

25/26

Pupil Premium Strategy Update



Be The Best You Can Be



St Martin's
— School —

Be the best you can be

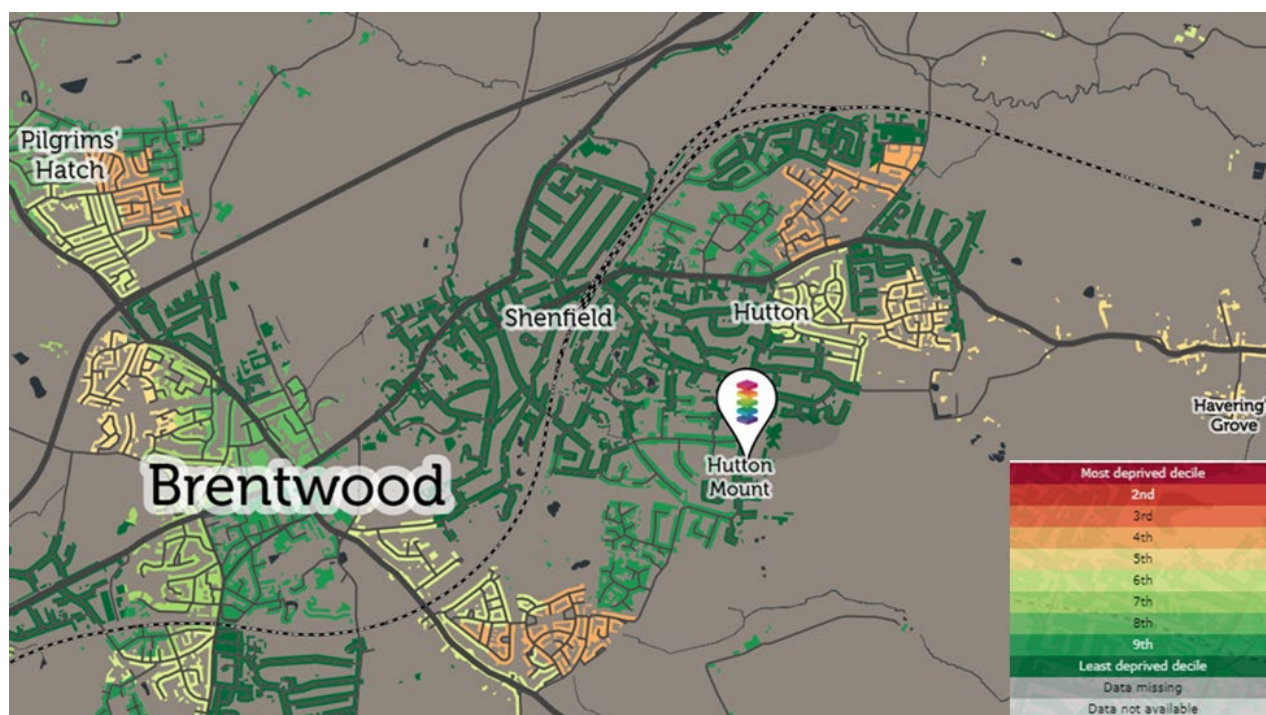
Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2025 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 2024-25), 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 4th 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	1796
Proportion (%) of pupil premium eligible pupils	13% (236 students)
Academic year/years that our current pupil premium strategy plan covers	Sept 2024- Sept 2027
Date this statement was published	Nov 2025
Date on which it will be reviewed:	July 2026
Statement authorised by	Jamie Foster
Pupil premium lead	Sarah Fernandez
Governor / Trustee lead	John Bozza

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£212,700

Yr 11 disadvantaged pupil performance overview for 2024/25

Progress 8	-1.15
Attainment 8	33.03
Percentage of Grade 5+ in English and maths	17%
Percentage of Grade 4+ in English and maths	53%

Disadvantaged KS4 Pupil Performance Over time (Last 3 Years)

2022/23

Cohort	Numbers of Students	% Achieving 9-4 En and Ma	% Achieving 9-5 En and Ma	Average Attainment 8	% Ebacc
All	287	48	75	48.96	27
PP	38	32	18	40.48	8
NPP	249	81	53	51.06	30

2023/24

Cohort	Numbers of Students	% Achieving 9-4 En and Ma	% Achieving 9-5 En and Ma	Average Attainment 8	% Ebacc
All	282	74	54	49.42	41
PP	30	57	33	39.15	17
NPP	252	76	56	50.64	44

2024/25

Cohort	Numbers of Students	% Achieving 9-4 En and Ma	% Achieving 9-5 En and Ma	Average Attainment 8	% Ebacc
All	249	71%	45%	45.55	39
PP	36	53%	17%	33.03	17
NPP	213	74%	50%	47.65	39

Current Cohorts: Yr 7 pupil performance at the start of Autumn 2025

	Disadvantaged	Not disadvantaged
Average Sat score	102.4	106.5
Average Reading age	12/1	13/1

Yr 8 pupil performance start of Autumn 2025

	Exceeding	On Track	Working Towards	Below
English	8%	54%	38%	0
Maths	23%	69%	8%	0

Yr 9 pupil performance start of Autumn 2025

	Exceeding	On Track	Working Towards	Below
English	0	52%	46%	2%
Maths	5%	39%	41%	15%

Yr 10 pupil performance start of Autumn 2025

	Exceeding	On Track	Working Towards	Below
English	4%	55%	35%	6%
Maths	0	56%	33%	11%

Yr 11 pupil performance start of Autumn 2025

	Disadvantaged	Not disadvantaged
5+ with English and maths	28%	52%
4+ with English and maths	48%	81%

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure our disadvantaged students achieve their best possible academic outcomes whilst also providing them with a positive educational environment. One where they are encouraged to achieve and feel supported. We want to help close the gap between disadvantaged students and their peers through:

- Increased academic achievement
- Increasing literacy and numeracy levels
- Improving attendance figures

We have implemented a range of strategies to help achieve this such as: employing a literacy intervention lead; online maths and English catch up programmes; regular updates and bulletins sent to staff; as well as extracurricular support and recognising the importance of building the self-confidence of our students.

High quality teaching is essential to the achievement of all students and this is a key area that we will be working on. Ensuring that we are recruiting excellent staff and providing regular CPD sessions. Teachers are made aware of any updates in school policies and teaching and learning expectations and behaviour strategies are made clear to staff.

Our strategy is driven by the needs and strengths of each individual student and therefore interventions and resources for one disadvantaged student may look different to that of another. It is imperative that we use data and a review of our interventions to ensure that support is being offered in the right places. We treat all our students with dignity and strive to achieve a sense of self-worth and feeling part of the school community regardless of their background.

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	Attendance figures are low amongst some of our disadvantaged cohort which has a direct impact on academic performance.
3	Numeracy support- a number of our disadvantaged students have low age-related attainment
4	High quality SEND support for our disadvantaged. (27% of current PP cohort)

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. High quality teaching and learning.
Improvement in attendance figures.	10% increase in attendance of students who have previously been identified as having low % of attendance. (Those below 85%) Regular meetings with safeguarding lead and attendance officer.
Improved numeracy levels.	Numeracy teachers observing a higher attainment level per student. Smaller gap identified between attainment of disadvantaged vs. non-disadvantaged. High quality teaching and learning.
More robust systems for supporting our SEND/PP students.	SEND interventions ensuring disadvantaged are included on catch up programmes. Effective use of LSAs, SENDCO and Intervention Lead. High quality teaching and learning.

Activity in this academic year

This details how we intend to spend our pupil premium **2025/26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £101,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular staff CPD and curriculum planning to deliver high quality lessons and feedback to students. Staff recruitment of excellent teachers. 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, 3, 4
Intervention lead for targeted groups.	Dedicated lead to oversee and coordinate our intervention strategies, ensuring resources are utilised effectively. (SEND, PP and literacy leads)	1,2,3,4

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

Budgeted cost: £59,500

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, Sparx maths, Satchel, The Brilliant Club, massolit, etc. to support home learning.	Last year showed an increase in performance from those receiving tuition- on average a sub grade higher than their peers. The use of digital technology to support learning has been identified by the Sutton Trust as having a 4 month increase in progress.	1,3,4

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

Budgeted cost: £52,200

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.	2
Attendance Officer	Poor attendance is becoming a key barrier to learning and we've brought in a dedicated attendance team to support and help improve poor attendance.	2

Total budgeted cost: £212,700

Part B: Review of outcomes in the previous academic year 2024-25

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

Yr7:

English- A similar percentage of students were exceeding in Yr7 (with PP students actually slightly higher with 8% exceeding compared to 7% for their non-disadvantaged peers.) The gaps start to appear when looking at those who are 'on track.' At the start of the year, 44% of PP students are on track for meeting targets vs 71% of NPP. This gap narrowed slightly by the summer data drop with 54% PP achieving 'working towards' compared to 68% of NPP. In order to address the literacy gap the lowest students were enrolled in the Lexia intervention and small group literacy lessons. Those involved saw an average increase of at least two levels of progress on the programme.

Maths- Similar percentages of students were 'on track' at the start of the year with 63% of PP achieving this benchmark vs 61% of their NPP peers. The most significant gaps here are in the 'exceeding' category with only 7% of PP students achieving this vs 19% NPP. Sparx maths is being used to enable students to have access to activities that allow for stretch and challenge. By the end of the academic year those who are PP were actually outperforming NPP with only 8% working towards or below compared to 25% NPP.

Yr8:

English- Gaps are being seen in the 'working towards' and 'below' categories. 70% of PP students were in these categories at the start of the year compared to only 51% of NPP. The gaps narrowed significantly by the end of the year with only 48% still in these categories compared to 36% NPP. Therefore, reducing the gap from 21% to 12%. In order to address the literacy gap the lowest students were enrolled in the Lexia intervention and small group literacy lessons. Those involved saw an average increase of one level with all students achieving at least one level of progress across the three areas of study: comprehension, word level and grammar.

Maths- Similar trends were seen in maths with the 67% of PP students either working towards or below in comparison to 33% of their NPP peers. This gap also reduced by the end of the year with 56% of PP students in these categories compared to 30% NPP. Closing the gap from 34% to 26%.

Yr9:

English- This cohort had a gap of 23% with 81% of PP students either working towards or below compared to 58% NPP. This gap narrowed significantly by the end of the year with 41% PP either working towards or below and a figure of 27% for NPP. Therefore, a narrowing of the gap from 23% to 14%. In order to address the literacy gap the lowest students were enrolled in the Lexia intervention and small group literacy lessons. Those involved saw an average increase of at least two levels of progress on the programme.

Maths- At the start of the year the biggest gaps were those students 'on track' with 66% of PP achieving this benchmark compared to 80% of NPP. Also, those 'working towards' had a large gap of 15%. By the end of the year, however, these gaps had narrowed to 4% and 3% respectively.

Yr10: 48% of disadvantaged students were achieving a grade 4 with English and maths by the end of the academic year; in comparison to 81% of non-disadvantaged achieving 4EM. PP students achieving 5EM was 28% in comparison to 53% NPP. These percentages suggest that they are already achieving a higher pass rate in comparison to the previous cohort who were at 31% 4EM and 6% 5EM. There is, however, a need to significantly reduce the gap of 4EM and therefore revision sessions are being tailored to individual student need and use of Lexia and massolit programmes at KS4.

Yr11: The PPE exam data from the autumn term showed the grade 4 with English and maths at 22% for our DS which rose to 31% in the spring exams and then led to a final achievement of 53% 9-4 EM. The predicted grades for this cohort were 56% and therefore offered quite an accurate picture of the final outcome. The NDS achieved 54% 5EM in autumn, 65% in spring and ended with a final 74%. Despite the DS only improving by 9% between Autumn exams and Spring (whereas our NDS improved by 11%) they did have a much bigger increase to their final actual GCSE grade. An improvement of 22% for our DS vs only 9% increase for NDS. This shows a significant progression of our DS cohort and suggests interventions were successful and mostly put in the right places but perhaps there needs to be earlier intervention to try and improve the results earlier and therefore get an even higher end grade.

Externally provided programmes

Programme	Provider
Lexia PowerUp	Lexia
The Brilliant Club	Young Scholars
Sparx Maths	Sparx
Satchel	Satchel
SISRA analytics (used for data analysis)	SISRA
Massolit	Massolit