



Pupil Premium Strategy Statement 2023-4

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	Martley CE Primary School
Number of pupils in school	135 (+20 in nursery)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 (22-23, 23-24, 24-25)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	EAW
Pupil Premium Lead	Lucy Cox
Governor / Trustee lead	Linda Nicklin

Funding overview

										Total Deprivation Pupil Premium	
Unique Reference Number (URN)	Local Authority Establishment Number (LAEstab)	Local Authority Code	Local Authority Name	Establishment Number	School Name	Number of pupils on roll	Number of Primary pupils eligible for the Deprivation Pupil Premium	Percentage of Primary pupils eligible for the Deprivation Pupil Premium (%)	Deprivation Pupil Premium Allocation (£)	Total number of pupils eligible for the Deprivation Pupil Premium	Total allocation for the Deprivation Pupil Premium (£)
147499	8853077	885	Worcestershire	3077	Martley CofE Primary	135.0	19.0	14.1	27,645	19	27,645

Detail	Amount
Pupil premium funding allocation this academic year	£27645
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	£27645

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium grant is provided by the Government with the aim of improving outcomes for all disadvantaged pupils and supporting them to achieve their full potential. At Martley CE Primary School our Pupil Premium Strategy has been designed to have lasting impact over a three year period. The strategy will be reviewed yearly to ensure that the actions put in place continue to achieve our intention that all our pupils, irrespective of their circumstances will make good progress and attainment across the curriculum. We intend to support our pupils through the following objectives in order that they can use their inherent God given potential *'Every good action and every perfect gift is from God. These good gifts come down from the Creator of the sun, moon, and stars.'* James 1:17.

Through our Pupil Premium Strategy we aim to:

To Develop Creative Minds:

- To break down barriers that prohibit learning.
- To ensure that pupils with specific difficulties regulating their emotions are supported to develop emotional regulation strategies.
- To ensure that all pupils have access to quality first teaching and that interventions enhance the provision offered for our most disadvantaged pupils.
- To ensure pupils have access to same day interventions to address gaps and misconceptions.
- To inspire children to want to attend school and to raise their own personal aspirations and ambitions.

To Develop Creative Hearts:

- To ensure that all pupils recognise and have access to Justice and Fairness regardless of their circumstances.
- To ensure that the mental health of all pupils is supported.
- To provide the opportunities for pupils to access TIS support.
- To encourage disadvantaged families to access Early Years provision.
- To provide opportunities for outstanding Early Years provision to ensure disadvantaged pupils are not unfairly impacted by low starting points.
- To ensure all pupils have access to quality communication tools (vocabulary, books, computer technology).

To use and develop Pupil's God Given Gifts:

- To raise pupil expectations of what they can achieve in life.
- To encourage all pupils and especially disadvantaged pupils to engage in enrichment and cultural opportunities.
- To increase pupil cultural capital.
- To ensure there are opportunities for removing material barriers to learning.
- To inspire children to want to attend school and to raise their own personal aspirations and ambitions.
- To ensure where possible that disadvantaged pupils have above national attendance.

Martley aims to support disadvantaged pupils ensuring that they have equal opportunity to flourish and achieve their potential irrespective of their circumstances.

Challenges

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

Challenge number	Detail of challenge
1 Diminishing the difference	Disadvantaged pupils begin their education at Martley from significantly lower than National starting points in Communication, Language and Literacy skills (this includes EAL pupils). Their vocabulary levels are below more advantaged peers their age. Reception Baseline Data and teacher assessment indicates that communication and language was lower for disadvantaged pupils; support has been in place through the Worcester Early Years Language Centre (Wylec). Several children in the 2022/2023 cohort had Speech Language through the local authority.
2 Diminishing the difference	Observations, discussions (with pupils and teachers) and assessment data in Phonics and Reading suggests that our disadvantaged pupils' attainment is below their less disadvantaged peers. 89% of PP achieved phonics screening (July 2023) which is above national average however this data is taken from a cohort less than 10. Disadvantaged pupils in the current Year 1 cohort are predicted 10% against 90% for less disadvantaged peers.
3 Attendance	Attendance data of disadvantaged pupils demonstrates that most of the pupils who make up the persistently absent rate at Martley are from a disadvantaged background. Our assessments and observations indicate that this is affecting their progress. Attendance figures 2022-23 for whole school: 95% and for PP children: 93%
4 Character Development	The cultural capital of our disadvantaged pupils has been reduced further by the challenges created by the Pandemic. We recognise that those pupils eligible for pupil premium are less likely to benefit from high levels of cultural opportunities due to their family's less advantageous financial circumstances.

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
Improved reading attainment outcomes. <ul style="list-style-type: none"> Increased percentage of pupils reaching expected level to be inline with National average EYFS / KS1 & KS2. 	<ul style="list-style-type: none"> Pupil premium children identified and class teachers aware of the progress they are making. If pupils are not making progress from their starting points, interventions are identified and put in place to address this. Arbor data used to identify children to uplift during progress meetings Internal data used to track children's achievements and gaps discussed at progress meetings.

	<ul style="list-style-type: none"> • Data reflects a diminishing difference between school attainment and national average. • Pupil Premium data improves in line with national data. •
Improved pupil attendance levels. Persistent absentee rate reduces in particular by between 10% and 20% for PP children.	<ul style="list-style-type: none"> • PP pupils 93% attendance 2022/23 compared with 95% whole school. • Persistent absentee whole school 8% • Persistent absentees PP 6 %
Increased cultural capital opportunities for pupils.	<ul style="list-style-type: none"> • Increased leadership opportunities for PP pupils. • Increased opportunities for pp pupils to represent the school. • Increased cultural experiences for pupils. • Individual and group music lessons. • High take up numbers for Year 6 Residential and school trips. • Increased range of visitors providing a rich learning experience within the school environment.

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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching for Learning CPD – EAW Reading CPD	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation+7+months</p> <p>4. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives</p> <p><i>‘Teach reading comprehension strategies through modelling and supported practice’ EEF Guidance Report</i></p>	1/2/3

Subscriptions & Standardized tests	To ensure accurate tracking and inform target setting NTS Test Papers = £633 Arbor Annual Subscription = £2070 Times Tables Rock Stars = £142	
------------------------------------	--	--

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

Budgeted cost: £19145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEND/ CLASS TAs</i>	TAs work in structured settings with high quality support and training. This enables smaller groups and some, one-to-one interventions when required. To raise the profile for SEN/PP interventions and targeted therapies. (Word Aware, Phonics) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teachers identify pupils needing support through AfL and Pupil Progress Meeting. TA2 Salary – what %? 50%?	1& 2
<i>Reading Plus intervention</i>	Reading Plus intervention with Y3 & 4. 3 x 30 mins weekly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition over 3 years 23 – 24, price for 23/34 = £1500	
<i>Toe by Toe 1:1 Reading Intervention</i>	Children identified to be in the lowest 20% receive daily 1:1 reading tuition sessions. This intervention is carried out by phonics trained TAs, led and monitored by our phonics and early reading lead. Evidence shows that 1:1 and small group work is a highly effective way of using additional adults and has an average progress score of four months £490	
<i>Nessy Dyslexia Programme</i>	£ 330	

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase cultural capital of disadvantaged pupils.</p>	<p>In a school where a large proportion of pupils have access to extra-curricular opportunities we feel that supporting disadvantaged pupils to benefit from a wider curriculum such as individual and group music lessons and outdoor learning helps to provide equality of opportunity. Wider curriculum opportunities increase pupil's cultural capital and help to provide opportunities for specific language and vocabulary development.</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p> <p>Residentials 7 x pupils = £ 1100 Music Lessons = £ 500 School Trips = £ 300</p>	<p>7</p>
<p>Breakfast Club</p>	<p>The Education Endowment Foundation (EEF) evaluation of school breakfast clubs, found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they're hungry. There is also evidence that it improves attendance.</p> <p>https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools</p> <p>Subsidized Breakfast Club Sessions for PP x 37 weeks = £920</p>	
<p>TIS</p>	<p>At Martley, we understand the importance of pupils social, emotional and mental wellbeing. We care for our children as individuals and aim to ensure all pupils, especially our disadvantaged and vulnerable pupils, have their emotional needs met. Social, emotional and mental health needs are a significant barrier to learning and progress for many children. We have adopted the Trauma Informed Schools approach as a whole school in order to provide a long term, embedded approach ensuring our pupils build strategies for dealing with their emotional needs and can access their lessons and learning every day. The Trauma Informed Schools approach is informed by established developments in neuroscientific research.</p> <p>EEF report on Social and emotional learning states: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment</p>	

	Salary TA2 3 x afternoons x 37 weeks = £ 2432 + 10 days release for TISUK CPD	
--	--	--

Total budgeted cost: £27645