Pupil premium strategy statement

This statement details our school's use of pupil 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 at Shouldham
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs K Howe Head Teacher
Pupil premium lead	Mrs R Beasley Deputy Head Teacher
Chair of the RSB	Mr R Dolding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,761
Recovery premium funding allocation this academic year	£0
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	£19,761

Part A: Pupil premium strategy plan

Statement of intent

At St Martin at Shouldham Primary Academy we believe that teaching and learning opportunities must meet the needs of all the pupils to ensure we provide the very highest standards of education for every child. It is also our belief that we want to provide children with opportunities they may not always have, particularly for those children who may be socially disadvantaged, to enrich their lives further.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require 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. Even with good quality first teaching, we have identified some barriers to learning for our children, such as stretching and challenging of pupils who are most able, building confidence and resilience, improving social and emotional well-being, developing communication and SEND support. At St Martin at Shouldham Primary Academy, we are able to identify the barriers to learning for pupils and implement strategies and interventions to overcome these.

Analysis of pupil progress, attainment and well-being is used to determine the impact of the support we give. Our approach will be responsive to common challenges and individual needs. For all of our Pupil Premium pupils, we will use this strategy to ensure they fulfil their potential from their individual starting point. To ensure our approaches are effective, we will:

- Ensure that disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve
- Improve engagement with curriculum and enrichment opportunities

We understand that each pupil is individual and unique, therefore our strategy has been developed to identify and respond to every child's needs.

As with all aspects of school life at St Martin at Shouldham, we work closely with our families and external agencies to overcome barriers to development identified.

Challenges

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

Challenge number	Detail of challenge
1	Writing- whole school area of development Assessment, observation and discussion with staff and pupils indicate gaps in knowledge and subject specific skills across the English Curriculum.
2	Phonics and reading- assessments indicate that reading attainment for some disadvantaged pupils is below that of non-disadvantaged pupils.
3	Maths- some disadvantaged pupils are working below the expected standard Assessment, observation and discussion with staff and pupils indicate gaps in knowledge and subject specific skills across the Mathematics Curriculum.
4	Attendance- Some disadvantaged children have poor or persistent attendance and this is negatively impacting disadvantaged pupil's learning.
5	Social and emotional and Mental Health Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners. Some pupils have low self-confidence, resilience and perseverance that are affecting their readiness to learn.
6	Enrichment opportunities- Limited life and cultural experiences for some of our pupils eligible for Pupil Premium restricts understanding of some curriculum areas.

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
To improve the writing attainment and progress of disadvantaged children.	Children to have made accelerated progress and attainment in their writing. All pupil premium children will met the expected standard in writing.
To improve the reading attainment and progress of disadvantaged children.	Children to have made accelerated progress and attainment in their reading. All pupil premium children will met the expected standard for reading. All pupil premium children will met the expected standard in PSC check in Year 1.
To improve the Maths attainment and progress of disadvantaged children.	Children to have made accelerated progress and attainment in their Maths. All disadvantaged children will achieve the expected standard in the MTC check.

To achieve and sustain improved attendance for pupil premium pupils.	The overall attendance rate for disadvantaged pupils will increase to 97%. There will be a decrease in pupils who are persistently absent. Attendance gap between pupil premium pupils and their peers will be eradicated.
To enhance the well-being of vulnerable children.	Pupils supported within school with additional well-being sessions, mental-health and ELSA support. Service pupils supported through our ELSA sessions. Pupils are more ready to learn.
To engage and support disadvantaged pupils in curriculum and enrichment opportunities.	Pupils will have greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits and experiences.

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: £9,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of the Sounds Write Phonics programme for YR-6. Sounds Write training for all staff. Phonics lead dedicated time to monitor Sounds Write teaching.	EEF- Tiered approach to improving teaching by supporting professional development. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics Toolkit EEF. Sounds Write is a DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils.	1, 2
English Lead training around writing curriculum and dissemination to staff. Subject leader training and release to monitor English Curriculum.	EEF- Tiered approach to improving teaching by supporting professional development.	1
Purchase new books to enhance our phonics and reading scheme.	EEF- Tiered approach to improving teaching by supporting professional development. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics Toolkit EEF. Sounds Write is a DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils.	1, 2
Introduction of Can Do Maths programme and resourcing. Training for staff. Ensure manipulatives are used consistently. Subject leader training and release to monitor Maths Curriculum.	EEF- Tiered approach to improving teaching by supporting professional development. Supports teachers with planning the small steps in Maths planning. Gap analysis used to inform planning and interventions. Can Do Maths case studies.	3

Development of teaching pedagogies across the school.	EEF- Tiered approach to improving teaching by supporting professional development. Rosenshine's principles of instruction and Cognitive load theory.	1, 2, 3
Teaching Assistant support in class for specific children.	EEF- Tiered approach to improving teaching by supporting professional development. TA support shows a positive benefit. Where tuition is delivered by TA's, there is evidence that training and use of a specific programme is beneficial. EEF	1, 2, 3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for targeted interventions Can Do Maths.	EEF- Tiered approached by providing targeted academic support and structured interventions. TA support shows a positive benefit. Where tuition is delivered by TA's, there is evidence that training and use of a specific programme is beneficial. EEF	1, 2, 3
Teaching Assistant support for targeted Sounds Write Phonic intervention.	EEF- Tiered approached by providing targeted academic support and structured interventions. TA support shows a positive benefit. Where tuition is delivered by TA's, there is evidence that training and use of a specific programme is beneficial. EEF	1, 2
Prioritised reading for the lowest readers.	EEF- Tiered approached by providing targeted academic support and structured interventions. TA support shows a positive benefit. Where tuition is delivered by TA's, there is evidence that training and use of a specific programme is beneficial. EEF	2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for ELSAs. Release time and cover for staff to attend supervision sessions.	EEF- Tiered approach-wider strategies to support children in attending school. Emotional Literacy Support has an identifiable and valuable impact on attitudes to learning and social relationships.	4, 5
Office time to monitor attendance. Regular correspondence with PP parents to ensure awareness of support available.	EEF- Tiered approach-wider strategies to support children in attending school. Improved attendance has a positive effect on attainment and progress. Government guidance and academic research. The EEF toolkits identifies parental engagement as a +4 intervention that can have a moderate impact on progress.	4, 5
Subsidies for school uniform.	EEF- Tiered approach-wider strategies to support children in attending school. As a school, we set aside a small contingency fund to support parents with accessing uniform.	4, 5
Subsidies for vulnerable families in accessing activities, trips and educational/residential visits and clubs.	EEF- Tiered approach-wider strategies to support children in attending school. We consider all enrichment opportunities beneficial to pupils. The school will support with 50%-100% of the cost of enrichment opportunities where necessary.	6
Subsidies for vulnerable families in accessing wrap around care.	EEF- Tiered approach-wider strategies to support children in attending school. We consider all enrichment opportunities beneficial to pupils. The school will support with of the cost of wrap around care. Healthy breakfast and snacks provided help to support pupil focus in lessons.	1, 2, 3, 4, 5, 6
Release time for staff to engage in mentoring.	EEF- Tiered approach-wider strategies to support children in attending school. Based on our experiences, mentoring has a positive impact on progress and attainment as well as pupil's social skills.	1, 2, 3, 4, 5, 6

Total budgeted cost: £19,761

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 2025 to 2026 academic year.

Pupils were assessed using a range of measures including formative and summative assessments and SLT discussed progress frequently to ensure next steps were put in place.

Examples of impact of the PP spending:

- Engagement in high quality CPD has increased teacher confidence. Regular support and coaching has supported high quality classroom practice.
- All staff are trained in our Sounds Write phonics programme.
- New phonics books purchased. Books are engaging and have increased children's confidence in reading.
- Pupils are well supported in their learning.
- 100% of PP children achieved the expected standard in the PSC.
- A range of interventions put in place to narrow the gap for disadvantaged pupils in phonics, handwriting, reading and maths. Pupils across the school made good progress from their starting points and are able to retain knowledge taught.
- Daily Phonics interventions for Reception, Y1 and Year 2 pupils to aid phonics screening check. Majority of pupils made accelerated progress from their starting points. Those with SEN needs made less progress.
- The Multiplication Tables Check results in Year 4 have continued to increase demonstrating the positive impact of the delivered teaching and intervention groups as well as the use of Can Do Maths and TT Rockstars.
- Pupils are well supported in their learning. Positive impact on pupil's self-esteem. Good progress shown through our tracking data.
- Access to high quality resources e.g. phonics and maths.
- All pupils have access to all educational opportunities.
- Stronger communication links made with parents to support learning, both in and out of school. Parents invited in to discuss barriers and strategies to support their child. Increased attendance of parents at reading and maths cafes to support strategies for learning.
- High quality music and sport is accessed by all to develop the whole child.
- All pupils have access to educational visits, including our residential visit. Pupil confidence and participation have increased. All Pupil Premium pupils have attended a school visit.
- A number of pupil premium pupils attend a range of clubs.
- Social and emotional support for pupil's mental health and well-being has been provided. There has been a positive impact on the pupils who have participated.

Pupils feel happier in class and are more settled in lessons. Pupils are equipped with coping-strategies. Confidence, independence and resilience have improved as a result.

- Regular phone conversations and meetings with parents, sharing resources and positive strategies to support mental health and well-being. Signposted families to a variety of outlets to gain additional support for emerging mental health needs.
- Continue to improve attendance and reduce persistent absence of disadvantaged pupils to improve educational outcomes. Head Teacher and Deputy Head Teacher work closely with the office to monitor attendance, acting quickly to talk to parents and provide support. Attendance letters and meetings are conducted half termly. Fast Track plans are put into place and monitored.
- A number of pupil premium children attend wrap around care including breakfast and after school club.
- Good support provided for service pupils. Pupils have expressed how much they enjoy the forces club and activities. Pupils have taken part in the Festival of Friends Service Event.

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
Sounds Write Phonics Programme	Sounds Write First Rate Phonics
Can Do Maths	Buzzard Publishing
Times Tables Rockstars	Maths Circle
Emotional Literacy Support Assistant (ELSA)	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
• Trained ELSA support assistants provided emotional and well-being support to forces pupils. • Support provided to families where a parent is deployed and regular communication links are made between deployed parent and children. • Pupils engaged in a Forces Club and Festival of Friends events. • ELSA supported pupils transitioning to and from the school throughout the year.

● To source and prepare resources for deployment or transfer.
The impact of that spending on service pupil premium eligible pupils
● Positive impact on the emotional well-being of pupils. ● Positive parental and pupil feedback both from well-being sessions and specific forces club activities.