

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Martin's CE (Aided) Primary School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	4.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was first published	31.12.2021
Date on which this statement was reviewed	15.12.2022
Date on which this statement will next be reviewed	15.12.2023
Statement authorised by	Katy Bartlett Headteacher
Pupil premium lead	Katy Bartlett Headteacher
Governor / Trustee lead	Linda Chorley Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5380 (2021 – 2022) £5540 (2022 – 2023)
Post LAC funding for this academic year	£2345 (2021 – 2022) £2410 (2022 – 2023)
Recovery premium funding allocation this academic year	£2000 (2021 – 2022) £2000 (2022 – 2023)
Service Premium finding allocation for this academic year	£620 (2021 – 2022) £640 (2022 – 2023)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£10345 (2021 – 2022)
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10590 (2022 – 2023)

Part A: Pupil premium strategy plan

Statement of intent

At St Martin's East Woodhay CE (Aided) Primary School, we believe:

- that all children have a right to high quality inclusive teaching and learning that meets their individual needs;
- that all children have the right to learn in a nurturing environment where they feel a sense of belonging, safety and security.

We believe that every child is an individual and we will consider the specific needs of every child, including any barriers to learning, when deciding on the type(s) and level of support and intervention to be allocated to that child.

During the national lockdowns, we continued to use pupil premium to provide individualised support for children, whether they were learning in school or at home.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing: -children have faced significant trauma and do not feel safe, -social, emotional and mental health difficulties, -difficulties with self-esteem, anger management and handling bereavement, -difficulties with social skills and lack of social interaction during COVID.
2	Educational and learning needs: -gaps in knowledge, -specific learning difficulties, -speech, language and communication difficulties.
3	Attendance and punctuality: -due to medical need, -due to separation anxiety after home learning.
4	Family: -parental engagement, -parent ability to communicate with school due to EAL, -capacity to support learning, -lack of parental time due to work commitments, -family aspiration, -parenting capacity.
5	Finance and the ability to pay for: -residential, -curriculum enrichment clubs, -school uniform, -basic stationery including books and pencils at home, -off-site activities, -visitors to school.

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
Children make expected or better progress and be ready for the next stage of their education.	Children will meet their agreed end of year targets for reading, writing and maths.
Children participate in a range of different enrichment opportunities which develop them as holistic learners.	Children will attend the Year 5/6 residential. Children will take part in all off-site visits. Children will participate in at least one enrichment club.
Children have the skills and support needed to ensure good mental wellbeing. Children feel safe and happy at school.	Children's emotional wellbeing enables them to access learning and make expected progress. Children demonstrate a good understanding of their emotional wellbeing and have strategies to use when necessary. Evidence will come from: *observations, *pupil conferencing, *pupil questionnaires, *parental feedback.
Parents and carers with engage with school, seek support for themselves and their children when necessary and support their children with their learning.	Positive relationships between school and home will ensure children's wellbeing and learning needs are met.

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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on issues relevant to specific children e.g. wellbeing, SEND, children new to English, refugee children,	It is evident that for staff to effectively support children and make a difference they must be well trained and have a good understanding of the issues the specific children face.	1, 2

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target and intervention groups	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Wave 3 individual support programmes	The Code of Practice Code of Practice identifies the importance of highly individualised programmes of support for specific children.	2

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

Budgeted cost: £3590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time to talk support for individual children.	Extensive research has identified the importance of children's mental health on ensuring children are ready to learn. Promoting mental health and wellbeing	1, 4
Social skills groups.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and	1

	<p>in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Social and emotional learning</p>	
<p>Contributions to Year 5/6 residential, off site visits and visitors to school.</p>	<p>Extensive research has identified the importance of children’s mental health on ensuring children are ready to learn.</p> <p>Promoting mental health and wellbeing</p> <p>We fully believe in the importance of enriching the curriculum with a variety of opportunities and experiences to develop the holistic child.</p>	1, 5
<p>Contribution to enrichments clubs and activities e.g. music lessons, sports clubs, yoga club.</p>	<p>Extensive research has identified the importance of children’s mental health on ensuring children are ready to learn.</p> <p>Promoting mental health and wellbeing</p> <p>We fully believe in the importance of enriching the curriculum with a variety of opportunities and experiences to develop the holistic child.</p>	1, 5
<p>Protected time for SLT to support parents and carers.</p>	<p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1, 3, 4
<p>Protected time for Office staff to translate documents for parents and carers who do not speak English.</p>	<p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

Total budgeted cost: £10590

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 2021 to 2022 academic year.

Please see previous pupil premium statement 2021-2022, which includes this information.

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£620
What was the impact of that spending on service pupil premium eligible pupils?	As above

Further information (optional)

All matters relating to the use of Pupil Premium funds for individual children are treated with discretion and in confidence.

For more information on the Pupil Premium, please visit:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>