



Martin Primary School Pupil Premium Strategy Statement 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 strategy of 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.

School overview

Detail	Data
School name	Martin Primary School
Number of pupils in school	653
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year that our current pupil premium strategy plan covers	2025 to 2026
Date this statement was published	September 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Ziz Chater
Pupil premium lead	Chantal Lust/ Shona Glackin
Governor lead	Sarah Ashdown Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£296,310
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£296,310

Part A: Premium funding strategy plan

Statement of intent

At Martin Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations and aspirations for all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG) and the Recovery Premium. We recognise that not all disadvantaged pupils will be in receipt of the PPG and support will be allocated to any pupil or group the school identifies as being socially disadvantaged.

Aims:

- to use premium funding strategically to provide appropriate learning experiences, support, and challenge to ensure that all disadvantaged children reach their full potential
- to offer an enriched curriculum that will raise aspirations and provide high quality educational experiences for all our children and adapt it to ensure that they all receive a learning provision that meets their needs and builds their self-esteem
- to be ambitious for the achievements of all children, regardless of their starting points and the challenges they face
- to work in partnership with our parents/carers to collectively ensure their children's success.

Strategy for achieving our aims:

- strategically target premium funding by carefully assessing the children's individual needs and identifying relevant and cost effective approaches in consultation with all relevant parties
- assigning an Achievement Leader to champion the educational needs of premium funding recipients and ensure the effective implementation of relevant school policies
- ensuring that approaches are evidence-based, individually tailored to the strengths and needs of each child, are consistent (but also flexible and responsive), are focussed on clear short-term goals providing opportunities for pupils to experience success and include regular, high-quality feedback from staff.

Challenges

1	The proportion of PP children who arrive with very low starting points in all areas of the curriculum is higher than the proportion of those children who are not entitled to the grant.
2	Attainment in all prime and specific areas of the curriculum at the end of the EYFS was lower for PP children than for non-PP children.
3	The percentage of children in Year 1 to Year 6 achieving age related expectations at the end of 2024/2025 in reading, writing and maths is lower for pupils eligible for PP than for non-PP in almost all year groups.
4	The attendance rates for PP children are lower than for other children

5	Many of our families have experienced significant economic hardship and are unable to provide the support their children need. This is not only restricted to those families eligible for the PPG.
6	23% of our PP children are SEN Support, compared with 13.5% of all children, and 64.5% are EAL compared with 51.9% of all children.

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 progress and attainment across all key stages for PP children	Measured by teacher assessments, successful moderation practices (intra- and inter-school), as well as national data in YR and Y6
PP children provided with more opportunities for wider learning experiences	PP children gain more exposure to wider learning experiences
Improved wellbeing for PP children	Measured by teacher feedback and observations, behaviour records, pupil progress meetings and feedback from learning mentors and parents/carers
Improved behaviour in class and readiness for learning for PP children	Measured by teacher feedback and observations, behaviour records and pupil progress meetings
Improved attendance levels for PP children	Attendance data shows that levels have improved due to measures put in place

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 and learning support - budgeted cost: £34,558

Activity	Evidence that supports this approach	Challenges addressed
Assistant Headteacher - dedicated member of the school's senior leadership team (SLT) who oversees whole school provision and interventions for pupils eligible for PP and ensures that PP children are a priority for all. Arranges training for staff and provides support with how to identify starting points and target appropriate support.	Education Endowment Foundation Guide to the PP 2019: "Teaching should be the top priority, including professional development, training and support for	1, 2, 3, 5, 6

Releasing and covering staff to take part in training that provides and develops teaching resources and strategies to support PP children.	early career teachers and recruitment and retention..."	
Involvement with Language Enrichment Programme which supports the development of PP children's communication skills		

Targeted academic support – budgeted cost £175,430

Activity	Evidence that supports this approach	Challenges addressed
<p>A range of interventions are delivered by teachers and teaching assistants across the school, which include:</p> <ul style="list-style-type: none"> • small group phonics interventions in YR, Y1 and Y2 • Reading Recovery (1-1 delivered by reading specialist teacher) • EAL Talking Families and Toolkits • reading interventions which include 15 minutes a day (KS1) and BRSP (KS2): these are 1-1 reading programmes • Year 6 booster maths groups after school 	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	1, 2, 3, 5, 6
Teachers run booster groups and pre-teaching sessions for targeted groups of children		
2 part-time interventions Teaching Assistants in EYFS who provide support with the development of communication and social and emotional skills		
Part time teacher (1 day) who supports volunteers with delivery of reading interventions		

Wider strategies - budgeted cost: £86,322

Activity	Evidence that supports this approach	Challenges addressed
Buying into Barnet EWO (Education Welfare Officer) service: termly visits from EWO as part of our strategy to improve the attendance levels of PP children	Education Endowment Foundation Guide to the PP 2019: "Targeted support for struggling pupils should also be a key	4
Buying into external mental health and wellbeing services to support PP children:		5

<ul style="list-style-type: none"> • Inclusion Advisory Team • HEWS and CAMHS • Educational Psychologist 	<p>component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support."</p> <p>Supports parents/carers, allows children to have a meal before/after school and improves punctuality</p>	
Learning Mentors (1 full time equivalent) Running small groups; 1-1 mentoring; talk time; support in the playground; support at lunchtimes in the Cool Zone; parent/carer support; working with pupils and their families to overcome barriers to learning		5
Educational visits, workshops and enrichment opportunities (including School Journey in Y6) Broaden PP children's interests by giving them the opportunity to experience activities they may not otherwise take part in; support for extra-curricular activities and trips		5
Life Skills - small group support, targeting PP children with a range of needs, including PP pupils with SEND and emotional needs		5
Opportunities for PP children to have access to extended care provision, including during the school holidays		4, 5
Contribution to school uniform	5	

Total budgeted cost: £296,310

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Attainment at the end of Key Stage 2: June 2025		
	Pupils eligible for PP funding at Martin Primary School	Pupils not eligible for PP: 'Others' (national average)
% at expected + in reading	77%	78%
% at expected + in writing	53%	77%
% at expected + in maths	67%	79%
% at expected + in GPS	71%	77%
% at expected + in reading, writing and maths	50%	66%
Average score in reading	107	106.1
Average score in maths	104	105.3

Attendance for PP children	
2021/22	92.9%
2022/23	92.5%
2023/24	93.5%
2024/25	94.1%