

Pupil premium strategy statement:

1. Summary information					
School	English Martyrs Catholic Primary School				
Academic Year	2017/18	Total PP budget	£36590.00	Date of most recent PP Review	May 2017
Total number of pupils	207	Number of pupils eligible for PP	30 (14%)	Date for next internal review of this strategy	April 2018

2. Current attainment			
Attainment at end of Summer 2017 (KS2 only)	<i>Pupils eligible for PP without co-existing SEN (English Martyrs)</i>	<i>Pupils eligible for PP overall (English Martyrs)</i>	Pupils not eligible for PP (English Martyrs)
% achieving expected standard or above in reading, writing and maths	33%	30%	62%
% achieving expected standard or above in reading	89%	60%	84%
% achieving expected standard or above in writing	77%	39%	67%
% achieving expected standard or above in maths	77%	56%	79%

4. Desired outcomes	
<i>Desired outcomes</i>	<i>Success criteria</i>
A Identify and reduce social, emotional and behavioural barriers to progress for PP pupils and all children across the school.	All classes to have staff who can capably identify and assess both social and emotional barriers to learning. Staff will receive CPD training to be able to deliver Quality First Teaching and be given strategies to reduce barriers to learning identified. Action plans in place to support emotional and behavioural needs as required (Support plans, Boxall profiling action plans, Play Therapy, nurture programmes etc.)

	<p>Pupils will have made progress in terms of social and emotional development for individuals, groups and cohorts.</p> <p>Planning and teaching matches the requirements of all pupils through careful planning and</p>
<p>B</p> <p>Improve literacy and numeracy teaching across all year groups. Improve the quality of Quality first Teaching for all pupils in all year groups.</p>	<p>Raised attainment levels for children in receipt of PP, so that PP pupils will make progress more in line with that of their peers – diminishing the difference.</p> <p>Both internal and external assessments show an increase in attainment and progress in reading, writing and maths.</p> <p>MITA training will have resulted in better use of support staff in teaching sessions, in that pupils will be more independent, as seen in lesson observations.</p>
<p>C</p> <p>Pupils are able to attend activities, to include residential trips, after school activities and activities and clubs during the holidays.</p>	<p>Pupils in receipt of PP will uptake opportunities made available to their peers, in the form of trips and residential.</p> <p>PP children will have accessed extra-curricular opportunities, including before and after school clubs and activities through the holidays.</p>
<p>D</p> <p>Attendance and punctuality of Pupil Premium pupils will be in line with non- PP pupils.</p>	<p>Regular meetings will review punctuality and attendance of all pupils.</p> <p>Early intervention will address issues where these have been identified.</p>
<p>E</p> <p>Greater awareness amongst staff of how pupils in receipt of PP and also on the SEN register will have their needs met through QFT and high quality interventions.</p>	<p>Staff demonstrate an awareness of educational barriers to learning for their SEN and PP children in pupil progress meetings.</p> <p>Intervention support for SEN & PP children is carefully matched to need and generates positive impact on attainment and progress.</p> <p>Planning identifies vulnerable groups or children with the appropriate support/ challenge in place for these children.</p> <p>TA CPD training on PP and their role in raising attainment for these pupils.</p>
<p>F</p> <p>To support the emotional well-being of pupils through children feeling the same, ie not standing out as being different through having fitting school uniform of a suitable quality.</p>	<p>All parents of children in receipt of PP are given a £25 'voucher' per academic year, which can be spent on school uniform.</p>

A

<i>Desired outcome</i>	Identify and reduce social, emotional and behavioural barriers to progress for PP pupils and all children across the school.
<i>Chosen action or approach</i>	All classes to have staff who can capably identify and assess both social and emotional barriers to learning.

	<p>Staff will receive CPD training to be able to deliver Quality First Teaching and be given strategies to reduce barriers to learning. Action plans in place to support emotional and behavioural needs as required (Support plans, Boxall profiling action plans, Play Therapy, nurture programmes etc.)</p> <p>Pupils will have made progress in terms of social and emotional development for individuals, groups and cohorts.</p> <p>Planning and teaching matches the requirements of all pupils learning needs.</p> <p>Where a more specialist intervention is required a Play Therapist works in school with a select few children.</p> <p>Intervention from learning mentor to support emotional well-being, eg nurture programmes (resilience, anxiety, anger).</p> <p>Parent information about how to support their children.</p>
<i>Cost</i>	<p>Your Space Play Therapy - £4,368.00</p> <p>Staff salaries £12,239.87 (10 %AHT, 100% Learning mentor and targeted intervention support eg nurture groups, Resilience etc.)</p>
Review	
<i>Estimated Impact</i>	<p>Staff are better able to identify the emotional needs of children in their class. Staff are better aware and understanding of the fact that not all children have the same starting points.</p> <p>All staff know the role they play in supporting pupils with social, emotional and behavioural needs.</p> <p>New pupil passports incorporate strategies from the Boxall profile to target areas of development, giving actions for the child, parents and staff.</p> <p>Interventions will result in children being able to manage their emotions, so that they can remain in class, resulting in increased learning time.</p>
<i>Actual Impact</i>	<p>Staff better understand the impact of social, emotional and behavioural barriers to learning for children.</p> <p>Children at risk of exclusion have been supported through targeted support: Boxall intervention, whole school discussions about supporting individual children with consistent approaches, nurture programmes and interventions such as anger or anxiety management. These children were at high risk of exclusion and have been supported to remain in school during peak times of difficulty.</p> <p>Having everybody working towards the same outcomes is more beneficial and the new Pupil Passports enable this to happen more effectively.</p> <p>Pupils through targeted intervention have been supported to manage their emotions, such as anxiety and are attending school regularly and happily.</p> <p>Parents acknowledge the emotional support that is provided by the school “The school has been amazing supporting myself and the children... both their educational and wellbeing needs”.</p> <p>Play Therapy continues to benefit a number of children in the school. The play therapist works to meet the needs of children with more complex needs, supporting both the families and school to do this well.</p> <p>Parent resilience training</p>
<i>Lessons learned</i>	<p>Play Therapy is a specialist service that compliments the work in school to meet the needs of children with more complex emotional needs. This will continue for next year.</p>

	Self-esteem is important for children's learning and the Boxall Profile is a helpful tool for school to identify then address individual needs. This will continue in school and be used to inform Pupil Passports.
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B

Desired Outcome	Improve literacy and numeracy teaching across all year groups. Improve Quality First Teaching (QFT) for all pupils in all year groups.
<i>Chosen action or approach</i>	<p>Staff CPD activities (INSET, staff meetings and Performance management activities) are effective in raising standards in teaching and learning of literacy and maths.</p> <p>Part-time reading mentor (0.5) to engage and enthuse children in reading, hear them read, ensure library is engaging and stock meets childrens' interests etc.</p> <p>Staff continue to develop the use of manipulatives in the teaching of maths across the school, including KS2.</p> <p>Literacy focus for staff meetings and individual work with external advisors.</p> <p>TA undertaking Pirate Writing Crew training and delivering programme</p> <p>Standardisation and moderation activities to take place to develop all staff awareness of children's learning journey, in the year groups below and above the year group they are teaching (where possible).</p> <p>MITA training refresher training for both teaching and support staff.</p> <p>Refresher training about speech and language and dyslexia friendly approaches to learning.</p>
<i>Cost</i>	£9,374
Review	
<i>Estimated Impact</i>	<p>Teachers will deliver QFT every day and in every lesson.</p> <p>Raised attainment levels for children in receipt of PP, so that PP pupils will make progress more in line with that of their peers – diminishing the difference.</p> <p>Both internal and external assessments will show an increase in attainment and progress in reading, writing and maths.</p>
<i>Actual Impact</i>	<p>In their learning pupils are improving in both their progress and in their attainment. The introduction of new systems for data collection and recording systems has made data comparison difficult. The standards of teaching and learning has been raised and is impacting on children's learning, as seen in formal observations, walk around the classes and Blinks.</p> <p>Staff around the school are talking about learning, e.g. staff give children reminders about their learning, 'You need to be back in class for learning'.</p> <p>5 x Pupils have had First Class @ Writing: Pirate Writing Crew which has raised their attainment in writing.</p>

	Pupils are making progress as seen in Pupil Progress meetings and internal test scores. It is too soon to evidence this in external data. Books show progress for all pupils.
<i>Lessons learned</i>	QFT continues to be a focus for us as a school. MITA training to support quality support staff interactions with children around their learning will continue to be important.

C

<i>Desired Outcome</i>	Pupils are able to attend activities, to include residential trips, before and after school activities and activities and extra-curricular clubs during the holidays.
<i>Chosen action or approach</i>	To enable pupils in receipt of PP to access the same opportunities as their peers, these pupils will have school trips, opportunities such as swimming in years 3, 4 and 5 and residential trips in Years 5 and 6 paid for. If parents are in a position where are able to pay they are invited to do so. School will also cover the costs towards out of school learning opportunities or workshops as required, such as cookery club and opportunities in the school holidays, such as Youth university.
<i>Cost</i>	Extra-Curricular Clubs - £1,640.50 Childcare Club - £446.40 Trips, Residential trips and Swimming - £2,954.60
Review	
<i>Estimated impact</i>	This support for families has enabled children to be more independent, to engage in team building with their peers, and to maximise the opportunities that are available to them. Pupils are able to participate in activities that they may not have been able to without the funding for these. Children are able to try different activities, such as guitar, cookery or football, which are important for building a holistic approach to learning and opportunity to develop a wider range of competences, e.g. life-skills, in cookery club.
<i>Actual Impact</i>	Pupils, including those from disadvantaged backgrounds, are not excluded from taking part in activities. It is important that all pupils feel included and feel part of the class, including those from disadvantaged backgrounds. When talking about access to extra-curricular activities/clubs, one parent said: "They could not afford to go otherwise". Children have an improved view of themselves and what they can do, resulting in raised self-esteem. "The school has supported my children in extra-curricular activities... it has helped my children use teamwork and friendship." Pupils have an improved view of themselves and what they can do. Children attending the residential week gained a great deal from attending these as they may not get the opportunities that are open to other children, for example staying away from home and family.

	One child had to be independent with their own self-care, which had been previously undertaken by the parent, this was the spring board for the child having to continue these skills by their self.
<i>Lessons learned</i>	Support for families where there are financial difficulties has been effective and will be continued so that these children have extended opportunities.

D

<i>Desired outcome</i>	Attendance and punctuality of Pupil Premium pupils will be in line with non-PP pupils.
<i>Chosen action or approach</i>	Regular meetings to review punctuality and attendance of all pupils so that early intervention can address issues. Early measures to be in place to address pupils who are frequently late to include a letter stating the amount of learning time missed and where an issue continues a meeting arranged with the parents, to establish cause and whether school can support the family. Where lateness continues to be persistent the parent will be invited into school to meet with the Headteacher.
<i>Cost</i>	£392 Member of office staff and AHT Attendance meetings 16 x 45 minutes
Review	
<i>Estimated Impact</i>	Children will have good attendance. Attendance for children in receipt of PP will be in-line with non-PP pupils.
<i>Actual Impact</i>	PP children have good attendance at school. There is no significant difference between PP and non-PP pupil attendance (96.74 PP and 97.00 non-PP)
<i>Lessons learned</i>	Close monitoring helps the school address the attendance and punctuality of pupils. This will continue to be monitored closely.

E

<i>Desired outcome</i>	Greater awareness amongst staff of how pupils who are PP and also on the SEN register (31%) can have their needs met through high quality interventions and daily Quality First Teaching.
<i>Chosen action or approach</i>	Teachers will be aware of the children in their class who form part of the different vulnerable groups: PP, SEN and EAL. Staff will know the educational barriers to learning for pupils in these groups and will understand how to support these needs. SEN and PP children in pupil progress meetings. Support staff will receive training on the Pupil Premium: why schools receive this funding, how it should be spent. Intervention support for SEN & PP children is carefully matched to need and generates positive impact on attainment and progress. Through triangulation of evidence, Quality First Teaching is evident in all aspects of monitoring of the Teaching and Learning policy.

	Planning identifies vulnerable groups or children with the appropriate support/ challenge in place for these children. TA CPD training on PP and their role in raising attainment for these pupils.
<i>Cost</i>	£0 (from existing resources within staff CPD in school directed time and TA meetings)
Review	
<i>Estimated Impact</i>	Staff know the vulnerable groups in their classes and teachers plan for the needs of these children. Staff will collaborate in meeting the needs of all pupils including PP, EAL and SEN in their class and across the school. Support staff will know the importance of their role in supporting vulnerable groups.
<i>Actual Impact</i>	Staff demonstrate an awareness of educational barriers to learning for their SEN and PP children in pupil progress meetings. Intervention support for SEN & PP children is carefully matched to need and generates positive impact on attainment and progress. Planning identifies vulnerable groups or children with the appropriate support/ challenge in place for these children, as can be seen in planning documentation. TA CPD training on PP and their role in raising attainment for these pupils. New pupil passports are being used well to support the needs of children in a holistic manner, involving pupils, parents and staff.
<i>Lessons learned</i>	Meetings with the SENCO to discuss pupils with additional needs at a point separate to Pupil Progress meetings where individual learning plans can be reviewed and next steps discussed more fully would be beneficial.

F

<i>Desired outcome</i>	To support the emotional well-being of pupils through the child feeling the same, ie not standing out as being different through having fitting school uniform of a suitable quality.
<i>Chosen action or approach</i>	All parents of children in receipt of PP are given a £25 'voucher' per academic year, which can be spent on school uniform. In parental feedback parents have commented on how helpful this is to them.
<i>Cost</i>	School Uniform – £235.50
Review	
<i>Estimated Impact</i>	Children will feel part of the school community, with pupils feeling the same as everyone else wearing their school uniform

<i>Actual Impact</i>	It is crucial for children, particularly as they get older to feel that they are like everybody else – that they do not stand out. This is important for children’s self-esteem and supports positive self-regard, a sense of belonging and for some a sense of pride in their appearance.
<i>Lessons learned</i>	One parent wanted to spend the money on a school navy fleece rather than a uniform red jumper, which we felt would be worn inside and not as an addition to the uniform. We have added guidance that the PP money is for key school items – not for optional extras, eg fleeces or tracksuit bottoms.