

# 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	177
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 -2024 / 2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Townsley Headteacher
Pupil premium lead	Alexa Angell SENCo
Governor / Trustee lead	Frances Amos Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,212.00
Recovery premium funding allocation this academic year	£ 3,624.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,836

# 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, especially for our most disadvantaged pupils and that targeted support, through the National Tutoring Programme is vital as part of the wider school plans for education recovery.

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	Assessments, classroom observations, book looks and discussions with staff and pupils have indicated that there is a gap with vocabulary and oral language skills. The implication of the pandemic has further widened this gap and evidence shows that this is most prevalent among our disadvantaged pupils.																								
2	<p>Assessments and data indicate that, when taken as a whole and across the school, maths attainment in Key Stage 2 among disadvantaged pupils is below that of non-disadvantaged pupils. The percentages of each class that are currently assessed as evidencing that they are 'secure' or better in their current maths learning are:</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>% of disadvantaged pupils secure +</th> <th>% of non-disadvantaged pupils secure +</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>2</td> <td>100%</td> <td>70%</td> </tr> <tr> <td>3</td> <td>20%</td> <td>53%</td> </tr> <tr> <td>4</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>5</td> <td>25%</td> <td>57%</td> </tr> <tr> <td>6</td> <td>17%</td> <td>50%</td> </tr> </tbody> </table>	Year Group	% of disadvantaged pupils secure +	% of non-disadvantaged pupils secure +	1	100%	75%	2	100%	70%	3	20%	53%	4	50%	70%	5	25%	57%	6	17%	50%			
Year Group	% of disadvantaged pupils secure +	% of non-disadvantaged pupils secure +																							
1	100%	75%																							
2	100%	70%																							
3	20%	53%																							
4	50%	70%																							
5	25%	57%																							
6	17%	50%																							
3	<p>Assessments, data and classroom observations suggest that disadvantaged pupils generally have lower literacy levels than their peers. This impacts on their reading development and comprehension skills. Due to low literacy skills, disadvantaged pupils are not always making the desired progress or achieving national expectations in Reading and Writing.</p> <table border="1"> <thead> <tr> <th colspan="3">Reading</th> </tr> <tr> <th>Year Group</th> <th>% of disadvantaged pupils secure +</th> <th>% of non-disadvantaged pupils secure +</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>50%</td> <td>64%</td> </tr> <tr> <td>2</td> <td>100%</td> <td>44%</td> </tr> <tr> <td>3</td> <td>60%</td> <td>63%</td> </tr> <tr> <td>4</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>5</td> <td>25%</td> <td>57%</td> </tr> <tr> <td>6</td> <td>33%</td> <td>72%</td> </tr> </tbody> </table>	Reading			Year Group	% of disadvantaged pupils secure +	% of non-disadvantaged pupils secure +	1	50%	64%	2	100%	44%	3	60%	63%	4	50%	75%	5	25%	57%	6	33%	72%
Reading																									
Year Group	% of disadvantaged pupils secure +	% of non-disadvantaged pupils secure +																							
1	50%	64%																							
2	100%	44%																							
3	60%	63%																							
4	50%	75%																							
5	25%	57%																							
6	33%	72%																							

	Writing		
	Year Group	% of disadvantaged pupils secure +	% of non-disadvantaged pupils secure +
	1	0%	68%
	2	100%	37%
	3	20%	53%
	4	75%	70%
	5	25%	61%
	6	17%	56%

4 Our internal assessments, observations and discussions with stakeholders have shown that the wellbeing of many of our disadvantaged pupils has been impacted by the school closures. This has led to 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
Improved oral and language skills in both KS1 and 2.	Assessments and monitoring will indicate a significant improvement of oral and written language among our disadvantaged pupils. CPD opportunities for all staff will ensure a whole school approach is implemented. Observations and assessments will show a vocabulary rich learning environment in every classroom. Improved opportunities for disadvantaged to be able to discuss and share ideas will be seen in every classroom. Observations and monitoring will indicate an improvement in questioning skills to ensure disadvantaged pupils are having verbal opportunities to interact.
Improved maths attainment for disadvantaged pupils at the end of KS1 and 2.	Data and assessments in 2024 /25 will show that an increased % of disadvantaged pupils meet expected standards at both KS1 and 2 compared to the previous data sets of 2019. A proportion of disadvantaged pupil will exceed national expectations.
Improved reading attainment for disadvantaged pupils.	Data and assessments in 2024 /25 will indicate that an increased % of disadvantaged pupils met expected

	<p>standard at both KS1 and 2. A proportion of disadvantaged pupil will exceed national expectations.</p>
<p>Improved wellbeing for all pupils, including disadvantaged will be sustained, having a positive impact on engagement and attainment.</p>	<p>Observations, monitoring and data will show:</p> <p>Improvement in attendance for our disadvantaged pupils</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 ELSA or play therapist to ensure the pupil is regulated throughout the school day.</p> <p>Communication and support for parents is sustained</p>

## 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: £ 13262.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD training for SENCO and two further members of staff to improve effective classroom teaching for all pupils.</p> <p>CPD sessions to all staff to ensure implementation.</p>	<p>Durrington Research School works closely with The Institute for Effective Education and Education Endowment Foundation (EEF) to provide evidence-informed training to support leaders and teachers.</p> <p><a href="https://researchschool.org.uk/durrington/about">https://researchschool.org.uk/durrington/about</a></p>	1,2,3,4
<p>Retention of our ELSA role across the school.</p> <p>Improving SEL provision for all pupils. Further SEL approaches will be embedded into school curriculum, supported by training.</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.</p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p>There is also strong evidence to suggest that teaching self-regulation and executive functioning skills consistently link to successful learning.</p>	1,2,3,4
<p>Release time for teachers to coach staff and fund ongoing resources to implement training from Durrington Research School.</p>	<p>Strong evidence suggests that coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone. Coaching supports teachers to improve their capacity to reflect and apply their learning to their work with students and also in their work with each other.</p>	1,2,3
<p>SENDCo time allocated to co-ordinate, monitor and review PP provision</p>	<p>Time is specifically allocated towards the co-ordination 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</p>	1,2,3,4

	and then shapes the deployment of support staff and the planning of interventions.	
--	------------------------------------------------------------------------------------	--

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

Budgeted cost: £3,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NTP validated Maths tutoring programme 'Third space' 15% of disadvantaged pupils who are significantly below targeted expectations.	There is strong evidence to suggest that Third Space Learning (NTP approved) will help close the attainment gap among these disadvantaged pupils. There is evidence to suggest that with 1:1 tuition, pupils can make significant progress.  <a href="https://thirdspacelearning.com/">https://thirdspacelearning.com/</a>	2
Purchase of FFT reading tutoring with lightning squad for our disadvantaged pupils who are working below national expectations.	FFT lightning squad is an approved NTP partner. A tutor will work daily with pupils for 30 minutes and evidence suggests that pupils makes learning gain between 3 and 5 months in reading attainment.  <a href="https://fft.org.uk/tutoring/">https://fft.org.uk/tutoring/</a>	1,3
Success @ arithmetic maths intervention	An evidence based intervention to be implemented at KS2. Research suggests accelerated progress and improved confidence.	2

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

Budgeted cost: £ 9122.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy sessions with a trained therapist.	Strong evidence demonstrates play therapy has positive outcomes when supporting pupils to overcome social and emotional challenges.	4
Retention of our ELSA role across the school to provide one to	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.	4

<p>one and small group sessions and wellbeing support.</p>	<p><a href="https://www.elsanetwork.org/">https://www.elsanetwork.org/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Increase educational and social opportunities for our disadvantaged pupils</p>	<p>EEF suggest enriching education has intrinsic benefits and can improve pupils' attainment.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm</a></p>	<p>1,2,3,4</p>

**Total budgeted cost: £ £25,836**

## 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 2020 to 2021 academic year.

Due to COVID-19, there has been instability and implications for all pupils in 2020 to 2021, particularly among our disadvantaged pupils. A key priority for the academic year was on supporting the emotional wellbeing of the pupils, with input and retention of our ELSA, who supported 1:1 and with small groups. We also continued to provide play therapy sessions for pupils throughout the academic year, who continued to face emotional and social challenges. In addition to this, from robust internal assessments, we were able to identify the gaps in learning due to school closures and implement wave 2 interventions tailored to individual group needs. The purchase of the Lexplore screener has enabled us to rapidly identify which of our socially disadvantaged children require reading support and their particular areas of focus. Interventions have been embedded such as 'Reading Between the Lines' and we have been able to support class teachers in knowing how their disadvantaged pupils are progressing in terms of the development of their reading and comprehension skills, so that in-class provision can be tailored to need within the classroom. Furthermore, we have been able to support our disadvantaged pupils financially to enrich their educational and social opportunities.

### 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

### 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



## Further information (optional)

As maths attainment has been identified by teacher and NFER assessments as being lower among disadvantaged pupils, we are working in partnership with St Oscar Romero Catholic Secondary School to implement a further wave 2 Maths intervention for Year 5 and 6 pupils.