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	370
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2027
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	SENCO, Head Teacher and Governors
Pupil premium lead	Chris Tuckett, Emily Berry 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

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. On 1st April 2018, the school became part of The Alliance Multi-Academy Trust (TAMAT) joined with four other local, like minded schools.

Pupils start their journey with us in reception and some now begin their journey in Year 3. We have 67 pupils who are eligible for Pupil Premium. The school has a high number of EHCP children. 14% of children on the SEND Register. Of those 14%, 26% are Pupil Premium children.

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. The vision for our pupils links with the TAMAT vision of "Nobody Left Behind; Nobody Held Back; Everybody Valued".

We will consider the challenges faced by vulnerable pupils, including those who have a social worker, family support worker and those who are 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.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- 1. Remove barriers to learning caused by socioeconomic disadvantage
- To ensure disadvantaged pupils can fully access learning, the school will identify and address barriers linked to poverty, family circumstances, and background, enabling equitable participation and progress for all pupils.
- 2. Reduce attainment gaps through sustained, evidence informed

practice

- To narrow and ultimately eliminate gaps in attainment between disadvantaged pupils and their peers—both within school and nationally—through high-quality teaching, targeted academic support, and early intervention.
- 3. Secure strong reading proficiency for every pupil
- To ensure all pupils—especially those eligible for pupil premium—acquire fluent, confident reading with deep comprehension by the end of primary so they can access the full curriculum and develop as independent learners.
- 4. Strengthen pupils' social, emotional and mental wellbeing
- To support pupils to develop emotional regulation, self confidence, and resilience by embedding high quality pastoral provision and evidence based wellbeing practices, ensuring they are ready to learn and thrive.
- 5. Expand access to enrichment and cultural capital
- To provide disadvantaged pupils with sustained access to diverse enrichment experiences, broadening their knowledge of the world and fostering aspiration, curiosity, and personal development.

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.
- To provide targeted academic support having gained a thorough knowledge of our Pupil Premium pupils and their barriers to learning.
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences so that no child is excluded of opportunities for financial reasons.
- Providing an ELSA and MHL to those who children who require support. · Providing training to parents to support their children with learning.
- Providing opportunities for all pupils to participate in enrichment activities including sport and music.
- Ensuring there is Classroom Support in every classroom in the morning to support core learning.
- Ensuring lessons demonstrate an active participation and have multi-sensory elements to keep children engaged within the classroom and with their learning.
- Ensuring that teachers support children and parents with home learning.

- Provide a range of speaking and listening opportunities to enable pupils to develop across the whole curriculum – cognitively, socially and linguistically.

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

- Providing reading material appropriate for their level and interest.

- To provide wider support for our Pupil Premium pupils so that they successfully access all elements of school life.

- Pupil Premium pupils need to be supported to attend trips, workshops, etc, to have high levels of attendance and to have their physical, emotional and mental health needs recognised and addressed.

- Provide appropriate well-being support in class and in smaller groups to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the pupil progress meetings support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. We 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	Social, emotional and mental health Some of our children are needing additional emotional support. This is around friendships, dealing with difficulties or changes at home, low self-esteem and finding it challenging to manage and regulate their emotions. These challenges negatively impact their ability to learn.
2	Gaps in reading, writing, maths and phonics

	Many of our Pupil Premium children have gaps in their reading, writing and phonics. They struggle to retain information and generally have less rich and adventurous vocabulary.
3	Attendance and punctuality Some of our Pupil Premium children have attendance below 90%.
4	Access to wider opportunities Some pupils have limited access to access to wider opportunities outside daily life which impacts on the following: - Involvement both inside and outside of school - Access to online learning - Life experiences - Future opportunities - Speaking and listening interactions
5	Parental engagement Some of our parents need guidance and nurturing with how to best support their children academically and emotionally.

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.	100% of pupils entitled to pupil premium funding will make at least expected progress in an academic year in reading, writing and maths. Pupils will be discussed termly in pupil progress meetings to evaluate progress and discuss next steps. Key actions will be recorded and shared. 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. Pupil Premium children are identified on the teacher's lesson plan where their individual needs are considered.

Improving wellbeing and engagement with learning	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. Well-being assemblies allow children to reflect on their behaviour and discuss emotions. 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. There will be a consistently close focus by teachers on the emotional regulation of pupils entitled to pupil premium funding. 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.
Improved and sustained parental engagement amongst parents of disadvantaged students	Attendance at Parents' Evenings is above 90% and there is no difference between disadvantaged and non-disadvantaged parent's attendance. Parents receive training on how to support their child. Parents attend open evenings / celebration days.
Improve speaking and listening	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. Training to all teachers will be provided and planning to be adapted to ensure the teaching of Speaking and Listening is of high quality.

Ensure all staff have quality CPD so quality first teaching is consistent across the school	Staff have the teaching tools and the current up to date skills set to provide quality first teaching in their classroom.
Cultural Capital	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.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%.
Achieve at least 90% of pupils in Y1 pass the PSC	Targeted teaching will ensure the gap is closed for those children who are eligible for Pupil Premium. Having a good grasp on phonics improves outcomes in reading.

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
Subject leadership monitoring and CPD	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.	1,2,3 &4
Whole school speaking and listening CPD	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
National College training *ECT training and SCITT training* *RWI training to continue to support staff and teachers*	Data shows that vulnerable children struggle with phonics and reading. Two trainee teachers are receiving training through the SCITT. RWI training to be completed and shared with staff to support children	1,2,5

through a coaching model	with phonics. Support the phonics teaching with reading.	
Quality First Teaching training to be continuously delivered throughout the year in staff meetings and INSET days. *Inclusion Leader to provide support and training to ensure children are supported through QFT.*	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. EEF research shows that good teaching is the most significant factor in improving outcomes for disadvantaged pupils. The Inclusion leader will continue to use staff meeting time to ensure that all teaching staff understand Quality First Teaching. TAMAT will provide INSET training to support all staff with understanding how to adapt teaching for those learners who may be falling behind. Use of WalkThrus for all staff. All teachers have high quality Performance Management to ensure HQT is at the forefront of all we do.	2,5
Targeted work with relevant year groups using the Paul Dix approach. CPD led by Inclusion Leader.	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.	1,2 & 3
Specialist support provided by STIP for	Use of STIP to observe and offer specialist approaches for targeted children who are finding it difficult to	1, 2

targeted Pupil Premium children.	regulate in the classroom and on the playground.	
High quality CPD delivered to all staff in staff meetings and INSET days in safeguarding, effective communication, subject leadership, and leadership.	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.	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
Staff CPD.	Pupil Progress meetings indicate children making expected progress across the school are as follows: Reading 84.7% Writing 71.8% Maths 76.4%	1,2,5

ELKLAN sessions	ELKLAN sessions suggest pupils are closing their gaps in reading.	2
Attention St Martin's	Attention ST. Martin's session x3 per week. These are held in groups of 6 with an adult ratio of 2:6. In school evidence shows a positive impact on ability to communicate successfully and focus in lessons.	1
Small Maths group created to enable targeted Pupil Premium children to reach at least Expected level in Maths.	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. Year 6 results show significant impact with children closing the gap on their peers and demonstrating accelerated progress.	2
Learning by Questions to be used in Year 6	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
ELSA and MHL sessions	Pupils with SEMH needs are learning strategies for emotional regulation to better support their behaviours for learning.	1,2,5
Inclusion Base	Increasing capacity for 1:1 and small group interventions to allow those children with significant need to access an individualised intervention programme whilst ensuring quality first teaching for all pupils remains throughout the school. Specific teaching to meet individual needs of key children	

	using specialist and adaptive approaches where ratios are less than the mainstream classroom.	

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions 1:1 daily. *Support for mental health and well-being* *Circle of Friends*	Pupils feel they have a voice. Pupils are able to better recognise their emotions. Pupils have strategies to help them understand their emotions. Parents report that things have improved at home “Softer Starts” embedded across the school to provide additional strategies to help pupils attend school and regulate their emotions during the morning transition. ELSAs provide individual work where necessary. Several studies have shown that facilitated group activities help develop and reinforce social interactions.	1,3,4

Nurture Group	Pupils feel happier and safer at lunchtimes Pupils feel they have a safe space to go to.	1,2
Family Support Worker to provide onsite support for targeted children.	FSW to have consistent contact with vulnerable children and their families in school and to make home visits where necessary. Attendance has improved. Partnership/communication between school and home has improved.	1, 3, 4, 5
Mental Health Support Team support	Children who are experiencing significant hardship accompanied by ECT are referred for specialist talking therapy.	1, 3, 5
Targeted vulnerable children to be offered a place at Afterschool Club. *Wider Curriculum activities- vulnerable children, where needed, to be provided with financial support for the school trips and residentials.*	Pupils have access to further social interactions and parents are able to increase their employment opportunities. All children have access to school trips and events regardless of their financial status.	1,3,4
Homework club	All children have access to a quiet space to complete homework with the correct equipment and support, where needed.	1,3,4
1:1 and small group support in class	Pupils who need extra support are regulated and able to access the classroom environment.	1,3,4

Playground support for vulnerable children using Opal Play.	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

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.

Pupil Premium pupils were provided with access to extra-curricular activities such as after-school clubs, trips, and experiences, including year 5 and 6 residentials at Sayers Croft and YMCA.
These opportunities helped to support their engagement, social interaction, and learning experiences. Pupil premium children are targeted to attend clubs.

Supporting good mental health continues to be a strength of the school, with targeted support for Pupil Premium pupils. Our ELSA remains an invaluable resource, conducting regular check-ins and running interventions to ensure the well-being of these children. This remains a stable provision, contributing to improving attendance levels for Pupil Premium children, which continue to align with overall attendance.

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/
Grammarsurus	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
RWI training for all associated staff.	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.
Writing Interventions	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.
Quality First Teaching training to be continuously delivered throughout the year in staff meetings and INSET days.	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. All teachers to have high quality PM to ensure QFT	2,3,5	Training is provided in a range of targeted areas throughout the year.

	is at the forefront of all we do.		
High quality CPD delivered to all staff in staff meetings and INSET days in safeguarding, effective communication, subject leadership, and leadership.	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.
ELSA teacher available 5 days a week.	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.