



## Pupil Premium Strategy Statement 2025-6 DRAFT

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	133
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028 (25-26, 26-27, 27-28)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lucy Cox
Pupil Premium Lead	Michelle Gunston
Governor / Trustee lead	Linda Nicklin

### Funding overview

Detail							Amount
<b>Pupil premium allocations for 2025 to 2026 - December</b>							<b>£28,785</b>
						Total deprivation pupil premium	
Unique reference number (URN)	Local authority establishment number (LAEstab)	Local authority code	Local authority name	Establishment number	School name	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 School	19	
						28,785	

# 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 pupils' 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	<b>Narrowing the Gap between disadvantaged and all (Maths)</b> Analysis from the EYFS summer 2025 data shows that disadvantaged pupils do not have a secure knowledge of numbers to 10, subitizing to 5 and number bonds. This is having a negative impact on their fluency and access to the Key Stage 1 maths curriculum. Assessment data shows that our disadvantaged pupils' attainment in maths is less than their disadvantaged peers. 0% of PP achieved their Early Learning Goal in number.
2 Diminishing the difference	<b>Narrowing the Gap between disadvantaged and all (Reading)</b> Observations, discussions (with pupils and teachers) and assessment data in Phonics and Reading suggest that our disadvantaged pupils' attainment is below their less disadvantaged peers. 75% of PP achieved phonics screening (July 2025). Disadvantaged pupils in the current Year 1 cohort are predicted 0% against 57% for less disadvantaged peers. GLD word reading 0% PP against less disadvantaged 64% in summer 25. GLD comprehension 0% PP against less disadvantaged 24% in summer 25.
3 Attendance	<b>Attendance</b> Attendance data of disadvantaged pupils demonstrates that a significant proportion of the pupils who make up the persistently absent rate at Martley are from a disadvantaged background, December 2025 = 40%. Our assessments and observations indicate that this is affecting their progress. Attendance figures 2024-25 for whole school: 96% and for PP children: 94%
4 Character Development	<b>Access to wider curriculum opportunities</b> We recognize 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
<p>Improved attainment outcomes.</p> <ul style="list-style-type: none"> <li>Increased percentage of pupils reaching expected level to be at least in line with National average EYFS / KS1 &amp; KS2.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil premium children identified and class teachers are aware of the progress they are making.</li> <li>If pupils are not making progress from their starting points, interventions are identified and put in place to address this.</li> <li>Internal data used to track children's achievements and gaps discussed at progress meetings               <ul style="list-style-type: none"> <li>Data reflects a diminishing difference between school attainment and national average.</li> <li>Pupil Premium data improves in line with national data.</li> </ul> </li> </ul>
<p>Improved pupil attendance levels.</p>	<ul style="list-style-type: none"> <li>PP pupils 93% attendance 2024/25 compared with 96% whole school. Increase this by July 26.</li> <li>Persistent absentee whole school reduced from 11% to 5% by July 26.</li> <li>Persistent absentees who are disadvantaged to reduce by half from 40% to 20%</li> </ul>
<p>Increased cultural capital opportunities for pupils.</p>	<ul style="list-style-type: none"> <li>Increased leadership opportunities for PP pupils.</li> <li>Increased opportunities for pp pupils to represent the school.</li> <li>Increased cultural experiences for pupils.</li> <li>Individual and group music lessons.</li> <li>High take up numbers for Year 6 Residential and school trips.</li> <li>Increased range of visitors provide a rich learning experience within the school environment.</li> </ul>

## 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: £5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching for Learning</p> <p>EEF CPD through 'Transforming the Leadership of Disadvantaged and the Leadership of Literacy' Project for SLT Year 2 of Two-Year program</p>	<p>High quality staff CPD is essential to follow EEF principles.  <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>  <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>READING:  <a href="#">Regional partnerships   EEF</a> Research Network School <a href="#">Billesley</a> and <a href="#">Tudor Grange Research Schools</a>, in partnership with Worcestershire County Council.</p> <p><i>£200 project fee plus Head/Assistant Head CPD release time x 3 days each (plus agency cover x 3) = £1,740</i></p> <p>PHONICS  Typically, disadvantaged pupils receive similar or slightly greater benefit from phonics interventions and approaches due to the explicit nature and intensive support. It will improve decoding skills for pupils who have experienced barriers to learning such as not developing phonological awareness at the same rate of others due to having less exposure to books and the spoken word at home. The approach has been based on recommendations 2 and 3 of the EEF Improving Literacy in Key Stage 1 and 2 guidance reports. Phonic approaches are very effective in supporting early readers to master the basics of reading.</p> <p>External RWI CPD for Key Stage 1 teachers to support all children = £200</p> <p><i>CPD: £2,200</i></p>	<p>1/2/3</p>
<p>Subscriptions &amp; Standardized tests</p>	<p>To ensure accurate tracking and inform target setting</p> <p>NTS Test Papers = £990  Arbor Annual Subscription = £2, 282  Oxford University press Phonics Online =£306</p> <p>Total = £3,600</p>	

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

Budgeted cost: £21,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 = £9,000            50% TA2 Salary = £5075            25% TA2 Salary = £2853            25% TA2 Salary = £2853</p> <p>Total: £19,781</p>	<p>1 &amp; 2</p>
<p><i>Reading Plus intervention</i></p>	<p>Reading Plus intervention with targeted KS2 pupils has been purchased to support both fluency and comprehension.</p> <p>Assessment data for current Year 5 reading outcomes in summer 25 showed that 60% of disadvantaged pupils achieved the expected standard against 64% less disadvantaged pupils.</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>price for 25/26 = £1,500</p>	
<p><i>Times Table Rock (£184) stars-to ensure pupils develop fluent recall of facts and Number Stacks (£60) -to ensure pupils develop fluent recall of facts.</i></p>	<p>In order to raise the level of fluency in facts the school has purchased Number Stacks Maths from Years 1-6 and Times Table Rock Stars from Years 2-6. Analysis gaps from internal data show that pupils are not secure in their knowledge of their number facts in KS1 and times tables and number facts in KS2. This is having a negative impact on their reasoning and problem solving as the lack of fluency is hindering progress and attainment.</p> <p>= £244</p>	

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

Budgeted cost: £1,704

Activity		Challenge number(s) addressed
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>Support for trips, clubs and music lessons                      = £447</p>	7
Breakfast Club	<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 disadvantaged                      = £447</p>	
Trauma Informed Schools (TIS) trained teaching assistant time allocated to identified pupils for 'Time to Talk' sessions and TIS SEMH sessions. Continued membership of TIS UK	<p>Continued membership of the Trauma Informed Schools approach as a whole school in order to provide a long term, embedded approach to ensuring our pupils build strategies for dealing with their emotional needs and can access their lessons and learning every day. High quality CPD.</p> <p>Cost: 1 session per week =£750</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>1 day Parenting Journey CPD £60                      Total = £810</p>	

**Total budgeted cost: £28,785**