



Pupil Premium Strategy Statement 2021 to 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	136 (+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	2022
Date on which it will be reviewed	September 2023
Statement authorised by	Andy Hackley
Pupil Premium Lead	Lucy Cox
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,083 +£302 from EYPP
Recovery premium funding allocation this academic year	£
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	£34,385

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 is 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.
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.
3 Parental Engagement	Attendance data of disadvantaged pupils demonstrates that a large proportion of the pupils who make up the persistently absence rate at Martley are from a disadvantaged background (37% disadvantaged pupils). Our assessments and observations indicate that this is affecting their progress.
4 Pupil Wellbeing	Sourcing and providing appropriate mental health and wellbeing support for disadvantaged pupils. Disadvantaged pupils have been more adversely affected by school closures as a result of the Covid-19 Pandemic.
5 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
To ensure pupils with social and emotional needs are taught strategies to support them in accessing the curriculum.	Improvement in: <ul style="list-style-type: none"> • Qualitative data from pupil voice. • Access to TIF school training. • Screening of children with emotional dysregulation needs shows that they are progressing against their individual targets • Observations, behaviour records show that pupils with social and emotional needs are being supported and have less incidents.
Improved language and oral/vocab skills especially amongst disadvantaged pupils.	<ul style="list-style-type: none"> • Learning environments will provide pupils with a rich source of vocabulary. • The use of knowledge organisers in pupil books will help to support pupils to confidently use subject specific vocabulary. • WIDGET Software to aid communication and understanding of the curriculum. • NESSI- Licence to support dyslexic type difficulties.
Improved reading attainment outcomes.	<ul style="list-style-type: none"> • Increased percentage of pupils reaching expected level from between 3% and 10%. • Increased percentage of pupils achieving greater depth level from between 2% to 6%. • Increased GLD in EYFS by 3% and 5%.
Improved pupil attendance levels.	<ul style="list-style-type: none"> • Persistent absentee rate reduces in particular by between 10% and 20% for pp children.
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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NTS assessments for Reading Comprehension.	Standardised tests provide accurate and consistent measures of achievement that have improved school accountability, classroom practices and learning. Standardised tests EEF	1, 2, 3 and 4
Purchase of DfE validated Systematic Synthetic Phonics Programme 'Read, Write Inc' Training to secure stronger phonics teaching for all pupils.	Read, Write Inc is a SSP programme. Seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. These are: <ul style="list-style-type: none"> • direct teaching in frequent, short bursts • consistency of approach • secure, systematic progression in phonics learning • maintaining pace of learning • providing repeated practice • application of phonics using matched decodable books • early identification of children at risk of falling behind, linked to the provision of effective keep-up support. <p>To ensure the above are features of our phonics delivery we have invested in high quality training for staff. We now deliver this scheme in pre-school to ensure continuity for pupils.</p> EEF: Phonics Letters and Sounds improving rates of progress 2021	1, 2 and 3
Early Years CPD and leadership and in class support (focus C and L)	Improved Early Years outcomes, improved practitioner knowledge of the changes in the new EYFS Framework 2021. DfE Development Matters (September 2020, Revised July 2021)	1

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

Budgeted cost: £27,000

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
Purchase and training so that practitioners can deliver to EYFS and KS1 pupils. Cost of intervention per pupil. 'Wordaware training'	Chn are supported using Word Aware, this is a whole school approach to promote the vocabulary development of pupils. This approach helps to extend word learning for pupils. Closing the Vocabulary Gap https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf	1
TA Interventions (4 x pms a week)	One to one and group therapy to ensure communication and language levels are improved for children with significant SEND needs. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language	1
SEND/ CLASS TAs	TA's 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, 3 and 4
Pastoral TA	TA Mentor support provided to pupils to support their mental and emotional health. Exploration of The Trauma Informed Schools Approach. Purchase of a Volcano in my Tummy'	6

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	
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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>School Attendance Champion</p> <p><i>Education Welfare</i></p> <p><i>CPD using Legal Action to address pupil absence: Guidance for Schools</i></p>	<p>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.</p> <p>Attendance Matters- A parent's guide</p> <p>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.</p> <p>Attendance Matters- A parent's guide</p> <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>	5
<p>Trauma Informed School Practitioner one to one sessions with pupils</p>	<p>Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up.</p> <p>A TISUK practitioner will be put in place to provide support for individual children, small groups and families. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p>	6

<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>
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Total budgeted cost: £34000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The outcomes that Martley aimed to achieve in 2020/21 as part of our Pupil Premium strategy were not fully realised.

Some of the reasons why the PP outcomes were not fully achieved were a result of staffing issues impacting the school's ability to implement the Pupil Premium Strategy Effectively. This was further impacted by Covid-19 absences and school closures. Previous PP strategies were yearly. Our new PP 2021/22 strategy is intended to be implemented over a three year term. This will allow for a more sustained and embedded approach over time leading to a more positive impact for our most vulnerable learners.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write Inc	Oxford University Press

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Providing pastoral support Intervention strategies and support are put into place to support pupil learning. Outdoor learning opportunities: pupils have enjoyed being able to learn outdoors and this has provided an outlet for emotional support.
What was the impact of that spending on service pupil premium eligible pupils?	Improved pupil wellbeing and confidence knowing they had access to appropriate support and opportunities that have a positive impact on pupil mental health and wellbeing.