



## Pupil Premium Strategy Evaluation 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

## 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	Impact to date
<p>Teaching for Learning CPD – EAW</p> <p>Reading CPD</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation+7months">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation+7 months</a></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>	<p>1/2/3</p>	<p>At Martley, we recognize that investing in staff’s pedagogy through continuous professional development will improve outcomes for our pupils. We aim for all pupils to have access to effective teaching and learning in every lesson</p> <p>Autumn Term:</p> <p><b>DSL Training</b> – LC, MF, JS, SC; Single Central Record – LC + Administrators + Chair of Governors; Exploitation &amp; Vulnerability Online Training LC</p> <p>The school has a solid network of DDSLs in school to support safeguarding of all pupils, including those who are vulnerable learners and in receipt of PP.</p> <p><b>Designated Senior Lead for Mental Health</b> – Head of School to commence training</p> <p>Glow Maths Training CPD for Teachers</p> <p>RWI Phonics Coaching for KS1 and Y3 staff to enable staff to teach early reading skills confidently through fidelity to a scheme.</p> <p>Spring Term:</p> <p><b>DoWMAT CPD Day</b> – Teachers completed writing moderation in clusters; Teaching Assistants had training in emotional coaching to support wellbeing and behaviour; Headteachers – senior leaders wellbeing support; Administrators – wellbeing, resilience, confidence.</p>

			<p><b>Diocese Training</b> – Understanding Christianity, Developing an Approach to Spirituality, Children Leading Worship</p>
<p>Subscriptions &amp; Standardized tests</p>	<p>To ensure accurate tracking and inform target setting          NTS Test Papers = £633           Arbor Annual Subscription = £2070           Times Tables Rock Stars = £142</p>		<p><b>Autumn Term:</b></p> <p>(TTRS) Year 4 MTC Practice: year group average score risen from 17 to 18          100% PP children have increased their score since the end of Year 3          25% PP children are achieving a score of 23+</p> <p>(Arbor)          % of persistently absent children who are in receipt of PP funding who are monitored for attendance = 4.8% for Autumn 1          % of persistently absent children who are in receipt of PP funding who are monitored for attendance = 14% for Autumn 2</p> <p>90.5% PP recipients have attendance of 90% + for the Autumn Term</p> <p><b>Spring Term:</b></p> <p>(TTRS) Year 4 MTC Practice: year group average score risen from 18 to 20          100% PP children have increased their score since the end of autumn          75% PP children are achieving a score of 23+</p> <p>(Arbor)          % of persistently absent children who are in receipt of PP funding who are monitored for attendance = 14% in Spring 1          % of persistently absent children who are in receipt of PP funding who are monitored for attendance = 48% in Spring 2</p> <p>This was due to an outbreak of scarlet fever and chicken pox.          71% PP recipients have attendance of 90%+ for the Spring Term</p>

			<p>Of the original number of persistently absent PP recipients in Autumn 2, 67% pupils significantly improved their attendance resulting in them no longer being classed as PA for the spring term.</p> <p>NTS Assessments support teacher assessments of reading and maths from Year 1 to Year 6 (DoWMAT wishing all schools to use these tests across the Trust for 24/25)</p> <p>Summer Term TTRS: (TTRS) Year 4 MTC Practice: year group average score risen from 20 to 23 100% PP children have increased their score since the end of spring 75% PP children are achieving a score of 23+</p>
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## 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	Impact to date
<i>SEND/ CLASS TAs</i>	<p>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)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Teachers identify pupils needing support through AfL and Pupil Progress Meeting.</p> <p>50% TA2 Salary</p>	1& 2	<p>Additional phonics sessions have been targeted at disadvantaged pupils who require further support across KS1 and in to KS2. These sessions have been delivered by trained Teaching Assistants.</p> <p>Phonics approaches have a strong evidence-base indicating positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics/EEF <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>PSC 2024 = 95%</p>
<i>Reading Plus intervention</i>	<p>Reading Plus intervention with Y3 &amp; 4. 3 x 30 mins weekly.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>over 3 years 23 – 24, price for 23/24 = £1500</p>		<p><b><u>Reading Plus - Year 3 23/24</u></b>  <b>Baseline data – 12/09/2023 for 10 children</b>            90% Year 3 increased reading speed WPM from baseline 12/09/2023 to final assessment 4/07/2024.  <b>Baseline data – 23/05/2024 for 6 children</b>            0% increase for all children.  <b>PP</b>            75% PP children increased reading speed WPM</p>
<i>Toe by Toe 1:1 Reading Intervention</i>	<p>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</p> <p>£490</p>		<p><b><u>Reading plus – Year 4</u></b>  <b>Baseline data – 12/09/2023 for 8 children</b>            88% Year 4 increased reading speed WPM from baseline 12/09/2023 to final assessment 4/07/2024  <b>Baseline data – 20/11/2023 for 1 child</b>            100% increased reading speed WPM  <b>Baseline data – 23/05/2024 for 2 children</b>            50% increased reading speed WPM  <b>PP</b>            100% PP children increased reading speed</p>

<i>Nessy Dyslexia Programme</i>	£ 330 for 20 licenses		<p>Toe by Toe 1:1 Reading Intervention 80% of PP children making good progress</p> <p>* English Lead to take on the delivery and monitoring of Reading Plus with a focus on individual engagement to ensure pupils are actively engaging with the programme and that parents are also involved in Supporting extra-curricular reading through accessing the programme at home. Monitoring has highlighted the need to train children in the computing skills needed to log on quickly to access the learning promptly to make the most of the time available.</p> <p>* Nessy Subscription will not be renewed as SENDCO feels it is having limited impact and children are not accessing at home as well as in school.</p>
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## 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><a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</a></p> <p>Residentials 7 x pupils = £1100 Music Lessons = £ 500 School Trips = £ 300</p>	<p>7</p>	<p>Autumn Term: 33% of PP children attending Pioneer Residential were supported by additional funding allocated to enable them to access wider curriculum opportunities.</p> <p>57% PP pupils attended after school sports clubs in the Autumn term (football, rugby, multiskills) 43% PP pupils attended Choir in the Autumn term</p> <p>Spring Term: 57 % PP children attending spring term after school clubs (multiskills, dodgeball , football, netball)</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><a href="https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools">https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools</a></p> <p>Subsidized Breakfast Club Sessions for PP x 37 weeks</p>		<p>9.5% PP children attending breakfast club to promote good attendance and to be 'ready to learn'.</p>

	= £920		
TIS	<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> <p>Salary TA2 3 x afternoons x 37 weeks = £ 2432 + 10 days release for TISUK CPD</p>		<p>% PP children have received nurture provision during the Autumn Term, through wellbeing check ins or through an agreed programme of wellbeing support.</p> <p>Numbers change throughout the term dependent of the pupils' needs. Some need weekly or even daily check in whilst others only a fortnightly session.</p> <p>57% PP children have received nurture provision during the Autumn Term</p> <p>67% PP children have received nurture provision during the Spring Term.</p> <p>Parents and pupils have reported that they feel the nurture support has been beneficial.</p> <p>Due to the increasing needs of pupils displaying signs of anxiety, school are increasing the nurture provision to 5 x afternoons per week from 24/25. This will take the form of 1:1 support as well as small group work. In addition, the TISUK practitioner will be available to offer parenting support to those parents consenting.</p>

**Total budgeted cost: £27645**