

# English Martyrs' R.C. Primary School, Sunderland- Pupil Premium Strategy Statement

1. Summary information					
English Martyrs' Catholic School					
Academic Year	2016/2017	Total PP budget	£100,605.00	Date of most recent PP Review	July 2016
Total number of pupils	215	Number of pupils eligible for PP	72	Date for next PP Strategy Review	17/02/2017

2. Current attainment		
<b>KS2</b>	<i>Pupils eligible for PP EM School)</i>	<i>Pupils not eligible for PP (EM School)</i>
<b>%/ numbers achieving the expected standard or above in reading, writing &amp; maths</b>	<b>6/9 pupils =67%</b>	<b>10/11 pupils =91%</b>
<b>Reading Progress Score</b>	<b>4.39</b>	<b>3.04</b>
<b>Writing Progress Score</b>	<b>4.62</b>	<b>0.94</b>
<b>Maths Progress Score</b>	<b>4.33</b>	<b>0.18</b>
<b>KS1</b>	<i>Pupils eligible for PP (EM School)</i>	<i>Pupils not eligible for PP (EM School)</i>
<b>%/ numbers achieving the expected standard or above in reading, writing &amp; maths</b>	<b>4/10 pupils =40%</b>	<b>12/17 pupils =71%</b>
<b>Achieving Expected in Reading</b>	<b>70%</b>	<b>82%</b>
<b>Achieving Expected in Writing</b>	<b>50%</b>	<b>76%</b>
<b>Achieving Expected in Maths</b>	<b>70%</b>	<b>76%</b>
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Parental Engagement- Educational Support and home learning environment	

<b>B.</b>	Less effective prior Learning experiences
<b>C.</b>	High ability pupils who are eligible for PP are not achieving the higher standard in KS1 and KS2 in Reading, Writing and Maths.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Social Issues, Attendance issues.

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	All children in school receive at least good or outstanding teaching in every lesson to ensure that they make expected progress and barriers to learning are identified and acted upon in a timely and effective manner. Monitored termly through Lesson Observations and Lesson Study.	Pupils eligible for PP regardless of ability make good to outstanding progress throughout the school year.
<b>B.</b>	To improve outcomes for PP pupils to ensure they achieve accelerated progress and achieve Age Related Expectations. Structured measurable Intervention programmes for Reading, Writing and Maths in all year groups. Monitored through ½ termly Pupil Progress Meetings.	The gap between PP pupils and non PP pupils will diminish as the children progress through the school.
<b>C.</b>	Pupil Premium Pupils in FS, KS1 and KS2 to achieve higher attainment in Reading, Writing and Maths.  To diminish the differences between PP and non PP pupils attainment, especially at Greater Depth.	Pupils eligible for PP as high ability make as much progress as other pupils identified as high ability across KS2.  Pupils eligible for PP as high ability make as much progress as other pupils identified as high ability across all Key Stages.
<b>D.</b>	Improve children's outcomes through a range of experiences and support.  Breakfast Club, After School Clubs, Parental Workshops, Homework club, Music tuition, Pastoral Support, Support for educational visits, residential, theatre, science and maths workshops.	Pupils eligible for PP are supported to enable them to achieve Age Related Expectations by the end of the year.

5. Planned expenditure					
Academic year		2016/2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Quality First Teaching</b></p> <p>All children in school receive at least good or outstanding teaching in every lesson to ensure that they make expected progress and barriers to learning are identified and acted upon in a timely and effective manner.</p>	<p>Extra support in classes. A high staff/pupil ratio in all classes. TA in every class to aid quality first teaching every morning.</p> <p>Collaborations with outstanding schools that have been recognised for excellence in working with PP eligible children.</p>	<p>Quality First teaching has the most significant impact on pupil achievement and progress.</p> <p>CPD will provide training for all teachers and staff to ensure all pupils receive quality teaching in all lessons.</p> <p>Sutton trust report states that PPG eligible children fall further behind when they have less effective learning experiences.</p>	<p>Planning, assessment, class and book scrutiny monitoring.</p> <p>Moderation Sessions planned with Deanery partners and the Teaching school.</p> <p>External advisor support.</p> <p>LA Inspector support</p> <p>Pupil Progress meetings</p> <p>HT drop ins</p>	P. Cornell	Continuously, overall review Half Termly
<p><b>Lesson Study</b></p> <p>Newly appointed teachers and less experienced teachers to have opportunities to plan, work together and evaluate lessons to improve outcomes for all pupils. 4 weeks.</p>	<p>Following a pilot study of this approach last year, all staff benefitted from the opportunities to observe other teachers. This dialogue improved teaching and learning.</p>	<p>Teachers learn from each other and our school values openness and collaboration between staff.</p> <p>Pupils deserve the very best teaching that we can provide.</p>	<p>Spring term 2107</p> <p>All staff will have the opportunity to work with colleagues.</p> <p>The HT will ensure a timetable is in place and quality Supply Teachers are used to ensure quality first teaching at all times.</p>	P. Cornell	Staff will meet with HT to discuss the impact.

To diminish the differences between PP and non PP children achieving Exceeding in FS Greater Depth in KS1 & KS2	Identification of PP Pupils for targeted support during Literacy and Numeracy Lessons TA support plus Teacher focus support 2 x per week	Identified as a priority in SIP	Lesson plans and lesson observations will evidence support provided.  Tracking will provide evidence of accelerated progress.	SLT	½ termly
<b>ii. Targeted support</b>					
To ensure all pupils remain on track to make Expected Progress in Reading.  Additional Support will ensure all pupils are able to read to Age Related Expectations.  Use Pupil Premium funding to ensure all pupils remain on track to make Expected Progress in Writing.	Better Reading Partnerships Year 1 to Yr 6 TA support for each class to deliver the programme  Beanstalk Reading Partnership. 3 staff 2 x 2 hour sessions per week  Implement 1st Class@ Writing in Yr 3 & Yr 4 Edge Hill University	Intervention sessions for children who need support or further challenge. TA's to work with identified PP pupils to provide individual reading  Current data (Sig +) in Reading indicates that targeted intervention throughout the school for individual reading has a positive impact on pupil achievement and progress. Accelerated progress is made by pupils to ensure they remain on track to reach Age related Expectations  Writing is a whole school focus this year Raised Expectations at the end of KS1 & KS2. To ensure all year groups meet their end of year expectations in Writing.	Monitoring of Reading Records Autumn term  Lesson Observations Spring Term On entry data and exit data monitored ½ termly will provide evidence of accelerated progress.  Pupil Progress Meetings.  Training Sept 2016 & Jan 2017 Year 3 programme begins Oct 2016 Yr 4 programme begins March 2017.	A Watson  P.Cornell  A. Watson H Hughes	Continuously, overall review Half Termly  Continuously, overall review Half Termly  Pupil Progress Meetings will demonstrate an increase in the % of pupils on track to meet Age Related Expectations. SLT to monitor the impact of intervention.
To ensure all pupils remain on track to	Use Pupil Premium funding to support	Pupil Premium pupils are targeted in each class to meet the Raised	Targeted Pupils will make accelerated progress.	C. Taylor – Lead Teacher	Senior Leaders to report termly progress to Governors.

<p>make Expected Progress in Maths.</p>	<p>targeted intervention to raise standards in Maths through Success@Arithmetic. Yr 5 &amp; 6 Edge Hill University</p>	<p>Expectations in Maths</p>	<p>Pupil Progress Meetings will evidence attainment.</p>	<p>L. Footes – Lead T.A.</p>	
<p>To ensure all pupils remain on track to make Expected Progress in Maths.</p>	<p>Use Pupil Premium Funding to support targeted intervention to raise standards in Maths through Talk4 Maths Yr 3 Edge Hill University</p>	<p>Pupil Premium pupils are targeted in each class to meet the Raised Expectations in Maths</p>	<p>Targeted Pupils will make accelerated progress. Pupil Progress Meetings will evidence attainment. Teaching will begin in Autumn Term 2016 and continue in Spring and Summer 2017</p>	<p>C Taylor Lead Teacher D.Alderson Lead TA</p>	<p>Senior Leaders to report termly progress to Governors</p>
<p>Improve children's outcomes through Parental Engagement Meetings</p>	<p>Reading Workshop for Reception Parents. Bedtime book scheme. KS1 SAT Meeting KS2 SAT Meeting  Family Learning.</p>	<p>The rationale behind this the evidence based from the EEF report suggests that targeted parental engagement meetings increase progress of children.</p>	<p>Targeted Pupils will make accelerated progress. Pupil Progress Meetings will evidence attainment.  Ensure that staff are well trained in how to facilitate and deliver the meetings. Observations and parental feedback.</p>	<p>S. Stennett A.Watson A.Pescod  A.Wake J.Mitchell</p>	<p>Senior Leaders to report termly progress to Governors.</p>

<p>Improve children's outcomes through personalised support</p> <p>After School Individualised interventions and homework support club.</p>	<p>After School Homework support club.</p> <p>Autumn 13 weeks Spring 10 weeks Summer 11 weeks</p> <p>Yr. 5 Literacy Yr. 6 Literacy &amp; Maths (3.15-4.15)</p>	<p>Some of the children in our school require support to complete homework and need further help to develop their learning.</p> <p>The EEF toolkit evidences the impact of one to one/small group and one to one tuition.</p>	<p>Ensure through pupil progress meetings that these interventions have a positive impact.</p> <p>Parents have a timetable of Homework Dates and Attendance is monitored by SLT.</p>	<p>A. Pescod H.Hughes A.Stronach D.Alderson</p>	<p>Each Term</p>
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**Total budgeted cost    £80,000**

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve children's social skills, communication skills and make sure they are ready and supported in their learning.</p>	<p>Breakfast and After-School Clubs</p>	<p>Children require a good start to the day which involves a good breakfast and opportunities to develop social and emotional skills during breakfast time.</p> <p>Our pupils are then provided with quality PE activities to develop team work.</p>	<p>Monitor the positive impact of these via: Pupils enter classroom ready to work. Pupils have received a good breakfast to give them the energy to engage. Staff vigilance.</p>	<p>P Cornell  North east Sport  TA's</p>	<p>Each term</p>

<p>Ensure all children can access all opportunities that the school offer without further hardship</p>	<p>Financial support with school trips</p>	<p>We want to ensure that children can access every opportunity in school and that parent's don't feel that they have to say no to their child due to financial constraints.</p>	<p>Ensure effective communication with parents to understand individual needs.</p>	<p>A. Pescod</p>	<p>Each term</p>
<p>To provide the opportunity for all pupils to learn a musical instrument</p>	<p>Tuition for : Guitar Clarinet Violin Recorder Flute Drums</p> <p>Subsidised tuition £1.00 per lesson</p>	<p>All pupils are entitled to a broad and balanced curriculum and learning a musical instrument is a life skill and it boosts self-esteem.</p> <p>School provide Specialist Music lessons each week for all pupils and individual tuition for musical instruments.</p>	<p>Musical Mates provide evidence of effective tuition through lesson observations, which are shared with HT</p> <p>Whole School Performances each term. (Music Festivals)</p>	<p>C Liddle</p>	<p>Termly</p>
<p>To provide support for pupils and their families.</p>	<p>Pastoral Support Worker.</p> <p>½ day per week</p>	<p>Pupils achieve well if they and their families are emotionally supported.</p>	<p>The HT liaises with the Pastoral Support Worker and Families to ensure the community are all well supported.</p>	<p>L.Gray</p>	<p>Ongoing</p> <p>Weekly discussions HT / Pastoral Worker</p>
<p>To provide a range of experiences for pupils to ensure they have a broad and balanced curriculum.</p>	<p>Provide: Pantomime Science Workshops Art Workshops Maths Puzzle days</p>	<p>Pupils thrive and attain well if they are provided with a rich curriculum.</p>	<p>All workshops will be monitored by SLT for their effectiveness. Pupil Voice will provide evidence of learning.</p>	<p>P Cornell</p>	<p>After each Workshop</p> <p>Verbal feedback from staff at staff meetings.</p>

<b>Total budgeted cost</b>	<b>£20,605</b>
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<b>6. Review of expenditure      £100,320</b>				
<b>Previous Academic Year</b>		<b>2015/2016</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All children in school receive at least good or outstanding teaching in every lesson to ensure that they make expected progress and barriers to learning are identified and acted upon in a timely and effective manner.	<p>Collaborations with other outstanding schools which have been recognised for excellence in working with PP eligible children.</p> <p>TA to support all classes</p> <p>CPD from LA and Teaching School.</p>	<p>GLD – 69%</p> <p>KS1 Reading EXP 78% (Nat 74%) GD 19% (Nat 24%) Writing EXP 70% (Nat 65%) GD 11% (Nat 13%) Maths EXP 74% (Nat 73% GD 15% (Nat 18%)</p> <p>KS2 Reading EXP 76% (Nat66%) GD24% (Nat 19%) Writing EXP 81% (Nat 74%) GD 19% (Nat 15%) Maths EXP 90% (Nat 70%) GD 19% (Nat 17%)</p>	<p>This approach needs to be continued to ensure all Pupils achieve Expected Levels of Attainment.</p> <p>This approach needs to be developed further to ensure Pupil Premium children are challenged and achieve GD in Reading, Writing and Maths.</p>	£40,000
	<p>Additional TA for Reading Intervention and an additional Teacher for Maths Intervention 3x per week.</p> <p>Booster sessions after school</p>	This approach allowed children to make much greater progress and fill in gaps in their knowledge to allow them to become secondary ready.	<p>This strategy worked well and children made good to outstanding progress. Without this intervention and support children would not have achieved as well.</p> <p>Year 6 will continue to have intervention for Reading and Maths</p>	£13,720



<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>PP children make good progress.</p> <p>Diminish the differences between attainment and progress between PP children and non PP children.</p>	<p>Maths Intervention in Yr 2,3,4,5</p> <p>Edgehill University</p> <p>Reading Intervention</p> <p>In Yr 1,2,3,4,5</p> <p>Better Reading Partnerships</p>	<p>Intervention sessions did ensure more PPG children, who had suffered previously from poor prior learning experiences, began to close gaps in their knowledge and skills across the school. Disadvantaged children's progress rates in KS 2 were above the national:</p> <p>Sig + Low achieving pupils in Reading.</p> <p>Sig + in the top 10% for Writing</p> <p>Sig + in the top 10% for Maths</p> <p>This approach allowed children to make much greater progress and fill in gaps in their knowledge to allow them to become secondary ready.</p>	<p>Interventions are much more effective when fully individualised and tailored to individual need. Structured personalised programme of intervention planned by the class teacher and TA's ensure the most effective use of resources.</p> <p>This strategy worked well and children made good to outstanding progress.</p> <p>A new intervention for Writing will be introduced in Yr 3 &amp; 4 using Pupil Premium Funding.</p> <p>1<sup>st</sup> Class @ Writing - Edgehill</p>	<b>£40,000</b>
<p>Parents to feel more supported in supporting their child.</p>	<p>Parental Engagement Meetings</p>	<p>Children whose parents were involved in this approach have become more involved with school life and homework, reading and general school support from these parents.</p>	<p>This will be continuing this year with a plan to extend and develop further across the school to other parents.</p>	<b>£570</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Ensure all children can access the same quality of provision.</p>	<p>Financial support for school trips and transport to football matches and inter school PE competitions.</p>	<p>Ensured parents could access all events without financial constraints.</p> <p>Ensure all pupils are given opportunities to take part in a range of sporting activities.</p>	<p>Parents told us it made them feel more supported and allowed them to enable their children to access after school clubs provided by external providers.</p> <p>Amount needs to be increased next year to offer more opportunities.</p>	<p><b>£5,000</b></p>
<p>Ensure all pupils and parents are supported emotionally by a Pastoral Worker.</p>	<p>Pupils and parents require emotional support to deal with challenges within their lives.</p>	<p>Pupil Premium children and their families were given support when required.</p>	<p>This service is essential and it will continue next year because of the positive impact it has on the whole development of the children.</p>	<p><b>£4,000</b></p>
<p>To provide support from the Educational Psychologist to identify pupils who require additional support for learning..</p>	<p>Early identification of pupils so that they can receive support from multi agency teams.</p>	<p>Recommendations from professionals provided clear guidance on how to provide the best outcomes for pupils in order to help them achieve.</p>	<p>This service is essential and it will continue next year because of the positive impact it has on the whole development of the children.</p>	<p><b>£6,000</b></p>
<p>To improve the provision for ICT to enable pupils to access Intervention Programmes.</p>	<p>Purchase six i-pads for each class and provide access to Lexia and Mathletics</p> <p>(Licenses purchased)</p>	<p>All pupils have access to Lexia and Mathletics and it has had a positive impact on achievement and progress.</p>	<p>This approach will be extended further next year to provide more time for pupils to access the programmes in school.</p>	<p><b>£20,000</b></p>

Ensure children's attendance is higher than national averages	External Attendance Service	Ensured children with attendance issues were addressed. For some PPG children this was the main barriers to learning to enable them to meet their full potential.	Worked well. Parents responded to service and all children eligible for PPG who have been involved attendance levels have been sustained since.	<b>£2000</b>
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