

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

1. Summary information

English Martyrs' Catholic School					
Academic Year	2017/2018	Total PP budget	£89840.00	Date of most recent PP Review	July 2017
Total number of pupils	211	Number of pupils eligible for PP	64	Date for next PP Strategy Review	17/02/2018

2. Current attainment

End of Foundation Stage	<i>Pupils eligible for PP EM School)</i>	<i>National Other</i>
% of Pupils achieving GLD – English Martyrs' School 73%	67%	72%
End of KS1	<i>Pupils eligible for PP (EM School)</i>	<i>National Other</i>
% Achieving Expected in Reading	82%	77%
% Achieving Expected in Writing	64%	68%
% Achieving Expected in Maths	73%	75%
End of KS2	<i>Pupils eligible for PP (EM School)</i>	<i>National Other</i>
% Achieving Expected in GPS	73%	78%
% Achieving Expected in Reading	53%	72%
% Achieving Expected in Writing	67%	79%
% Achieving Expected in Maths	80%	76%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Parental Engagement- Educational Support and home learning environment |
| B. | Less effective prior Learning experiences |
| C. | High ability pupils who are eligible for PP are not achieving the higher standard in KS1 and KS2 in Reading, Writing and Maths. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Social Issues, Attendance issues. |
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4. Outcomes *(Desired outcomes and how they will be measured)*

Success criteria

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| A. | 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. | 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. |
| C. | 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. |

D.	<p>Improve children's outcomes through a range of experiences and support.</p> <p>Breakfast Club, After School Clubs, Parental Workshops, Homework club, Music tuition, Pastoral Support, Support for educational visits, residential, theatre, science and maths workshops.</p>	<p>Pupils eligible for PP are supported to enable them to achieve Age Related Expectations by the end of the year.</p>
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5. Planned expenditure

Academic year	2017/2018
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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 and Costings	When will you review implementation?
<p>Quality First Teaching 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>P. Cornell</p>	<p>Continuously, overall review Half Termly</p>

<p>Lesson Study Newly appointed teachers and less experienced teachers to have opportunities to plan, work together and evaluate lessons to improve outcomes for all pupils. 6 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 2108 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>P. Cornell</p>	<p>Staff will meet with HT to discuss the impact.</p>
<p>To diminish the differences between PP and non PP children achieving Exceeding in FS Greater Depth in KS1 & KS2</p>	<p>Identification of PP Pupils for targeted support during Literacy and Numeracy Lessons TA support plus Teacher focus support 2 x per week</p>	<p>Identified as a priority in SIP</p>	<p>Lesson plans and lesson observations will evidence support provided.</p> <p>Tracking will provide evidence of accelerated progress.</p>	<p>SLT</p>	<p>½ termly</p>

ii. Targeted support

<p>To ensure all pupils remain on track to make Expected Progress in Reading.</p>	<p>Better Reading Partnerships Year 1 to Yr 6 TA support for each class to deliver the programme</p>	<p>Intervention sessions for children who need support or further challenge. TA's to work with identified PP pupils to provide individual reading</p>	<p>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.</p>	<p>A Watson</p>	<p>Continuously, overall review Half Termly</p>
<p>Additional Support will ensure all pupils are able to read to Age Related Expectations.</p>	<p>Beanstalk Reading Partnership. 3 staff 2 x 2 hour sessions per week</p>	<p>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</p>	<p>Pupil Progress Meetings.</p>	<p>P.Cornell</p>	<p>Continuously, overall review Half Termly</p>
<p>Mrs Kibble to provide additional support for Pupil Premium pupils who are Looked After or have an EHCP.</p>	<p>1:1 Reading with 2 pupils half an hour per day, 5 times per week.</p>	<p>Pupils need to make accelerated progress and meet the targets outlined in their PEP and EHCP.</p>	<p>Headteacher to carry out Lesson Observations and Literacy Coordinator to track Pupil Progress with the Class Teacher</p>	<p>P. Cornell A. Watson V.Kibble</p>	<p>The impact will be reviewed at the end of each term.</p>
<p>Use Pupil Premium funding to ensure all pupils remain on track to make Expected Progress in Writing.</p>	<p>Implement 1st Class@ Writing in Yr 3 & Yr 4 Edge Hill University</p>	<p>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.</p>	<p>Training Sept 2016 & Jan 2017 Year 3 programme begins Oct 2016 Yr 4 programme begins March 2017.</p>	<p>A. Watson H Hughes</p>	<p>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.</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</p> <p>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.</p> <p>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</p> <p>A.Wake J.Mitchell</p>	<p>Senior Leaders to report termly progress to Governors</p> <p>Senior Leaders to report termly progress to Governors.</p>
<p>To ensure all pupils remain on track to make Expected Progress in Maths.</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 Success@Arithmetic. Yr 5 & 6 Edge Hill University</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>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.</p> <p>Targeted Pupils will make accelerated progress. Pupil Progress Meetings will evidence attainment.</p> <p>Teaching will begin in Autumn Term 2016 and continue in Spring and Summer 2017</p>	<p>C. Taylor – Lead Teacher L. Footes – Lead T.A.</p> <p>C Taylor Lead Teacher D.Alderson Lead TA</p>	<p>Senior Leaders to report termly progress to Governors.</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 Spring Summer</p> <p>Yr. 6 Maths Yr. 6 Literacy (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 C. Taylor L. Footes</p>	<p>Each Term</p>
Total budgeted cost					£70,000

iii. Other approaches

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>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>ICT to be used to improve outcomes for Pupil Premium children in Reading and Maths.</p>	<p>Purchase Whole Class set of iPads for Year 6 to access Lexia and Mathletics daily.</p>	<p>Pupil Questionnaires indicate that pupils enjoy learning and practicing skills on these programmes.</p>	<p>Class Teacher to timetable Class Teacher to monitor pupil progress and track it half termly.</p>	<p>A.Stronach-Maw</p>	<p>Each term. Headteacher to report impact to the Full Governing Body Termly.</p>

Ensure all children can access all opportunities that the school offer without further hardship	Financial support with school trips	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.	Ensure effective communication with parents to understand individual needs.	A. Pescod	Each term
To provide the opportunity for all pupils to learn a musical instrument	Tuition for : Guitar Clarinet Violin Recorder Flute Drums Keyboards Subsidised tuition £1.00 per lesson	All pupils are entitled to a broad and balanced curriculum and learning a musical instrument is a life skill and it boosts self-esteem. School provide Specialist Music lessons each week for all pupils and individual tuition for musical instruments.	Musical Mates provide evidence of effective tuition through lesson observations, which are shared with HT Whole School Performances each term. (Music Festivals)	C Liddle	Termly
To provide support for pupils and their families.	Pastoral Support Worker. ½ day per week	Pupils achieve well if they and their families are emotionally supported.	The HT liaises with the Pastoral Support Worker and Families to ensure the community are all well supported.	L.Gray	Ongoing Weekly discussions HT / Pastoral Worker
To provide a range of experiences for pupils to ensure they have a broad and balanced curriculum.	Termly Provision: Pantomime Science Workshops Art Workshops Maths Puzzle days Educational visits	Pupils thrive and attain well if they are provided with a rich curriculum.	All workshops will be monitored by SLT for their effectiveness. Pupil Voice will provide evidence of learning.	P Cornell	After each Workshop Verbal feedback from staff at staff meetings.
				Total cost	£19840.00

