

Pupil premium strategy statement

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	St Martin's School
Number of pupils in school	1817
Proportion (%) of pupil premium eligible pupils	13% (232 students)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022 (review to ensure 3 year plan will be effective.)
Statement authorised by	John Peacock
Pupil premium lead	Sarah Fernandez
Governor / Trustee lead	Darren McCabe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£162,350

Part A: Pupil premium strategy plan

Statement of intent

Ultimately, we want to help our disadvantaged students achieve their best possible academic outcomes; including helping close the gap between disadvantaged students and their peers. We are implementing a range of strategies to help achieve this as well as recognising the importance of the self esteem of our students. Whilst we have key objectives to be met in terms of promoting academic achievement it is also important that our disadvantaged students have access to extracurricular interventions to support their well-being, school enjoyment/involvement and sense of self-worth.

Challenges

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

Challenge number	Detail of challenge
1	Poor literacy levels which prevent access to curriculum and poor performance in exams.
2	Numeracy support- a number of our disadvantaged students have low age-related attainment
3	Earlier intervention needed at KS3- GCSE students have a wider range of intervention strategies which we need to replicate in lower school if resources allow.
4	Attendance figures are low amongst some of our disadvantaged cohort which has a direct impact on academic performance.

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
Improved literacy levels.	Average reading age increasing. Literacy teachers observing a higher attainment level per student. Smaller gap identified between attainment of disadvantaged vs. non-disadvantaged.
Improved numeracy levels.	Numeracy teachers observing a higher attainment level per student. Smaller gap

	identified between attainment of disadvantaged vs. non-disadvantaged.
Interventions identified in younger years and possible links to primary feeder schools.	A clear programme which identifies interventions available to KS3 students and evidence of the impact these have had in the form of data.
Improvement in attendance figures.	10% increase in attendance of students who have previously been identified as having low % of attendance. (Those below 90%)

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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium CPDs run throughout the year with different focus groups. e.g. Heads of Year/Year Administrators, teaching staff, support staff, etc.	Teacher input is instrumental in helping our PP learners achieve. EEF Toolkit shows an increase in progress of +8 months. HOY/YA will help address issues of attendance which has direct impact on performance.	All
Staff CPD and curriculum planning to deliver high quality lessons and feedback to students. Staff recruitment. PP coordinator.	Quality of lessons and teacher feedback has proven to have the most impact on student progress. EEF Toolkit shows an increase in progress of +8 months.	1, 2, 3.
Two teachers given T and Learning Responsibility to take on the monitoring of feedback and quality of written communication in students.	High quality teacher feedback is instrumental in helping our PP learners achieve. EEF Toolkit shows an increase in progress of +8 months.	1,2,3

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

Budgeted cost: £55,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small intervention groups, tuition, literacy and numeracy lessons, sixth form peer tuition. Use of Lexia, mymaths, The Brilliant Club etc. to support home learning.	<p>Last year showed an increase in performance from those receiving tuition- on average a sub grade higher than their peers.</p> <p>Our sixth form peer tuition has been very successful and this is recognised by EEF toolkit as having a 5 month increase in progress.</p> <p>The use of digital technology to support learning has been identified by the Sutton Trust as having a 4month increase in progress.</p>	1,2,3

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting extracurricular activities to improve attendance, self-confidence and organisation/punctuality. This includes: trips, music tuition, uniform, etc.	The commitment to practice and organisational skills acquired are also skills that can be applied with their school studies. EEF Toolkit shows an increase of +2 months progress.	4

Total budgeted cost: £ 162,350

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The following data has therefore been gathered based on internal assessments and diagnostic tests.

Yr7: Disadvantaged (DS) in English moved from an average of 1+ in Autumn to 2- in the summer. Whereas non-disadvantaged (NDS) in English moved from 2- in the Autumn to 2= in the summer. This shows them to be working at a similar progress rate to their peers but from a lower starting point. In maths DS started at 2- in Autumn and were still working at an average of 2- in the summer. NDS in maths had a starting point of 2= and progressed to 2+, therefore, increasing the gap. This highlights the need for early intervention in lower school.

Yr8: DS in English had an average starting point of 2- and progressed to 2+ by the end of the academic year. NDS went from an average starting point of 2+ to 3- in the summer. Our DS have actually made more levels of progress than their peers. In maths DS started at an average of 2= and progressed to 2+ and NDS started at an average of 3- and progressed to 3=.

Yr9: DS in English started the year on an average grade of 2+ and finished the year at 3-. In comparison NDS started at 3- and progressed to 3+. In maths DS students went from 2+ to 3- and NDS ended the year where they started with an average grade of 3=.

Yr10: The percentage of DS achieving a grade 4 in English and maths at the start of the year was 19% and this rose to 28% by the end of the year. In comparison NDS went from 47% EnMa grade 4 to 52%. This shows our disadvantaged students to be making quicker progress but still working well behind their peers.

Yr11: The percentage of DS achieving a grade 4 in English and maths at the start of the year diagnostics was 66% and this rose to 72% in their final exams. In comparison NDS went from 83% EnMa grade 4 to 88%.

Externally provided programmes

Programme	Provider
Lexia PowerUp	Lexia
The Brilliant Club	Young Scholars
Book Buzz	The Book Trust
The Letterbox Club	The Book Trust

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a