

## 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 Martins School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	54.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sabrina Hobbs
Pupil premium lead	Toni Beardmore
Governor / Trustee lead	Holly Dyer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,700
Recovery premium funding allocation this academic year	Finished in 2023/24
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	£98,700

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use our pupil premium funding to help our disadvantaged students to attend school and engage in learning in lessons and receive the Quality First Teaching all students are entitled to. We also want our students to know the purpose of their learning and curriculum pathway to maximise their opportunities for success now and in the future. As part of the curriculum, we want to provide learning opportunities that supports students' mental health and wellbeing and supports them in all areas of life. In addition to this, we want to be able to support families to ensure we provide a consistent approach and support for the students both in school and outside school. We want to provide opportunities students may not otherwise get in order to enrich their lives and support their wellbeing.

St Martin's pupil premium strategy aims to work with all teachers to ensure that they can use a range of strategies in order to remove barriers and deliver their QFT to all students. It also aims to include the Wellbeing and Safeguarding Team in order to keep the students safe and support their wellbeing

The key principles of our Pupil Premium Strategy is to ensure that all students in St Martins have an equal opportunity to achieve despite their background. The Pupil Premium Strategy will use strategies that will support a range of needs due to the complex cohort of student needs and social background. We want our students to be aspirational and know what they can achieve in the future and to prepare themselves the best they can for adulthood, in particular focusing on employability, social opportunities and independence.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our disadvantaged pupils have greater challenges around communication and language comprehension. St Martins needs to be strong at identifying the barriers that each individual student in receipt of Pupil Premium, faces in relation to learning and Quality First Teaching and address this.</p> <p>Communication needs should be addressed and a range of strategies used to overcome this, utilising Speech and Language Team and teaching strategies.</p> <p>50% of our students in receipt of Pupil Premium have Communication and Interaction as their primary area of need and 62% as primary or secondary area of need.</p>

2	<p>Historic persistent absence and non-engagement in education reflects low attainment and progress of the starting points of students in disadvantaged cohorts joining St Martins.</p> <p>Current Persistent Absence from Autumn 1 2021 is 32.11% including post-16. 64% of the main school persistent absences are students in receipt of pupil premium.</p> <p>Overall attendance this year: PP – 88.7% Non PP – 92%</p> <p>Current Persistent Absence from Autumn 2022 is 33.3% including post-16. 42.45% of the main school persistent absences are students in receipt of pupil premium.</p> <p>Overall attendance this year: PP –89 % Non PP – 92%</p> <p>Current Persistent Absence from Autumn 2023 is 26.64% including post-16. 29.91% Pupil Premium.</p> <p>Overall attendance this year: PP – 91% Non PP – 92%</p> <p>Current Persistent Absence from Autumn 2024 is 26.3% including post-16. 30.9% Pupil Premium.</p> <p>Overall attendance this year: PP 88.7% Non PP 90%</p>
3	<p>Our assessments and observations show that disadvantaged pupils require additional support with personal, social and health skills. Pastoral staff submit a greater amount of referrals to the wellbeing team for this support. Students need support and intervention with this as well as their mental health and wellbeing in order to be able to access school and learning opportunities.</p>
4	<p>Disadvantaged students often struggle with social interaction and taking part in activities and opportunities in society and the community in relation to our non-disadvantaged students and can have fewer opportunities to develop cultural capital outside of school.</p> <p>Research shows (Literature Review) Disadvantaged pupils tend to have less access to a broad curriculum compared to their advantaged peers. A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the disadvantaged gap.</p>
5	<p>Disadvantaged families can often be harder to reach and therefore need support with consistent strategies to help students in school and out of school.</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
To improve student communication in learning using BLANK levels, Speech and Language Diagnostic information and EHCP targets	<ul style="list-style-type: none"> <li>- Students will engage in more learning opportunities and understand instructions and begin to follow them more independently</li> <li>- Students learning journey to be evident on EfL</li> <li>- Use student journals, EHCP and individual targets to support communication and engagement in learning</li> </ul>
To improve reading skills using the St Martin's scheme across school	<ul style="list-style-type: none"> <li>- Students will make progress in reading opportunities and strategies used across school</li> <li>- Students will apply their skills in reading to functional situations</li> <li>- Students progress in reading will be evident on EfL</li> </ul>
To offer a range of outdoor education opportunities to students	<ul style="list-style-type: none"> <li>- Students will take part in team building/relationship building activities</li> <li>- Students will visit new places</li> <li>- Students will apply their life skills to sessions in the community and visiting new places</li> </ul>
To improve family contact and parents support for students both formal and informal	<ul style="list-style-type: none"> <li>- Families and parents will have regular communication with school</li> <li>- Parents will attend school workshops to build confidence, develop skills and gain knowledge of curriculum, positive behaviour strategies and safety.</li> <li>- Parents will receive home visits for support with consistency (links to social and emotional learning)</li> </ul>
To support the social and emotional learning of the students and improve relationships, social skills and emotional regulation	<ul style="list-style-type: none"> <li>- EHCPs, positive behaviour plans and referrals to the wellbeing team will identify social and emotional needs of the individual students</li> <li>- Student planners will support students, staff and parents to develop strategies to address needs</li> <li>- PSHE lessons will be planned to support progress in this area for students</li> <li>- Pastoral support for students to support them</li> </ul>

<p>To improve persistent absence of students in receipt of pupil premium</p>	<ul style="list-style-type: none"><li>- To reduce the current persistent absence figure from 26.3%</li><li>- Progress through phased return and re-integration plans</li><li>- Student engagement evidenced on EfL</li><li>- A smaller percentage of PA of students in receipt of PP</li><li>- To follow attendance and procedures and the attendance recovery plan</li></ul>
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## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily DEAR sessions to be delivered across school and reading opportunities to be planned across the curriculum	Reading comprehension strategies are high impact on average (+6 months). To provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. A wide range of strategies and approaches need to be taught explicitly and consistently.	1 and 2
Staff use visuals, dual coding and clear instructions to communicate learning, including use of technology	Individualised instruction can be an effective approach to increasing pupil attainment. There is evidence that digital technology can be used effectively to provide individualised instruction. Evidence around dual coding, shows that when we combine representations it is easier for students to learn and understand the material.	1 and 2
Collect student voice to inform what is working well and what needs developing	Providing feedback is a well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. Feedback delivered by digital technology also has positive effects. Studies of verbal feedback show slightly higher impacts overall (+7 months).	1, 2 and 3
Launch the parent app to link up learning and home	Parental engagement has a positive impact on average of 4 months' additional progress.	5

	Consider what support you can give to parents to ensure home learning is of high quality.	
Staff to complete Positive Behaviour Strategies CPD in order to improve the learning environment and engagement in learning	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.	1,2,3 and 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collect student voice to inform what is working well and what needs developing	Providing feedback is a well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. Feedback delivered by digital technology also has positive effects. Studies of verbal feedback show slightly higher impacts overall (+7 months).	1, 2 and 3
Hold staff forum sessions to discuss and organise alternative provision and interventions	Despite anxiety prior to starting AP, once children were settled into their placements, parents usually felt their child benefited from the smaller class sizes, fresh start, and more personalised support. AP is a hugely diverse sector offering varying types of placement, to pupils who come for a wide range of different reasons, spanning exclusion through to referral because of an AP's ability to manage complex SEND including SEMH and autism. (DfE Investigative research into alternative provision)	2, 3 and 4
Provide pastoral support and sessions to support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional	2 and 3

social and emotional learning	progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people	
To hold parent workshops to support parents and build positive relationships and consistency	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support team to complete home visits, regular communication and support for parents.	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parents' aspirations also appear to be important for pupil outcomes</p> <p>A trial that aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p>	5
Provide students with outdoor education, including offsite visits and expeditions and residential trips.	<p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school</p>	1, 3, and 4



	experience, regardless of any impact on academic outcomes.	
Alternative behaviour interventions and learning mentor interventions	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	1,2 and 3

**Total budgeted cost: £100,000**

## 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 2022 academic year.

Our assessment system showed that our disadvantaged students' academic outcomes in English and Maths were still lower than our non-disadvantaged students; however, the percentage of pupil premium students on track was higher than previous years.

2024 – KS3 maths Autumn 65.7% (All) 64.7% (PP), KS3 English Autumn 61.1% (All) (PP) 60.3%

2024 – KS4 maths Autumn 88.8% (All) 83.3% (PP) KS4 English Autumn 90.3% (All) 80% (PP)

2023 – KS3 maths Autumn 76% (All) 70% (PP) KS3 English Autumn 82% (All) 68% (PP) 65%

2023 – KS4 maths Autumn 86% (All) 83% (PP) KS4 English Autumn 62% (All) 61% (PP)

2022 – KS3 maths overall 88% (non PP) 90% (PP) 87% KS3 English overall 82% (non PP) 81% (pp) 83%

2022 – KS4 maths overall 92% (non PP) 100% (PP) 88% KS4 English overall 92% (non PP) 100% (PP) 88%

2021 – KS3 maths 98% (non PP) 84% (PP) KS3 English 90% (non PP) 88% (PP)

2021 – KS4 maths 96% (non PP) 90% (PP) KS4 English 96% (non PP) 90% (PP)

2020 – KS3 maths 84% (non PP) 75% (PP) KS3 English 84% (non PP) 77% (PP)

2020 – KS4 maths 91% (non PP) 90% (PP) KS4 english 93% (non PP) 85% (PP)

Our assessments of PSHE for our pupil premium students indicated that students made excellent progress in PSHE, especially with the added barrier of Covid-19 and remote learning. Our 'Recovery Curriculum' placed a focus on PSHE and pastoral time proving a success; this is something to invest in going forward for our disadvantaged students.

KS3 2024 –74.4% on/above target (non PP) 82.2% (PP) 69.1%

KS4 2024 – 91.3% on/above target (non PP) 94.7% (PP) 88.1%

KS3 2023 – 90% on/above target (non PP) 88% (PP) 90%

KS4 2023 – 90% on/above target (non PP) 90% (PP) 89%

KS3 2022 – 89% on/above target (non PP) 88% (PP) 90%

KS4 2022 – 89% on/above target (non PP) 95% (PP) 86%

KS3 2021 – 84% on/above target

KS4 2021 – 89% on/above target

KS3HW – JH and RM, previous struggles but with a focus on PSHE and pastoral time really thrived in the adapted environment. This included positive support time, team work, visuals and symbols to transition new adaptations.

During 2020 – 2021, many of the pupil premium strategies were disrupted due to Covid-19. The impact of this disruption on our pupil premium students is evident as they were not able to benefit from many of our planned interventions and wider strategies e.g. outdoor education, trips and residential trips.

Our family support team worked hard to maintain positive communication with parents throughout the pandemic. Although we were unable to complete any face-to-face meetings and visits, our family support team made phone calls, distanced check-ins, sending support resources and information leaflets and supported with food banks. Going forward, we are hoping to return back to our full offer including home visits, meetings and parent workshops and coffee mornings.

In 2021 – 2022 PSHE was still a focus and this can be seen in the KS3 and KS4 data. PP students in KS3 benefitted from this focus both in lessons, across the curriculum and in pastoral time. KS4 students in receipt of PP is now a focus for this year and is being addressed with the wellbeing team and adapted teaching.

Outdoor education could start to be re-instated to follow the new curriculum design. Students returned to offsite trips and residential trips took place.

The family support team returned to home visits and have held morning and evening parent workshops that have been attended well.

2023 – Reviewed PSHE Curriculum has been fully embedded. Faculty and Curriculum Teams constantly update and review this. The DSL links with the PSHE lead in order to ensure our safeguarding curriculum is derived through our PSHE curriculum. We also focus on PSHE and safeguarding within our pastoral times in the school day.

2024 – School improvement has had a focus on attendance, adapting the curriculum for specific needs and personal learning goals/outcomes. Pupil Premium is weaved throughout the implementation and improvement plans. In particular, pastoral staff focus on this in pastoral times, providing key learning and wellbeing support.

The Family Support Team provided support to many families in school using St Martins Graduated Support.

All students and families receive our universal offer in school.

Universal offer = 100% of students accessed this offer.

Supportive offer = 33% of students accessed this offer.

Intensive offer = 5% of students accessed this offer.

External offer = 5% of students accessed this offer.

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*