



Pupil Premium Global Aims and Strategy Statement 2024-27

This statement details our three year plan for the use of Pupil Premium funding and core strategical plans to help improve the engagement, progress, attainment and attendance.

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	718
Proportion (%) of pupil premium eligible pupils	Total PP: 170 23.1% (national average 21%) Primary: 35 16.1% (national average 20.8%) Secondary: 135 27.1% (national average 27.1%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25 to 26/27
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Sue Lovecy
Pupil premium lead	Katherine Mooney
Governor / Trustee lead	Vicki Silver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£193400

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	n/a
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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 pupils 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

The key challenges to achievement identifiable amongst our disadvantaged pupils.

Challenge number	Detail of challenge																														
<p>1.</p> <p>Low prior attainment and impact of capacity for home learning in early life</p>	<p>Lower attainment at enrolment, most notably at the Secondary phase.</p> <p>Factors which contribute to this may include:</p> <ul style="list-style-type: none"> • Nutrition; poor quality and quantity of available food • Lack of study space • Reduced time for educational support at home owing to wider expectations of homelife duties or due to reduced adult supervision • Potential role as young carer • Familial culture of low educational expectation • Low aspiration <p>Our disadvantaged learners have gaps in knowledge, skills and understanding when compared to their non-disadvantaged peers.</p>																														
<p>2.</p> <p>Reading</p>	<p>Our disadvantaged learners are less likely to:</p> <ul style="list-style-type: none"> • read widely and often, • to have access to a wide range of reading resources outside of school • to use public libraries or read journals or newspapers. <p>Parental figures are more likely to have personal literacy deficit and are in a poorer position 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>3.</p> <p>Attendance</p>	<p>Attendance, punctuality and internal truancy are whole school areas for improvement.</p> <p>These issues may be symptomatic of:</p> <ul style="list-style-type: none"> • Young carer responsibilities within the home; including school 'drop offs' for siblings • Transportation issues • Ill health (pupil, parent or siblings) • Financial pressures (including non-authorized holidays) • Cyclical impact of poorer levels of in-class engagement, progress and attainment. <p>Evidence:</p> <table border="1" data-bbox="352 1632 1402 1906"> <thead> <tr> <th></th> <th>Pupil Count</th> <th>Att %</th> <th>Lesson Att Total Mins Late</th> <th>Lesson Att Average Mins Late</th> <th>Roll Call Att %</th> <th>Roll Call % of L marks</th> <th>Roll Call % of U marks</th> <th>Roll Call Att Total Mins Late</th> <th>Roll Call Att (Avg. Mins Late)</th> </tr> </thead> <tbody> <tr> <td>20-May-24</td> <td>Non PP Averages 550</td> <td>89.81%</td> <td>72819</td> <td>10.68</td> <td>90.69%</td> <td>1.56%</td> <td>0.23%</td> <td>71.556</td> <td>7.858</td> </tr> <tr> <td></td> <td>PP Averages 188</td> <td>84.53%</td> <td>67225</td> <td>12.97</td> <td>85.87%</td> <td>2.64%</td> <td>0.52%</td> <td>171.011</td> <td>11.953</td> </tr> </tbody> </table>		Pupil Count	Att %	Lesson Att Total Mins Late	Lesson Att Average Mins Late	Roll Call Att %	Roll Call % of L marks	Roll Call % of U marks	Roll Call Att Total Mins Late	Roll Call Att (Avg. Mins Late)	20-May-24	Non PP Averages 550	89.81%	72819	10.68	90.69%	1.56%	0.23%	71.556	7.858		PP Averages 188	84.53%	67225	12.97	85.87%	2.64%	0.52%	171.011	11.953
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<p style="text-align: center;">4.</p> <p style="text-align: center;">Aspirations</p>	<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; indeed, consideration for adult life has often had very limited contemplation.</p> <p>This may be shaped by:</p> <ul style="list-style-type: none"> • Experiences out of school including adults in family setting and wider social community • Participation in extra-curricular activities reduced through time and financial pressures • Uptake of in-school opportunities reduced through lack of prior experience <p>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</p>
<p style="text-align: center;">5.</p> <p style="text-align: center;">AtL and behaviour</p>	<p>Data analysis demonstrates that our disadvantaged learners are, on average, less likely to show a positive attitude to learning and more likely to struggle to meet our high expectations of behaviour in and out of class.</p> <p>There is also over-representation of PP pupils in our discipline and sanctions systems (detentions, isolations and suspensions).</p> <p>Reasons for this may include:</p> <ul style="list-style-type: none"> • Lack of positive role modelling outside of school • Lack of parental engagement in school • Adverse childhood experiences or attachment issues • Poor health or nutrition <p>Undiagnosed SEN needs, potentially unidentified when masked by other additional barriers which may be presenting in the profile of PP pupils.</p>
<p style="text-align: center;">6.</p> <p style="text-align: center;">Mental Health</p>	<p>There are a higher proportion of disadvantaged pupils facing mental health challenges including anxiety, depression and low self esteem coupled with reductions in external avenues for support and reduced capacity (digital poverty, time constraints, shift work, financial implications of travel) for some families to seek the necessary assistance.</p> <p>As well as a correlation between PP pupils and increase in likelihood for additional levels of anxiety and other mental health issues, there are also notable links with similar increases with adults within the home. This increases the challenges for parents/carers and can impair the support available to the children in the home.</p>
<p style="text-align: center;">7.</p> <p style="text-align: center;">Parental engagement</p>	<p>Parental engagement with school in general is less good and engagement specifically with satchel and teams is lower in disadvantaged families even with the distribution of devices.</p> <p>Parents of pupils in the Primary phase failing to apply for PP funding (75% of eligible pupils in receipt compare to 96% in Secondary phase).</p> <p>This may occur due to lack of engagement, poor understanding of processes, difficulty in accessing the application process through poorer literacy skills or through digital poverty.</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 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. (Challenge 1,2,3)</p>	<p>Consistent improvement in closing the gaps. Continue to close the gap in all subjects, with gaps of no more than 10% in any one subject</p> <p>To ensure the gaps reflect consistent reduction across each area for all disadvantaged pupils and for the gap to be no more than 10%</p> <p>To ensure that disadvantaged student achieve the highest grades in line with non- disadvantaged pupils; with gaps no bigger than 10 %</p>
<p>Attendance</p> <p>PP pupils attendance and punctuality to be improve in line with non PP peers; improving attendance to lessons and continuity of learning. (Challenge 1,3,5,6,7)</p>	<p>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%</p>
<p>Increased enrichment and cultural opportunities and engagement with these opportunities.</p> <p>Life chances for PP learners will improve as a result of improved exam grades, broader aspirations and engagement in wider aspects of school life. (Challenge 4, 5,7)</p> <p>PP learners to attend well in lessons and enrichment opportunities (Challenge 3, 4)</p>	<p>To improve parity of engagement between disadvantaged and non-disadvantaged by supporting financially and with encouragement of Tutors and dedicated Pupil Premium Mentor.</p> <p>In enrichment opportunities (including school teams, council and trips/visits) Proportion of PP vs non-PP participants to more closely reflect the proportion of PP pupils in the school cohort.</p>
<p>Behavioural Concerns</p> <p>PP pupils will improve their behaviour to reach the same high standards of behaviour as all other students in the school. (Challenge 2,5,6,7)</p>	<p>Monitoring of attitude to learning in reporting processes will show improvements in attitude to learning scores.</p> <p>Reduction is the over-representation of PP pupils in isolations suspensions and detentions.</p>

Activity in this academic year

This details how we intend to spend pupil premium **this academic year** to address the identified challenges.

Teaching

Budgeted cost: £11250

Activity	Evidence that supports this approach	Challenge addressed
Additional teaching in Maths and English and Science	High quality teaching, smaller mixed ability groups in English EEF +2	2,4
Cover teaching to allow staff to interview and support DA students and provide greater teacher continuity as opposed to agency staff for non-planned cover situations.	+2 EEF toolkit Allows students to have subject specific interviews and where appropriate intervention	1,2,3,4,5,6
QFT CPD	Marking strategy promotes prioritised marking for PP students. Seating plans support PP pupils and allow for frequent staff interaction and verbal for more meaningful feedback.	
Enrichment of curriculum through highly subsidised school visits and visitors in school (Wow Day programme).	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. Sutton Trust research brief analyses Office for National Statistics data and finds children from the most advantaged households benefit from significantly more spending on extra-curricular activities and private tutoring than their poorer peers.	4, 5
Whole school careers fair and 'Wow Day' centred around careers	The allows PP pupils to access a broad range of companies, services and careers experiences without travel. PP Mentor in attendance to encourage pupils to have meaningful engagement at this event.	4, 5

Targeted academic support

Budgeted cost: £58 500

Activity	Evidence that supports this approach	Challenge addressed
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Provision of equipment/stationery to reduce in-class learning barriers.		3, 5, 6, 7
Provide subsidies and/or total funding for learners to attend curriculum-linked visits and experiences.	Participation in meaningful, curriculum-linked visits increases positively engagement in studies and improves perception of greater inclusivity in the school community. Advanced planning of trips across the calendar year to be published to assist parents/carers in planning and budgeting.	3, 4, 5
Pupil Premium Mentor (PPM)	+2 EEF toolkit Track and oversee the progress of all disadvantaged pupils; meeting with pupils and with parents (either in school or via Teams or telephone). Encourage and facilitate greater awareness and engagement of extra-curricular opportunities. Direct links to parents to boost levels of parental engagement in Parents/Carers Evenings and in community events. PPM liaises with, and reports to, SLT on PP performance.	All
Targeted intervention and catch-up sessions after school in the primary phase	EEF toolkit states this will increase attainment and progress	1, 2, 3, 4, 5, 6
Learning mentors English and Maths secondary	+2 EEF toolkit Contribution to salaries of Learning Mentors in English, and Maths to improve student engagement, confidence and attainment.	2, 3, 4, 5
Homework Club	+3 EEF toolkit Homework club offered 4 nights a week, with increased TA support for disadvantaged students. PP students specifically invited and mini-bus transportation available to facilitate travel where this may be a barrier.	All
After school Tuition: School led tutoring by Teaching Assistants and teachers	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, 5, 7
Regular progress meeting led by phase leaders in the primary phase to ensure all	This will track individuals progress and tailor interventions to individual needs.	All

DA are provided with the individual support they need to make the necessary progress		
IT and printing. Desk-top computers in the hub are available at break and lunchtime for academic use. Print allowance available to allow PP to print resources/assignments.	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/ipads throughout the school. Desk-top computers in the hub are available at break and lunchtime for academic use.	1, 4, 5
Classroom materials	Revision books, class readers and equipment, etc.	2, 3, 4

Wider strategies

Budgeted cost: £23 700

Activity	Evidence that supports this approach	Challenge addressed
Educational Welfare Officer to prioritise early interventions with PP pupils. Direct verbal/in-person contact prioritised over digital/paper contact.	There are numerous papers showing the link between attendance and attainment. In May 2022 the government published 'the link between absence and attainment at KS2 and KS4' which contained this headline fact "among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent."	3,6,7
Careers Advisor	EEF aspiration learning Careers Advisor appointments allocated specifically to disadvantaged students, for preparation for meetings and college interviews.	4, 5, 6
Evaluate the take up of wider curriculum opportunities including clubs and student leadership and act where PP learners are under-represented.	An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility (DFE and Institute for Policy Research) identified significant evidence of the positive impact of wider participation on PP learners. PP Mentor to actively engage pupils in signing up for activities and identifying barriers which may be hindering this goal.	3, 4, 5, 6, 7
Continue to subsidise and/or provide uniform for those who need it.	Learners at our school need to be dressed in uniform in line with school expectations. Our standards should not be lower for those who cannot afford to purchase uniform and therefore we will provide this if required. It also means that students do not feel	3, 5, 6, 7

	different from their peers and helps them to fit in to our inclusive school community.	
Reading and therapy dog.	<p>Use of reading dog in Primary phase for children to read to; encouraging a reduction in barriers to reading, less self-conscious reading environments and enhanced enjoyment.</p> <p>Use of our 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.</p>	2,3,5,6
Free breakfast (tea/juice pain au chocolate and toast)	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, 3, 5, 6
Extra-Curricular / enrichment including Cadets Music lessons subsidised for pupils to explore creative arts and broad experiences.	<p>Extending school time EEF +3 .</p> <p>Cadet core in conjunction with Moreton Hall girls school; PP students are targeted.</p> <p>There is a wide range of evidence to suggest that belonging to the Cadets provides purpose and structure. Musical instruments and lessons.</p> <p>These activities social and emotional health, boost wider school engagement and can have a positive impact on education outcomes, including English and maths/</p>	4, 5, 7
Mini buses	Free transport home after clubs and activities enables all students to stay and engage.	1, 4, 5, 7
<p>Provision of key support and therapeutic services through SSS referrals key staff liaisons. Meetings facilitated on school site; digital support services available out of school.</p> <p>ELSA (Emotional Literacy Support Assistant) training for additional LSA.</p> <p>Additional CPD for SSS staff members and key members of the LSA team.</p>	<p>Early, active interventions supported by trusted school staff continues to nurture inclusive school community.. Children who are emotionally vulnerable, suffer from attachment issues/ early childhood trauma are more at risk of exclusion and not accessing the curriculum. Recent neurobiological, epigenetics, and psychological studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organisational and language abilities children need to succeed in school. (Trauma Sensitive Schools).</p> <p>Early, active interventions supported by trusted school staff continues to nurture inclusive school community.</p> <p>Waiting lists for access to CAMHS and BeeU support are significant and delays in receiving support exacerbate the existing/developing issues.</p>	3 ,5, 6

<p>Drop in coffee morning (in school and in community centre) sessions with PPM/SSS to increase parental engagement.</p>	<p>EEF findings: “Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.” Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible ... opportunities for parents of older pupils to engage with the school.</p>	<p>7</p>
<p>Changes to reward trips to ‘in-house’ activities</p> <p>Reduce use of incentives which would require any funding from parents to make rewards accessible by all.</p>	<p>Rewards of this nature are welcomed by parents/carers, boosting relationships with school and enhances the inclusivity of our learning community.</p>	<p>5,6,7</p>
<p>Continue to subsidise and/or provide uniform for those who need it.</p>	<p>Learners at our school need to be dressed in uniform in line with school expectations.</p> <p>Our standards should not be lower for those who cannot afford to purchase uniform and therefore we will provide this if required. It also means that students do not feel different from their peers and helps them to fit in to our inclusive school community.</p> <p>Mentioned by EEF</p> <p>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.</p>	<p>3, 4, 5, 6, 7</p>

TOTAL COST: £193 450