

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 - 2025
Date this statement was published	31.12.21
Date on which it will be reviewed	31.12.22
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)
Recovery premium funding allocation this academic year	£2000
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	£6380

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 understand 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	Access to remote learning: -internet access, -device to access learning on, -availability of printer (and ink), -somewhere quiet to work.
2	Emotional wellbeing: -social, emotional and mental health difficulties, -difficulties with self-esteem, anger management and handling bereavement, -difficulties with social skills.
3	Educational and learning needs: -gaps in knowledge, -specific learning difficulties, -speech, language and communication difficulties.
4	Attendance and punctuality: -due to anxiety about COVID.
5	Family: -parental engagement, -capacity to support learning, -family aspiration, -language development, -parenting capacity.
6.	Finance and the ability to pay for: -residential, -curriculum enrichment clubs, -basic stationary 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 will 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 will 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 will have the skills and support needed to ensure good mental wellbeing.	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.
Children continue to engage with learning and make progress even if they have to learn from home due to self-isolation or a period of national lockdown.	Children will engage with remote learning, completing tasks set, attending google meets and engaging with school adults through phone calls.
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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on issues relevant to specific children e.g. wellbeing, SEND	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.	2, 3

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

Budgeted cost: £2000

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	3
Wave 3 individual support programmes	The Code of Practice Code of Practice identifies the importance of highly individualised programmes of support for specific children.	3

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

Budgeted cost: £3380

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for individual children.	Extensive research has identified the importance of children's mental health on ensuring children are	2

	ready to learn. Promoting mental health and wellbeing	
Social skills groups.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Social and emotional learning	2
Individual support if children have to self isolate e.g. access to laptop, printed work pack, additional contact through google meets, phone calls, etc.	It is clear that for children to benefit from remote learning they need to be able to access it effectively. Remote education research	1, 4, 5
Contributions to Year 5/6 residential, off site visits and visitors to school.	Extensive research has identified the importance of children's mental health on ensuring children are ready to learn. Promoting mental health and wellbeing	6
Contribution to enrichments clubs and activities e.g. music lessons, sports clubs, yoga club.	Extensive research has identified the importance of children's mental health on ensuring children are ready to learn. Promoting mental health and wellbeing	2, 6
Protected time for SLT to support parents and carers	The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £6380

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.

Please see previous pupil premium statement, 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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>