Pupil premium strategy statement – St. Martin's Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2024/2025 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Fern Academy Trust
Pupil premium lead	Mr. Tim Wilson, Assistant headteacher / DSL
Governor / Trustee lead	Mrs. Alison Naylor, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,830
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£184,830

Part A: Pupil premium strategy plan

Statement of intent

The Fern Multi Academy Trust (Marlbrook Primary School, Wellington Primary School and St Martin's Primary School) we are committed to supporting all pupils to be the best they can be. The focus of our pupil premium strategy is to support disadvantaged pupils achieve their full potential, including progress for those who are already high achievers. We are aware that for this
plan to have the greatest impact it needs to be an integral part of our wider school plans for education recovery for all pupils across the collaboration.

We recognise that not all pupils enjoy the same advantages in life and some will have barriers to their learning which come with living in poverty and/or experiencing levels of disadvantage. We also appreciate that some vulnerable pupils such as those with a social worker and young carers face further challenges. As a school community we are focussed on removing as many of these barriers as possible and giving pupils every opportunity we can to thrive emotionally and academically, regardless of whether they are disadvantaged or not.

Working with families and Governors we have devised a plan to use our Pupil Premium monies to support that aim. We know our children and families well and our plan reflects this. Our statement is responsive to common challenges and individual needs and is rooted in robust assessment and evidence of impact.
Funds are used to support families as well as pupils to enable our disadvantaged community to develop resilience to the challenges they face and develop skills, such as improved parenting skills; improved academic skills and improved life skills which in turn lead to the improved mental health and well-being of the whole family and in turn lead to improved outcomes in school.

There is no ''one size fits all'' plan and we are committed to ensuring our provision is fluid and reflective at all times so we can respond effectively to pupil need promptly.

To ensure our plan works we will:

- Regularly monitor and mentor staff to ensure they are providing high quality support and challenge in lessons and that staff have high expectations for disadvantaged pupils
- Continue our school ethos of early intervention that is bespoke to intentionally close gaps in pupil knowledge and understanding.
- Adopt a whole school approach which makes all staff responsible for the outcomes of disadvantaged pupils.
- Robustly monitor the impact of our catch up intervention programmes and adapt them quickly if they lack impact using the cycle recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy.
- Regularly consider and plan opportunities for further development of social and cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline on entry to Nursery and Reception. Pupils enter school with poor expressive and receptive language skills and poor social/emotional skills. This slows reading/writing progress. This is evidenced when assessing, observing and talking to pupils.
2	Inconsistent support from home, among some families, across all key stages, with reading/homework/self-regulation/organisational skills. This impacts on all areas of school life, including progress, attainment and behaviour. Some families would benefit greatly from additional support and nurture as a whole unit as opposed to school working in isolation with pupils. Literacy and numeracy levels among a significant minority of parents presents a barrier to pupil engagement and progress.
3	Emotional and mental health issues are prevalent among our PP pupils and their families. The numbers of disadvantaged pupils being referred to our counselling/play therapy services have increased as has the need for intervention from our Student and Family Support team. 76% of the team's current caseload are disadvantaged pupils or pupils with a social worker. Referrals for anxiety have increased greatly over the past academic year. Currently 42 pupils on the pastoral caseload; 16 with social worker. The pastoral caseload continues to grow.
4	61% (48) of PP pupils are also on our school SEN register and need additional support to access the curriculum.
5	Internal school attainment and progress data indicates that 22.5% (Maths) 30% (Reading) 24.4% (writing) PP pupils are working below NE in certain areas. There is a need to target key groups of pupils and plan for accelerated progress. This is based on TA data from July 2025. Recent assessment in November has evidence that pupils are beginning to make progress but some gaps in learning have been widened due to continued poor attendance.
6	Some of our pupils live in areas where poverty/deprivation is high which limits the cultural and life experiences on offer to them and their families. Discussions with teachers indicate that this impacts on pupils' ability to engage with the broader curriculum. Pre-topic assessments show their prior knowledge of science, history and geography is lower than that of non-disadvantaged pupils who may have been exposed to more learning experiences at home and in the wider world.
7	Vulnerable pupils' attendance is disproportionately affected by life circumstances. November 2025 data shows PP attendance is 91.69%

	92.85% 2025 (compared to 94.8% for non-PP pupils 95.17% 2025). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8	

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
1.Improve language skills of pupils eligible for PP in Reception and KS1 to support pupils in the development of early phonics skills to support reading and writing. This will begin with developing good speaking and listening skills. Pupils will make accelerated progress to close the gaps create by disrupted schooling.	The % of pupils making GLD by the end of the year will be at least 75% the % making GLD in the areas of language and communication and making relationships will be at or above nationally expected levels. This will be achieved by 2026 / 27. 71% Academic year 2024/ 2025
2. Improved reading fluency and understanding among disadvantaged pupils. All PP pupils will be targeted to achieve the expected standard for the phonics check at the end of Year 1. This will then impact on improved reading and writing scores.	At least 80% of PP pupils to pass the Yr 1 Phonics screening test. 80% of disadvantaged pupils across all year groups will achieved ARE in terms of books bands and comprehension. This will be in line with targets set for non-disadvantaged pupils. Evidence from assessment data can be triangulated with lesson observations and reading records. This improvement will be achieved and show evidence of being sustained by 2026/27
3. To support disadvantaged families as well as pupils with social, emotional and mental health needs so that they can enjoy fuller access to all aspects of the curriculum and make at least nationally expected progress.	At least 80% of PP children identified as having social, emotional and/or mental health issues will achieve NE progress and attainment targets. Improved and sustained levels of wellbeing by 2026/27 will be demonstrated by a range of sources including: • Pupil voice surveys; family discussions and teacher feedback from observations Parents feel confident to support their children and know where to get help if needed.

	Through Increased parental engagement in pupil learning; evidence of children being read with at home, • In school there will be an increase in participation in enrichment activities, such as school trips/music lessons/school visitors/after school clubs particularly among disadvantaged pupils. Parental engagement will be encouraged for them to see and be involved with learning throughout the school. Pastoral Support will continue to encourage and work with families. Half termly coffee and cake sessions continue to take place with key agencies invited to attend to support with signposting.
4. PP pupils with SEN will develop strategies and the independent learning behaviours needed to make accelerated progress.	100% of our PP children with SEN will make at least expected progress 3+APS in Reading, Writing and Maths by 2026/27. Evidence of progress can also be gathered from formative assessments; lesson observations, books and pupil interviews.
5. PP pupils will make accelerated progress to ensure they meet at least nationally expected attainment and progress targets. There will be evidence that they are confident, independent learners. PP pupils across KS2 will need to make accelerated progress.	At least 85% of PP pupils will be at NE by Summer 2 2026 and this improvement will be sustained through to 2026/27 academic year.
6. The families of our PP children develop confidence in their own literacy and numeracy skills. This will then give them the skills to support pupil learning at home.	Training for key staff to deliver Family literacy and numeracy sessions will be targeted at PP families. Parent meetings will share evidence of individual attendance and support on how to increase this if appropriate as well as practical guides for parents. Termly in-school sessions will enable families and pupils to share learning experiences and demonstrate strategies which will enhance home/ school relationships.
7. Improve the range of experiences on offer for PP pupils beyond the classroom – including educational visits & visitors/tutors into school. Increase school offer in terms of a broader curriculum.	100% of PP pupils will have been on at least 4 trips or been part of experience days in school this academic year. There will also be an increased number of PP pupils accessing extra-curricular provision.

8. Improved attendance in school for all pupils. Particularly our disadvantaged pupils. They will attend school for at least 96% of the academic year. Persistent absences will reduce to less than 10%.	Sustained high attendance among disadvantaged pupils up to and including 2026/2027 will increase to at least 96% in line with non-disadvantaged peers. Persistent absence will reduce to less than 10%. 2024-2025 Persistent absence PP 14.54% non-PP 11.14%

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£55,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Speech and Language therapist and 2 SALT assistants to work across the MAT, offering specialist support and advice to staff. SALTA will support staff develop communication friendly classrooms and develop CPD opportunities to embed language skills in every day practice. Cost: £26,600 and £28,680 (Staff costs and training) Total: £55,280	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF Staff are trained to a high standard to deliver quality interventions outside of this time.	1, 2, 3,
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion,	1, 2

resources and fund ongoing teacher training and release time.	are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	

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

Budgeted cost: **£155,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching of disadvantaged and non-disadvantaged pupils who need to revisit prior phonics learning. All TAs are trained to manage, resource and deliver interventions in small groups x weekly. Cost : £1300	There is strong evidence that targeted phonics interventions benefit disadvantaged pupils. Regular, systematic intervention groups can accelerate progress by 6+ months over a year – especially when targeted in Early Year/Yr1 EEF - Phonics (Toolkit)	1, 2, 3
Improve the quality of pupils' social and emotional learning. A designated team of Pastoral Support workers to support pupils in class; 1:1 or in small groups to overcome emotional and behaviour barriers to learning. The team will also offer support to parents. This support can be informal or formal through the Early Help Assessment process. The team run regular drop in clinics for parents but plan to provide Parenting Courses in school; they will work with other agencies to signpost families towards support. The team will also ensure proper regard is given to safeguarding concerns and act on information as set out in the school's Safeguarding Policy and Local Authority's Levels of Need model. Pupils can also access Playtherapy from an	It is well documented that supporting the whole child's wellbeing and not just their cognitive ability will support them to make accelerated progress and also develop key life skills that are more tricky to measure such as resilience which are key to developing successful learning behaviours. EEF -Social and Emotional Learning interventions have a positive impact and lead to 4+months additional progress (Toolkit) EEF also suggests that Behaviour Interventions when targeted 1:1 can improve progress by +4 months a year (Toolkit) Supporting parents to engage with school, even if to just access help at home supports pupil progress. Developing, supporting the mental wellbeing of the whole family unit helps pupils to feel safe and happier in school. EEF - Parental engagement +months additional progress in a year (Toolkit)	2, 3

outside professional funded by school. Cost: £33,020		
Targeted support sessions with TAs 1:1 or 1:3. This will include all pupils, including those with SEN and disadvantaged pupils. These sessions will also serve as catch up programmes to support those most vulnerable pupils who did not thrive during lockdown or respond to online learning. Staff will operate 'same day' catch up sessions alongside SEN groups to address gaps and misconceptions quickly. SEN pupils will have access to online programmes such as Lexia and TA-led interventions such as Direct Phonics and Precision teaching to accelerate progress in reading. Disadvantaged pupils with significant SEN will be seen by outside agencies (LST/EP) to ensure their programmes of support are targeted and have impact. These include WEST, The School Nursing Team, CDC, CAMHS, Melo, Hampton Dene Autistic Hub, 2nd Chances (alternative provision as required), Butterflies, Vennture, Catch 22 Cost: £121,000	Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit The research suggests TA interventions are only effective if carefully targeted and planned. Within the collaboration staff are highly skilled at deploying their TA teams to maximise their benefit. Observations and pupil feedback have shown that same day interventions have the biggest impact on disadvantaged pupils. In-class TA led interventions in small group work best for our SEN pupils, especially when the activities have been planned/differentiated by the class teacher.	1

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

Budgeted cost: **£57,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and restorative practice approaches	Both targeted interventions and universal approaches can have positive overall effects:	3, 4

with the aim of developing our school ethos and improving behaviour across school. Cost: £1,000	Training during Training Days and Staff Meetings for all classroom staff.	
50% of the cost of all trips for all PPpupils are paid for by school to ensure 100% pupil participation. Cost : £25,000	Disadvantaged pupils have less opportunities to enjoy a broad range of experiences outside the home because of economic restrictions. In our experience and observations of pupil interaction in and out of class pupils with a narrower range of life experiences have fewer terms of reference and less vocabulary to hand. They find if more difficult to make connections within their learning or grasp new concepts beyond the concrete. For example taking pupils to the beach supports them to write about the seaside or understand geographical maps. A family's economic disadvantage should not be a barrier to pupil understanding therefore PP monies is used to plug this gap for all pupils to ensure some equity of opportunity.	6
Offer family literacy and numeracy programmes. We aim to increase numbers of disadvantaged families taking exams by 50%. Our extended services manager will continue to involve parents in activities such as parent learning afternoons, Forest School sessions as well as community events organised by the school. This year we plan to extend our services to include Parenting Courses run by our Student Support team. Cost: £18,000	Improving parental engagement with schools has a positive impact on pupil progress. Developing parents' own skills makes them more able to support their children but also improves the family's economic chances. This too has a positive impact on pupil progress as does livening in a home where parents have confidence and improved self-esteem and parenting skills. EEF – Parental engagement =+4 months progress in a year. (Toolkit)	5, 6+
Dedicated attendance officer will gather data on attendance and highlight pupils who do not come to school 90% of the time. Action plans for all PA will be developed and disadvantaged pupils not in school will be	DfE's guidance Improving School Attendance encourages schools to develop schools roles dedicated to focussing on attendance an the drawing up of individual support plans to get pupils into school.	All

targeted for support with our Pastoral team. Regular meetings between school and the attendance team at the Local Authority to highlight and plan for families needing additional support. The data will be used to support the school's pastoral team target pupils and families unpick barriers to attendance and if necessary offer support through EHA. Cost: £13, 500	The Pastoral Support team will work to develop strong parental engagement with all families which is evidenced in the document as a key driver to improving attendance.	

Total budgeted cost: £268,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress across the school was either good or broadly in line with national expectations for the majority of disadvantaged pupils. These same pupils were however generally working below expected levels in all areas. Disadvantaged pupils were working on average 1-2 terms behind expected levels across the school. Pupil premium monies have been used as set out in our previous plan – targeting need with early intervention. These pupils received targeted support during the year. At the end of the summer term 100% achieved a Good Level of Development.

Phonics - 2024/25: 85% (75% PP) of the Yr1 cohort tested passed the screening check – they benefitted from additional phonics boosters funded by the PP budget. All pupils PP and non-PP received support through the year. Gaps were identified and pupils given additional support to catch up. Pupils who still need support with phonics will continue to received additional TA support in Yr3. A TA in each year group has been identified as a 'phonics TA' to plan and support progression of individual pupils, supported by the school's phonics lead.

End of KS1 outcomes 2024/25:

Maths – 65% children at ARE (56% PP) (national 71%)

Comprehension – 61% children at ARE (52% PP) (national 69%)

Writing – 58% children at ARE (44% PP) (national 60%)

End of KS2 outcomes 2023/24:

Maths – 94% (83% PP) children at ARE (national 73%)

Comprehension – 91% (84% PP) children at ARE (national 74%)

Grammar – 87% (80% PP) children at ARE (national 72%)

Writing – 91% (84% PP) children at ARE (national 72%)

The student and family support team can be accessed by all parents. The team have worked directly with several disadvantaged pupils. 1:1 work has taken place with 4 disadvantaged pupils. There are currently 3 pupils in school with a social worker. There are currently 42 pupils on the pastoral caseload.

Disadvantaged pupils who received 1:1 emotional support from a professional did well; 100% of pupils receiving counselling from Butterflies made NE progress this year.

All pupils went on at least one "further away" paid for trip in the year, as well as more local trips. These trips impact positively on all pupils. It gives them experiences / opportunities their parents cannot afford to give them; provides excellent learning

opportunities outside the classroom and gives pupils a chance to build the confidence and resilience to cope with new environments; settings. Pupils get the chance to socialise and develop problem solving skills. Work completed back at school after a trip is often enhanced by their experiences.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Within the Fern Academy Trust, it is our intention to provide a nurturing and inclusive environment tailored specifically for the needs of our military children. We recognise that these children may encounter unique challenges due to the nature of military life, including frequent relocations, parental deployments, and associated emotional stresses. Our intent is to: • Fostered a sense of belonging: We aim to create a supportive community that acknowledges the unique experiences of military families and fosters strong relationships among students, staff, and parents. • Ensured continuity in learning: We focus on providing a robust curriculum that is adaptable to meet the diverse needs of military children, ensuring that each child can thrive academically, socially, and emotionally, regardless of transitions. • Enhanced resilience and well-being: Through targeted interventions, extracurricular activities, and emotional support resources, we aim to build resilience, helping military children navigate the complexities of their situations with confidence.
The impact of that spending on service pupil premium eligible pupils
1. Targeted Curriculum Design • Differentiated Learning: Our curriculum is designed to be flexible, accommodating the varying abilities and prior experiences of military children. This includes tailored literacy and numeracy programmes that address learning gaps often arising from school transitions. • Global Perspectives: Incorporating themes from military life, such as teamwork, leadership, and adaptability into lesson plans. This not only enhances engagement but also allows military children to connect their personal experiences with their learning. 2. Strong Partnerships and Communication • Parental Engagement: We actively involve military parents by establishing clear communication channels and hosting regular meetings to understand their children's needs better. This also includes inviting guest speakers from the military community to share their experiences, fostering a deeper connection. • Collaboration with External Agencies: We partner with organisations that specialise in supporting military families, ensuring that students have access to additional resources, counselling, and mentorship when needed. 3. Social and Emotional Support Emotional Well-being Programmes: We implement specialised programmes that address the emotional and social needs of military children, such as peer support groups (Little Troopers) that work on developing coping strategies, teamwork, and leadership skills, aiming to empower military children to embrace their unique situations positively. Alongside, Student Support intervention.

- Transition Support: A dedicated staff member focused on helping military children during transitions, offering tailored support to acclimatise to new environments. This includes buddy systems with long-term students who provide guidance and companionship.

4. Inclusivity in Extracurricular Activities

- Clubs and Activities: We provide diverse extracurricular activities that cater to varied interests, encouraging military children to participate and integrate with their peers, fostering friendships and reducing feelings of isolation.

- Emotional Well-being: Surveys and feedback from students and parents to indicate an improvement in emotional health and well-being, with military children reporting higher levels of resilience and satisfaction in their school environment.
- Positive Peer Relationships: Observation of social interactions showing increased inclusivity and friendships among military and non-military children, fostering a culture of understanding and camaraderie within the school.
- Community Engagement: Our strong relationships with military families will have led to enhanced community involvement in the school. Military parents perhaps volunteering in various capacities, contributing positively to the school's culture and support systems.

Further information (optional)

Additional activity

- A whole school focus on reading recovery. All classes have received a budget to buy new books and develop a child driven class library. This will benefit all pupils but especially disadvantaged pupils who do not have ready access to a range of books at home and are not always members of the local library which is over a 2 mile walk away. This is further supported with a 'rainbow reader' reward package which rewards consistent reading at home with a free book. The school has a budget for Rainbow Reader books to be given out which are kept in the Leadership Room to build excitement around the scheme.
- Utilising a DfE grant to train a senior mental health lead. The training we chose will focus on pupil need as defined by the online tool. Our programme will be looking at developing a whole school approach to cope with increasing pupil anxiety; develop ways to give pupils' a meaningful voice as we plan our mental health strategy and also to enhance our parent voice and engagement in supporting and understanding the mental health of their children.
- Embedding a broad and balance curriculum which develops key skills and understanding beyond the rigors of maths and English. This focus on a skills - based curriculum should build engagement and enjoyment as well as developing pupils' skills as independent learners. WEST (Herefordshire and Worcestershire Wellbeing and Emotional Support Teams)

Planning, implementation, and evaluation

In planning our new pupil premium strategy statement, we consult with a range of stakeholders including parents and pupils to ensure we have a deep understanding of what it is like to experience school in their shoes. Consultation with our older disadvantaged pupils showed clearly that although they wanted intervention and support they did not want to be made to feel different and the work that had most impact was usually targeted support offered in class. Pupils welcomed 1:1 support for social/emotional issues but wanted academic gaps addressed as much as possible within the confines of their lessons to avoid being different. We have listened to this and our new plan is based on same day interventions addressing misconceptions quickly and wherever possible in class.

Phase and subject leaders continue to complete monitoring of the progress of disadvantaged pupils as part of their regular monitoring cycle and make comment on issues after a triangulation of evidence using book scrutiny, lesson observations and pupil interviews. We use our Parents Evenings to gain the views of parents.

To help us develop plans to support key cohorts we also use the EEF guide to Pupil Premium and the implementation guidance to ensure whatever activity/action we chose will have impact. We also use our half termly data points to highlight where the strategy

may need tweaking to achieve maximum impact. This is a collaborative process driven by teachers who know their disadvantaged cohort best.