

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

School Overview

Detail	Data
School name:	St Martin's C of E Primary School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	SENCO, Head Teacher and Governors
Pupil premium lead	Chris Tuckett, Alice Ingram and Kate Burnett
Governor / Trustee lead	Mr Jonathan Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,345
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	£64,345

Part A: Pupil premium strategy plan

Statement of intent

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 disadvantaged children can face a wide range of barriers which may impact on their academic success.

We aim to:

- Provide the best possible learning experience in the classroom
- Ensure the relationships between staff and children are respectful and each child is seen as an individual so they can have their needs met and any barriers removed.
- Narrow the attainment gaps between disadvantaged pupils non-disadvantaged pupils
- Ensure ALL pupils leave our school being able to speak confidently in a range of different situations resulting in them having a broad range of vocabulary.
- Work closely with children so they are able to communicate effectively in a wide range of contexts.
- Ensure ALL pupils leave our school not only being able to read fluently and with good understanding so they can access the wider curriculum but also have developed a love for reading.
- Provide support and guidance enabling children to look after their emotional wellbeing and to develop resilience.
- Access a wide range of opportunities and use every area of school life, both during school and after school clubs, to ensure they 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 357 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.

The school has a high number of EHCP children. 14% of children on the SEND Register. Of those 14%, 26% are Pupil Premium children.

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 and 1:1 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 rigorous analysis of internal 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 (Emotional Literacy support worker), MHL (Mental Health Lead), SENCO (Special Educational Needs Coordinator) or FSW. (Family Support Worker)

Challenges

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

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

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
Pupils make expected or greater progress in reading, writing and maths.	<p>100% of pupils entitled to pupil premium funding will make at least expected progress in an academic year in reading, writing and maths.</p> <p>Pupils will be discussed termly in pupil progress meetings to evaluate progress and discuss next steps. Key actions will be recorded and shared.</p> <p>Pupils will be highlighted on the inclusion register as entitled to pupil premium. Pupils entitled to pupil premium funding will read regularly in a small group and 1:1 to an adult.</p>
Improving wellbeing and engagement with learning	<p>PSHE lessons will consistently provide support for children on how to look after their mental health resulting in them being able to be in a positive place to access learning.</p> <p>Well-being assemblies allow children to reflect on their behaviour and discuss emotions.</p> <p>De-escalation strategies will be used consistently across all staff within the school. Zones of regulation will be embedded across the school and will be used as a common language. These are introduced in assemblies and some RSHE lessons.</p> <p>There will be a consistently close focus by teachers on the emotional regulation of pupils entitled to pupil premium funding.</p> <p>Additional support will be applied and considered for each child where it is felt appropriate. This could include – ELSA, Wellbeing Walks, Nurture Group, Attention St Martin's, Circle of Friends, Young Carers and Leadership Responsibilities. Specialist support will be sought if required.</p>

Improved and sustained parental engagement amongst parents of disadvantaged students	<p>Attendance at Parents' Evenings is above 90% and there is no difference between disadvantaged and non-disadvantaged parent's attendance.</p> <p>Parents receive training on how to support their child.</p> <p>Parents attend open evenings / celebration days.</p>
Improve speaking and listening	<p>All children will be exposed to a wide range of vocabulary as if pupils have limited vocabulary, this affects their progress across a wide range of subjects. Teachers will model and expose children to a wide range of vocabulary to improve their academic success.</p> <p>Training to all teachers will be provided and planning to be adapted to ensure the teaching of Speaking and Listening is of high quality.</p>
Ensure all staff have quality CPD so quality first teaching is consistent across the school	<p>Staff have the teaching tools and the current up to date skills set to provide quality first teaching in their classroom.</p>
Cultural Capital	<p>One of the areas in which disadvantaged young people can suffer is in what's known as 'Cultural Capital' (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes). St Martin's School will provide educational experiences for all children so they are prepared for their future. This might be in sporting events, musical events, school trips, visits to museums / libraries.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject leadership monitoring and CPD</i>	Teachers and leaders will ensure that they are delivering quality first teaching in line with the National Curriculum and that all children including those from a disadvantaged background are provided with a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.	2
<i>Whole school speaking and listening CPD</i>	The Research Review series for English states the importance of speaking and listening and how it has an impact on all areas of the curriculum. Children from a disadvantaged background are not always exposed to a varied range of language.	2, 5
<i>National College training</i> <i>ECT training and SCITT training</i> <i>RWI training to continue for support staff and teachers</i>	<p>Data shows that vulnerable children struggle with phonics and reading.</p> <p>Two trainee teachers are receiving training through the SCITT.</p> <p>RWI training to be completed and shared with staff to support children</p>	1,2,5

	with phonics. Support the phonics teaching with reading.	
<p><i>Quality First Teaching training to be continuously delivered throughout the year in staff meetings and INSET days.</i></p> <p><i>Inclusion Leader to provide support and training to ensure children are supported through QFT.</i></p>	<p>Training continues throughout the year on effective feedback, modelling, supporting those children who need it the right time, training for support staff ensuring their skills at a high standard and learning walks and observations support teachers to deliver high quality lessons.</p> <p>All teachers have high quality PM to ensure QFT is at the forefront of all we do. Quality First Teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) Research from NFER also supports this.</p>	2,5
<p><i>Targeted work with relevant year groups using the Paul Dix approach. CPD led by Inclusion Leader.</i></p>	<p>To reinforce the nurture approach, we have introduced the Paul Dix approach with targeted year groups. CPD for LSAs and Class Teachers has been carried out with specific year groups.</p>	1
<p><i>Specialist support provided by STIP for targeted Pupil Premium children.</i></p>	<p>Use of STIP to observe and offer specialist approaches for targeted children who are finding it difficult to regulate in the classroom and on the playground.</p>	1
<p><i>High quality CPD delivered to all staff in staff meetings and INSET days in safeguarding, effective communication, subject leadership, and leadership.</i></p>	<p>CPD throughout the year to be provided in INSET days and Staff. Meetings to ensure that staff have the best possible training to ensure Quality First Teaching is consistent. Some individual CPD will occur when necessary.</p>	1,2,5

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support Staff CPD to ensure they can support children with phonics, maths and reading. This is completed in staff meetings, INSET days.</i>	<p>RWI Training required.</p> <p>Inclusion Leader to provide training when staff come forward and share their training needs.</p> <p>MAT training used to support staff's gaps in knowledge.</p> <p>National College Training used to support training.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils particularly from disadvantaged backgrounds. (EEF)</p>	1,2,5
<i>Trained LSA to provide 1:1 or small group specialised sessions in order to plug the gaps in reading, especially speech and language skills.</i>	ELKLAN sessions weekly. Adult ratio 1:1 or 1:2. Introduced 2025-2026.	2
<i>Trained LSA to deliver weekly</i>	Attention ST. Martin's session x3 per week. These are held in groups	1

<i>sessions to support children with attention, communication and social interaction skills.</i>	of 6 with an adult ratio of 2:6. In school evidence shows impact on ability to communicate successfully and focus in lessons.	
<i>Small Maths group created to enable targeted Pupil Premium children to reach at least Expected level in Maths.</i>	Daily Maths sessions with Deputy Head. Group size 2:8. This enables a high level of individual and 1:2 support using multisensory techniques, building confidence and skill in Maths. SAT results show significant impact with children closing the gap on their peers and demonstrating rapid progress.	2
LSA use in classes	LSAs to be deployed strategically to support Pupil Premium children as required.	1, 2
Learning by Questions to be used in Year 6 to enable a targeted approach to identify and address gaps in learning.	Specific teaching technique to address gaps in learning for all children including Pupil Premium children. Research from William (2011) states that 'sharing high-quality questions is the most significant thing we can do to improve the quality of student learning.'	2

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<i>ELSA hours to increase to provide a daily offer.</i>	To support those children who need emotional support. There has been a significant increase in the amount of children requiring emotional support. As a school our biggest need is our biggest SEND need.	1,3,4
<i>Family Support Worker to provide onsite support for targeted children.</i>	FSW to have consistent contact with vulnerable children in school and to make home visits where necessary.	1, 3, 4, 5
<i>Link with MHST made and utilised.</i>	Children who are experiencing significant hardship accompanied by ECT are referred for specialist talking therapy.	1, 3, 5
<i>Attendance incentives provided along with further support from the Inclusion Leader.</i>	<p>Disadvantaged attendance is lower than the rest of the school community. Persistence absence for Free School Children is 32.6%, above the national average of 32.4%.</p> <p>Softer Starts to help transition the children into school.</p> <p>Nurture Group to provide a quieter space for our more vulnerable children to go.</p>	1,3,4
<i>Targeted vulnerable children to be offered a place at an afterschool club.</i> <i>Vulnerable children, where needed, to be provided with financial support for the school trips and residential.</i>	<p>Support given where necessary for families who struggle to pay for After School Club, allowing parents to work and the children to experience a club environment and to support the development of social skills.</p> <p>Some parents feel that they can't afford the clubs and trips. Support is provided for these children. This</p>	1,3,4

	ensures they can access this alongside their peers.	
<i>Children who don't access homework will be given time in the lesson to complete this. Teachers will reach out to these parents and provide support and guidance when required.</i>	Some disadvantaged children do not engage with homework.	1,3,4
<i>Provide a space for all children to access intervention groups</i>	Space to be provided so that targeted children can receive interventions.	1,3,4
<i>Other interventions such as ELSA groups, Circle of Friends etc.</i>	Several studies have shown that facilitated group activities help develop and reinforce social interactions.	1,3,4
<i>Playground support for vulnerable children using Opal Play.</i>	Introduction of a playground system to encourage imaginative play and successful interactions between children of all ages. Pupil Premium children will benefit from this system to broaden their play experiences and access to a variety of equipment which they may in some instances, not have at home.	1, 3. 4, 5
<i>CPD for ELSA.</i>	Evidence has shown in house that more children require support from our ELSA teacher.	1,3,4

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 2024 - 2025 academic year.

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

Programme	Provider
TT Rockstars	https://www.TTR.com/en/
Pobble	https://my.pobble.com/
PSHE Association	https://pshe-association.org.uk/
Grammarsaurus	https://grammarsaurus.co.uk/portal/login/
WhiteRose	https://whiterosemaths.com/
White Rose books	White Rose Maths
RWI	Ruth Miskin
National College	https://nationalcollege.com/

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
<i>RWI training for all associated staff.</i>	Data shows that vulnerable children struggle with phonics and reading and have less opportunities to read at home and acquire new vocabulary.	2, 3, 5	All staff are now trained in RWI however new staff and some identified staff might need further training. RWI is being used a screening tool.

			All PP children who needed support with phonics accessed RWI.
<i>Writing Interventions</i>	Children who struggle with writing need small group and one to one support to enable the adult to hone in on the gaps in knowledge and address them.	2,3,5	70% of PP children made expected progress in writing and 14% made accelerated progress.
<i>Quality First Teaching training to be continuously delivered throughout the year in staff meetings and INSET days.</i>	<p>Training continues throughout the year on effective feedback, modelling, supporting those children who need it the right time, training for support staff ensuring their skills at a high standard and learning walks and observations support teachers to deliver high quality lessons.</p> <p>All teachers to have high quality PM to ensure QFT is at the forefront of all we do.</p>	2,3,5	Training is provided in a range of targeted areas throughout the year.
<i>High quality CPD delivered to all staff in staff meetings and INSET days in safeguarding, effective communication, subject leadership, and leadership.</i>	CPD throughout the year to be provided in INSET days and Staff Meetings to ensure that staff have the best possible training to ensure Quality First Teaching is consistent.	2,3,5	Leaders provide training for their subjects including how to assess their subject and how to ensure sticky knowledge sticks.

<i>ELSA teacher available 5 days a week.</i>	Pupils require ongoing emotional support.		ELSA teacher now having contact time with Pupil Premium pupils as required. The availability of this expert support is having a positive impact on children.
--	---	--	--