



English Martyrs Catholic Primary School: Pupil Premium Spending Plan: September 2019 – July 2020

Interim review: March 2020

End of year review: September 2020

The targeted and strategic use of Pupil premium will help us achieve the best learning experiences for all pupils at English Martyrs Catholic Primary School. When planning how we will use the funding, we the following considerations are made:

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of all of our children who are socially disadvantaged are adequately identified and addressed.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged. Conversely, not all of our socially disadvantaged children are eligible for free school meals and therefore this is not our sole identifier when planning additional provision for children. We will allocate the Pupil Premium money to make provision for any pupil that the school has identified as being socially disadvantaged and in need of support.
- Where the term 'PP' is used in the provision map, these equally applies to socially disadvantaged children who may not be in receipt of free school meals or Ever Six funding.
- Limited funding and resources means that not all children eligible for free school meals will be receiving Pupil Premium funding interventions at one time.

Year	Number of pupils eligible for Pupil Premium	Amount per child	Total amount received
2019 - 2020	20	£1,320	£37,605.00
	1	£2,300	
	EVER SIX	£8,905	
2018 - 2019	31	£1,320	£40,920

PROVISION:	COST:	OBJECTIVE:	INTERIM REVIEW & END OF YEAR OUTCOME:
SENDCo support Time allocated to co-ordinate and review PP provision	Proportion of SENDCo salary: Total = £2,627.00	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.	Interim review:
			The needs of pupils are known and communicated, support is being deployed effectively and intervention support is in place where appropriate for socially disadvantaged

		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>learners. Class provision mapping introduced by SENDCo to ensure planning in-class QFT to support needs of socially disadvantaged children.</p> <p>End of year outcome:</p> <p>Lockdown meant that plans to support the needs of pupils was disrupted beyond the control of the SENDCo. Plans have been made for nurture groups and 1:1 provision for KS2</p>
Learning Mentor Support 1 trained Learning Mentor who works closely with the SENCO	1 Learning Mentor 4 afternoons contact per week. Total = £3,223.87	Support consists of 1:1 sessions and group interventions, such as Narrative Group intervention for KS2 pupils, Jump Ahead interventions to support children in being physically active with their peers. Learning Mentor to co-ordinate the provision of narrative therapy across the school.	<p>Interim review:</p> <p>Group and individual sessions with the learning mentor mean that children are well supported in class and are able to engage more fully in social and learning opportunities with their peers.</p> <p>End of year outcome</p> <p>Due to lockdown, it was not possible for interventions to continue as planned. However, time was used to prepare narrative therapy resources across the school and for learning support for individuals and groups of children attending school.</p>
TA led Wave 2 intervention groups and in class TA support for identified PP children	Total = £17,214.49	<p>Examples of interventions groups:</p> <p>Yr 5/6 Success@Arithmetic</p> <p>Yr 3 Pirate Writing crew</p> <p>Precision teaching groups (Yrs 2 – 5)</p> <p>Memory magic (KS2)</p> <p>EY / Yr 1 / Yr 2 phonics intervention</p> <p>Touch typing group.</p> <p>Children accessing groups across the year. Groups focus tailored to individual group needs and will vary in response to learning needs.</p>	<p>Interim review:</p> <p>All children are making progress from their starting points at the beginning of the school year, as reflected in school tracking systems and evidenced in school work from September 2019 to now. Focused interventions and smart targets in and out of class captured and impact measured.</p> <p>End of year outcome:</p> <p>Lockdown impacted upon the ability of the school to provide continued Wave 2 intervention support. After June, TA support</p>

			was deployed so that there were consistently two adults to each class to address emerging learning needs and to inform understandings of what support would be needed on the full return to school in September.
Emotional and Social Support 1 trained ELSA who works closely with the SENCO	1 ELSA for 3 days per week = £4,292.00 ELSA training course = £200 Play therapy 4 hours per week = £5,421.60 Total = £9,913.60	We have decided to employ an ELSA to give socially disadvantaged children an opportunity to access proactive support in understanding and managing social, emotional and behavioural barriers. Support consists of planned 1:1 and group sessions, with flexibility for drop in sessions. The sessions are used to boost self-esteem, manage anxiety, support children in providing them with tools to manage classroom and playground situations. There is also support to cope with difficult periods such as bereavement or challenging home circumstances. We continue to also provide play therapy for children with more complex emotional and behavioural needs. Some children receive this for a short block to manage a challenging period, for other children this intervention takes place over a longer period of time. Children are identified for this support by the SENDCo and HT, in discussion with teachers, parents and children.	Interim review:
			An appointment to the ELSA role was made at the end of February 2020 and training course started. Referral system put in place (based on pupil progress discussions, parental concerns and rapid response to developing situations). Progress with this and with the training halted due to lockdown. Children have been continuing to benefit from play therapy.
			End of year outcome: The disruption of lockdown meant that we were not able to progress with plans to roll out the ELSA programme; this will be resumed when children are back in school again. Play therapy continued during the lockdown period, and new children were identified who had been particularly socially disadvantaged by the experience and needed support with managing the emotions and experiences of lockdown.
Reading Support			Interim review:

<p>Reading mentor to encourage a love of reading among socially disadvantaged children Introduction of Lexplore screener to rapidly identify which of our socially disadvantaged children require reading support and their particular areas of focus.</p>	<p>1 Reading Mentor – £1,376.00 Lexplore Assessment Tool - £1,008.00 Annual licence Lexplore training for 2 x TAs = £150.00 Library SLA - £469.00 Total: £3,003.00</p>	<p>To raise reading ability of PP children to at least National average and / or accelerate progress so making good progress in developing key literacy skills. Also to inspire children with a love of reading, and to support class teachers in knowing how their PP children are progressing in terms of the development of their reading and comprehension skills, so that in-class provision can be tailored to need.</p>	<p>Reading mentor moved on from the school in the Autumn term; decision was made not to replace this specialist role but instead buy into the library SLA to continue to have outside support with providing engaging texts for the children across the school. Lexplore screening of all pupils Year 2 upwards, which provided clear data picture of which children needed additional support.</p> <p>End of year outcome: Lexplore data provided information of which children needed to be prioritized for additional 1:1 and group reading sessions; this will be used to assess the impact of lockdown on PP children’s developing literacy skills and target in class support accordingly.</p>
--	---	--	--

<p>Speech and Language Support Resources Training courses</p>	<p>'A word a day' books - £77.50 TA training with Speech and Language Team - £240.00 Learning mentor lead Narrative group interventions (see above) Total: £317.50</p>	<p>To address the vocabulary gap between some of our PP children and their peers so that they develop the vocabulary required to understand and access the primary curriculum.</p>	<p>Interim Review: Children across KS1 and 2 were being taught focused words on a daily basis and being given opportunities to practice and apply these within their daily learning. TAs had accessed training about the importance of vocabulary for children to progress socially and academically, and were involved in pre-teaching Tiers 3 vocabulary to PP and socially disadvantaged children.</p> <p>End of year outcome: This continued for the children who returned to school from June onwards, and will fully resume when all the children return from lockdown.</p>
<p>Support to increase educational and social opportunities Close monitoring of attendance and proactive intervention in response to dips. Increased provision of lunchtime clubs. Growth mindset workshop for children and metacognition training for staff.</p>	<p>12 x 30 minute meetings between office staff and SLT to monitor attendance of PP children and send letters / speak to parents: £207.54 ELSA support for children with low attendance (included above). CPOMS system for closer monitoring and communication about attendance: £735.00 10 weeks of increased TA support at</p>	<p>We aim for the attendance of our PP children to be at least at 96%; if the children are not in school or have poor punctuality, this will affect their educational and social opportunities. We monitor attendance closely so that we can intervene promptly if dips appear and get children back on track quickly. Early morning nurture groups run by the ELSA will support those children for whom punctuality is an issue. Using CPOMS is a way of ensuring that there is quick and effective communication about the attendance and punctuality – and wider needs – of our PP children and that support can be put into place rapidly where needed.</p>	<p>Interim review: As at March, our percentage attendance figure for children entitled to PPG was 92.38%; this figure is 2.75% lower than for children not entitled to PPG, but is also skewed by the non-attendance of an child who is receiving significant support from outside agencies. The figure of the rest of the PPG children is far higher, at 95.13%. Nurture groups have not yet started due to the later appointment than anticipated of an ELSA, but are planned in. CPOMS is proving highly effective in ensuring prompt communication and rigorous monitoring of attendance and the wider social needs of PP children. Although lunchtime clubs were introduced, with all PP children offered activities of their choice, they did not prove popular and the children generally wanted to just be outside with their year group friends rather than attending specific groups. For certain PP children with complex</p>

	<p>lunchtime = £225.00</p> <p>Total: £1,167.54</p>	<p>When in school, we want our children to be able to access a wide range of opportunities. We are employing a TA for additional hours at lunchtime to support with social interactions and in providing structured opportunities for children to play groups games, take part in activities of their choosing and develop positive social interactions.</p> <p>We recognize the value of children developing the skills themselves to be more effective learners, particularly for our PP children. Staff meetings will examine the importance of metacognition with QFT, this will be integrated in our teaching and learning policy and a member of staff will attend specific training on this to cascade information and lead the staff in this area.</p>	<p>social needs, lunchtime provision is continuing through a small twice-weekly board games club with the HT, but as this provision was not proving effective it has been ended.</p> <p>Work on the teaching and learning policy that emphasizes the importance of metacognition and high expectations of all learners has begun and will continue through the year.</p>
			<p>End of Year Outcome:</p> <p>The lockdown meant that it has not been possible to continue the focus on attendance of PP children, although communication was maintained with them and their families over the lockdown period. The effectiveness of CPOMS over lockdown and the way that it facilitated quick and effective communication about the children has been identified by staff as one of the strengths of the school over the lockdown period. The course that had been booked for a member of staff to attend on metacognition was cancelled, but pupil conferencing has taken place with PP and all children about what they enjoy about learning and what they feel makes them an effective learning, and their feedback will be used as we continue to develop the teaching and learning policy in the next academic year.</p>
<p>Financial support with uniform</p>	<p>Up to £25 per family (up to £525)</p> <p>Total = £138.00</p>	<p>We want children to take pride in being part of our school and in wearing our school logo; if the children feel that they 'look' part of the school, they are more likely to take an active part in school life</p>	<p>Interim review:</p> <p>This offer has been taken up by 6 families with a total spend of £138.00. These children were effectively supported to look and feel part of the school.</p> <p>End of year outcome:</p>

		and also distinctions will not be drawn between PP and non-PP children.	Due to lockdown no more request for uniform were made after March 2020.
--	--	---	---