

Pupil premium strategy statement – Martins Wood

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 the outcomes for disadvantaged pupils last academic year.

School overview

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Detail	Data
Number of pupils in school	520
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026
Date this statement was published	19th December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Zoe Phillips
Pupil premium lead	Helen Jewitt
Governor / Trustee lead	Mike Desborough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,067
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£138,067

Part A: Pupil premium strategy plan

Statement of intent

The aim of the pupil premium funding is to implement strategies that help increase the social mobility of our most disadvantaged pupils and close the attainment gap with their peers. We believe that strong literacy and numeracy skills enable our children to embrace their next stage of learning and prepare them for life beyond the classroom. We have developed a foundational knowledge tracking document which allows for timely intervention.

- We have placed a strong emphasis on **foundational knowledge** starting with our youngest children in key areas of oracy (including oral composition), handwriting, numerical skills and a love of reading,
- Moving to **fluency skills** for our oldest children
- We will use **evidence-based techniques** which in some cases is whole class instruction; being a small school this means that some of our interventions are received by those not in receipt of funding but benefits the progress of all children and a sense of belonging.
- Our leadership time is focused on quality first teaching through clear concepts within our curriculum
- In addition to this we have placed a strong emphasis on **self regulation** and **metacognition** strategies (shown to have the biggest outcomes in closing the gap) using Teach like a champion and belonging school based initiatives.
- We further support our children by thinking about strategies that support belonging including **attendance** and **emotional support**.

. The key barriers of our children are identified in the challenges section and we have sourced evidence from the EEF, HMI, Sutton trust, teach like a champion, research on the pupil vocab difference (add source) and our combined professional experience.

We have identified the following areas of spending:

Spending on strategies that support foundational knowledge and oracy:

- Handwriting – Additional handwriting support for our most vulnerable pupils
- Number knowledge – NCTEM mastering number scheme of work with additional support from Trust Maths hub link
- Phonic knowledge – additional coaching funding and TA spend
- Oracy - training of staff on how to target and use effective interactions - SHREC in EYFS
- Fluency – investment into quality first teaching and understanding the gaps
- Metacognition – training on TLAC to identified AFL strategies which enable cognition

Spending on strategies that enable self regulation:

- TLAC
- Attendance
- AHT - SEMH
- Individual feedback sessions

Spending on strategies that support belonging

- Supported trip payment
- AHT - SEMH

Challenges

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

Challenge number	Detail of challenge
1	<i>Low Oracy skills on entry to reception</i> On entering our EYFS setting the oracy of our disadvantaged children is working at an average a year behind their peers with incorrect grammatical sentence structures with a lack of understanding of past tense, and basic three-word sentences
2	<i>Lack of foundational knowledge to be year group ready</i> Pupils arrive with a deficit in knowledge. In some cases, this is the physical skills to be able to write, and in others we see a deficit in speech or basic numerical understanding. In our older pupils' previous historical failings of the school alongside continuing lockdown influence has meant gaps in fluency and stamina in KS2
3	<i>Issues relating to attendance</i> We have found that our disadvantaged children's attendance is 1.5% behind our non-disadvantaged, and are more likely to be persistently absent which impacts attainment
4	<i>Issues with self-regulation</i> Our behaviour monitoring shows that 45% of behavioural incidents are physical amongst our disadvantaged children and therefore we are focusing on self regulation skills.
5	<i>Pupils reaching the expected standard in writing</i> Less disadvantaged children reach an expected standard at KS2 in writing compared to their peers.

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
<p>Low Oracy skills on entry to reception Oracy skill gap closing in EYFS and continues to be supported with the school where gaps remain</p>	<p>80 % GLD KS2 80% combined</p>
<p>Pupils reaching expected standard in writing Gap between non-PP and PP begins to close</p>	<p>KS2 80% combined</p>
<p>Lack of foundational knowledge to be year group ready Children have the foundational knowledge they need to work within their year group</p>	<p>90% of children achieve all foundational knowledge statements for their year group 80% combined KS2</p>
<p>Issues relating to attendance The gap between attendance of pupil premium children and non- pupil premium children begins to close</p>	<p>Pupil Premium children move towards 95% attendance</p>
<p>Issues with self-regulation Pupil premium focus on learning is similar to all other children</p>	<p>80 % GLD KS2 80% combined 90% of children achieve all foundational knowledge statements for their year group Less behaviour notifications year on year</p>
<p>Pupils reaching a higher standard More pupil premium children to reach the higher standard at the end of KS2</p>	<p>Lessen the gap between non pupil premium children reaching the higher standard and pupil premium children</p>

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Low Oracy skills on entry to reception: train staff in the whole school to target interactions with children identified to have low speech using the SHREC approach and knowing children's next language step	EEF +7 months for very low cost - early language intervention HMI 'strong foundations in the early years report	1,2
Low Oracy skills on entry to reception: staff to read extra stories in the EYFS to children who are disadvantaged, an additional story time per day	EEF +7 months for very low cost - early language intervention HMI 'strong foundations in the early years report	1,2
Pupils reaching the expected standard in writing Move to CUSP writing scheme of work	EEF recommendation 4 -support writing Teach writing composition strategies through modelling and supported practice	5
Lack of foundational knowledge to be year group ready: Phonics – invest in Little Wandle support days to upskill staff	EEF +5 months phonics instruction	2
Lack of foundational knowledge to be year group ready: Number – invest in mastering of number resources	EEF +7 months early numeracy approaches	2
Lack of foundational knowledge to be year group ready: Number – Maths lead to attend training	EEF +7 months early numeracy approaches	2
Lack of foundational knowledge to be year group ready: Continue to buy into TT rock stars subscription for Multiplication check	EEF + 4 months individualised learning instruction	2
Lack of foundational knowledge to be year group ready: Ark maths mastery scheme CPD	EEF teaching for maths mastery +5 months	2
Issues with self-regulation: Pupils reaching a higher standard :	Mentoring and coaching DFE EEF self regulation +8 months	2, 4

Release SLT to monitor, coach and embed TLAC strategies within the classroom		
Issues with self-regulation: Pupils reaching a higher standard : TLAC training to improve teaching and pedagogy through the school	EEF Metacognition and self regulation + 8 months EEF feedback +6 months	2,4
Issues with self-regulation: Pupils reaching a higher standard : Leaders refining the curriculum to allow for accelerated learning	EEF Mastery learning +5	2,3,4

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

Budgeted cost: £55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lack of foundational knowledge to be year group ready: Teaching assistant to do daily reading and phonics interventions	EEF +7 months Reading comprehension strategies	2, 4
Lack of foundational knowledge to be year group ready: Fluency starts from ARK	EEF + 4 months teaching assistant intervention	2,4
Lack of foundational knowledge to be year group ready: Pupils reaching a higher standard : Adult released to conference PP in writing	EEF feedback +6 months EEF metacognition and self regulation +8 months	2,4

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

Budgeted cost: £50,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Issues relating to attendance All PPG children phoned and offered at least one club to improve belonging 32% of PPG attend a club 31% of all children attend a club</p>	EEF 2+ months	3
<p>Issues relating to attendance Teachers plan curriculum trips – one per term using Ivy minibus to reduce costs</p>	EEF – arts participation	1,2,3,
<p>Issues relating to attendance Focus on attendance: daily calls , door knocks, attendance monitoring and action plans</p>	EEF +4 months parental engagement	3,
<p>Issues relating to attendance Pupil progress meetings start with a focus on attendance</p>	DFE attendance strategy	3
<p>Issues relating to attendance Subsidise residential trips in year 6</p>	EEF - arts participation	1,2,3,

Total budgeted cost: £138,067

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved outcomes in Reading for PPG Pupils	ARE+ Reading 11/16 children 69% GDS 4/16 25%
Improved outcomes in Writing for PPG Pupils	ARE+ Writing 8/16 50% GDS 0/16 0%
Improved outcomes in Maths for PPG Pupils	ARE+ 11/16 69% GDS 2/16 13%
100% of disadvantaged children will pass the phonics screening checks in Year 2 and Year 1	80% - Y1 phonics screening 3/13 Y2 phonics resit screening
Children in receipt of the Early Years PPG will make good or better progress in Communication and Language	88% achieved early learning goals of communication and language