



Pupil Premium Strategy Statement 2022-3

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	139 (+25 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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	EAW
Pupil Premium Lead	Lucy Cox
Governor / Trustee lead	Linda Nicklin

Funding overview

Unique Reference Number (URN)	Local Authority Name	School Name	School Type	Primary Constituent	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 (£)	Total number of pupils eligible for the Deprivation Pupil Premium	Total allocation for the Deprivation Pupil Premium (£)
147499	Worc	Martley CofE Primary School	Mail	We	136.0	136.0	20.0	14.7	£27,700	20	27,700

Detail	Amount
Pupil premium funding allocation this academic year	£27700
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	£27700
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 (Weylec). Several children in the 2021/2022 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. <i>60% of PP achieved phonics screening (July 2022) which is below national average and also compared to 75% of other children</i>
3 Attendance	Attendance data of disadvantaged pupils demonstrates that a large proportion of the pupils who make up the persistently absent rate at Martley are from a disadvantaged background (37% disadvantaged pupils). Our assessments and observations indicate that this is affecting their progress. Attendance figures 2021-2 for whole school: 94% and for PP children: 90%
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
<p>Improved reading attainment outcomes.</p> <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 91% attendance 2021/22 compared with 94% whole school. • Persistent absentee whole school 12% • Persistent absentees PP 7%
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: £4000

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

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

Budgeted cost: £18700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils.	Use of targeted tuition to support pupils with specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One-to-one tuition EEF (education endowment foundation.org.uk) and in small groups: Small group tuition toolkit strand EEF (education endowmentfoundation.org.uk)	2, 3 and 4
<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.	1& 2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Attendance Champion <i>Education Welfare CPD using Legal Action to address pupil absence: Guidance for Schools</i>	TA with dedicated hours to increase attendance working with families to promote being on time and good attendance. Working with the EWS to prevent persistent absence and lateness. Attendance Matters- A parent's guide The Education Welfare Service (EWS) supports us, our children and their families to raise achievement by promoting high levels of school attendance and punctuality, working to prevent truancy and disengagement from school. Attendance Matters- A parent's guide	5

	<p>Pupils who do not attend school when school is open (uncoordinated absences) see a small decline in their academic achievement:</p> <ul style="list-style-type: none"> • Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement. • Equivalently, eight days of absence (the average in England) would move a pupil one place down a ranking of 100 pupils (e.g. from 50th to 51st). • Pupils from low-income households see a larger negative effect from each day of absence. <p>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p>	
<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>7</p>

Total budgeted cost: £27700