

22/23

**Pupil Premium Strategy Update**



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*M*ARTIN'S SCHOOL

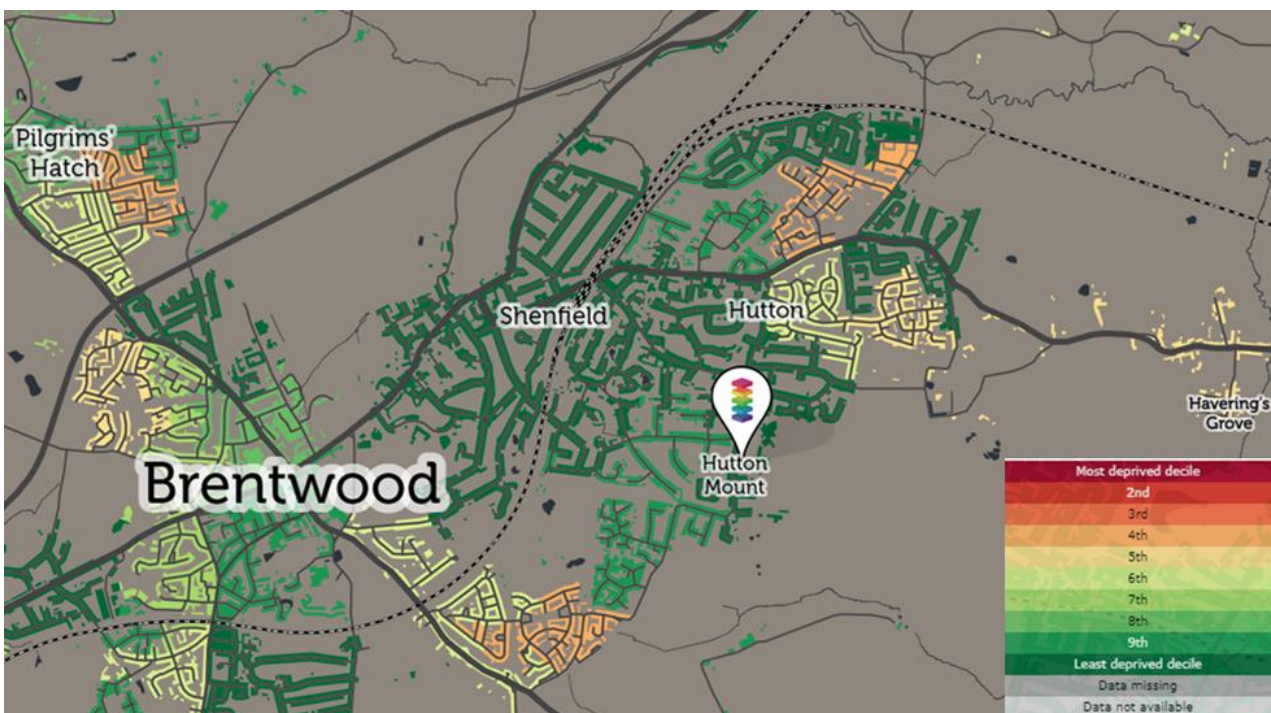
# Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our three year pupil premium strategy (which has been reviewed from 2021-22), 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.

## Context- The Local Area

Although the school's immediate neighbourhood (Local Super Output Area) is ranked 32,350 out of 32,844 areas for Income Deprivation Affecting Children, (making this one of the most affluent areas in the country), there are significant pockets of deprivation within the area. An example of this is the CM13 2B postcode areas which falls into the 4<sup>th</sup> deprived decile. A proportion of students travel in from Harold Hill, Basildon and Laindon where deciles of deprivation are as high as 20% and 10% of the UK's most deprived neighbourhoods.



## School overview

Detail	Data
School name	St Martin's School
Number of pupils in school	1859
Proportion (%) of pupil premium eligible pupils	13% (234 students)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	Sept 2021
Date on which it will be reviewed: Reviewed Sept 2022 and will continue annually.	July 2023
Statement authorised by	Simon Smith
Pupil premium lead	Sarah Fernandez
Governor / Trustee lead	Darren McCabe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£188,135</b>

## Yr 11 disadvantaged pupil performance overview for 2021/22

Progress 8	-0.92
Attainment 8	49.10
Percentage of Grade 5+ in English and maths	40%
Percentage of Grade 4+ in English and maths	58%

## Disadvantaged KS4 Pupil Performance Over time (Last 3 Years)

### **2021/22**

Cohort	Numbers of Students	% Achieving 9-4 En and Ma	% Achieving 9-5 En and Ma	Average Attainment 8	% Ebacc
All	283	98	60	51.64	31
PP	40	58	40	38.40	5
NPP	243	83	63	53.83	31

### **2020/21**

Cohort	Numbers of Students	% Achieving 9-4 En and Ma	% Achieving 9-5 En and Ma	Average Attainment 8	% Ebacc
All	288	87	59	53.42	6
PP	29	72	31	42.31	0.0
NPP	259	88	62	54.66	66

### **2019/20**

Cohort	Numbers of Students	% Achieving 9-4 En and Ma	% Achieving 9-5 En and Ma	Average Attainment 8	% Ebacc
All	282	88	64	54.49	12
PP	34	68	29	39.4	3
NPP	248	91	69	56.56	14

## Current Cohorts: Yr 7 pupil performance Autumn 2022

	Disadvantaged	Not disadvantaged
English grade	1+	1+
Maths grade	2-	2+

## Yr 8 pupil performance Autumn 2022

	Disadvantaged	Not disadvantaged
English grade	2=	2+
Maths grade	2+	3-

## Yr 9 pupil performance Autumn 2022

	Disadvantaged	Not disadvantaged
English grade	2+	3-
Maths grade	3-	3=

## Yr 10 pupil performance Autumn 2022

	Disadvantaged	Not disadvantaged
5+ with English and maths	0%	17%
4+ with English and maths	19%	54%

## Yr 11 pupil performance Autumn 2022

	Disadvantaged	Not disadvantaged
Progress 8	-0.6	-0.27
Attainment 8	38.31	51.85
5+ with English and maths	27%	58%
4+ with English and maths	54%	95%

# Part A: Pupil premium strategy plan

## Statement of intent

Ultimately, we want to help our disadvantaged students to 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 building the confidence 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, sense of self-worth and feeling part of the school community.

## 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 85%)

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2022/23** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,000

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 Teaching 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: £45,135

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: £48,000

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, breakfasts 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: £ 188,135**



## 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.

Yr7: Disadvantaged students (DS) started on an average 1= in English whereas their non-disadvantaged peers (ND) were starting a sub grade higher at 1+. By the summer term DS had made two sub grades improvement to 2- and ND students also made the same progress to 2=. Whilst it is pleasing that they have made similar progress to their peers it highlights the need for them to make greater progress than ND in order to bridge the gap. Maths has a similar sub grade difference starting at 2- DS and 2= ND, however the gap had increased slightly by the end of the year finishing at 2+ DS and 3-ND. These gaps seem to widen as they go through the school so early intervention is key.

Yr8: Disadvantaged students started the year at 2= in both English and maths with their ND peers starting a sub grade higher at 2+. In a similar trend to Yr7 maths saw a higher end grade of 2+ for DS compared to 2= in English which suggests that students have not made enough progress to a higher subgrade and therefore the gap with their peers has increased by 2 sub grades. Although DS in maths made a sub grade progression this still puts them 2 sub grades behind ND at 3=. Focus has been made on literacy and numeracy interventions to stop this gap widening.

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+. They have progressed at the same rate which is pleasing as they head towards their GCSE courses, however, it does suggest that more intervention is needed to bridge the gap further. In maths DS students went from 3- to 3= (the same as in English) and NDS ended the year a full grade higher at 4=. The maths focus for Yr9 into 10 will be to try and keep them progressing at the same rate as their peers so avoid falling further behind.

Yr10: The percentage of DS achieving a grade 4 in English and maths at the start of the year was only 3% which is significantly lower than last year's cohort who were at 19% at the same point in the year. This rose to 22% by the end of the year. In comparison NDS went from 35% EnMa grade 4 to 62%. This shows our disadvantaged students are working well behind their peers with a 40% gap.

Yr11: The percentage of DS achieving a grade 4 in English and maths at the start of the year diagnostics was 30% and this rose to 58% in their final exams. In comparison NDS went from 54% EnMa grade 4 to 83%.

## Externally provided programmes

Programme	Provider
Lexia PowerUp	Lexia
The Brilliant Club	Young Scholars
Book Buzz	The Book Trust
The Letterbox Club	The Book Trust (not expected to be used 2022/3)
Mymaths	Oxford University Press
Exampro	AQA
English and maths GCSE topic focus	Pet-xi
Residential revision support	Essex outdoors
Mental health support	Kids inspire
GCSE revision support	GCSE Pod

## 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