

Pupil premium strategy statement

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	St. Martin's Catholic Primary School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2027
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Bridget Tobin
Pupil premium lead	Chloe Jenkins
Governor / Trustee lead	Yasmin – Sanchez - Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,725

Part A: Pupil premium strategy plan

Statement of intent

At St. Martin's, we have a relatively small number of children who receive pupil premium funding. In this context, it is particularly important that these children do not feel marginalised and that they are encouraged and supported to engage fully in their learning and the wider life of the school. Because of this, we have set aside some of our budget to ensure that children are able to wear the correct uniform, participate in clubs, workshops, and trips, including the residential at the end of Year 6.

A proportion of these children have SEND and/ or need additional emotional support. With this in mind, some of the pupil premium funding is used to pay for additional support in the form of interventions and emotional support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Emotional and mental health of some pupils eligible for PPG are a barrier to learning. Social skills are also a limiting factor to progress and attainment.
2	PPG children require access to ELSA and sensory circuits to enable them to feel happy, secure and ready to learn.
3	Cross over with SEND (diagnosed/identified by external professionals) means that some pupils eligible for PPG already require a greater level of support in class and through intervention groups to make satisfactory progress and reach age expectations due to their SEND.
4	Some families are unable to provide uniform and make financial contributions towards trips and after school clubs, which if not addressed through PPG, would isolate pupils, and not afford them the same opportunities as their peers.
5	Some children with PPG have lower attendance compared to their peers.
6	Some children with PPG do not read regularly at home and therefore need additional practice and support at school.

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
Children are supported to have strategies to deal with emotional and mental health issues that may be barriers to academic progress and engagement. Children have improved social skills.	All pupils make at least 6 points progress across the year. Those who need to, bridge the gap with peers and make accelerated progress to work towards reaching age-appropriate expectations. Behaviour issues requiring SLT involvement are reduced. Children report being happy at school (and particularly at breaktimes)
Pupils who show levels of vulnerability have the correct intervention and support to meet their needs	All pupils make at least 6 points progress across the year. Those who need to, bridge the gap with peers and make accelerated progress to work towards reaching age-appropriate expectations.
All children have uniform and resources necessary for school All children participate on trips/clubs	PPG children are dressed correctly and gain valuable learning and social experiences from school trips/after school clubs.

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: £ 2,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for SENCO and ELSA</i>	<i>Release time to attend training courses that addresses the needs of our PPG children.</i>	1,2
<i>Targeted Writing and Language Interventions</i>	Use of structured intervention, Emphasis on oral rehearsal, vocabulary building, and sentence structure <i>Education Endowment Foundation (EEF)</i> research shows oral language interventions have +6 months' progress for disadvantaged pupils. Internal writing assessment data and teacher observations show improved writing fluency and sentence quality in pupils receiving support. Case studies demonstrate progress in writing confidence and output.	1,2,3

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

Budgeted cost: £ 13,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch Up Literacy</i>	This intervention is recommended by the EEF as being research based. This represents the cost of the TAs time to deliver interventions.	3 and 5
<i>Catch Up Maths</i>	This intervention is recommended by the EEF as being research based. This represents the cost of the TAs time to deliver interventions.	3 and 5

<i>Daily Reading and Phonics interventions</i>	Reading is important because it allows children to access other areas of the curriculum. Phonics is an important component of the development of Reading skills particularly for children from disadvantaged backgrounds (EEF Phonics)	3, 5 and 6
<i>Speech and Language Support including NELI</i>	Communication is one of the foundations for learning. Targeted interventions to individuals or small groups delivered by a teaching assistant show a strong and positive benefit (EEF: TA interventions)	3 and 5
<i>Maths: Numbersense and post- teaching</i>	Targeted interventions to individuals or small groups delivered by a teaching	3 and 5

	assistant show a strong and positive benefit (EEF: TA interventions)	
<i>Fine-motor skills/handwriting</i>	Evidence shows that for primary-aged children working on letter formation seemed to support later spelling and sentence composition. (EEF: Teaching the Skills Needed for Mark-Making and Letter Formation).	3 and 5

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

Budgeted cost: £ 7,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential/ clubs/ school trips 1800	It is important that children can take part in the full range of activities offered and that cost is not a barrier.	1
ELSA support 3000	Successful impact of support in previous academic year. Prioritising children's mental well-being.	1
Sensory Circuits 2015	Sensory Circuits are important for sensory integration so that children can start their day in the right state for learning. (Jane Horwood)	1
Uniform costs 200	It is important that children come to school wearing safe, warm, and appropriate clothing and that they are not made to feel different from the other children.	1

Total budgeted cost: £ 22,725

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

At St Martin's, the progress gap between pupils eligible for Pupil Premium Grant (PPG) funding and their peers remains minimal across most subjects and year groups. This positive picture reflects the school's strong and consistent approach to early identification and targeted support. Pupils at risk of not making expected progress are promptly identified during regular progress meetings, where teachers and leaders work collaboratively to review assessment data, discuss barriers to learning, and plan next steps.

Interventions are then carefully designed and implemented, ensuring they are both purposeful and evidence-based. Scaffolded learning tailored to individual needs continues to be a central focus of classroom practice. Teachers adapt resources, model learning strategies, and provide structured support that allows pupils to develop independence and confidence over time. Through precise planning and consistently high-quality teaching, any emerging gaps are addressed swiftly and effectively, ensuring sustained progress.

Leaders maintain strong partnerships with external agencies to provide staff with relevant, up-to-date training and guidance. This ensures interventions are delivered with expertise and consistency across the school. As a result, many PPG pupils have made notable and accelerated progress, particularly in Reading and Writing, where targeted small-group sessions and focused feedback have been particularly impactful.

Pupil voice further supports this success, with pupils reporting that they feel well-supported and confident in their learning. Parents have also expressed satisfaction with the additional support and interventions provided, recognising the positive impact on both attainment and wellbeing. Beyond the classroom, leaders have ensured that PPG pupils have equal access to the full range of extracurricular and enrichment opportunities, enabling them to participate fully in the wider life of the school and develop a strong sense of belonging and achievement.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

