



St Martin and St Mary C of E Primary School

Pupil Premium Strategy Statement – July 2025

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 next 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 and St Mary Church of England Primary School
Number of pupils in whole school	317 (248 R-Y6)
Proportion (%) of pupil premium eligible pupils	7.6% (24)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jennifer Braithwaite – Chair of Governors
Pupil premium lead	Louise Swindlehurst
Governor Lead	Jen Braithwaite

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,620
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	£41,620

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision and Values

As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

'Life in all its fullness' John 10.10

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to be confident, happy citizens. The aim of this school is to provide a rich, broad and balanced education within a caring and stimulating Christian environment, serving the whole school community. To create an environment in which learners are encouraged to fulfil their potential and make a positive contribution to their society.

At St Martin and St Mary these are the Christian values that are the most important for our school. These values help make our school a great place to be.

Friendship Love Forgiveness Trust Honesty Faith

Our Christian vision and values lead us to be an inclusive school. We welcome children (and their families) from different faiths and from diverse backgrounds. We welcome children with disabilities and learning difficulties; all are welcome to become members of the St Martin and St Mary's Church of England Primary School family.

Our Pupil Premium Strategy

At St Martin and St Mary Church of England Primary School our aim is to ensure that all children can actively engage with the life of our school and all the opportunities we have to offer. We do not want any of the challenges listed below to stand in the way of a child in our school having the best experience of primary school possible – we want all our children to experience 'life in all its fullness'. Therefore, our strategy aims to provide the best support and opportunities to achieve this.

The key principles of our strategy are;

- ✓ *Inclusion*
- ✓ *Participation*
- ✓ *Engagement*
- ✓ *Belonging*
- ✓ *Success for everyone*

Our Pupil Premium Strategy is planned and runs over a 3-year period, with routine reviews and an annual update where we can fully evaluate and understand the impact of our spending, celebrate success and modify plans for future years. Some parts of the strategy are ongoing, even beyond the 3-year period, and others are time limited, based around current circumstances and local, regional and national initiatives.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. It needs to be recognised that not all recipients of PPG funding are necessarily affected by all or any of the challenges listed here.

Challenge number	Detail of challenge
1	Some of our disadvantaged children struggle to attend school consistently and are at risk of becoming persistently absent.
2	Some of our disadvantaged children come from backgrounds where there is limited aspirations and poor engagement with learning.
3	Some of our disadvantaged children have limited support available to them at home for a wide range of reasons; family working patterns, family structure, technological resources, additional needs in the household, challenging lifestyles etc. This might impact on their preparedness for school, their diet and eating habits, personal organisation and sometimes their opportunity to complete home work.
4	Some of our disadvantaged children have existing mental health and wellbeing concerns.
5	Some of our disadvantaged children have families who are not able to afford to pay in full for additional educational activities, trips and visits.

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
a. <i>Outcomes and progress for disadvantaged children in line with their cohort group or other children with similar characteristics (SEND for example).</i>	<ul style="list-style-type: none"> ✓ <i>Disadvantaged children achieve the same learning and curriculum successes as the main school cohort or their peers where other characteristics apply.</i> ✓ <i>Learning outcomes match or are similar to wider cohort.</i>
b. <i>Attendance for disadvantaged children in line with their cohort group.</i>	<ul style="list-style-type: none"> ✓ <i>Attendance matches the main school cohort.</i>
c. <i>Engagement with learning and school life matches the attitudes of all other children in school.</i>	<ul style="list-style-type: none"> ✓ <i>All children, regardless of 'disadvantage' feel like they are part of the St Martin and St Mary C of E team; they all aim 'to be the best that they can be' and experience 'life in all its fullness'.</i>
d. <i>Disadvantaged children are able to participate in all planned school and curriculum activities without funding being an obstacle.</i>	<ul style="list-style-type: none"> ✓ <i>All children will participate in their chosen activities.</i> ✓ <i>Children are happy and engaged whilst at school.</i> ✓ <i>100% attendance on school trips.</i>

Activity in the academic year – 2025/2026

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: £29,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding to maintain 2 form entry class groups across EYFS/Reception</i>	<ul style="list-style-type: none"> ✓ Maintaining the current organisation of classes in nursery and reception, despite low cohort numbers in a particular year group, maintain the consistency of teaching, learning and curriculum delivery. 	2, 3
<i>Training – specific staff training and support for wellbeing, recovery and reestablishment of teaching and learning.</i>	<ul style="list-style-type: none"> ✓ Evidence supports the view that teachers need to be equipped to respond to the needs and concerns children present in the classroom. ✓ Increasing numbers of children are presenting with additional learning and wellbeing needs in the classroom. 	2,3

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

Budgeted cost: £2,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional staffing hours to support disadvantaged children in small groups</i>	<ul style="list-style-type: none"> ✓ Small group support to improve outcomes, progress, independence and collaboration for disadvantaged children. ✓ Small group support to support progress towards Early Help, ILP and EHCP objectives. ✓ Small group, after school support to improve outcomes, progress, independence and collaboration for disadvantaged children. 	2, 3

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

Budgeted cost: £10,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEND – additional hours to support SENDCo release time and routine ILP review meetings for children with additional needs, at Early Help or EHCP (PPG).</i>	<ul style="list-style-type: none"> ✓ Significant increase in the number of children with recognised additional needs, many of whom are recipients of PPG funding also. ✓ Additional time to support the referral process and to direct provision where need is greatest. ✓ Additional time available to support ‘threshold’ children. 	2
<i>Pupil Support and Resilience Team (PSRT) – additional personnel and hours allocated to support good attendance – 3 years.</i>	<ul style="list-style-type: none"> ✓ Attendance significantly impacted by closure, isolation periods and illness – this time will enable school to support our most vulnerable pupils. ✓ All evidence supports the view that good attendance leads to better outcomes for children. 	1, 2, 3
<i>Emotional Literacy Support Assistant deployed in Key Stage 1 and 2 classes where need is identified across the school year.</i>	<ul style="list-style-type: none"> ✓ Significant increase in the number of children with recognised additional needs, many of whom are recipients of PPG funding also. ✓ Additional time to support the referral process and to direct provision where need is greatest. ✓ Additional time available to support ‘threshold’ children. 	2, 3, 4
<i>Additional hours allocated to maintain an oversight of school attendance and maintain contact with ‘at risk’ families – 3 years.</i>	<ul style="list-style-type: none"> ✓ Team leader time to maintain effective contact and engagement with ‘at risk’ families and Local Authority support services. ✓ All evidence supports the view that good attendance leads to better outcomes for children. 	1, 2, 3
<i>Funding to support disadvantaged children’s access to trips, visits, clubs, extra-curricular activities – ongoing.</i>	<ul style="list-style-type: none"> ✓ Our school understands that for children to experience success they need access to a range of high-quality learning experiences and to be active participants in the full curriculum rather than just support for additional academic learning support in class. 	2

Total budgeted cost: £41,620

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Activity	Success criteria	Impact of Provision and Strategy
<p><i>Outcomes and progress for disadvantaged children in line with their cohort group or other children with similar characteristics (SEND for example).</i></p>	<ul style="list-style-type: none"> ▪ Part funding to maintain 2 form entry class groups in Upper Key Stage 2 to ensure consistency of teaching, learning and curriculum delivery even in smaller cohort groups. ▪ Training – specific staff training and support for wellbeing, recovery and reestablishment of teaching and learning. ▪ UKS2 Teaching Provision – small group teaching and support. ▪ SEND – additional hours to support SENDCo release time and routine ILP review meetings for children with additional needs, at Early Help or EHCP (PPG). 	<ul style="list-style-type: none"> ✓ Disadvantaged children achieve the same learning and curriculum successes as the main school cohort or their peers where other characteristics apply. ✓ Learning outcomes match or are similar to the wider cohort. 	<ul style="list-style-type: none"> ✓ 14 children (July 2025) with successful applications and assessment for EHCP funding as a result of additional SENDCo provision and support. ✓ Investment in early identification to identify and meet new. ✓ Redeployment of SEND support across school to support the needs of the most vulnerable children. ✓ Investment in ELSA training and support to meet the needs of vulnerable children moving into Upper Key Stage 1 and 2.
<p><i>Attendance for disadvantaged children in line with their cohort group.</i></p> <p><i>Engagement with learning and school life matches the attitudes of all other children in school.</i></p>	<ul style="list-style-type: none"> ▪ Pupil Support and Resilience Team (PSRT) – additional personnel and hours allocated to support good attendance – 3 years. ▪ Additional hours allocated to maintain an oversight of school attendance and maintain contact with ‘at risk’ families – 3 years. ▪ PSRT – additional personnel and hours allocated to support good behaviour and engagement in the classroom – 1 year. 	<ul style="list-style-type: none"> ✓ Attendance data matches the main school cohort. ✓ All children, regardless of ‘disadvantage’ feel like they are part of the St Martin and St Mary C of E team; they all aim ‘to be the best that they can be’ and experience ‘life in all its fullness’. 	<p>Overall, school attendance for the academic year has been above the national expectation of 94.5% for all children.</p> <p>Children in disadvantaged groups have attended less well than children not in those groups;</p> <ul style="list-style-type: none"> ▪ All children – 95.1% ▪ Children currently entitled to Free School Meals – 94.1%

	<ul style="list-style-type: none"> ▪ Funding to support access to extended swimming sessions at school (Autumn term to October); all children achieve NC statutory outcomes by the end of Year 6 – 3 years. 		<ul style="list-style-type: none"> ▪ Children in receipt of Pupil Premium Grant funding (FSM Ever6) – 94.1%
<p>Disadvantaged children are able to participate in all planned school and curriculum activities without funding being an obstacle.</p>	<ul style="list-style-type: none"> ▪ Funding to support disadvantaged children’s access to trips, visits, clubs, extra-curricular activities – ongoing. 	<ul style="list-style-type: none"> ✓ All children will participate in their chosen activities. ✓ Children are happy and engaged whilst at school. ✓ 96% attendance on school trips. 	<p>100% participation in all school events with financial support for all families on request.</p> <p>Pupils happy and engaged at school (behaviour audit, visitor commendation).</p>

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
None	N/A