

Saint Martin's Pupil premium strategy statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

Executive Summary

The proportion of pupil premium students at Saint Martin's (12.6%) is significantly lower than the national average (20-25%).

This makes year-to-year comparisons statistically risky – normal year-to-year variation in individuals can make a big difference, which can be misleading if only a year's data is examined in isolation.

Data over time is more secure and here, all indicators show pupil premium pupils perform consistently well at Saint Martin's.

Over the last three years Saint Martin's outcomes for Pupil Premium students (attendance, attainment, participation in wider school life) are in line with national averages for non-PP students.

While there is still work to do (there is a persistent gap between outcomes for PP and non-PP students) this is a significant achievement.

Nb

Not all students at Saint Martin's eligible for Pupil Premium Funding claim it.

A small number do not. While letters have been sent out to encourage eligible families to do so, not all have. This means there is some variation in figures and statistics. In this report performance is assessed on eligible rather than claiming pupils.

School overview

Detail	Data
School name	St Martin's Catholic Academy
Number of pupils in school	732
Proportion (%) of pupil premium eligible pupils	12.6 (93/733)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	C Wright (Principal)
Pupil premium lead	B Newmark
Governor / Trustee lead	J Connolly

Headline Figures

A8	All		Non-Disadvantaged		Disadvantaged	
	St Martins	Nat Avg	St Martins	Nat Avg	St Martins	Nat Avg
A8 Total	5.4	4.5	5.6	5.0	4.1	3.4
A8 English	5.8	4.9	6.0	5.3	4.5	3.9
A8 Maths	5.3	4.5	5.4	5.0	4.3	3.4
All Pupils	4+		5+		7+	
	St Martins	Nat Avg	St Martins	Nat Avg	St Martins	Nat Avg
Eng	84%	-	72%	-	35%	-
Maths	84%	-	70%	-	25%	-
Eng + Maths	79%	64%	63%	44%		-
Non-Disadvantaged	4+		5+		7+	
	St Martins	Nat Avg	St Martins	Nat Avg	St Martins	Nat Avg
Eng	85%	-	77%	-	34%	-
Maths	90%	-	75%	-	27%	-
Eng + Maths	80%	72%	67%	52%		-
Disadvantaged	4+		5+		7+	
	St Martins	Nat Avg	St Martins	Nat Avg	St Martins	Nat Avg
Eng	80%	-	53%	-	18%	-
Maths	88%	-	47%	-	6%	-
Eng + Maths	72%	43%	28%	25%	24%	-
Ebacc	All		Non-Disadvantaged		Disadvantaged	
	St Martins	Nat Avg	St Martins	Nat Avg	St Martins	Nat Avg
% Entered	65.2%	40.5%	66.9%	44.9%	52.6%	29.1%
Ebacc APS	4.99	4.08	5.24	-	3.40	4.49

Nb 2

Covid pandemic shutdowns and the cancellation of primary school SATs mean for this and next year there are no progress measures (P8) as there is no baseline data.

Instead, this report uses attainment data, as will the report next year.

Nb 3

National data for the performance of Pupil Premium students is often unavailable for key performance indicators, using “disadvantaged” instead. This includes Pupil Premium students but may also include Free School Meals or Ever Six students too. For this report where no Pupil Premium data is available “disadvantaged” is used instead. Where there is no national data is available at all, fields in the table above are left blank.

Data summary

At Saint Martin's 72% of disadvantaged students obtain GCSEs grade of 4 or better in English and Maths compared to 43% of disadvantaged students nationally. At Saint Martin's PP students are as likely to attain 4+ in English and Maths than non-disadvantaged pupils nationally. (72%)

At Grade 5 English and Maths the difference is smaller with 28% of Saint Martin's PP students achieving this compared to 25% nationally.

Although the average A8 score for PP students at Saint Martin's (4.1) is significantly higher than the national average (3.4), there is a significant difference between A8 scores for PP (4.1) and non-PP students (5.6). This may be because PP students are more likely to be assigned to EL classes and interventions intended to boost performance in core subjects. It is also likely this figure is distorted by a greater proportion of PP than non-PP students being educated offsite or on part time timetables, where the primary academic focus is on core subjects. This means that apparently weaker performance may not indicate a problem and is more likely to demonstrate the individual needs of children are being met.

To ensure curriculum is appropriately ambitious for disadvantaged pupils Ebacc entry figures have been included in this report. 52.6% of PP students at Saint Martin's are entered for this compared to only 29.1% nationally.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,588
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£100,588

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Numeracy/literacy skills for small groups in each year (exacerbated for some by lost learning resulting from pandemic-related school closures)
2	Attendance
3	Participation levels in clubs / extracurricular activities / twilight revision / Extra Curricular Activities.
4	Aspiration / planning for the future
5	Parents unable to afford necessary items for certain subjects (e.g. Food Tech ingredients)

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 basic skills	Success criteria: Attainment indicators for English and maths to outperform national non-disadvantaged figure (KS4)
Tangible evidence of student engagement with career planning	90+% of PP students to have taken / attended at least one externally-led, careers-driven session, and 95+% to have uploaded details on to the XELLO platform
Improved attendance	‘Bronze’ – our PP attendance is better than national PP attendance ‘Silver’ – as Bronze with an improvement in year-on-year PP attendance ‘Gold’ – as Silver plus our PP attendance exceeds national attendance (all students)
Increased participation in clubs /visits/ extracurricular activities / twilight revision	‘Bronze’ – 75% of PP students to have attended/participated in a relevant club/session/extra-curricular trip or activity ‘Silver’ – 85% attendance/participation ‘Gold’ – 95% attendance/participation

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/targeted academic support (combined here as what's described overlaps the two elements, but constitutes a single spend)

Budgeted cost: £ 87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching (KS3); Enhanced Learning + small group classes (KS4)	Wider research further supports the strategy. The Education Endowment Fund (EEF) recommends that schools 'provide high-quality literacy [and numeracy] interventions for struggling students', while the positive impact of class sizes below 20 students has been suggested in studies such as Glass, G. V. <i>et al</i> , <i>School Class Size: Research and Policy</i> (Sage: Beverley Hills: 1982).	1
'Morning reading' 4 days a week	<p>Details: focus on morning reading in tutor-time Tues-Fri, with appropriately challenging texts (inc. Dickens, Austen and Orwell) purchased /replaced.</p> <p>Evidence: EEF recommends adopting strategies that 'develop students' ability to read complex academic texts'. When students have been given free choice to read what they like during form-based reading time, tutors observed that students were often choosing texts that were not challenging.</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscribing to online homework platform (Satchel One)</p>	<p>This platform facilitates the uploading of Knowledge Organisers (KOs) for all subjects in all years. These KOs form the basis for most of the homework set in school and are vocabulary focused. Providing targeted vocabulary instruction in every subject is an EEF-recommended strategy.</p> <p>The platform also allows for more explicit and detailed homework instructions than can be achieved through students copying instructions into homework diaries and ensures parents can see what has been set even if their child has not recorded the homework. This provides another and easy-to-access avenue through which parents can engage with their child's education, and the more parents are engaged in the education of their children, 'the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement.' (Goodall and Vorhaus, 2011).</p>	<p>1</p>

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

Budgeted cost: £14,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising salary for Attendance Officer and other measures geared towards improving attendance	The link between attendance and attainment has been widely evidenced through various studies, and absenteeism is more prevalent among PP students than with their non-PP counterparts. As such, having an Attendance Officer to follow, identify and act upon absences early disproportionately benefits PP students and is therefore worth investment from our PP funds. Cost-inducing measures put in place to help support attendance are also covered.	3
Cath Ruskin – counsellor for emotional and wellbeing support.	Like all schools, post pandemic Saint Martin's has seen a steady increase in the need for emotional support, particularly around depression and anxiety, while access services such as CAMHs have become increasingly difficult. Investment in early counselling aims to address needs before they escalate and so improve both wellbeing and attendance.	2
Waiving fee for late minibus for all Y11 and all PP students (all years) attending twilight study sessions; contacting parents in event of non-attendance	Subsidised minibus places in 2017-18 saw low uptake, but waiving the fee in subsequent years has seen significant improvement in attendance – PP Progress 8 also improved dramatically in 2018-19. Due to lost learning in 2019-20 and 2020-21, late minibus to facilitate catch-up/revision sessions will be free to use for all Y11 students.	3
Regular monitoring of PP participation levels in clubs/extracurricular activities/trips, with targeted communication aimed at engaging non-participants	Autumn-term monitoring has shown that, despite an expanded extracurricular offer, a significant number of our PP cohort are not engaging with this. Initial strategies to remedy this (such as publicising regularly in standing assemblies and emailing all parents a brochure detailing our extracurricular offer) have brought about some improvement in this area, but we are ambitious to drive engagement further still.	4
Subsidising salary for a Careers Leader, plus ongoing subscription to XELLO (careers education program designed to engage students in building the skills, knowledge and	Conversations with PP students have revealed that many do not think much about their lives beyond school, or have vague ideas about what they might want to do but have little knowledge of what is required to achieve it – studies have drawn clear links between student engagement with school and clearly understood career aspirations (e.g. Hudley	4

plans for future success, regardless of background, ability or pathway)	<i>et al</i> , 'Factors Supporting School Engagement and Achievement among Adolescents').	
Providing funds to: (i) support the purchase of resources for PP students in subjects where there are costs (e.g. Food Tech); and (ii) cover any subject-based non-residential trips and subsidise any residential trips that are: (a) spiritual and/or (b) conducive to the development of talent	Some students have previously been put off choosing Food Tech as a GCSE option because of the cost or have missed out on practical lessons due to arriving without the necessary ingredients – this strategy will enable the department to keep a supply of ingredients to help remove this barrier. Access to academic trips is necessary to for PP students to have the same access to their subjects as their non-PP peers – the budget does not allow us to extend this to fully cover pastoral residential trips, but what we can offer may be enough to enable some parents of PP students to support such trips. We also do not want finances to be a barrier to the progress of talented students (for sporting talent, we are using 'county standard' as the measure for this), so will subsidise trips that help develop such talent.	5

Total budgeted cost: £90,000

Part B: Review of outcomes in the previous academic year

Previous Academic Year		2024-25		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved basic skills	Small group teaching (KS3); Enhanced Learning/small group classes (KS4), supplemented by 'Morning reading' as a form group 4 days a week and the use of Satchel One as an online homework platform	<p>Nb. No P8 figures for next two years (Covid), so this report uses Attainment only to measure impact. This report does not contain KS3 data as this is internal and not reliable enough to make meaningful comparisons. (This is not a Saint Martin's problem – it's the nature of non-standardised assessments and the reason Ofsted do not use it to make judgements.</p> <p>Success criteria: Attainment indicators for English and maths to outperform national non-disadvantaged figure (KS4)</p> <p>4+ achieved</p> <p>At Saint Martin's 72% of disadvantaged students obtain GCSEs grade of 4 or better in English and Maths compared to 43% of disadvantaged students nationally. At Saint Martin's PP students are as likely to attain 4+ in English and Maths than non-disadvantaged pupils nationally. (72%)</p> <p>5+ not achieved</p> <p>28% (Saint Martin's) compared to 52% (Nationally).</p> <p>Nb while this will become an area of focus important to note the considerable achievement at 4+ may be the reason for the lower 5+ figure.</p>	Attainment data suggests this is a very effective approach and it will continue to draw the bulk of our PP spending for the foreseeable future.	£115,000

ii. Other approaches																				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
Improved attendance	<p>Subsidising salary for Attendance Officer and other measures geared towards improving attendance.</p> <p>Allocating meeting time for HoYs and SLT line managers to find and act where they see patterns of low attendance.</p>	<p>Success criteria: ‘Bronze’ – our PP attendance is better than national PP attendance’/ ‘Silver’ – as Bronze, with an improvement in year-on-year PP attendance / ‘Gold’ – as Silver, plus our PP attendance exceeds national attendance (all students)</p> <p>2024-2025</p> <table><tr><td>Overall school attendance</td><td>92.6%</td></tr><tr><td>Pupil premium</td><td>88%</td></tr><tr><td>National Average attendance (all pupils)</td><td>91%</td></tr></table> <p>2024-2025 (31st Dec 2024 – 18th December 2025)</p> <table><tr><td>Overall school attendance</td><td>94.1%</td></tr><tr><td>Pupil premium</td><td>90%</td></tr><tr><td>Non pupil premium</td><td>94.6%</td></tr><tr><td>National Average (up to November 21st only)</td><td>92.7%</td></tr><tr><td>PP National Average (Up to November 21st)</td><td>89%</td></tr></table> <p>Silver award achieved showing year-on-year progress, although cautionary note in the gap between pupil premium and non-pupil premium attendance not narrowing.</p>	Overall school attendance	92.6%	Pupil premium	88%	National Average attendance (all pupils)	91%	Overall school attendance	94.1%	Pupil premium	90%	Non pupil premium	94.6%	National Average (up to November 21 st only)	92.7%	PP National Average (Up to November 21 st)	89%	<p>We will continue to use PP funding to subsidise the Attendance Officer’s salary and waiving fee for the late minibus.</p> <p>Keep a close eye on these figures to spot any slippage before it becomes too late to act.</p>	£20,000
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Tangible evidence of student engagement with career planning	Subsidising salary for a Careers Leader, plus ongoing subscription to XELLO (careers education program designed to engage students in building the skills, knowledge and plans for future success, regardless of background, ability or pathway)	<p>Success criteria: 90+% of PP students to have taken / attended at least one externally led, careers-driven session, and 95+% to have uploaded details on to the XELLO platform</p> <p>Thanks to the support of our Careers Leader, this target was exceeded. With the combination of National Careers Week visitor sessions and external visitor assemblies, plus some careers trips that have been specifically aimed at PP students, over 95% of PP students have had at least one externally led, careers session (PP students in years 9, 10 and 11 had 2-3).</p>	We will continue subscribing to this software program.	
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Careers software (continued subscription)	XELLO