

Pupil premium strategy statement – St Martins CofE Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	92 (exc. 2 Nursery pupils)
Proportion (%) of pupil premium eligible pupils	26% 24 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Tom Foster & Vicky Thornton
Pupil premium lead	Emma Byers
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,316
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43,316

Part A: Pupil premium strategy plan

Statement of intent

At St Martins Church of England Primary Academy, we believe that by having the highest expectations and aspirations for all our learners, the highest possible standards will be achieved. We whole-heartedly believe that no child should be left behind and that excellence can be achieved for all through equity. A core focus of our Pupil Premium Strategy is to support our disadvantaged pupils, which in turn supports all pupils to achieve their goals no matter their starting point, including progress for those who are already high attainers. We are committed to ensuring that every child experiences a strong sense of belonging, feeling valued, respected and an important part of our school community. Central to this commitment is improving attendance and reducing persistent absenteeism, recognising that regular school attendance is fundamental not only to pupils' academic success and wellbeing, but also to their sense of connection, belonging and participation within school life.

Alongside disadvantaged pupils, we recognise the challenges faced by children who are considered vulnerable, those with a social worker and those who are young carers. These children are included in this plan alongside all pupils. We understand that academic barriers are often intertwined with social, emotional and pastoral needs, including patterns of poor or irregular attendance, and we therefore commit to providing timely, targeted pastoral support and intervention to ensure pupils are ready to learn, attend regularly and are able to thrive. Through positive relationships and a nurturing culture, we seek to ensure that every child feels known, understood and that they belong within our school family.

We seek to ensure that all children can be the best they can be, and to equip them with the academic achievements, life skills and personal attributes to lead happy, safe, successful lives. We are inclusive. We believe that every child can be successful regardless of background or ability. We value and promote love, hope, resilience, wisdom, courage and respect. Our strong pastoral ethos underpins these values; we aim to remove barriers by supporting wellbeing, fostering positive relationships and creating a safe environment where every child feels known, supported and cared for. We recognise that a strong sense of belonging is fundamental to children's wellbeing, engagement and achievement and therefore strive to create a culture where every child feels accepted, celebrated and able to contribute. This ethos is central to our approach to improving attendance, particularly for pupils at risk of persistent absenteeism, through positive relationships, early support and close partnership with families.

The activity outlined in this statement is also intended to support pupils' needs regardless of whether they are disadvantaged, including access to pastoral provision that promotes emotional resilience, positive mental health and sustained engagement with school. By strengthening pupils' sense of belonging, we aim to ensure that all children are confident learners who participate fully in school life and feel connected to their peers, adults and wider community.

Our approaches are informed by identified barriers and individual needs, drawn from diagnostic assessment, attendance analysis and pastoral monitoring, rather than assumptions about disadvantage. To ensure all children can excel, we focus on ensuring work is appropriately challenging; acting early to intervene; and regularly reviewing performance and next steps. This includes the early identification of attendance concerns, particularly persistent absenteeism, followed by personalised attendance support, pastoral intervention and close

collaboration with parents and carers to re-engage pupils positively with school and learning. We recognise that when pupils feel a strong sense of belonging, they are more likely to attend regularly, engage positively and achieve success.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and benefits non-disadvantaged pupils across the school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. However, we recognise that high-quality teaching can only have maximum impact when pupils attend school regularly. Therefore, pastoral intervention and attendance support are embedded within our whole-school approach, working alongside teaching to ensure that barriers linked to wellbeing, confidence, emotional regulation and attendance do not prevent children from accessing learning and achieving their potential. Our aim is that every pupil feels that they belong, are valued and can flourish both academically and personally within the life of the school.

Together, these documents demonstrate our commitment to a holistic approach that integrates academic excellence with strong pastoral care and a sustained focus on improving attendance and reducing persistent absenteeism, ensuring that children's emotional, social and academic needs are supported with equal rigour. Underpinning this commitment is our belief that every child should experience a deep sense of belonging, feel proud to be part of the St Martins community and know that they are valued, supported and empowered to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Poor pupil attainment at the end of key stage 2 due to gaps in knowledge
2	Regular, punctual attendance is a challenge for some of our disadvantaged pupils. 5 out of 19 (26%) pupil premium eligible pupils were persistent absentees in the academic year 2025-2026, and a further 5 pupils (26%) were at risk of becoming a persistent absentee.
3	Many disadvantaged pupils face challenges with emotional regulation, which can lead to difficulties managing stress, frustration and unexpected changes. These barriers can reduce their engagement in learning and impact their readiness to participate fully in classroom activities.
4	Disadvantaged pupils have a limited vocabulary compared with their peers, which impacts their ability to communicate effectively, access the curriculum, and achieve expected outcomes across a range of subjects.

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
The number of disadvantaged pupils who achieve end of key stage expectations by the end of KS2 and have the pre-requisite learning, knowledge and skills to be successful in key stage 3 will increase.	There will be a significant improvement in the attainment outcomes, particularly focussed on Maths and Writing, of year 6 pupils achieving data in line with national averages, Teachers consistently demonstrate effective teaching strategies across the whole curriculum so that pupils achieve.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	The attendance of pupils who are persistently absent, or are at risk of it, decreases over time, because of the robust actions of the Senior Leadership and Pastoral teams.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Sustained high levels of wellbeing demonstrated by: - Qualitative data from student voice, parent surveys and teacher observations. - Social, emotional and mental health (SEMH) needs being supported by pastoral lead role.	Disadvantaged pupils will demonstrate improved wellbeing, engagement and readiness to learn. Student voice, parent feedback and teacher observations will show increased confidence, resilience and participation in school life, while identified SEMH needs are effectively supported through targeted pastoral intervention.
Improved oral language skills and vocabulary among disadvantaged pupils.	Disadvantaged pupils will be able to demonstrate improved speaking and listening skills, using broader and more ambitious vocabulary confidently across all subjects. Assessments, observations and pupil voice will show an increased participation in discussions, greater use of subject-specific language, and an improved ability to articulate ideas and explain their thinking.
Improve the teaching of reading, post phonics.	Disadvantaged pupils will demonstrate improved reading comprehension, fluency and vocabulary following the completion of the phonics scheme. The quality of the whole class reading provision will enable pupils to confidently access age-related texts, resulting in increased attainment and progress in reading across the curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ruth Miskin, RWi, consultancy	Investment in Ruth Miskin Read Write Inc. training provides high-quality CPD through specialist training, instructional coaching, modelling and ongoing support. This develops teacher expertise in the teaching of phonics, reading and writing, leading to improved classroom practice and better outcomes for disadvantaged pupils. Phonics Leadership, Tutoring and Targeted Training - Ruth Miskin Literacy	1
Subject leadership development	Research from the EEF shows that effective professional development is a key mechanism for improving teaching quality and pupil outcomes. As subject leaders are responsible for securing high-quality teaching and supporting colleagues, targeted CPD for subject leaders is essential in driving sustainable improvements across the curriculum. Effective Professional Development EEF	1
Embed the focussed vocabulary programme across the whole school – Word Aware/Concept Cat	Vocabulary EEF	1,4

The Thrive approach to be delivered daily to whole classes, and additional intervention for those who require it.	The Thrive Approach is an evidence-informed, whole-school approach to social and emotional development, grounded in attachment theory and neuroscience. Independent evaluation has found associations with improved pupil wellbeing, engagement, attendance, inclusion and reduced exclusions, with particularly strong outcomes for vulnerable pupils and those with additional needs. By strengthening belonging, emotional regulation and readiness to learn, Thrive helps remove barriers that can prevent disadvantaged pupils from fully accessing learning and achieving success.	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in training and release time for teaching assistants to deliver: Precision teaching Social, Emotional and Mental Health based activities Sensory circuits interventions NELI Wellcomm Thrive	Teaching Assistant Interventions EEF Nuffield Early Language Intervention EEF	1,4
Support staff for all core lessons to ensure that disadvantaged children are able to	Deployment of Teaching Assistants EEF	1,3,4

access learning and have it differentiated when necessary.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, utilising a one-to-one approach. Release time for teaching assistant to lead the one-to-one interventions. Release time for Reading Leader to monitor and train staff in delivery of phonics and track phonics data to identify pupils for additional support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular daily sessions Phonics EEF	1,4
To actively encourage regular practise of key recall facts to support broader understanding in Maths and support parents in understanding how to support learning at home. (TT Rockstars/Purple Mash)	EEF Guidance Report – Improving Mathematics in EYFS, KS1 and KS2 alongside the DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics. The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 - Improving Mathematics in Key Stages 2 and 3 EEF EEF Guidance Report - Improving Mathematics in EYFS, KS1 and KS2 - Improving Mathematics in the Early Years and Key Stage 1 EEF	1

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

Budgeted cost: £13316

Activity	Evidence that supports this approach	Challenge
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		number(s) addressed
Deployment of a dedicated Pastoral Lead to provide targeted emotional, social and behavioural support for disadvantaged pupils, including early identification of SEMH needs, delivery of bespoke interventions, and coordination of multi-agency support. The Pastoral Lead will also	The DfE states that early, targeted pastoral support is crucial in addressing SEMH needs that act as barriers to learning. - Mental health and behaviour in schools - GOV.UK EEF – Social and Emotional Learning The EEF identifies social and emotional learning approaches. These approaches include targeted support to develop emotional regulation, resilience and social skills—core elements of a Pastoral Lead’s work. - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF – Behaviour Interventions Behaviour interventions, including mentoring, targeted pastoral work and relationship based support, are most impactful when linked to early identification of need and coordinated support systems. A dedicated Pastoral Lead provides precisely this structure. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF DfE Mental Health and Behaviour in Schools (Guidance) - https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2	2,3

work closely with teachers and families to remove barriers to attendance, engagement and learning.		
Embedding principles of good practice set out in the DfE's 'Working Together to Improve School Attendance' guidance. Attendance officer to monitor and challenge attendance of PP children.	https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf	2,3

SEND Co and Pastoral lead to run regular drop in sessions for parents and offer support as necessary, and sign post to external agencies as appropriate.	Parental engagement EEF	2,3
Embedding principles of good practice set out in the DfE's 'Working Together to Improve School Attendance' guidance. Attendance officer to	Working together to improve school attendance - GOV.UK	2,3

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Total budgeted cost: £41,316

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2025/2026 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national, regional and school level.

Phonics Screening checks in Year 1 showed that 100% of disadvantaged pupils passed the check.

50% (1/ 2) disadvantaged pupils children achieved GLD at the end of the reception year.

60% of disadvantaged pupils in Year 6 achieved age related expectations in the end of key stage assessments for Reading. Outcomes for writing, maths and GPS are still significantly below.

67% of disadvantaged pupils in Year 4 achieved scored 22 or higher in the Multiplication and Timetables check.

Attendance will remain a priority area of focus for our disadvantaged children, figures for absenteeism of this group of children remains a concern.

The Thrive Approach termly assessments show that gaps in pupils emotional intelligence, their behaviour are developing as is their ability to strengthen relationships and their ability to be ready to engage in learning.

During the summer term, curriculum content and delivery were reviewed and adapted to better meet the needs of each cohort. CPD and staff meetings were put in place to enable teachers to make more effective use of assessment data and implement high quality AFL practices consistently, ensuring that learning is closely matched to pupils needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
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Numbots/TT Rockstars	TT Rockstars (maths circle)
Read Write inc	Ruth Miskin
White Rose Maths	White Rose Maths
Word Aware/Concept Cat	Thinking Talking
NFER	NFER
NELI	OxEd
Wellcomm	GL Assessment
The Thrive Approach	Thrive

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The support we provide for Service Children mirrors the strategy for pupil premium children.
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.