

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

School overview

Detail	Data
School name	English Martyrs Catholic Primary School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 -2024 / 2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Townsley Headteacher
Pupil premium lead	Vanessa Theophilus SENCo
Governor / Trustee lead	Frances Amos Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625.00
Recovery premium funding allocation this academic year	£3,770.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,395.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils have access to a broad and enriched curriculum, have high aspirations and make good progress across all subject areas, regardless of their background or the challenges they face. The aim for our pupil premium strategy is to support our disadvantaged pupils to succeed and have the same opportunities as their peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The outlined strategy is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is a key priority in our whole school approach, with a focus on the power of literacy and language. There is recognition that high-quality teaching supports disadvantaged pupils and has the greatest impact on closing the disadvantaged attainment gap. Moreover, this will benefit all of our pupils in the school; intended outcomes outlined below will further support and improve attainment of non-disadvantaged pupils, alongside enhancing progress and engagement for their disadvantaged peers.

Additional targeted academic support for those disadvantaged pupils, who face further challenges with their learning will also be part of our strategy. We are aware of the vast implications on education due to the pandemic.

The key principles of our strategy are based on robust diagnostic assessments, highlighting the challenges for our disadvantaged pupils and unpicking individual needs, rather than assumptions about the impact of disadvantage and what might be needed. Our collaborative approach will help support pupils to succeed and create a shared culture of high aspirations and challenge for all our pupils, including our disadvantaged learners. To ensure this will be effective, we will:

- Have a rich and inspiring curriculum that has exposure to an array of opportunities to develop oral language. The curriculum offer and the work that is set will engage, motivate and challenge our disadvantaged pupils.
- Ensure that progress for our disadvantaged pupils is high profile within the school and underpinned by a whole-school approach. All staff will understand their role in the strategy and have responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Identify individual needs in a proactive manner and implement wider targeted support for those that require further intervention.

- Ensure that socially disadvantaged pupils have an opportunity to access proactive emotional wellbeing support, to managing social, emotional and behavioural barriers which might be impacting on their academic abilities.

Challenges

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

Challenge number	Detail of challenge
1	Internal analysis of attendance data shows that our school echoes the national trend that disadvantaged children tend to have lower levels of attendance and punctuality than their non-disadvantaged peers. Inconsistent access to educational opportunities will prevent pupils from making progress in their day-to-day learning, and may therefore impact upon future life chances.
2	Assessments and data indicate that, when taken as a whole and across the school, the percentage of disadvantaged children achieving ARE is lower than that of their disadvantaged peers. There is also a higher percentage of children on the SEN register among disadvantaged children.
3	Our internal assessments, observations and discussions with stakeholders have shown that there are increased concerns about the wellbeing of many of our disadvantaged pupils compared to their non-disadvantaged peers. This is evident in higher levels of anxiety, behavioural concerns lack of engagement and lower attainment. It has been recognised that there is a need for our disadvantaged pupils to be supported emotionally to enable them to be ready to learn.

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
Improve attendance and punctuality for our disadvantaged cohort.	<p>Attendance will be analysed with our Early Help link advisor to identify trends and ways forward.</p> <p>Attendance policy will have been reviewed to bring us into line with the county position in terms of issuing FPNs; this policy will be adhered to where needed.</p> <p>Parents will be updated as to their child's level of attendance so that they know when improvements need to be made.</p> <p>Parents will be positively supported to improve attendance through meetings and through increasing engagement with school through the use of 'Marvellous Me' so that have a clearer understanding of the educational impact of improved attendance.</p>

<p>Improved progress and attainment for disadvantaged pupils at the end of KS1 and 2.</p>	<p>Data and assessments in 2024 /25 will show that disadvantaged pupils make at least the same level of progress as their non-disadvantaged peers.</p> <p>Pupil passports are robust, with appropriate targets matched with provision. Classrooms are inclusive of all learners. Pupils know their own targets and take responsibility for these.</p> <p>Target setting for pupils sets an appropriate level of challenge which enables the child to learn with growing independence. A focus on the progress and attainment of disadvantaged children is central within staff performance management targets.</p> <p>A robust review cycle consists of classroom observations, pupil voice, pupil progress discussions, data analysis and effective allocation of resources.</p>
<p>Improved wellbeing for all pupils, including disadvantaged will be sustained, having a positive impact on engagement.</p>	<p>Observations, monitoring and data will show:</p> <p>More engagement and participation in classroom learning.</p> <p>Pupils, including our disadvantaged will feel happy and safe at school (pupil / parent surveys)</p> <p>Emotional and social challenges are supported by the work of our pastoral support teaching assistant or art therapist to ensure the pupil is regulated throughout the school day.</p> <p>Communication and support for parents is sustained</p> <p>The behaviour policy will have been reviewed with all staff so that it embeds a therapeutic approach.</p> <p>There will be ongoing training for staff in knowing and supporting children's wellbeing, including:</p> <ul style="list-style-type: none"> - Senior Mental Health Lead - Therapeutic Network Meetings - LBAT training - Relevant National College training

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 (for example, CPD, recruitment and retention)

Budgeted cost: £30,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD training for members of staff to improve effective classroom teaching for all pupils.</p> <p>CPD sessions to all staff to ensure implementation.</p>	<p>National College training available to all staff.</p> <p>ECT training through Xavier Teaching Schools</p> <p>Senior Mental Health Lead training through National College</p> <p>Training as required from LBAT / ASCT</p>	2, 3
<p>Recruitment of pastoral support worker to improve SEL provision for all pupils. Further SEL approaches will be embedded into school curriculum, supported by training. One to one support will be allocated where needed.</p>	<p>EEF has indicated the importance of good SEL support for pupils from disadvantaged backgrounds, who on average have weaker SEL skills at all ages compared to their peers. https://educationendowmentfoundation.org.uk/</p> <p>There is also strong evidence to suggest that teaching self-regulation and executive functioning skills consistently link to successful learning.</p>	1,2,3
<p>SENDCo time allocated to coordinate, monitor and review PP provision</p>	<p>Time is specifically allocated towards the coordination of PP provision so that the needs of pupils are known and that they are given the most appropriate and effective support. This is from gathering information from the children, teachers, support staff and parents and then shapes the deployment of support staff and the planning of interventions.</p>	1,2,3

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

Budgeted cost: £2567 +

Activity	Evidence that supports this approach	Challenge number(s) addressed

Involvement in the Hertfordshire Reading Fluency programme	The text 'The Art of Reading' suggests that lower reading levels after Year 1 can be linked to a lack of a focus upon the development of fluency after phonics learning is secured. Data for children who take part in the project shows that on average in eight weeks they make two years and three months progress in reading comprehension and increase their accuracy by 13 months.	2
Colourful Semantics / Black Sheep speech and language programme (SALT)	Evidence based programme from Speech and Language Therapists to promote the development of expressive language and securing of sentence structure.	2

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

Budgeted cost: £ 5925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Therapy sessions with a trained therapist.	Strong evidence demonstrates play therapy has positive outcomes when supporting pupils to overcome social and emotional challenges.	3
Recruitment of a pastoral support worker to work across KS1 and 2 through one-to-one and small group sessions for wellbeing support.	The role of ELSA is recognised as being effective at promoting the emotional wellbeing of pupils, who face social and emotional challenges and struggle to regulate themselves. https://www.elsanetwork.org/ https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning At this point in time, we have recruited a new pastoral support worker and will invest in the training for her to move this role further to become a qualified ELSA.	3
Increase educational and social opportunities for our disadvantaged pupils	EEF suggest enriching education has intrinsic benefits and can improve pupils' attainment. https://educationendowmentfoundation.org.uk/guidancefor-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/lifeskills-enrichment&utm	1, 2, 3

Total budgeted cost: £38,395 +

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 2021 to 2022 academic year.

Intended outcomes:

Improved oral and language skills in both KS1 and 2: The gap that was evident at the start of the previous academic year has now narrowed, and for those children who are still showing less developed oral and language skills, this is linked to their special educational need and support is ongoing. Subject leaders and teachers have identified the vocabulary that is needed for the different topics and subjects across the year within curriculum progression documents so that it can be taught sequentially and pre-teaching can take place where this will be of benefit to the pupils.

Improved maths attainment for disadvantaged pupils at the end of Key Stage 1 and 2: Key Stage 1 maths results were stronger for the whole cohort than anticipated at the start of the academic year, and disadvantaged pupils met the expected standard. For Key Stage 2, eight disadvantaged pupils received Third Space tuition. In terms of outcomes, the average progress of the PPG children who had been at the school throughout Key Stage 2 was 9.05. The other children who joined part way through Key Stage 2 did not make positive progress in comparison with their Key Stage 1 scores, but internal progress analysis from initial practice papers to the May assessment evidenced that they had made strong progress.

Improve reading attainment for disadvantaged pupils: Eight disadvantaged pupils took part in the FFT Lightning Squad reading intervention. Over the course of term long project, reading ages increased for these children from between 0 months to 1 year 6 months. On average, there was an improvement of 9 months during the period in which the intervention took place.

Improved wellbeing for all pupils, including disadvantaged, will be sustained, having a positive impact on engagement and attainment: Classroom observations by SLT and subject leaders showed increasing levels of engagement in and ownership of responsibility for learning amongst disadvantaged children. Pupil progress forms were amended to broaden the definition and highlight the significance of disadvantaged pupils in progress discussions, and to plan ways in which curriculum planning could be adapted to secure greater engagement. The number of extra-curricular clubs on offer was broadened, and all but two of our disadvantaged children attended at least one club per week. The ELSA offered high quality support through the year around targeted areas of need, such as helping children to manage their anxiety, friendship strategies and transition preparation. Parent surveys and pupil conference indicated high levels of happiness at the school from all pupils, including the disadvantaged.

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
Tutoring with the Lightning Squad	FFT

Third Space maths tuition	Third Space
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A