

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2026 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	237 (185 Y7-11)
Proportion (%) of pupil premium eligible pupils	59.45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 – 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Toni Beardmore
Pupil premium lead	Leigh Bradder
Governor / Trustee lead	Holly Dyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,050.00
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	£101,050

Part A: Pupil premium strategy plan

Statement of intent

At St Martins, our aim is to use our Pupil Premium funding to ensure that every learner has the opportunity to flourish, achieve, and prepare for a successful future. We recognise that all our students bring their own strengths, experiences, and potential to the school community. Our strategy aims to nurture these individual strengths through high-quality teaching, inclusive practice, and tailored support so that every learner can thrive academically, socially, and emotionally.

We are committed to using our funding to close attainment and opportunity gaps by addressing the specific challenges our learners face. These include:

- Supporting cognition and learning through adaptive, evidence-based teaching that builds understanding, self-regulation skills and independence.
- Developing communication and interaction skills to support confidence, connection, and self-expression.
- Strengthening literacy, particularly speaking, listening, writing, and language comprehension to enhance access to learning and lifelong communication.
- Promoting greater personal and academic independence to prepare students for adulthood and successful futures.
- Enabling high levels of engagement for all learners, particularly where SEND needs present additional challenges to focus, participation, and motivation.

A key part of our intent is to improve attendance and ensure that all learners feel a strong sense of belonging within our school community. We want every student to feel valued, understood, and supported to succeed. Through positive relationships, personalised support, and enriching experiences, we aim to foster confidence, motivation, and a belief in success.

Our approach centres on *high-quality teaching for all*. We invest in professional development so that every teacher is equipped with the strategies, knowledge, and confidence to remove barriers, scaffold learning, and extend challenge. Through a curriculum designed to be purposeful, ambitious, and relevant, our students are supported to understand the “why” behind their learning and to see clear pathways to their future aspirations.

We also value strong partnerships with families and carers, recognising their vital role in supporting consistent learning and wellbeing. Our Wellbeing and Safeguarding Teams work collaboratively with parents to ensure students are nurtured, supported, and celebrated both in and beyond school.

We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Through this strategy, we aim to provide an equitable education where every learner regardless of background can access enriching experiences, develop independence,

maintain excellent attendance, and build the confidence and skills needed for a fulfilling and successful life.

Challenges

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

Challenge number	Detail of challenge
1	<p>Cognition and Learning: Metacognitive Strategies for Disadvantaged Students with SEND</p> <p>Some students, especially those with Special Educational Needs and Disabilities (SEND), can find learning more challenging. Our checks and conversations show these challenges can affect how engaged, independent, and confident students feel. Research from the Education Endowment Foundation (EEF) shows that teaching students to think about their own learning—called metacognition—can make a big difference. When done well, it can help students make up to 7+ months of extra progress. This means teaching them how to plan, check, and reflect on their work so they become more independent learners. [educationendowmentfoundation.org.uk]</p> <p>At St Martins, we will teach these skills as part of everyday lessons using a clear, step-by-step approach and ‘Stepped Model’. This helps students take more control of their learning over time. [educationendowmentfoundation.org.uk] [researchschool.org.uk]</p> <p>For students with SEND, these strategies work best when we also:</p> <ul style="list-style-type: none"> • Give clear and explicit instructions and show how to think through problems. [educationendowmentfoundation.org.uk] • Provide support that matches each child’s needs. • Encourage students to work together and share ideas. [ase.org.uk] • Give feedback that helps them understand what works and why. [ase.org.uk] <p>By teaching these skills, we aim to build confidence, independence, and better learning outcomes—so every child has the chance to succeed.</p> <p>A high proportion of our students in receipt of Pupil Premium have Cognition and Learning needs.</p>
2	<p>Communication and Interaction: Oral Language Development</p> <p>Some students, especially those from disadvantaged backgrounds, find speaking and understanding language harder. This can make it difficult for them to join in class discussions, work with others, and access learning.</p> <p>Research shows that improving speaking and listening skills can help students make up to 6 months of extra progress. [educationendowmentfoundation.org.uk]</p>

	<p>These activities work best when they include:</p> <ul style="list-style-type: none"> • Asking and answering questions in a structured way. • Teaching new words clearly and using them in lessons. • Encouraging students to talk and share ideas. <p>Strong communication skills also help students manage and communicate their emotions, solve problems, and feel more confident. Working with others gives them chances to practise speaking, explain their thinking, and learn from peers.</p> <p>By focusing on language development, we aim to remove barriers to learning and help every child feel confident and succeed in school and beyond. By prioritising oral language development, we aim to remove barriers to learning, enhance student engagement, and foster the confidence and communication skills necessary for success in school and beyond. [ywcagla.org] [ase.org.uk]</p> <p>A high percentage 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>
3	<p>Cognition and Learning: Reading and Reading Comprehension</p> <p>Reading and Understanding at St Martins</p> <p>National research shows that disadvantaged students often struggle more with reading and writing. By the end of primary school, they are less likely to meet expected standards. At St Martins, our assessments show many students start with lower reading ages and find it hard to understand longer texts. This can make learning across subjects more difficult. We also know that some students do not enjoy reading, which is another barrier. [d2tic4wvo1...dfront.net]</p> <p>Research from the Education Endowment Foundation (EEF) suggests that teaching reading strategies—like predicting, summarising, asking questions, and clarifying—can help students make up to 7 months of extra progress. [education...ion.org.uk]</p> <p>Other helpful approaches include:</p> <ul style="list-style-type: none"> • Building language skills and fluent reading through modelling and practice. [d2tic4wvo1...dfront.net] • Giving targeted support based on each child's needs. • Using digital tools carefully to boost engagement without replacing deep reading. [frontiersin.org] [englishjournals.com] <p>Our goal is to close the reading gap, help students enjoy books, and make sure every child can access learning and succeed.</p> <p>By embedding these evidence-informed approaches, we aim to close the literacy gap, foster a love of reading, and ensure all students—especially those from disadvantaged backgrounds—can access and succeed in their learning</p>

4	<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 2025 is 21.52% including post-16. 25.55% of the main school persistent absences are students in receipt of pupil premium.</p> <p>Overall attendance this year: PP – 91% Non PP – 93%</p>
5	<p>Supporting Disadvantaged Students with Personal, Social, and Emotional Development</p> <p>Assessment data and pastoral observations within our setting consistently highlight that disadvantaged students face significant challenges in personal, social, and health education (PSHE), with particular concerns around emotional well-being, mental health, and online safety. These barriers are reflected in our safeguarding records, which show a disproportionate number of referrals from pastoral staff to the wellbeing team for issues related to anxiety, emotional regulation, and digital conduct.</p> <p>Research from the Education Endowment Foundation (EEF) shows that Social and Emotional Learning (SEL) interventions can lead to an average of +3 months' progress in academic outcomes, particularly when implemented through a combination of universal and targeted approaches. Furthermore, the PSHE Association highlights that well-delivered PSHE education plays a vital role in promoting resilience, emotional wellbeing, and mental health, especially for vulnerable and disadvantaged students. [educationendowmentfoundation.org.uk] [committees.parliament.uk]</p> <p>Evidence also shows a strong correlation between mental health and academic achievement. A meta-analysis of over 270,000 students found that participation in SEL programmes improved academic performance by 11 percentile points. Additionally, poor mental health—particularly externalising behaviours such as attention difficulties—has been shown to negatively impact reading and maths outcomes. [nasponline.org]</p> <p>To address these barriers, our strategy includes:</p> <ul style="list-style-type: none"> • Enhanced pastoral support and early intervention through a dedicated wellbeing team. • Targeted PSHE and SEL programmes to build emotional literacy, resilience, and safe online behaviours. • Staff training to identify and respond to mental health concerns effectively. • Multi-agency collaboration to ensure students receive timely and appropriate support. <p>By embedding these approaches into our Pupil Premium strategy, we aim to remove barriers to learning, improve attendance and engagement, and ensure that all students—regardless of background—can thrive academically and personally</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
Supporting cognition and learning through adaptive, evidence-based teaching that builds understanding, self-regulation skills and independence.	<ul style="list-style-type: none"> • Professional development for staff on metacognition and SEND-adaptive teaching. • Embedding metacognitive strategies, stepped models and routines across all subjects. • Targeted interventions for students with cognition and learning needs, using structured frameworks like the EEF's Seven-Step Model. • Monitoring impact through student voice, engagement data, and progress tracking.
Developing oracy, communication and interaction skills to support confidence, connection, and self-expression.	<ul style="list-style-type: none"> • Targeted support from the Speech and Language Team, including assessments and intervention plans to support Teaching and Learning. • Whole-class teaching strategies that promote high-quality talk, such as structured partner work, sentence stems, and dialogic questioning. • Whole school strategy targeting student oral language development through discussions, debate and oral reflection time built into school day. • Introduction of collaborative learning approach that encourage peer interaction and oral rehearsal of ideas, thoughts and concepts. <p>Professional development for staff to embed oracy and communication strategies across subjects.</p>
Develop reading and reading comprehension strategies to enhance skills (both in school and at home) to support self-confidence, vocabulary and access to learning.	<ul style="list-style-type: none"> • Structured reading interventions tailored to individual comprehension profiles. • Whole-school promotion of reading for pleasure, including curated texts and reading enrichment activities and challenges. • Promote and implement strategies to increase Parental engagement, support and awareness of reading and comprehension strategies (both in and out of school) • Use of digital tools to support comprehension, with staff training to ensure effective implementation. • Increase reading resources and strengthen availability of reading books that cover a

	<p>wider breadth of challenge and age appropriate content.</p> <ul style="list-style-type: none"> • Monitoring and evaluation of reading progress through NGRT and formative assessments.
Promoting greater personal and academic independence to prepare students for adulthood and successful futures.	<ul style="list-style-type: none"> • Embedding metacognitive strategies, stepped models and routines across all subjects. • Provide opportunities for personal development through additional enrichment activities. • Curriculum adaptations e.g. Futures Curriculum pathway to branch into 'My Future Career' and 'My Future Life' to equip learners with skills for future living. • Develops teamwork and social skills needed for employment and community life. • Develops and prepare students for tech-rich workplaces and independent living supported through digital and assistive technologies. • Enhance collaborative learning opportunities and peer interactions to improve reasoning and communication skills. Develop teamwork and social skills needed for employment and community life.
To support the social and emotional learning of the students and improve relationships, social skills and emotional regulation	<ul style="list-style-type: none"> • Structured Social and Emotional Learning Programmes. EEF evidence shows SEL programmes can improve social skills, behaviour, and academic outcomes. • Use structured approaches like explicit teaching of emotions, coping strategies, and problem-solving. • Increase direct teaching of emotional language through teaching words for feelings and social situations to help students express needs and resolve conflicts. • Enhance staff CPD around emotional language and strategies for teaching words for feelings and social situations to help students express needs and resolve conflicts. • Embed SEL into daily routines (e.g. circle time, reflection sessions). • EHCPs, positive behaviour plans and referrals to the wellbeing team will identify social and emotional needs of the individual students • PSHE, Personal Development and Futures lessons will be planned to support progress in this area for students.

	Targeted Interventions for Emotional Regulation e.g. small-group or one-to-one interventions can be effective. Use programmes like Zones of Regulation or social stories. Incorporate more mindfulness or breathing exercises into daily strategies. (Increase sensory zones within school –age appropriate for KS4/5 Learners) to assist students manage stress and frustration.
To improve persistent absence of students in receipt of pupil premium	<ul style="list-style-type: none"> •To reduce the current persistent absence figure from 21.52% •Progress through phased return and re-integration plans •Student engagement evidenced on EFL •A smaller percentage of PA of students in receipt of PP •To follow attendance and procedures.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed metacognitive strategies, a tailored stepped model and routines across all subjects.	<p>The Education Endowment Foundation (EEF) identifies metacognition and self-regulated learning as one of the most impactful strategies for improving outcomes, with potential gains of +7 to +8 months' progress when implemented effectively. These strategies involve teaching students to plan, monitor, and evaluate their learning, helping them become more independent and reflective learners. [educationendowmentfoundation.org.uk]</p> <p>However, the EEF cautions that metacognitive approaches must be explicitly taught within subject content, rather than in isolation. Students—especially those with SEND—often struggle to transfer generic strategies to specific tasks unless they are scaffolded and modelled by teachers. The Seven-Step Model developed by the EEF provides a structured framework for embedding metacognitive practices in everyday teaching, supporting students to gradually take ownership of their learning. [educationendowmentfoundation.org.uk] [researchschool.org.uk]</p>	1
Daily Oral Language development	Evidence from the Education Endowment Foundation (EEF) shows that oral language interventions—which include structured activities focused on speaking and listening—can lead	2 and 3

sessions to be delivered across school and collaborative learning opportunities to be planned across the curriculum	<p>to +6 months of additional progress for students, especially those from disadvantaged backgrounds. These interventions are most effective when they involve dialogic teaching, structured questioning, and explicit vocabulary instruction embedded within the curriculum. [educatione...ion.org.uk]</p> <p>In addition to academic gains, oral language approaches have been shown to support self-regulation, attention, and confidence. Students who can express their needs and emotions verbally are better equipped to manage frustration, re-solve conflicts, and participate meaningfully in learning activities. This is particularly important for those with low prior attainment, as collaborative learning strategies—such as peer discussion and shared problem-solving—provide opportunities to articulate thinking, address misconceptions, and build social communication skills. [ywcagla.org] [ase.org.uk]</p>	
Reading and Reading Comprehension challenges and home reading engagement strategies.	<p>National research highlights a persistent and widening literacy gap between dis-advantaged students and their peers. According to the Education Endowment Foundation (EEF), disadvantaged students are 20% less likely to meet expected standards in reading, writing, and maths by the end of Key Stage 2, with the gap in literacy attainment growing substantially during this phase. [d2tic4wvo1...dfront.net]</p> <p>At St Martins, baseline assessments and NGRT data consistently show that students eligible for Pupil Premium funding enter with significantly below average reading ages, and marked disparities between sentence comprehension and passage comprehension. These gaps hinder students' ability to extract meaning from texts, affecting their access to the wider curriculum. Observations and student voice further reveal that attitudes to reading, particularly reading for pleasure, are a notable barrier.</p> <p>The EEF's <i>Improving Literacy in Key Stage 2</i> guidance recommends a multi-strategy approach, including:</p> <ul style="list-style-type: none"> • Explicit teaching of reading comprehension strategies, such as prediction, summarising, questioning, and clarifying, which can lead to +7 months of progress on average. [educatione...ion.org.uk] • Developing students' language capabilities and fluent reading skills through modelling and supported practice. [d2tic4wvo1...dfront.net] 	1, 2 and 3
Utilise Digital Technologies to enhance Teaching and Learning.	<p>In addition, research suggests that digital technologies, when used purposeful-ly, can support reading comprehension. Tools such as adaptive reading plat-forms and structured online programmes have shown promise in improving engagement and outcomes for students with comprehension difficulties. However, care must be taken to mitigate screen fatigue and ensure deep reading practices are maintained. [frontiersin.org] [englishjournals.com]</p> <p>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.</p>	1, 2 and 3

	<p>Feedback delivered by digital technology also has positive effects.</p> <p>Studies of verbal feedback show slightly higher impacts overall (+7 months).</p>	
Supporting Disadvantaged Students with Personal, Social, and Emotional Development	<p>Assessment data and pastoral observations within our setting consistently high-light that disadvantaged students face significant challenges in personal, social, and health education (PSHE), with particular concerns around emotional wellbeing, mental health, and online safety. These barriers are reflected in our safeguarding records, which show a disproportionate number of referrals from pastoral staff to the wellbeing team for issues related to anxiety, emotional regulation, and online safety/digital conduct.</p> <p>Research from the Education Endowment Foundation (EEF) shows that Social and Emotional Learning (SEL) interventions can lead to an average of +3 months' progress in academic outcomes, particularly when implemented through a combination of universal and targeted approaches. Furthermore, the PSHE Association highlights that well-delivered PSHE education plays a vital role in promoting resilience, emotional wellbeing, and mental health, especially for vulnerable and disadvantaged students. education.org.uk committees.parliament.uk</p> <p>Evidence also shows a strong correlation between mental health and academic achievement. A meta-analysis of over 270,000 students found that participation in SEL programmes improved academic performance by 11 percentile points. Additionally, poor mental health—particularly externalising behaviours such as attention difficulties—has been shown to negatively impact reading and maths outcomes. nasponline.org</p>	5

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase parental engagement supporting their children's academic learning, particularly reading skills.	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>We will seek ways to provide practical strategies with tips, support, and resources to assist learning at home which is proven to be more beneficial to student outcomes than simply gifting a book to students or asking parents to provide generic help to their children.</p>	2 and 3

	<p>This will include reading challenges and increasing reading resources and materials within school.</p> <p>Digital software and apps subscriptions will also be explored to support this strategy linked to whole school digital strategy.</p>	
Staff teams to co-ordinate, support alternative provision and interventions	Despite anxiety prior to starting AP, once children are settled into their placements, parents usually feel their child benefit from the smaller class sizes, fresh start, and more personalised support. AP is a hugely diverse sector offering varying types of placement, to students 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 training to support social and emotional learning.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the EEF 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.	2 and 5
To hold parent workshops and training to build positive, supportive 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 students with low prior attainment. Approaches and programmes which aim to develop parental skills such as literacy or IT skills. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to support parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support team to complete home visits, regular communication and support for parents.	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 students with low prior attainment.	5

	Parents' aspirations also appear to be important for student outcomes, strategies will continue to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.	
Reviewing rewards and positive behaviour systems to reinforce our vision and values whilst positively impacting behaviour and engagement.	Rewards in schools have been shown to significantly impact positive behaviour and attendance. By focusing on positive reinforcement, schools can create a more supportive and motivating environment, which in turn leads to better academic performance and a more productive classroom atmosphere. By creating an atmosphere where students expect to be rewarded for good behaviour, teachers can reduce disruptions and maximize instructional time. Students who feel appreciated for their efforts tend to be more focused and engaged in their learning, thus leading to better academic outcomes https://pmc.ncbi.nlm.nih.gov/articles/PMC3361320/	1, 4 and 5
Personalised behaviour interventions and learning mentor interventions.	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. 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.	4 and 5
Learning mentors to be trained in different SEL approaches and therapeutic support strategies.	Social and emotional learning (SEL) interventions seek to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. According to evidence carried out by the EEF, the average impact of successful SEL interventions is an additional three 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. Social and emotional learning EEF	5
Utilising Occupational Therapist to support bespoke sensory and physical interventions.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for students: lower SEL skills are linked with poorer mental health and lower academic attainment.	5

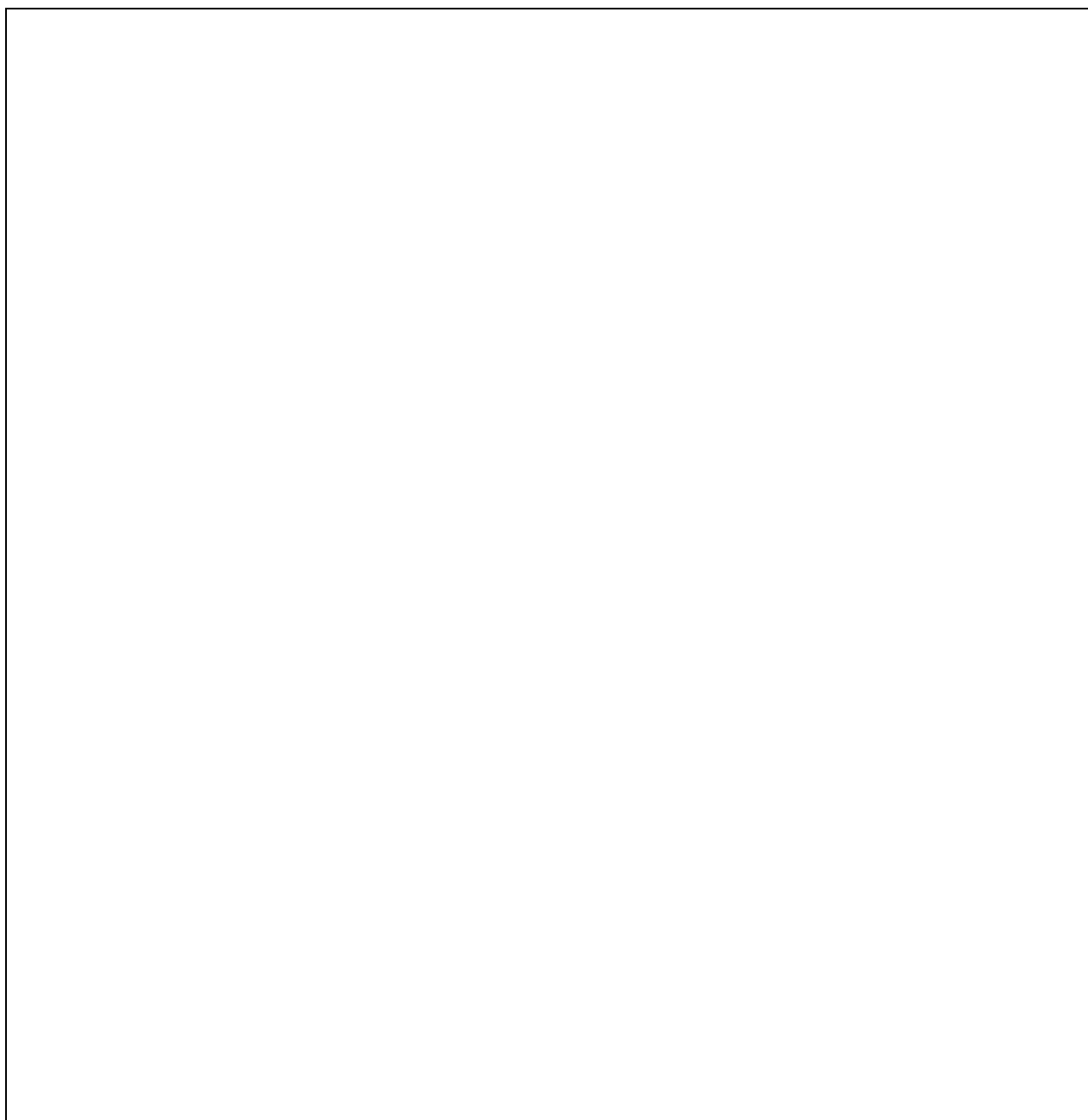
	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged students to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
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Total budgeted cost: £ 101,050

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 students in the 2020 to 2022 academic year.



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.