



Pupil Premium Strategy Statement 2024-5

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 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	126 (+16 in pre-school)
Proportion (%) of pupil premium eligible pupils	17%
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 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lucy Cox
Pupil Premium Lead	Lucy Cox
Governor / Trustee lead	Linda Nicklin

Funding overview

Detail																	Amount		
Unique Reference Number (URN)	Local Authority Establishment Number (LAEstab)	Local Authority Code	Local Authority Name	Establishment Number	School Name	School Type	Parliamentary Constituency	Number of pupils on roll	Number of Primary 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 (£)	Number of Secondary pupils on roll	Number of Secondary pupils eligible for the Deprivation Pupil Premium	Percentage of Secondary 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 (£)	£34,040
147499	8853077	885	Worcester	3077	Martley C	Mainstream	West Wor	132	132	23	17.4	34,040	0	0	0	0	23	34,040	

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 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 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 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. 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 Local Authority Speech and Language service. Several children in the 2023/2024 cohort had Speech Language through the local authority when they were at pre-school.
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. 95% of PP achieved phonics screening (July 2024). Disadvantaged pupils in the current Year 1 cohort are predicted 67% against 93% 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 2023-24 for whole school: 96% and for PP children: 94%
4 Character Development	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 attainment outcomes. <ul style="list-style-type: none"> Increased percentage of pupils reaching expected level to be at least 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. 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.	<ul style="list-style-type: none"> PP pupils 94% attendance 2023/24 compared with 96% whole school. Persistent absentee whole school 5.2% Persistent absentees PP 2.2%
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: £4,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching for Learning	High quality staff CPD is essential to follow EEF principles. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1/2/3
Science CPD through Primary Science Quality Mark	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix <i>Improving Primary Science guidance report Education Endowment Foundation PSQM Uni of Herts</i> £900	

Subscriptions & Standardized tests	<p>To ensure accurate tracking and inform target setting</p> <p>NTS Test Papers = £990</p> <p>Arbor Annual Subscription = £2, 070</p> <p>Times Tables Rock Stars = £175.20</p> <p>Number Stacks = £60</p> <p>Spelling Shed = £250</p> <p>Kapow (DT and MFL subscription) = £ 431</p> <p>Total = £3, 876</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19, 940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teachers identify pupils needing support through AfL and Pupil Progress Meeting.</p> <p>50% TA2 Salary x 3 = 18,440</p>	1 & 2
<i>Reading Plus intervention</i>	<p>Reading Plus intervention with Y3 & 4. 3 x 30 mins weekly.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>over 3 years 2023 – 2026 price for 24/25 = £1500</p>	

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

Budgeted cost: £9,200

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>Arts participation EEF</p> <p>Cornet Lessons Autumn Term = £150 Young Voices = £ 150</p> <p><u>Trips</u> Residential Support = £ 165 School Trips (Places of worship plus curriculum trips) = £ 350 6 x Bikeability = £100</p> <p>Total - £915</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 (or 22 weeks)</p> <p>Total = £2, 106</p>	

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>50% TA salary = £ 5,885 + 3 half day release for DoWMAT TISUK Network Meetings = £160 = 3 x TIAAS Meetings £72 Total = £6,117</p>	
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Total budgeted cost: £34, 040