Martin Primary School
Pupil Premium Strategy Statement 2026/2027

This statement sets out how Martin Primary School will use pupil premium funding in 2026/27 to improve outcomes for disadvantaged pupils. It outlines our planned approach for this academic year and evaluates the impact of pupil premium spending during 2025/26.

School overview

Detail	Data
Number of pupils in school	564
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year that our current pupil premium strategy plan covers	2026 to 2027
Date this statement was published	September 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Ziz Chater
Pupil premium lead	Shona Glackin
Governor lead	Sarah Ashdown Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£292,540
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£292,540

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	22.6% of our disadvantaged children are EHCP/SEN Support, compared with 16.5% of all children, and 64.3% are EAL compared with 54.3% of all children.
2	The proportion of disadvantaged children who arrive in the EYFS 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.
3	The progress that disadvantaged children make is similar to the progress of non-disadvantaged children, however, attainment in all prime and specific areas of the curriculum at the end of the EYFS is lower.
4	The percentage of children in Year 1 to Year 6 achieving age related expectations at the end of 2025/2026 in reading, writing and maths is lower for pupils eligible for disadvantaged children than for non- disadvantaged children in all year groups, most notably in Year 4.
5	The attendance rates for disadvantaged children are lower than for other children

6	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.

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 PSHE skills among disadvantaged children in the EYFS	Assessments and observations indicate significantly improved PSHE skills among disadvantaged pupils.
Improved reading, writing and maths attainment among disadvantaged children	KS2 outcomes at the end of 2026/27 show that disadvantaged children make at least expected progress in all three subjects from Year 2 to Year 6.
The wellbeing of all children, particularly those with barriers to learning, is effectively supported and enhanced,	Feedback from staff, observations, behaviour records, pupil progress meetings and pupil and parent/carer voice show that children feel supported, valued and happy in school
Improved behaviour in class and readiness for learning for all children, particularly those with barriers to learning	Feedback from staff, behaviour records, pupil progress meetings and pupil and parent/carer voice show that children are keen to learn and therefore achieve well
Improved attendance levels for all children, particularly those with barriers to learning	Attendance data shows that levels have improved due to measures put in place
Disadvantaged children provided with more opportunities for wider learning experiences	Disadvantaged children will take part in an increased range of opportunities which will develop their cultural capital and raise their expectations and aspirations

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 and learning support - budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenges addressed
School to take part in Barnet WalkThrus project to enhance teaching strategies and ensure that teaching and learning is effectively adapted to meet the needs to all learners. Staff to be released to take part in programme of CPD and SLT to have additional release time to monitor effectiveness of strategies, and to coach staff for further improvement	Education Endowment Foundation Guide to the PP 2019: "Teaching should be the top priority, including professional development, training and support for early career teachers	3, 4, 6

Purchase of Insight assessment tool to ensure that assessments are recorded accurately and can be analysed effectively to identify children who are not making expected progress	…" Effective Professional Development: EEF Teaching Walk Thrus – Five Step Guide to Instructional Coaching. By Sherrington and Caviglioli. https://walkthrus.co.uk/ NAPAC Trauma Informed Practice	
Continue to train and support staff with implementing a trauma informed approach with the aim of improving outcomes for vulnerable pupils.		

Targeted academic support – budgeted cost £175,000

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 disadvantaged pupils, ensures they remain a priority for all, supports staff with identifying starting points and targeting appropriate support and reports regularly to the PP Governor	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully: Targeted academic support EEF Teaching assistants play a vital role in schools and colleges: Deployment of Teaching Assistants EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3, 4, 6
A range of interventions are delivered by teachers and teaching assistants across the school, which include: • Precision teaching • Colourful semantics • Widget • Small maths and writing groups in Y6 • small group phonics interventions in YR, Y1 and Y2 • reading interventions which include 15 minutes a day (KS1) and BRSP (KS2): these are 1-1reading programmes • Reading Recovery (1-1 delivered by reading specialist teacher) • IDL Literacy and Numeracy • EAL Talking Toolkits • Year 6 booster maths groups after school • Bucket groups • Lego therapy		
SEND team to continue to develop our SEND Space curriculum to ensure that it is carefully sequenced and adapted to support the needs of all learners		
Part time teacher (2 days) who supports children with EAL and other learning barriers in small groups		

Part time interventions Nursery Nurse in EYFS who provides 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: £82,540

Activity	Evidence that supports this approach	Challenges addressed
To ensure that children with barriers for learning feel included and are represented, listened to and valued across the school by reviewing the curriculum, policies and wider life of the school and arranging unconscious bias workshops for staff and children.	Education Endowment Foundation Guide to Inclusive teaching July 2026: Guide to Inclusive Teaching Sutton Trust March 2026: Selective Inclusion Education Endowment Foundation Guide to the PP 2019: "Targeted intervention for persistent or particularly challenging causes of pupil absence. Supporting school attendance EEF Child Poverty Action Group How extended schools can help tackle child poverty	3, 4, 6
Buying into Barnet EWO (Education Welfare Officer) service: half termly visits from EWO as part of our strategy to improve the attendance levels of PP children		3, 4, 5
Buying into external mental health and wellbeing services to support PP children: • Inclusion Advisory Team • Educational Psychologist • Art therapist • Therapeutic support		3, 4, 5, 6
Learning Mentors 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		3, 4, 5, 6
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 Music – choirs, band and small group instrumental lessons PE activity sessions to improve physical wellbeing Morning football sessions for Year 6 Forest School		6
Opportunities for PP children to have access to extended care provision, including during the school holidays		5, 6
Contribution to school uniform where needed		6

Total budgeted cost: £292,540

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 2025 to 2026 academic year.

Attainment at the end of Key Stage 2: June 2026		
	Pupils eligible for PP funding at Martin Primary School	**Pupils not eligible for PP: 'Others' (national average 2025)**
% at expected + in reading	65%	78%
% at expected + in writing	54%	77%
% at expected + in maths	69%	79%
% at expected + in GPS	77%	77%
% at expected + in reading, writing and maths	39%	66%
Average score in reading	104	106.1
Average score in maths	103	105.3

Attendance for PP children	
2021/22	92.9%
2022/23	92.5%
2023/24	93.5%
2024/25	94.1%
2025/26	94.1%