

Pupil premium strategy statement
English Martyrs Catholic Primary School 2025-2028

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Jodie Jobbings
Governor/Trustee	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,905

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
--	--

Statement of intent

We are committed to providing a broad and engaging education full of opportunities. We ensure all pupils, including disadvantaged, are prepared for their future within an inclusive ethos that encourages them to be the best they can be. We aim to inspire and develop every child's personality, talents and abilities to the full and strong consideration is given to the allocation of resources to support this vision.

When making decisions about using pupil premium funding, careful consideration is made to the context of our school and challenges that our pupils face. Not all pupils who receive free school meals are socially disadvantaged and not all disadvantaged pupils qualify for free school meals. Therefore, we reserve the right to allocate pupil premium funding to support any pupil the school has legitimately identified as being a vulnerable learner. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Evidence-based research is used to support decisions regarding the most effective provision and strategies for the pupil premium children in school.

Our long-term objectives are:

- For pupil premium attainment at the end of KS2 to be at least in-line with national 'disadvantaged' age related expectation (ARE) attainment.
- For pupil premium greater depth (GDS) attainment at the end of KS2 to be at least in-line with national 'disadvantaged' GDS attainment.
- For pupil premium attendance to be in-line with the school average of %.
- To prioritise the mental health and wellbeing of pupil premium pupils to support social and emotional needs and academic progress.

Challenges

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

Challenge number	Detail of challenge
1	Gap between the pupil premium and non-pupil premium children within school and age-related expectations = with a particular focus on PPG non-SEN.

2	Lower emotional resilience and lack of strategies to deal with anxiety.
3	Specific cases of lower school attendance rates. Persistent absence rates of our PP children is negatively impacting disadvantaged pupils' progress.
4	Lower parental engagement and support for learning at home.
5	Less opportunities for learning outside of school due to financial barriers. Our PP pupils lack the enrichment opportunities that our non PP pupils experience.

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
For pupil premium ARE attainment at the end of KS2 to be at least in-line with national 'disadvantaged' ARE attainment.	Pupil premium end of KS2 SATs and in year attainment is in-line with or exceeding national 'disadvantaged' pupils ARE attainment in Reading, Writing and Maths.
For pupil premium GDS attainment at the end of KS2 to be at least in-line with national 'disadvantaged' GDS attainment	Pupil premium end of KS2 SATs and in year GDS attainment is in-line with or exceeding national 'disadvantaged' pupils GDS attainment in Reading, Writing and Maths.
For pupil premium attendance to be in-line with the school average of % .	Each pupil premium child's attendance is above % by the end of the academic year.
To prioritise the mental health and wellbeing of pupil premium pupils to support social and emotional needs and academic progress	Each pupil premium child has access to Nurture groups/ELSA type sessions throughout each school year.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £8467.00

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

CPD for all staff to develop Knowledge & Skills and enhance First Quality Teaching in the following: Same-day & smart quality intervention prioritising - Keep up, not catch up Early Reading and phonics (whole school)	• Why use Rosenshine principles? EM have adapted the principles as strategy to support all classroom practitioners to develop their practice, which is further supported by other research - EEF Guide to Pupil Premium states “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. • High quality teaching reduces the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress • Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver e.g. Keep-up phonics (see data in-school data review) Evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions when the class teacher is unable to do so • The chosen Sound of Sounds programme of study for phonics and early reading (systematic synthetic phonics) enhances early reading. The programme focuses on early identification of children at risk of falling behind, linked to the provision of effective keep-up support. In effective schools, high expectations	1-2
---	---	------------

Mastery approaches across the curriculum Regulation systems Behaviour management including targeted training to develop learning behaviours through clear routines/embedding our school values. CPD using Rosenshine Principles Coaching, mentoring and team teaching across both departments	drive the pace of learning and success built for all children by identifying those having difficulty very early on. These children are then provided with sufficient additional support to help them keep up - this includes the use of highly trained TAs to support small group intervention and targeted trained TA support. • They read to an adult every day in school. Pupils put into practice their phonics knowledge regularly, including through structured reading practice. • Mastery learning based on research is an effective strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy (Toolkit). • Developing and improving all types of regulation and behaviours, including readiness to learn, emotional regulation, sensory regulation and how to use equipment to support regulation. • Emotional wellbeing surveys and pupil voice - PSHE programme/additional support emotional wellbeing so that pupils are ready and able to learn in the classroom • Data analysis of key groups through ½ termly progress meetings demonstrates that CPD, coaching, mentoring and improved understanding of learning behaviours has an impact on pupils' attitudes to learning/progress.	
Pupil Premium Lead to effectively implement and monitor the Pupil Premium Policy throughout the school and evaluate the impact of the pupil premium budget on academic attainment.	The Pupil Premium Lead ensures that pupil premium pupils are identified and prioritised by all members of the school community through • staff training • detailed data analysis to inform provision mapping and monitoring of the vulnerable learner school offer throughout the school.	1-2

	This ensures that these pupils receive targeted quality first teaching, identified by the EEF as being ‘...the most important lever schools have to improve outcomes for disadvantaged pupils.’ (Pupil Premium Guidance Report, pg 3). https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
Purchase of an effective tracking software to monitor pupil attainment and identify children requiring intervention.	Purchase of Insight tracking software for academic year 2025- 2026. All teaching staff will be given CPD on how to utilise the software to effectively identify children falling below the ARE. The software will utilise both formative and summative assessment work completed by teachers to help identify which children require evidenced based interventions.	1
Teacher led PPG support and teaching assistants to support quality first teaching by providing individual and small group interventions.	Teaching Assistants have a highly valued and important role in our school. Strategic deployment supports and adds value to lessons by reinforcing and developing quality first teaching. This is identified as good practice in the EEF Making Good Use of Teaching Assistants guidance report (Recommendations 1 and 2). https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1-2

Continue to build on targeted CPD for all practitioners including: assessment; mastery approaches; colourful semantics, blank level questioning Self and Co regulation (zone of regulation) and provision mapping.	• An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: — promote positive relationships, active engagement, and wellbeing for all pupils; — ensure all pupils can access the best possible teaching; and — adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report. • Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach including those in the resourced provision. They adapt the teaching strategies effectively, so that these pupils can learn the same ambitious curriculum as their peers. • To a great extent, good teaching for pupils with SEND is good teaching for all. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils: flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND and scaffolding.	1-2
--	--	-----

Targeted academic support

Budgeted cost: £ 28873

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

Leadership to further develop consistency of approaches across the school: Teaching and learning As part of this extra provision, the roles will support pupils' attainment and needs of rapid progress e.g targeted intervention by teachers.	Further enhance quality first teaching through mentorship and training as research shows teachers should develop a repertoire of these strategies that can be used flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils.	1-2
Small group and 1:1 targeted support in Reading, Writing and Maths	Targeted intervention sessions planned and taught by an experienced class teacher. Individuals will be identified following each assessment cycle. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1-5
HLTA to provide class teachers with release time for priority feedback sessions focusing on Writing.	Effective feedback ‘...refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.’ It is well evidenced and has a high impact on learning outcomes as it provides specific information on how to improve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Each class teacher will have weekly release time to provide verbal feedback to the vulnerable learners in their class.	1-5

Wider strategies Budgeted cost: £3565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated member of SLT oversees behaviour and is able to ensure rigorous procedures and support are put in place to raise the attendance of those most vulnerable pupils	Ensuring that all pupils attend school regularly ensures they are able to always access the full teaching journey. It also raises self-esteem where children are able to maintain peer relationships.	3

Outdoor Play and Learning scheme launched in school (OPAL) Introduce and embed OPAL to ensure outdoor play and learning impacts positively on the school day and supports the school virtues and values.	Research based approach to playtimes, to develop outdoor play opportunities. Physical activity EEF	1, 5
TA's for school's nurture programme: a programme, which immerses pupils in an accepting, warm, home-like environment that helps pupils to remove the barriers to learning.	Part of the school's graduated response so pupils are at risk of exclusion are supported and are then able to access the curriculum. Nurture groups are psychosocial interventions focused on supporting the social, emotional and behavioural difficulties of children and young people. They are founded on evidence-based practices and offer a short-term, inclusive, targeted intervention that works in the long term.	1-5
To provide children with enrichment opportunities that enhance the rich and broad curriculum offered in school and promote their cultural capital.	Low income is a key barrier for many pupil premium children in our school. Providing subsidised after-school clubs and camps enables pupils to engage in a range of activities and experiences which enhance their education. Attending class trips ensures they have first-hand knowledge of topics which can be used to enhance writing skills and promote cultural capital. This is considered to be '...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.' (School Inspection Update, January 2019, Pg. 10). It is considered particularly important by Ofsted and forms as part of their inspection framework. School inspection update: education inspection framework January 2019 Special Edition	5

Total budgeted cost: £ 40905.00

Outcomes for disadvantaged pupils

--