

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	104
Proportion (%) of pupil premium eligible pupils	0.96%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was first published	01.12.2024
Date on which this statement was reviewed	
Date on which this statement will next be reviewed	December 2025
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	£ 7400 (2024 – 2025)
Post LAC funding for this academic year	£0 (2024 – 2025)
Service Premium funding allocation for this academic year	£0 (2024 – 2025)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7400 (2024 – 2025)

## 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.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Emotional wellbeing:</b> -children have been exposed to domestic abuse, -children have siblings who have been school refusers, -social, emotional and mental health difficulties, -difficulties with self-esteem and self-confidence,
2	<b>Educational and learning needs:</b> -gaps in knowledge.
3	<b>Attendance and punctuality:</b> -due to medical need, -due to separation anxiety.
4	<b>Family:</b> -parental engagement, -capacity to support learning, -lack of parental time due to work commitments, -family aspiration, -parenting capacity.
5	<b>Finance and the ability to pay for:</b> -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 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: 0

We have invested a lot in staff training in previous years and feel staff have the knowledge, experience and expertise to support these children.

Review next year.

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

### 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. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: £5400

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. <a href="#">Promoting mental health and wellbeing</a>	1
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. <a href="#">Promoting mental health and wellbeing</a> We fully believe in the importance of enriching the curriculum with a variety	1, 5

	of opportunities and experiences to develop the holistic child.	
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. <a href="#">Promoting mental health and wellbeing</a> We fully believe in the importance of enriching the curriculum with a variety of opportunities and experiences to develop the holistic child.	1, 5
Protected time for SLT to support parents and carers.	The DfE guidance <a href="#">Working together to improve school attendance</a> has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 3, 4

**Total budgeted cost: £7400**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

There were 5 pupils in the 2023 to 2024 academic year who were entitled to Pupil Premium, Pupil Premium Plus or Service Premium. One of these pupils left St Martin's mid year, when his family relocated (so is not included in the end of year outcomes) – we ensured all relevant information was handed on to his new school, so that they could continue the support in place here. The table below identifies the impact that our pupil premium activity had on the all pupils in the 2023 to 2024 academic year.

Please note that these outcome relate to our previous pupil premium statement 2021 – 2024.

Intended outcome	Success criteria	Evidence																				
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.	<p>Interventions records show that all of the children who have received additional support have all made progress.</p> <p>At the end of the year pupil outcomes were as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>WT</th> <th>CT</th> <th>AT</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2</td> <td>0</td> <td>2</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>3</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Maths</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>All children met their individual targets except for: 1 child who was targets at WT in reading but achieved AT, 1 child who was targeted at AT in maths but achieved CT.</p>		WT	CT	AT	GD	Reading	2	0	2	0	Writing	3	0	1	0	Maths	2	1	1	0
	WT	CT	AT	GD																		
Reading	2	0	2	0																		
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Maths	2	1	1	0																		
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.	<p>All children in Year 5 and 6 attended the residential. All children in Year R – 6 attended all off site visits. All children attended at least 1 club including yoga, football (including representing school in a competition) and choir (including a performance in Newbury town centre).</p> <p>All children attended at least 1 SA activity, including cinema night and the disco.</p>																				
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.	<p>Outcomes from pupil questionnaire and pupil conferencing show all children entitled to PP feel happy and safe in school.</p> <p>Observations from SLT 360 monitoring show that all children entitled to PP are access learning in class. Appropriate support and adaptations are in place where necessary.</p> <p>Time to talk feedback shows that the 2 children who have attended sessions have a good understanding of wellbeing and know who to talk to if they need help.</p>																				

	*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.	Outcomes from parent and carer questionnaires show all parents of children entitled to PP know how to approach school and feel confident in doing so. Records of meetings with SLT show all parents of children entitled to PP feel well supported by school and know who to talk to if they are unsure of anything.

### 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?	As above
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>