

St Martin's CEP School

Pupil premium strategy statement 2025-2028

This statement details our school's use of Pupil Premium funding (and Recovery Premium) for the 2025-2028 academic year 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	St Martin's CE Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils (September 2025)	57 children
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2025-2026 ,2026-2027, 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Date it will end	December 2028
Statement authorised by	Liz Carter
Pupil Premium lead	Liz Carter
Governor	Jess Hawkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59585
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	£59585

Statement of Intent

Ultimate objectives for disadvantaged pupils (pupil premium eligible)

- Ensure disadvantaged pupils at St Martin's are in school, safe and emotionally ready to learn.
- Ensure disadvantaged pupils achieve age-related expectations (or better) in reading, writing and maths, with particular priority on early reading (phonics) and maths where internal data shows gaps.
- Close the attainment gap between disadvantaged pupils and their peers across EYFS, KS1 and KS2 so that disadvantaged pupils secure confident transitions at each phase.
- Build sustainable capacity in high-quality classroom teaching, targeted academic support and evidence-based wider strategies so gains are maintained.

How this strategy works towards those objectives

- Uses the DfE Menu of Approaches framework (Tier 1 High-Quality Teaching; Tier 2 Targeted Academic Support; Tier 3 Wider Strategies) to allocate resource to the highest-impact, evidence-informed approaches for the primary phase, matched to St Martin's context as a small coastal, one form entry voluntary controlled Church of England primary school.
- Targets the school's key barriers (attendance; emotional wellbeing/nurture; home life; maths; early reading) with a balanced package:
 - Strengthening universal teaching (CPD, curriculum sequencing, assessment) so everyday practice supports disadvantaged pupils.
 - Providing targeted small-group and one-to-one interventions (phonics, maths, reading comprehension).
 - Deploying wider strategies (Social Emotional Learning, nurture, attendance work, parental engagement, pastoral support) to remove non-academic barriers to learning.
- Embeds monitoring, diagnostic assessment and evaluation so interventions are reviewed and adapted termly; governors and leaders will use evidence to prioritise and reallocate pupil premium spend where outcomes are strongest.

Key principles

- Evidence-informed: interventions chosen are aligned with Education Endowment Foundation (EEF) guidance where appropriate (phonics, small group tuition, social & emotional learning, mathematics, attendance approaches).
- Diagnose, target, evaluate: use diagnostic assessment to identify needs, target support precisely, and track impact every half-term.
- Whole school responsibility: closing the gap is a school-wide priority informed by the school vision and OFSTED framework.

- Proportionate, sustainable investment: balance higher-cost high-impact activities (tuition where appropriate) with universal teaching improvements and low-cost high-value approaches (parental engagement, attendance communications).
- Personalised pastoral care: nurture and Social Emotional Learning approaches will be responsive to individual pupils' needs; staff will work in partnership with families and external agencies.

2. Challenges Section

(Using the pupil premium data and stated barriers)

Challenge Number	Detail of challenge
1	Attendance: persistent absence and lower attendance among some disadvantaged pupils is limiting exposure to learning and contributing to attainment gaps.
2	Emotional well-being, resilience and nurture: some disadvantaged pupils need targeted social, emotional and behavioural support to engage effectively in learning.
3	Home life and parental engagement: variability in home learning support, routines and parental engagement affects pupils' readiness and opportunities to practise skills (reading, maths).
4	Maths attainment: whole-school data shows KS2 maths 77% (all) vs 60% (pupil premium) — a notable gap requiring targeted curriculum and intervention work.
5	Early reading / phonics: Phonics overall 86% but pupil premium 68% (gap), EYFS baseline 61% indicates early language and early reading foundations need strengthening.

3. Intended Outcomes Section

Intended Outcome	Success Criteria
Improve disadvantaged pupils' attendance and reduce persistent absence	- Whole-school persistent absence rate for disadvantaged pupils reduced by end of academic year (termly monitoring). - Average attendance for disadvantaged pupils rises to at least 95% across the year. (School will track weekly and report termly to governors.) [Evidence: EEF Attendance interventions REA; EEF guidance on tailored approaches and parental

	communication](Education Endowment Foundation: Attendance interventions rapid evidence assessment).
Improve social, emotional and behavioural readiness to learn for disadvantaged pupils	- Targeted pupils show measurable improvement on Social Emotional Learning baseline tools (e.g., Emotion Thermometer / Wellbeing scales) and teacher-rated engagement scores across six-week cycles. - Reduction in number of behavioural incidents requiring escalation for targeted pupils within two terms. [Evidence: EEF Social and Emotional Learning guidance (+3 months impact)](Education Endowment Foundation: Social and emotional learning - Teaching & Learning Toolkit).
Strengthen parental engagement to support learning and attendance	- 80%+ of parents of targeted disadvantaged pupils engage with at least one home-learning workshop or attendance support meeting each term. - Parental communications (nudge letters/messages) implemented and staff record evidence of actions/support agreed. [Evidence: EEF Attendance REA showing promise for parental engagement communication approaches](Education Endowment Foundation: Attendance interventions rapid evidence assessment).
Narrow the attainment gap in maths (KS2)	- Increase % of pupil premium pupils achieving expected standard in KS2 maths from 60% to above 70% (one-year target) and reduce the gap between disadvantaged and non-disadvantaged (where cohort size permits). - Termly diagnostic checks and end-of-year attainment data show accelerated progress (measured in school tracking and standardised tests). [Evidence: EEF Improving Mathematics guidance; Early mathematics Evidence Store](Education Endowment Foundation: Improving Mathematics in Key Stages 2 and 3 , EEF Early Mathematics Evidence Store).
Narrow the gap in early reading / phonics	Sustain phonics outcomes for disadvantaged pupils at 68% in phonics screening checks (or internal phonics assessment measures) within the year. - EYFS disadvantaged profile improves (language, early literacy) to narrow gap vs peers by at least 50% by end of reception year. [Evidence: EEF Phonics +5 months; guidance on systematic phonics](Education Endowment Foundation: Phonics - Teaching & Learning Toolkit).

4. Activity in This Academic Year

Notes:

- Each activity is mapped to the DfE Menu of Approaches tiers (Teaching = Tier 1; Targeted Academic Support = Tier 2; Wider Strategies = Tier 3).
- Challenge numbers cross-refer to the Challenges section above.

A. Teaching (Tier 1 — high-quality teaching, CPD, curriculum)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school phonics programme review and fidelity CPD: ensure systematic synthetic phonics (SSP) sequence; staff training; timetable for 20–30 minute daily phonics for EYFS/KS1 and keep rapid assessment and catch-up loops. Provide TA training to deliver structured phonics interventions for small groups.</p>	<p>Strong high-quality evidence for phonics as an effective early reading approach (+5 months average impact). The EEF recommends systematic synthetic phonics and regular assessment with small-group follow-up where needed (Phonics - EEF Teaching & Learning Toolkit).</p>	5
<p>Improve classroom maths teaching and curriculum sequencing: adopt EEF recommendations (teaching for mastery approaches where appropriate), use manipulatives and storybook/board-game approaches in EY/KS1, professional development focused on modelling and small-step progression; dedicated weekly number fluency time.</p>	<p>EEF guidance for improving mathematics (Early Years/KS1 and KS2) recommends professional development for teachers, modelling, use of manipulatives, integrating maths across the day and focused early mathematics approaches (Improving Mathematics in the Early Years and Key Stage 1, Improving Mathematics in Key Stages 2 and 3).</p>	4
<p>Improve assessment and feedback systems: termly diagnostic assessments (phonics checks, short maths diagnostics, reading fluency/comprehension probes) and training on giving effective feedback and using hinge questions to inform immediate reteach.</p>	<p>EEF implementation guidance and Teaching & Learning Toolkit emphasise diagnostic assessment to target interventions and effective feedback as a teaching lever; accurate assessment helps target tutoring and small group work (see EEF resources on implementation and assessment). (EEF A School's Guide to Implementation).</p>	4, 5
<p>Universal SEL classroom routines and staff CPD: explicit teaching of self-regulation, zones of regulation and restorative approaches embedded in daily practice (assemblies, PSHE link), with staff CPD and coaching.</p>	<p>EEF: Social and Emotional Learning interventions have a positive effect on attainment and behaviour (+3 months average) and are most effective when embedded with staff PD and routines (Social and emotional learning - EEF Toolkit).</p>	2

B. Targeted Academic Support (Tier 2 — tutoring, small groups, interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group phonics catch-up (TA or trained teacher): 1:3 groups for 20–30 mins, 4–5 times weekly over 10–14 weeks; sessions use SSF materials matched to gaps.	EEF evidence shows that targeted phonics in small groups or 1:1 is highly effective; one-to-one often gives larger effects but small groups (2–5) are cost-effective and impactful (+4 months for small group tuition; +5 months for phonics overall) (Phonics - EEF , Small group tuition - EEF).	5
Small-group maths interventions: targeted groups (max 1:3) using diagnostic gaps from termly checks; short blocks (10-12 weeks) with frequent sessions (2–3x per week), aligned with classroom teaching.	EEF small group tuition evidence shows an average impact of +4 months when targeted and well-aligned; EEF maths guidance highlights targeted support for struggling pupils and the value of professional development for teachers delivering maths interventions (Small group tuition - EEF , EEF maths guidance).	4
1:1 or 1:2 tuition for pupils with greatest maths gaps (external provider or trained school staff) — blocks of 6–12 weeks; carefully aligned to curriculum; monitoring and exit criteria planned.	EEF shows one-to-one tuition can deliver large impacts where targeted and aligned; where cost is prohibitive, schools can blend 1:1 and small group models. Tutoring is one of the most evidence-backed approaches when implemented well (EEF tutoring guidance & small group tuition summaries). (Small group tuition - EEF).	4
Guided reading / reading comprehension strategies for KS2 disadvantaged pupils (small group guided reading sessions, teacher-led comprehension strategy lessons).	EEF: Reading comprehension strategies have moderate impact (+5 months) and are effective for older primary readers; combine with decoding/fluency work where required (Reading comprehension strategies - EEF Teaching & Learning Toolkit).	5
Structured Nurture group English support for pupils whose emotional needs impede learning: short-term interventions combining reading practice with SEL strategies (e.g., listening to	Nurture-style interventions combine evidence-based components (SEL, small group tuition, behaviour strategies) and the EEF recognises nurture elements draw on evidence-based strands (SEL, behaviour interventions, oral language) to support attainment and engagement (see	2, 5

reading, paired reading with scaffolded prompts).	EEF/Nurture resources). (EEF Teaching & Learning Toolkit / Nurture summary).	
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C. Wider Strategies (Tier 3 — attendance, behaviour, wellbeing, parental support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance-first approach: early identification and responsive package (attendance officer / DSL time, personalised phone calls, home visits where appropriate, attendance action plans, incentives carefully used). Emphasise parental partnership and problem-solving.	EEF Rapid Evidence Assessment on attendance interventions finds the evidence base is mixed but parental engagement and responsive, targeted approaches show promise; the EEF advocates tailored, multi-component strategies and careful communication design (Attendance interventions REA - EEF , Taking a tailored approach - EEF blog).	1, 3
Parental engagement programme: termly workshops on supporting reading and maths at home, clear attendance communications (nudge letters/messages reporting days missed rather than only percentages), translation / flexible times for coastal community families.	EEF evidence suggests parental communication and targeted parental engagement approaches can have a small positive effect on attendance and parental involvement; EEF also recommends parent-facing materials for supporting literacy and maths at home (Attendance REA - EEF , [EEF resources on Parental Engagement]).	1, 3, 5, 4
Targeted pastoral support / nurture and counselling: employ or commission an experienced ELSA for a weekly caseload, run short-term individual or small group sessions (emotional regulation, grief, family separation), and use evidence-based SEL programmes for groups.	EEF SEL guidance shows moderate effects when SEL is combined with strong implementation and PD; nurture approaches draw on SEL and behaviour evidence and can support engagement needed for academic progress (EEF SEL guidance, Nurture summaries). (Social and emotional learning - EEF).	2
Breakfast club provision for vulnerable families and children at risk of lateness: free or subsidised breakfast for targeted disadvantaged pupils and invited vulnerable families; monitor	The EEF attendance REA and evaluations show meal provision can have small positive effects on attendance and attainment for younger pupils; breakfast provision is a reasonable component of a	1, 3

correlation with attendance and punctuality.	multi-component attendance plan. (Attendance REA - EEF).	
Home-school liaison and family support: strengthen links with local family support services, place-based agencies and the church community; use the small school advantage (close relationships) to proactively problem-solve barriers (housing, work times, transport).	EEF attendance review highlights responsive multi-component interventions that identify root causes and work with families as promising; multi-agency working is a recommended practice in school attendance strategy guidance. (Attendance REA - EEF).	1, 3

Monitoring, Evaluation and Governance (applies across all tiers)

- Termly impact review: leaders (HT / DHT / SENCo) to review progress vs success criteria; governors' disadvantaged champion to review pupil premium spend and outcomes termly.
- Data collection: weekly attendance reports, termly phonics and maths diagnostics, six-weekly SEL progress checks for targeted pupils, tutor session records and exit criteria.
- Implementation fidelity checks: lesson observations, work scrutiny, intervention session observations, and feedback cycles with CPD follow-up.
- Use EEF implementation guidance to plan, deliver and sustain changes ([EEF A School's Guide to Implementation](#)).

Costs and Staffing (summary guidance)

- Prioritise staff time for high-impact activities: phonics and maths small groups delivered by trained TAs or teachers; targeted tutoring for pupils with biggest gaps; ELSA/Nurture lead time for weekly small group work.
- Allocate a proportion of pupil premium to cover: staff CPD, targeted tuition blocks (external provider or school-led), TAs training and release time, pastoral lead hours, breakfast club subsidy and family engagement events.
- Ensure sustainability: develop TA capacity, embed CPD to reduce long-term dependence on external providers where effective.

Contextualisation for St Martin's School

- St Martin's is a small coastal one form entry voluntary controlled Church of England primary school with close community links and a Christian ethos centred on loving, celebrating and supporting each learner. The strategy builds on these strengths by:
 - Using the small school community to personalise attendance and family engagement work (home visits/phone calls, flexible meeting times, church community support).
 - Embedding nurture and SEL approaches rooted in the school's values (for example, restorative language linked to Christian values: love, forgiveness, perseverance).

- Using mixed delivery models where small staff teams can provide high-quality, consistent intervention (e.g., trained TA delivering phonics catch-up with teacher oversight).
- St Martin's current attainment snapshot that informs the strategy:
 - Phonics: overall 86% / pupil premium 68% (gap) — priority for phonics catch-up and EYFS language support. [EEF Phonics evidence]([Education Endowment Foundation: Phonics - Teaching & Learning Toolkit](#))
 - EYFS baseline: 61% (indicates early years communication & language priority).
 - KS2: reading 87% (all) / PP 60%; writing 83% (all) / PP 80%; maths 77% (all) / PP 60% — maths and reading gaps for disadvantaged pupils are priorities.
 - These figures inform the numeric success criteria set above.