

24/25

Pupil Premium Strategy Update



Be The Best You Can Be



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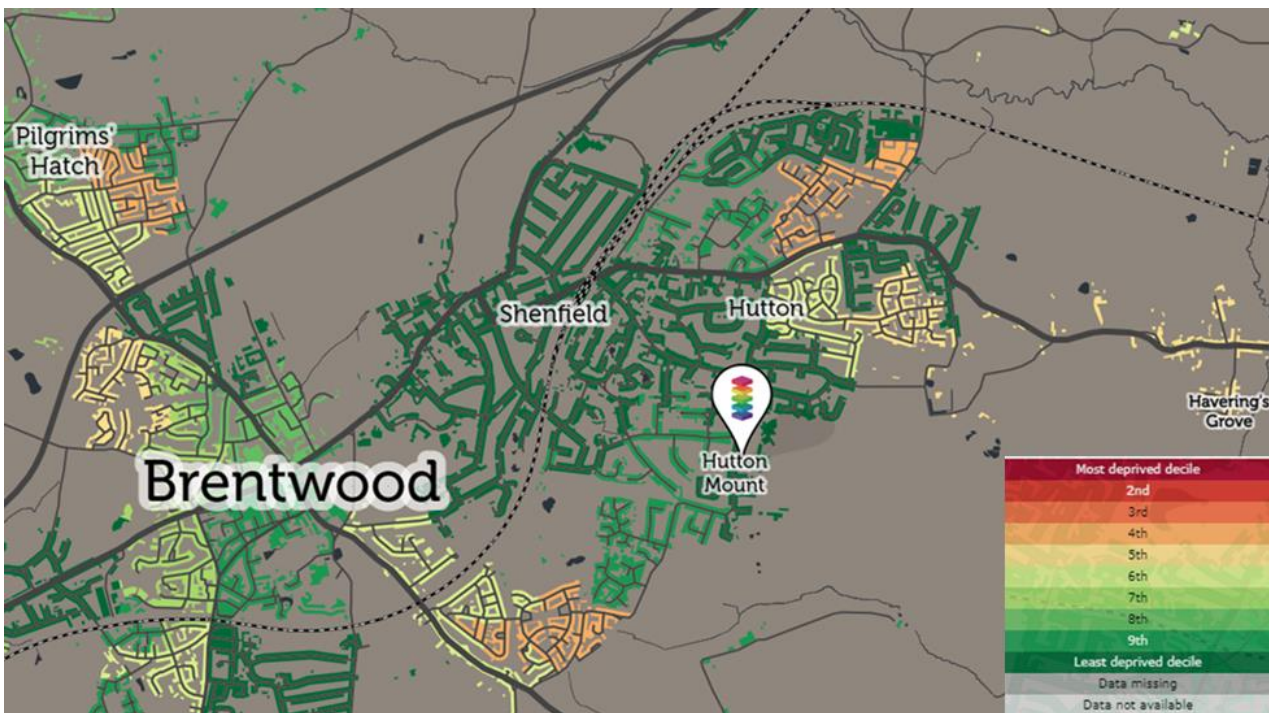
Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2023 to 2024 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 2022-23), 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	1765
Proportion (%) of pupil premium eligible pupils	12% (208 students)
Academic year/years that our current pupil premium strategy plan covers	Sept 2024- Sept 2027
Date this statement was published	Sept 2024
Date on which it will be reviewed:	July 2025
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	£202,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£202,640

Yr 11 disadvantaged pupil performance overview for 2023/24

Progress 8	-0.57
Attainment 8	39.15
Percentage of Grade 5+ in English and maths	33%
Percentage of Grade 4+ in English and maths	57%

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

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

Current Cohorts: Yr 7 Data not available at time of publishing. TBC

	Disadvantaged	Not disadvantaged
Average English grade		
Average Maths grade		

Yr 8 pupil performance Autumn 2024

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

Yr 9 pupil performance Autumn 2023

	Disadvantaged	Not disadvantaged
Average English grade	3-	3=
Average Maths grade	3-	3=

Yr 10 pupil performance Autumn 2024

	Disadvantaged	Not disadvantaged
Average English	3+	4=
Average Maths	4-	4+

Yr 11 pupil performance Autumn 2024

	Disadvantaged	Not disadvantaged
Progress 8	-1.19	-1.13
Attainment 8	31.72	40.54
5+ with English and maths	5%	22%
4+ with English and maths	28%	59%

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 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 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 include 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 **2024/25** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

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: £67,640

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 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: £45,000

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.	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: £202,640

Part B: Review of outcomes in the previous academic year 2023-24

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Yr7: Disadvantaged students (DS) started on an average 1+ in English which was a sub grade behind their non-disadvantaged peers (ND). By the summer term all students made one sub grade improvement leaving the gap to stay at one sub grade. Whilst it is pleasing that the DS have not fallen further behind their peers we do need to work on trying to narrow this gap. In maths DS started the year at 1+ and ND were two sub grades ahead at 2=. The gap remained at two sub grades with each sub group moving a sub grade. 2- (DS) and 2+ (ND). Whilst it is pleasing that our disadvantaged students have worked at the same pace as our ND they do need to make significantly more progress in order to catch up.

Yr8: Disadvantaged students started the year at 2= in English and 2+ in maths with their ND peers starting at 3- in both maths and English. DS made slightly more progress to end the year at 3- having moved two sub grades. They also ended at 3- in maths. Although students made two sub grades progress in comparison to the one sub grade of their non PP peers this still puts them a sub grade behind ND students in both maths and English.

Yr9: DS in English started the year on an average grade of 3- and finished the year at 3+. In comparison NDS started at 3= and progressed to 4=. The ND have progressed at a higher rate than their disadvantaged peers and this will need to be tracked in Yr10 and interventions put in place to allow DS to catch up. In maths DS students went from 3+ to 4- and NDS ended the year two sub grades higher at 4=. The main focus for Yr9 into 10 will be to try and keep them progressing at the same rate as their peers so as to avoid falling further behind.

Yr10: Our English DS started their GCSE course in English working at a 3 and finished the year at the same level. NDS made one sub level of progress in English. Students for small group interventions have been identified for next academic year to help them close the gap. Lexia will be offered any PP student who is underachieving in English. A similar picture is seen in maths where DS started at 3+ and ended also at 3+. Their ND peers however started at 4= and have finished at 4= showing a similar slow progression rate. Interventions will be put in place in the early Autumn term and the PPE results in December will be a clear indicator of whether the gap is closing.

Yr11: The PPE exam data from the autumn term showed the grade 4 with English and maths at 33% which rose to 47% in the spring exams and then lead to a final achievement of 57% 9-4 EM. The predicted grades for this cohort were 53% and therefore offered quite an accurate picture. The NDS achieved 61% 5EM in autumn, 66% in spring and ended with a final 76%. This shows a significant progression of our DS cohort and suggests interventions were successful

and mostly put in the right places. Progress 8 show a big improvement from -1.42 in autumn to -0.57 in the summer exam series. English saw an excellent achievement for disadvantage students with 83% achieving a grade 4 and 57% achieving a grade 5. They were only 2% behind the non-disadvantaged in English who achieved 85% 4+EM. Maths, however, saw much bigger gaps and we'll need to look at how we are supporting our students and the effectiveness of the interventions put in place. Despite achieving 82% 4+ with the NDS our DS only achieved 60% and therefore our final 4+EM remains at 57%.

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