



# Martley CE Primary School



## 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	Michelle Gunston
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
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		<p>staff has resulted in school achieving the PSQM Award Summer 25. There is now fidelity across year groups in science lessons with a focus on enquiry, vocabulary and real-life examples of science.</p> <p><b>Glow Maths Mastering Number training for KS1 Staff</b>  This has resulted in refinements to the delivery of the daily maths lesson supported by an additional retrieval 'mini maths' session to practice key facts.</p>
<p>Subscriptions &amp; Standardized tests</p>	<p>To ensure accurate tracking and inform target setting  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>	<p><b>Autumn Term</b>  Arbor Attendance  At the end of the Autumn Term 5/11 children on the PA tracking sheet are PP children, this is compared with 10/16 at the beginning of term meaning 5 fewer children than at the start of term. Those children are now being tracked in weekly attendance meetings with the Attendance Lead.</p> <p>TTRS  20 % 1/5 PP children achieved score of 20+</p> <p><b>Spring Term</b>  Arbor Attendance  At the end of the Spring Term 3/8 children on the PA tracking sheet are PP children this is compared with 5/12 at the beginning of term meaning 2 fewer children than at the start of term.</p> <p>TTRS  40% 2/5 PP children achieved score of 20+</p> <p><b>Summer Term</b>  Arbor – Attendance  At the end of the academic year, 6/13 on the PA list are PP, 1 of</p>

			<p>these is new to the school (2 new children on PA list are new to school).</p> <p>TTRS TTRS 60% 3/5 PP children achieved score of 20+ 63% cohort achieved 20+ 21% of the cohort achieved full marks with 1/5 being PP</p> <p>Number Stacks Intervention KS2 SATS 1/2 PP EXS IPM evidence for SEND/PP – successful completion of relevant levels in Autumn and Spring terms 2/2.</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	IMPACT TO DATE
<p><i>SEND/ CLASS TAs</i></p>	<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 x 3 = 18,440</p>	<p>1 &amp; 2</p>	<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 2025 = 88%</p> <p>Y2 retake PSC = 100% of PP</p>
<p><i>Reading Plus intervention</i></p>	<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 2023 – 2026 price for 24/25 = £1500</p>		<p>Autumn 24 Data NTS outcomes 73% EXS+ Y3/4 (Willow Class) 2/5 PP</p> <p>Spring 25 Data NTS outcomes As above</p> <p>Summer 25 Data NTS outcomes As above</p> <p>As a result of the data, parental engagement was encouraged for to access material remotely. Lessons were delivered with more rigour, however due to the lack of progress with children working below in phonics, this intervention has been deemed less effective</p>

			with children of this age. For 25/26 the programme will be delivered to children secure in their phonics and as an intervention in smaller groups to track progress and engagement more closely.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed	IMPACT TO DATE
Increase cultural capital of disadvantaged pupils.	<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>  <a href="#">Arts participation   EEF</a></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>	7	<p>Autumn Term:</p> <p>11% of PP children attending Pioneer Residential were supported by additional funding allocated to enable them to access wider curriculum opportunities.</p> <p>50% PP pupils attended clubs in the Autumn Term  22% PP pupils attended choir in the Autumn Term</p> <p>Spring Term:</p> <p>66% PP attended clubs including multiskills, dodgeball, football and 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 (or 22 weeks)</p> <p>Total = £2, 106</p>		<p>11% PP attending breakfast club to promote good attendance and 'be ready to learn'.</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> <p>50% TA salary = £ 5,885 + 3 half day release for DoWMAT TISUK Network Meetings</p>		<p>37% PP children have received nurture provision during the Autumn Term, through wellbeing check ins or through an agreed programme of wellbeing support.</p> <p>47% PP children have received nurture provision during the Spring Term</p> <p>41% PP children have received nurture provision during the Spring Term.</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. 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 originally increased the nurture provision to 5 x afternoons per week from Autumn 24. This was later reduced when school accessed SAS counselling to support high level needs.</p> <p>2 x PP (Y6) who received support through TIS improved both attendance and anxiety resulting in</p>

	<p>= £160          = 3 x TIAAS Meetings £72          Total = £6,117</p>		<p>them achieving well given their baselines:          Child A Maths - EXS Reading -GDS GPS -GDS Writing-EXS          Child B Maths -WTS Reading -EXS GPS -EXS Writing-EXS</p>
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**Total budgeted cost: £34, 040**