

Pupil premium strategy statement – English Martyrs’ Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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	187
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	Termly
Statement authorised by	Paula Cornell
Pupil premium lead	Paula Cornell
Governor / Trustee lead	Darren Hubbard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,560
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,560

Part A: Pupil premium strategy plan

Statement of intent

- At English Martyrs' Primary School, we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for some children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English, as well as in other areas of their education. We also acknowledge that there are non-academic challenges that our pupils face that can negatively affect their education and impact their access to learning, for example: attendance, wellbeing, mental health and safeguarding concerns and access to community links. We aim to support our pupils in these areas by drawing on the funding of staff, enrichment, and resources.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that in reading, writing and maths our disadvantage children close the gap and do as well in their attainment and progress from KS1 to KS2 as their non-disadvantaged peers, in school and nationally.
2	To ensure our disadvantaged pupils have their social, mental and physical health needs met so they can achieve their best at all times.
3	To ensure attendance of our disadvantaged children is higher than the national average.
4	To ensure there is more parental engagement with our parents of pupils entitled to Pupil Premium funding.
5	To ensure our disadvantaged children are taught a broad curriculum, with enhanced enrichment.

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
<p>Challenge 1</p> <p>There will be a narrowed gap in attainment and progress between our PPG children and their NPPG peers, in school and nationally.</p>	<p>PPG pupils will reach the expected standard for their year group in reading, writing and maths. Scaled scores of SATs in Year 6 will be in line with their non-PPG peers. PP pupils will pass their Phonics Screening (Y1) and Multiplication Check (Y4). Targets set are ambitious and staff ensure there is rigour throughout the whole curriculum. Teachers and pupils adapt the curriculum to meet the needs of individual pupils to ensure all pupils achieve. The school provides a varied and enriched curriculum with wider learning opportunities for all; children are aware of their local community and play an integral part within it. Regular assessment of pupil's knowledge and attainment are carried out to identify any areas for intervention. Interventions are personalised to the pupil's needs and are swiftly implemented to ensure all pupil's make the progress expected of them. Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching. Pupils are encouraged to become confident, independent learners to develop the skills essential to achieve year group expectations. Rigorous monitoring of progress, attainment and interventions ensure that children achieve.</p>
<p>Challenge 2</p> <p>To ensure our disadvantaged pupils have their social, emotional, physical and mental needs met and can achieve their best at all times.</p>	<p>PPG pupils will have their social, emotional and mental health needs met. They will have reduced barriers to learning. There will be continuation of Breakfast provision. Pupils develop and maintain healthy peer networks through the wider opportunities provided. The use of, Mini Vinnies, Live Simply Group, Faith in Action, Eco-Warriors, School Council, Play Leaders and the Friendship Family fosters a sense of responsibility and pride in the school community; pupils have a strong sense of wellbeing and belonging. Teachers have high expectations of all pupils and have a non-negotiable approach to all</p>

	<p>aspects of learning. Targeted interventions and support programmes ensure that barriers to learning are overcome. Programmes such as Brilliant schools for mental health and Ten Ten help to foster healthy relationships both in and out of school. Our Early Help worker supports families social and emotional wellbeing.</p>
<p>Challenge 3 To ensure attendance of our PPG children is in line with National average for PPG.</p>	<p>Attendance is one of our priorities for this year.</p> <p><u>Aim</u> Whole school attendance will be above the Trust target 97%. The percentage of PP attendance will be in line with the National Average.</p> <p>We aim to ensure persistent absentees for all children will be in line with the National Average. Use of Early Intervention Officer from Attendance 100, regular meetings with parents and incentives for pupils such as attendance trophy, attendance stickers, armbands and certificates to encourage 100% attendance. Clear communication to parents on the adverse effects of pupils being late or not attending the school.</p> <p>Effective use of Trust attendance data dashboard and working closely with Attendance Officer to improve outcomes.</p>
<p>Challenge 4 To ensure there is more parental engagement with our parents of pupils entitled to PP funding.</p>	<p>Support will be offered to parents in a range of areas such as: financial support, housing, child behavioural support, physical and mental wellbeing, drug and alcohol support, domestic abuse, positive parenting skills, and parental SEN support. Designated Early Intervention Officer to support disadvantaged families.</p> <p>Parent partnership workshops for families to share positive learning experiences through workshops delivered by Family Learning. These will improve pupil's educational outcomes.</p>

<p>Challenge 5 To ensure our disadvantaged pupils are taught a broad curriculum, with enhanced enrichment.</p>	<p>The number of disadvantaged pupils taking part in enrichment opportunities will go up. Disadvantaged children will feel happier and more secure at school and will access a full curriculum. Our disadvantaged children will find joy and a sense of fun and laughter.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Teaching

Budgeted cost: £ 37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated leadership and management time for Deputy Head/Inclusion leader, Assistant Head and Phase Leaders</p>	<p>The EEF - tiered approach to Pupil Premium spending states that: 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.' Designated time for leaders to support teachers will lead to a higher % of good and outstanding teaching within the school. Leaders can analyse the progress gap between PPG and NPPG children, and this will decrease further in Reading, Maths and Writing.</p>	<p>1</p>

<p>Staff to deliver BLAST intervention for early Speech and Language.</p>	<p>Communication and language development are a high priority in school. Practitioners will deliver an accredited speech and language programme.</p>	<p>1, 2, 3, 4 ,5</p>
<p>One member of staff to be trained in Autumn term2024 to deliver a speech and language intervention programme “Little Chatterboxes”</p>	<p>A staff member to shadow a Speech and language specialist from the NHS Foundation Trust for 6 weeks. From Spring term 2025 the programme will be delivered weekly to Reception children and used as intervention for Yr1 & Yr2</p>	<p>1, 2, 3, 4 ,5</p>
<p>All staff to deliver the Sound Write phonics programme.</p>	<p>Staff in KS1 and KS2 will receive CPD in the development of key vocabulary and spelling across the curriculum, using segmenting and blending.</p> <p>All of the teachers and TA’s trained in Sounds Write phonics programme.</p> <p>TA’s in KS1 and Lower KS2 trained to deliver Sounds Write intervention to targeted pupils 3x 15 minute sessions per week.</p> <p>Teachers are highly skilled at delivering high quality sessions. Quality first teaching can be observed in: lessons, work scrutiny and attainment results throughout the year.</p> <p>All pupils who have mastered phonics will have access to Accelerated Reader and improve their comprehension skills.</p>	
<p>Employ specialist music teachers.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can</p>	<p>1, 5</p>

	<p>occur either as part of the curriculum or as extra-curricular activity. Arts based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. The EEF Teaching and Learning Toolkit states that: 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. At English Martyrs' our Pupil Premium children are encouraged to take part in music activities such as guitar and keyboard at a subsidised rate to parents. They also all receive one hour of music teaching per week from a specialist music teacher. Music will increase the confidence and self-esteem of all children.</p>	
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Targeted academic support

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist support	Additional support secured for children requiring Educational Psychologist support, many of whom are entitled to pupil premium. This will enable support given for the most complex needs In return, children will be seen regularly, and the school, children and families will feel better supported in specific areas of need.	2,3
Intervention programmes	<p>Intervention programmes to be delivered.</p> <p>Lower 20% of pupils to read daily throughout the school.</p> <p>Sounds Write Intervention for Year 1 and Year 2, Year 3 and Year 4 Third Space Learning Year 6 Beanstalk Readers Year 5 and 6</p>	1

	TA's to carry out pre-teaching and work with small groups of pupils within the main classroom to scaffold learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Early Help and an Attendance Officer.	<p>The EEF - tiered approach to Pupil Premium spending states that: 'non-academic barriers to success in school, including attendance, behaviour and social and emotional support must be specific to community need.' The Early Help Officer employed will lead Nurturing programmes for pupils.</p> <p>An Attendance Officer within our school will support home engagement and will community links.</p>	2,3,4
Purchase of school uniform and P.E kit	<p>Breakfast Club and After School Club subsidy.</p> <p>It is imperative that pupils are treated the same, and that they look the same to avoid stigma. The school clothes bank will provide the correct uniform and PE kit for those PPG students who do not have it.</p> <p>This links to Maslow's Hierarchy of Needs: the basic physiological need to eat. The cost of breakfast club is to be subsidised for all children.</p> <p>Pupil Premium children who are frequently late or have poor attendance to be given free places at breakfast club.</p>	2, 3

<p>Curriculum enrichment through after school club, school trips subsidies</p>	<p>All children, including Pupil Premium children encouraged to take part in activities to support life skills. English Martyrs' curriculum is designed to allow children to have as many "real life" experiences through visits to places of interest in the locality.</p> <p>We provide a wide range of subsidised after school clubs and school trips. These will result in pupils feeling passion for a new activity and they will feel included within school life. Pupils may find a skill that they enjoy and want to progress further with.</p> <p>Shows and productions will give all children joy and sense of fun and laughter.</p> <p>Children will want to attend school, and this will have a positive impact on attendance data.</p>	<p>5</p>
<p>Family Learning</p>	<p>The EEF states that: 'involving parents in education benefits their children's academic outcomes.'</p> <p>Time for children to work with their parents on academic activities with the school setting.</p> <p>Outside staff from SAFC Family Learning which provides opportunities for parents to work with their child. They also provide opportunities for parents to learn new skills including Mental Health, Maths and Literacy skills.</p>	<p>4</p>

Total budgeted cost: £ 106,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment 2024

English Martyrs' Catholic Primary School Key Stage 2 Test Results 2024

23 pupils (15/23 Pupil Premium) = 65%

Percentage of pupils who achieved the expected standard or above

Reading 74% (National 74%)

Writing 78% (National 72%)

Spelling & Grammar 74% (National 72%)

Maths 78% (National 72%)

Reading, Writing and Maths combined 70% (National 61%)

Percentage of pupils who achieved a high level of attainment (national levels not currently published) Reading 13% Writing 22% Spelling & Grammar 23% Maths 4%

Scaled Scores

Reading 102 (National 105)

Maths 104 (National 104)

Spelling & Grammar 103 (National 105)

All staff received training in Sounds Write and disadvantaged pupils were given additional support to reach their full potential. Targeted interventions in Reading challenged pupils and 100% of the PP children made accelerated progress. Pupil progress meetings were held termly which identified pupils who needed targeted intervention.

Intervention programmes were delivered to targeted pupils and these had a positive impact on their learning.

BLAST language development programme

1st Class@Number Year 2

Lower 20% of pupils to read daily throughout the school.

Sounds Write Intervention for Year 1 and Year 2, Year 3 and Year 4

Third Space Learning Year 6

Beanstalk Readers Year 5 and 6

Wider Strategies

The whole school were involved in the Brilliant Schools award for Mental health and wellbeing. The school received a gold accreditation for the work the pupils, staff and parents participated in. This initiative focussed on a "positive mindset" and building resilience.

Subsidised Breakfast club, after school clubs and music tuition all had a positive impact on the whole school community.