to learning created by poverty, family circumstance and back-ground * Narrow attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally * Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum * Develop confidence in their ability to communicate effectively in a wide range of contexts * Enable pupils to look after their social and emotional wellbeing and to develop resilience * Access a wide range of opportunities to develop their knowledge and understanding of the world.  Demographic and School Context St Martin’s C of E Primary is a community school located in Dorking in the heart of the Surrey Hills, in the South-east of England. We are an all-through Primary School with 375 children on roll between the ages of 4 and 11 years. We take 45 children into our Reception classes each year and an additional 15 children into Year 3 from a local Infant feeder School.  In the latest Index of Multiple Deprivation (IMD) this area was ranked **24,260 out of 32,844 in**  **England**, where 1 was the most deprived and 32,844 the least.  Whilst the school has a much lower proportion of PP children nationally 28, 3 of which are SEND pupils.  The school has a high number of SEND children 10% of which 4% have a ECHP  Achieving These Objectives  Achieving our objectives:  In order to achieve our objectives and overcome identified barriers to learning we will:   * Provide all teachers with high quality CPD to ensure that pupils access effective   quality first teaching   * Provide targeted intervention and support to quickly address identified gaps in   Learning including the use of small group work and1:1 intervention   * Target funding to ensure that all pupils have access to trips, residential, first hand experiences * Provide opportunities for all pupils to participate in enrichment activities * Provide appropriate nurture support to enable pupils to access learning within and   beyond the classroom.  This list and strategies will change and develop based on the needs of individual pupils.  Key Principles:  We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigours analysis of internal data. Class teachers will identify through the rigours analysis of data. Class teachers will identify specific interventions and support for individuals which will be reviewed half termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from our appropriately trained ELSA, SENCO or home school link worker. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Social, emotional and mental health |
| 2 | Gaps in reading, writing, maths and phonics |
| 3 | Attendance and punctuality |
| 4 | Access to wider opportunities |
| 5 | Parental engagement |
| 6 | Pupils arrive at school unprepared for learning |

## 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.

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| 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. |
| Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading writing and Maths | Pupil data from end of KS2 shows an upward trend of PP pupils achieving Greater Depth standard. |
| Implementation of RWI in EYFS shows an increase in pupils passing the phonics screening Test in Y1. | Three year increase on the Y1 pass rate with pupils achieving above the national expectation by the third year of implementation fully in EYFS. |
| All pupils without other complicating factors are confident readers by the end of KS1 | In house tracking data indicates that pupils are successfully moving through book bands and are working on ARE books in preparation for KS2/ |
| Improved times table knowledge for KS1 and Year 3 and year 4 | Three year rising trend on pupils in year 4 achieving 95% success rate in the statutory times table test. |
| 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:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant reduction in behaviour incidences * An increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | * Ensure attendance of disadvantaged pupils is above 95% or has improved rapidly from 2020 |

## 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: £19, 194

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Cover supervisors employed to release curriculum leaders | Continual improvement of the quality of the curriculum through lesson observations, book scrutiny and pupil voice. | 2 and 4 |
| RWI CPD EYFS and parent phonic workshops | Pupils make accelerated progress.  Pupils are at least in-line with all other pupils nationally. | 2,4,5,6 |
| *NELI Programme* | Pupils make accelerated progress.  Pupils are at least in-line with all other pupils nationally. | 1,2,3,4,5,6 |
| *SumDog – Times tables* | Pupils to make accelerated progress  Increase on last year’s results on MTC | 1,2,3,4,5,6 |

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

Budgeted cost: £ *10, 320*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Structured interventions across the school for PP children* | Pupil’s historical attainment and new pupils to the school have gaps in their learning that need to be identified and effectively targeted. | 1,2,3 and 5 |
| *KS1 RWI intervention* | Pupils make accelerated progress  Pupils attainment gaps close | 1,2,3 and 5 |

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

Budgeted cost: £15, 322

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Free/Subsidised breakfast club*  *School uniforms*  *Resources for learning* | All pupils have a settled start to the day.  No pupils starts the day hungry.  All pupils have the things they need to support their learning. | 1,4,5,6 |
| *Subsidised visits and residential* | Children from low income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum. | 3,4,5 |
| *ELSA*  *Emotional Literacy support* | Provide emotional support for all children to support them in managing their feelings, emotions and behaviour to better support their attendance and access to the curriculum. | 3,4,5 |
| *Home school link worker* | * Support all families and pupils on a wide range of issues. * Help children and families to increase school attendance and punctuality. * Develop and maintain positive relationships between the home and school and act as a link between home and school. Signpost relevant support for parents. | 3,4,5 |

**Total budgeted cost: £44, 836**

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*  Internal school data  Targeted interventions and pupil focus groups across the school shows raised attainment and increased pupil progress:  Evaluation of focused group teaching shows that 83% of PP children made accelerated progress.  Evaluation of the impact of interventions shows that 100% of PP children made expected or accelerated progress.  80% (16/20) of PP only children are making at least expected progress in Reading, Writing and Maths across the school. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Sum Dog | https://www.sumdog.com/en/ |
| Pobble | <https://my.pobble.com/> |
| PSHE Association | https://pshe-association.org.uk/ |
| Grammarsurus | https://grammarsaurus.co.uk/portal/login/ |
| WhiteRose | https://whiterosemaths.com/ |
| White Rose books | White Rose Maths |
| RWI | Ruth Miskin |
| SEESAW | https://web.seesaw.me/ |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| 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)

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