Pupil premium strategy statement – St Martin de Porres Primary School 2025-2026

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	14.7% (55 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/26 to 2026/2027 (Year 2 of 3-year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	H. Gallagher
Pupil premium lead	K O'Shea
Governor / Trustee lead	Catherine Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,385
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£89, 385

Part A: Pupil premium strategy plan

Statement of intent

In line with our school mission statement and aims, here at St Martin de Porres Catholic Primary School we have high aspirations and ambitions for our all children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget, and this policy outlines how we will ensure it is spent to maximum effect.

At St Martin de Porres Catholic Primary School there is a school-wide commitment to raising achievement for ALL pupils and a key objective for the use of the pupil premium grant is to close the gap between pupil groups.

• To further develop language and communication skills

• To close the attainment gap in Reading

• To close the attainment gap in Writing

• To close the attainment gap in Mathematics

• To continue to improve confidence, independence and self esteem

• To continue to improve the wider opportunities available for all our pupils

• To continue to develop parental engagement, support and partnership work to remove barriers to learning

• For all pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning.

• To ensure excellent pupil attendance to support children's wellbeing, safety and long- term development.

We will ensure that:

• All staff are aware of who pupil premium and vulnerable children are and we will continue to ensure that all children across the school receive good and outstanding teaching.

• All pupil premium children benefit from the funding, not just those who are underperforming.

• Early intervention is provided (KS1 and EYFS)

• Pupil progress is continuously monitored and strategies are put in place to support effective, personalised learning for all pupils.

• Assessment is formative to support daily teaching and learning and summative data is collected termly so that the impact of interventions can be monitored regularly and analysed accurately.

Challenges

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

Challenge number	Detail of challenge
1	Historically children entitled to PPG funding have made less progress and their attainment is not in line with their peers; however, the gap is closing. Evidence for this is seen through assessments, data, observations, pupil progress meetings and book scrutiny comparing PP children with their peers.
2	Our PPG children have a limited experience of learning outside of normal lessons (for example, visiting the library, going to a museum or art gallery, a lack of enrichment, reading at home, completing homework). This means that our PPG children find it harder to relate to the wider curriculum and learn with as much confidence. Evidence for this is from discussions with pupils, parents and The Pastoral Care Team.
3	Due to the home experience of some of our PPG children and financial restraints, they present with attachment and well-being issues. This means that they are more likely to display challenging behaviour and or emotional issues which impacts negatively on achievement in lessons. Evidence for this is seen through the behaviour and incidents recorded on CPOMS, as well as increasing support required from the Pastoral Team from both parents and children.
4	Parents of PPG children in our school are less likely to attend workshops, parents' evenings or other family learning opportunities. This is for a range of reasons including shift patterns, transport issues, child care and a lack of confidence in engaging with the school.
5	School attendance is central to raising standards in education and ensuring all pupils can fulfil their potential. PPG children's attendance to remain in line with all pupils' attendance. In addition, Pupils' attendance that goes below 90% to be monitored with strategies put in place to increase their attendance effectively. Trust Attendance & Welfare Officer, DSL and LA Attendance Support Officer continuously monitor this. Our Attendance Policy is to be followed, with telephone calls, Parentmail, home visits and letters used to encourage attendance and overcome any barriers to pupils attending 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
Improved and maintained reading attainment among disadvantaged pupils. To address the gaps in pupil learning, Children will achieve more closely in line with their Peers (PPG children will close the gap). Year 4 and Year 6 will be particular focus year groups for 2024-2025.	Reading outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard
Improved and maintained writing attainment among disadvantaged pupils. To address the gaps in pupil learning, Children will achieve more closely in line with their Peers (PPG children will close the gap). Year 2 and Year 6 will be particular focus year groups for 2024-2025	Writing outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard
Improved and maintained maths attainment among disadvantaged pupils. To address the gaps in pupil learning, Children will achieve more closely in line with their Peers (PPG children will close the gap). Year 4 and Year 6 will be particular focus year groups for 2024-2025	Maths outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard
To improve the percentage of pupils reaching the expected standard in the phonics check at the end of Year 1. PPG Children to achieve in line with all pupils.	Phonic outcomes in 2026/27 show that 90% of disadvantaged pupils met the expected standards
To meet the social and emotional needs of all pupils.	The children will be more confident and-able to focus on learning when in lessons and more confident in accessing extra-curricular opportunities. Pupils will be more independent and resilient, with raised aspiration, motivation and engagement.
Improved and maintained attendance of Disadvantaged Pupils so that it is in line or above all children.	Attendance to be above the government set target of 95% for all pupils, including PPG children.

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: £ 29,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching for all pupils. This includes formative assessment, with immediate feedback, throughout each lesson.	Training and supporting highly qualified teachers to deliver targeted support, including giving specific feedback, where needed. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Feedback | EEF (educationendowmentfoundation.org.uk) Research tells us that high quality teaching can narrow the disadvantage gap. Supporting high quality teaching is pivotal in improving children's	1,

	outcomes. promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development | EEF (educationendowmentfoundation.org.uk) A collaborative learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)	
Mastery learning/ Teaching for Mastery. All Curriculum subjects follow the mastery learning approaches with the aim to ensure that all pupils have mastered key concepts before moving on to the next topic. Like "mastery learning", "teaching for mastery" aims to support all pupils to achieve deep understanding and competence in the relevant topic; however, this term is often used to describe the mastery teaching of maths.	Mastery Learning is characterised by teacher-led, whole-class teaching. The Mastery Learning model works cyclically through five stages: pre-assessment, instruction, formative assessment, correction or enrichment instruction, and summative grading or assessment. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Teaching for mastery aims to support all pupils to achieve a deep and secure understanding within an area maths. Teaching for mastery is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations. A new role of Curriculum Lead has been created from September 2024, with time given out each week for the curriculum lead to work with core and foundation subject leads. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Mastery learning | EEF (educationendowmentfoundation.org.uk) https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/#accordion-6126863-body-5	1

Staff CPD to improve teaching in writing and accurate writing assessment	Our summative and formative assessments show there is a gap in writing between PPG and non PPG children. All relevant staff will receive CPD moderation of writing training and new staff will receive CPD on Read into Writing and effective assessment to ensure teaching of writing is well planned, well delivered and accurately assessed across the school. Writing lead to attend courses to support and to have time out of the class to monitor and support the teaching of Writing. A member of SLT has completed writing moderation training. Upper KS2 teachers to attend writing moderation training Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	1
Staff CPD: Staff training improving reading	Cracking Comprehension teaches children the skills and strategies they need to successfully explain their understanding of a wide range of texts, and offers ideas to extend their enjoyment of, and engagement Reading & Phonics lead to attend courses to support and to have time out of the class to monitor and support the teaching of Reading and Phonics	1

	It has been found that Reading comprehension strategies can have high impact on pupils' attainment and progress. Alongside phonics it is a crucial component of early reading instruction. VIPERS used across the school – Learning the skills of reading as outlined in the National Curriculum KS1 and KS2 Test Domains GL Assessment scheme used for assessment of Reading and Comprehension. NGRT gives reading ages of pupils, based on these assessments, which will be used to focus support/interventions. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	
Ongoing CPD to improve teaching in phonics to improve the percentage of pupils reaching the expected standard in the phonics check at the end of Year 1 and close gaps of children in Year 2	Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Phonics lead has leadership time to monitor and support the teaching of phonics. FFT Success for All Phonics Programme is used, which incorporates shared readers, tutoring with the Lightning Squad, and Jungle Spelling. Phonics | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 4
Staff CPD: Early language skills	Children are entering our Reception with language skills that are lower than previous years. NELI has been found to improve children's language and early literacy skills. NELI programme is used in Early Years All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds. Studies indicate that involving parents in developing early literacy strategies can be beneficial Early literacy approaches | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 4

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

Budgeted cost: £ 29,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading, Writing and Maths interventions. Oral interventions. Phonic intervention groups. Daily ERR (Early Reading Recovery) intervention.	Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Frequent sessions, at least three times typically show the greatest impact. Provides quality personalised support for the children	1 3

	Small group tuition | EEF (educationendowmentfoundation.org.uk) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Targeted deployment, where teaching assistants are trained to deliver an intervention/streamed sessions to small groups of individuals has a high impact. Interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Training for TA's to deliver effective support to targeted children in Reading and Maths.	Research shows that Teaching assistants can provide a large positive impact on learner outcomes, when deployed effectively. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
After school booster groups for Y6 pupils. SATs revision books used for homework.	Studies have shown that disadvantaged pupils receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2
Providing access to technology and educational materials to children and parents Homework Club	Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. Should children not have laptops or devices on which to complete homework at home, the school can allow them the use of laptops to take home. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 3, 4

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

Budgeted cost: £29,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families to ensure Attendance levels are raised.	Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe	5

	and provides access to extra-curricular opportunities and pastoral care. Government research has found that pupils who perform better both at the end of primary school missed fewer days than those who didn't perform as well. https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/ Absences are shown to have both short- and long-term negative impacts, with significant negative impacts on national exam performance and future employment prospects. Patterns of increasing absences from early primary school onwards are the most damaging, even moderate levels of absenteeism accumulate to harm academic achievement. https://www.nuffieldfoundation.org/project/understanding-school-attendance-education-and-labour-market-outcomes.	
Family Worker supports families with the attendance, behaviour and wellbeing for learning and outcomes of those children eligible for PPG	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Parental engagement | EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Funding to provide School Uniform and PE kits Funding to provide art materials to complete homework tasks	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. School uniform | EEF (educationendowmentfoundation.org.uk)	2 3 4
Learning Mentor Improves the quality of behaviour, social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	2,3
Leadership roles offered to disadvantaged children	An improved level of well-being and engagement in PPG children. % of roles are in relation to % of disadvantaged children (20%)	2 3
Hardship Fund - Subsidised funding for Breakfast Club, music tuition, school trips, residential visits and extra-curricular activities where appropriate. Support with the purchase of school uniforms.	Support families with cost of living crisis. PPG attend a Holiday club during school holidays to provide enrichment activities. Additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Physical activity | EEF (educationendowmentfoundation.org.uk) Arts participation | EEF (educationendowmentfoundation.org.uk)	1, 2,3,4

Use of Edukey for creating PLSPs for children with SEND and for recording the needs and interventions of Pupil Premium Children	Learning Plans and Provision Maps can be used for Special Educational Needs, English as an Additional Language, Looked After Children and Pupil Premium. Edukey includes supporting teachers with strategies for children's learning behaviours, provision mapping, assessment, school communication and safeguarding reporting all of which improve pupil learning outcomes. Learning behaviours | EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Use of Therapeutic Thinking to support pupil well-being and effective learning	All classes display Zones of Regulation; this is used throughout each day with all pupils. This supports children in understanding their feelings and motivates positive behaviour. Metacognition and self-regulation | EEF	

Total budgeted cost: £ 89,385

Part B: Review of the previous academic year (2023 - 2024)

Outcomes for disadvantaged pupils

To address the gaps in pupil learning.

Although some of our **PP** attainment results are below the national average compared to **All** children, we do celebrate that they are above National PP results. In addition, the majority of PP children made at least the expected progress, with many of them exceeding All children results. Closing the gap between the disadvantaged children and their peers continues to be a focus for next year.

KS2 SATS :

96% of pupil premium children made at least the expected progress in reading (all – 91%)

71% of pupil premium children reached the expected standard in reading (all – 75%; Nat all – 74%; Nat PP – 62%)

96% of pupil premium children made at least the expected progress in writing (all – 91%)

75% of pupil premium children reached the expected standard in writing (all –83%; Nat all – 72%; Nat PP – 58%)

83% of pupil premium children made at least the expected progress in maths (all –80%)

67% of pupil premium children reached the expected standard in maths (all – 80%; Nat all – 73%; Nat PP – 59%)

KS2 Combined RWM 2024 – 54% of pupil premium children reached the expected standard. (all – 65%; Nat all – 61%; Nat PP – 45%)

In KS2, the percentage of PP children making expected progress exceeded all pupils in Reading, Writing and Maths.

End of KS1 (Year 2):

88% of pupil premium children made at least the expected progress in reading (all – 64%).

75% of pupil premium children reached the expected standard in reading (all – 60%).

50% of pupil premium children made at least the expected progress in writing (all – 54%)

50% of pupil premium children reached the expected standard in writing (all – 54%)

63% of pupil premium children made at least the expected progress in maths (all – 62%)

50% of pupil premium children made at least the expected progress in maths (all – 52%)

KS1 Combined RWM 2023 – 50% of pupil premium children reached the expected standard (all – 48%)

For end of KS1 (Year 2), in attainment and progress, PP Children have achieved closely in line with their peers, and in Reading, they have reached higher than their peers.

Phonics - 80% of pupil premium in year 1 reached the expected standard (all – 82%)

EYFS – GLD – 67% of pupil premium children achieved GLD (all – 53%)

Whole School:

Year 1 : Attainment - In Reading and Maths PP children achieved higher than All children at expected+ but were slightly lower in Writing. For GD, PP children were higher than All in Reading and Writing but slightly lower in Maths.

Year 3: Attainment - PP children were slightly below All children in Reading. Writing and Maths for exp+ and GD. One of the Y3 classes had much lower results than the other, bringing the overall results down. This was due to a number of factors, including the class having 5 different teachers throughout the year and having a number of PP

children in the class with external circumstances impacting on their achievement. **Progress –** Again, progress for PP children in all areas was below All children, for the same reason as above.

Year 4: Attainment - PP children were above All children in Reading. Writing and Maths for exp+ and GD. **Progress –** Again, progress for PP children in all areas was above All children.

Year 5: Attainment - PP children were slightly below All children in Reading. Writing and Maths for exp+ and GD. **Progress –** progress for PP children was in line with All children.

The national disadvantage gap index reduced from 3.21 in 2023 to 3.12 in 2024.

Attendance 2023-2024

Pupil premium children across the school 94.8% (School All – 95.1%; Primary Nat All 94.3%; Primary Nat PP 91.8%; FFT National All 94.2%; FFT National PP 91.7%; Trust Primary All 94.5%; Trust Primary PP 92.0%)

Attendance of all children is monitored carefully by the school Attendance Officer, DSL and Family Worker. A list of children with attendance below 90% and another below 80% is monitored daily. Our attendance policy is followed. If the school has not been contacted by parent/care to report an absence, the Attendance Officer will ring home. If there is no answer, a voicemail will be left and a parentmail and email sent. This is recorded on CPOMS. If the child is then absent the following day and we still have no contact, a home visit is carried out by the Attendance Officer and the Family Worker. If there is no response at home address, the Local Authority are informed; this may lead to a MASH referral of/and CME referral being made by the Family Worker/DSL This will be recorded on CPOMS.

Externally provided programmes

Programme	Provider
Access to all after school clubs as priority. Lunchtime sports clubs: Multi-Skills, Basketball Football Clubs.	Creative Sports Coaching
Tactics Programme	CHUMS
Young Carers	CHUMS
Play Therapist	Playing with Purpose - TBC
Dance Club and Musical Theatre	New Generation Youth Theatre
Weekly reading sessions with Beanstalk readers.	Coram
Online reading programme	Bug club
Storytime magazine	Storytime Magazine
Access to all after school clubs as priority. Curriculum and Extra Curriculum Sports	Creative Sports Coaching

Boxing Saves Lives	Boxing Saves Lives – John-Paul Smith
Hazard Alley – Internet Safety	Hazard Alley
Hazard Alley – Carbon Monoxide Awareness	Hazard Alley
Hazard Alley – Knife Crime Awareness	Hazard Alley
MHST – SATs Workshop/Transition Preparation (Y6)	MHST
Lunch Time Clubs	Think Sport
Multi Sports Club	Think Sport
Gym Club	Think Sport
Online Bullying/ Age of Criminal Responsibility/Anti-Social Behaviour	Bedfordshire Police

To meet the social and emotional needs of all pupils.

Through questionnaires, feedback sheets and discussions with children who have participated in extra-curricular activities, the impact has been that they have enjoyed attending these, they have liked belonging to a 'club'

Many enjoyed the time they have spent with the learning mentor and Family worker, supporting their needs with specialist support, and were able to discuss learnt strategies. However, this still continues to present as a challenge for the disadvantaged pupils in our school, with new children and families being identified for support. This will continue to be one of our intended outcomes for the new academic year.

All PP children were given the opportunity to attend trips, with at least 50% of the visit being supported by the PP budget, including transport, where required.

Parental involvement

Parental involvement still presents a challenge and continues to be one of our intended outcomes for the new academic year.