

Pupil premium strategy statement (3-Year Plan)

Academic Year 2022-2023

Reviewed November 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	English Martyrs' Catholic Primary
Number of pupils in school	422 (R – Y6) 463 (N – Y6)
Proportion (%) of pupil premium eligible pupils	32% (143 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022, 2022- 2023 2023 – 2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Maria Elliott (Headteacher)
Pupil premium lead	Anthony Kennedy (Deputy Headteacher)
Governor / Trustee lead	Jim Lawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,950
Recovery premium funding allocation this academic year	£19,575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£223,525

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

Part A: Pupil premium strategy plan

Statement of intent

At English Martyrs' we are committed to ensuring that all children receive the support and resources they need in order to make good progress and achieve high attainment in their learning, irrespective of their background or the challenges they face.

As a Catholic school, we strive to develop the full potential of all young people investing in the education of the whole person. Our pupil premium strategy will allow us to offer an exciting, challenging and inspiring curriculum with our Beatitudes for learning at the heart of all we do. We highlight with all staff and pupils, the importance of significance. In doing so we look to ensure that all children are given opportunities to thrive, achieve their goals and become the best they can be. Our intention is that our pupils, irrespective of the challenges they face, will make good progress and achieve.

The school aims to effectively and efficiently use resources to have the maximum impact on the outcomes of disadvantaged pupils.

We recognise that although all children had their learning disrupted by the Covid-19 pandemic, research shows that the negative impact will be worse for disadvantaged pupils (DfE, 2022). We will carefully consider the challenges faced by vulnerable pupils, based on robust assessment and knowledge of our children; however, the provision outlined in this statement is also intended to support the needs of all pupils at English Martyrs', regardless of whether they are disadvantaged or not.

Careful analysis and assessment if used to identify where gaps in learning may still be apparent, following Covid-19. As has been reported by the EEF, although some recovery was evident by Summer 21, on average, pupils were not performing to the standards of pre -pandemic cohorts (EEF 2022)

The pupil premium strategy is cyclical and embedded within a broader strategic, school improvement cycle. The evidence-informed approach we adopt at English Martyrs' is rooted in tackling educational disadvantage in the classroom. Our three-year strategy will allow to continually monitor, evaluate and adapt our plans to best meet the needs of our children and families. This is in line with the EEF guidance, 'Putting Evidence into work – A School's guide to implementation'.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Our teaching and learning policy will ensure that there is a focus on retention, recall and metacognition, working closely to implement the EEF's '5-a-day' approach to teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school as well as pupils with Special Educational needs. **Having introduced this approach in the 22-23 academic year, this will be further embedded in 23.24 and forms a major part of the Teaching and Learning in school, linked to the SIP and teacher appraisal targets.** In addition, the school will adopt a tiered approach to supporting disadvantaged pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies, in line with EEF recommendations. The tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference

Key Principles of our Strategy Plan:

- Improve classroom pedagogy by providing targeted support and supporting whole school quality first teaching (QFT) strategies (EEF 5-a-day approach)
- Ensure that progress of disadvantaged pupils is not negatively impacted by social and emotional difficulties, including medical and mental health issues.

- Ensure that ALL pupils are challenged in the work they are set with high expectations and aspirations.
- An ambitious curriculum for all which puts emphasis on ensuring all children are able to read at an age-appropriate level of fluency.
- A whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.

THE PUPIL PREMIUM TIERED MODEL



Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation Stage in all areas
2	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. (These are evident from Nursery/Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers)
3	Continued impact of Covid-19 and partial school closure – both academic challenges and increased social, emotional, mental health needs. This continues to be a challenge throughout school and is also increasingly evident in Early Years.
4	Attainment across the school is varied for PP, with some gaps in children’s learning. The reasons include, poor working memory, retention, understanding of language and lack of experiences. Some pupil premium pupils need additional support to address gaps in learning and ensure good progress
5	Although there is no significant data to show vulnerable pupils have higher absence rates or persistent absences – there are a small number of pupils and families who remain a concern regarding absence
6	Limited opportunities for quality learning experiences, outside of school due to socio-economic reasons/parental engagement.
7	Poor recall and fluency of basic skills in mathematics, this impacts on other aspects of the curriculum.
8	Unsettled homelives and possible social care involvement. This continues to be a challenge with school being seen as a safe place of refuge from challenging home lives.

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
Improve the percentage of PP children attaining expected level in reading, writing and maths.	Greater % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils. Progress is at least in line with national
Improved oracy and language skills within Early Years	Improvement in children achieving GLD with focus on communication and language. Children able to apply new vocabulary from language rich environment and the embedded SPP (ELS)
Pupils to develop strong basic skills including good number knowledge to support fluency, reasoning and problem solving.	Curriculum design provides opportunities to teach basic skills. Increase in % of PP pupils achieving their times tables, who pass multiplication check in year 4. Children have increased recall of number facts and apply skills to reasoning and problem solving. Mastery approach to teaching of maths embedded throughout school.
Increase attainment in Phonics KS1	Achieve at least national average expected standard in PSC for all pupils with the reduction of % difference between PP and non-PP Impact shown through application of the new SPP (ELS)
To further improve attendance. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils.	Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance. (Coloured Zones) Pupil premium attendance improves with a reduction in the % of persistent absence for all pupils, but particularly the disadvantaged group.

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)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in QFT CPD for staff – ensuring teachers spend most time with the most vulnerable pupils.</p> <ul style="list-style-type: none"> - EEF research based ‘5-a-day’ principles for T&L - Dedicated staff meetings for CPD linked to T&L policy - DHT to rewrite T&L policy and create clear vision for all staff/pupils. - Focus on staff knowing and targeting lowest 20% attainers. - Format of Pupil progress meetings to encourage deeper discussion around pupils needs and barriers to learning. 	<p>Sutton Trust – Improving the impact of teachers of pupil attainment (2011)</p> <p>Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research³ which has found that good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>Supporting attainment of disadvantaged pupils (2015) DfE</p>	<p>1,2,3,4,7</p>
<p>CPD for teaching staff and support staff to ensure best use of support staff.</p> <p><i>Release time for SLT to deliver + purchase of training materials</i></p> <ul style="list-style-type: none"> - <i>Focus on retention, recall and metacognition (as part of 5-a-day)</i> - 	<p>Importance of support staff deployment (Blatchford 2007).</p> <p>Improved social interactions , behaviour with TA in classrooms (Rubie-Davies et al, 2010)</p> <p>EEF (2016) Making best use of teaching assistants</p> <p>Maximising the Practice of TA (2009) DISS project.</p> <p>Supporting attainment of disadvantaged pupils (2015) DfE</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,3,4,7</p>

	Schools should ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff.	
<p>Government approved Synthetics Phonics Programme + CPD for all staff</p> <p><i>Essential letters and Sounds</i></p> <ul style="list-style-type: none"> - Ongoing CPD through training subscription (digital) - KS1 phase lead/phonics lead identified - Close monitoring and support given to roll out SPP 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF T&L toolkit - Phonics</p> <p>DfE validated Systematic Synthetic Phonics programme</p> <p>https://essentiallettersandsounds.org/</p>	1,2,3,4
<p>Significant investment in updating and improving reading scheme within school. Decodable books synchronise with phonics being taught. All reading books are matched to the grapheme-phoneme correspondences (GPCs) the children already know as recommended by DfE (Reading framework, 2022)</p> <p>Further investment in Autumn 23 ensuring the reading scheme is updated and allows reading journey to be consistent throughout KS1 & KS2. New books to provide wider range of genre and exposure to varied authors – including authors from diverse backgrounds and a richer diet of content and vocabulary.</p> <p>Phonics lead to be given release time to monitor and model good practice in teaching and through intervention</p>	<p>Reading Framework (2021)</p> <p>EEF T&L toolkit - Phonics</p> <p>The new reading framework explains the importance of having appropriate resources at the right stage of reading.</p> <p>Well organised resources which allow children to apply what they have been taught.</p> <p>Children should practice reading with a book decodable to them at their stage of learning.</p> <p><i>‘The organisation of books matches the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words.</i></p>	1,2,3,4

<p>Introduction of the Herts for learning Reading fluency project (initially Y5 – further roll out after trial)</p>	<p>HFL Reading Fluency Project (hfleducation.org)</p> <p>Reading Fluency Project: HFL Education’s Collaboration with the Education Endowment Foundation (EEF)</p>	
<p>Purchase of standardised diagnostic assessments. PIRA/PUMA/GAPS</p> <p>Consistency in assessment procedure throughout KS1 and KS2 *</p> <p>*(Y6 may differ – SATS papers maybe used in order to prepare for national tests)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,3,4,7
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Maths Lead/Phase leader/SLT release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Further develop maths curriculum – CPD for all staff.</p> <p>Working as part of Maths hub – Part of TRG.</p> <p>Mastering number in KS1 and Early Years rolled out with support from maths lead. Staff to access CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 Mastery Learning EEF Toolkit</p> <p>Working as part of Maths Hub with support from maths specialist – Current White Rose materials will be reviewed and NCTEM resources will compliment and/or replace some WRM.</p> <p>Maths lead to deliver CPD to all staff around the big 5 ideas of mastery and a ‘small steps’ approach.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p>	1,3,4,7
<p>Whole school behaviour policy reviewed and CPD given to all staff (Several staff new to school, including ECT’s, long term supply and LSA’s). Improve consistency of implementation of BfL policy and pathway.</p>	<p>Behaviour interventions - EEF</p> <p>Parental engagement - EEF</p>	3,8
<p>Improving standards of purposeful feedback – staff CPD and feedback policy review. SLT Release time for CPD delivery/research</p>	<p>EEF – Teacher feedback to improve pupil learning : Guidance Report (2021)</p> <p>Feedback from pupils and staff have shown that feedback policy is effective and makes best use of time –</p>	1,2,3,4,7

	this is to be reviewed and CPD offered as refresher or to new staff.	
<p>Developing improved vocabulary and oracy skills across the curriculum</p> <p>New English Lead appointed 22/23</p> <p>Talk for Writing approach launched in school with support from consultant.</p> <p>English overview developed using high quality texts (model text and spine reader) to support planning of vocabulary rich lessons.</p> <p>T4W approach supports retention and recall through interactive lessons with a focus on repetition and learning the text.</p> <p>Within maths lessons, children are encouraged to use sentence stems developing their use of vocabulary and rehearsal of speaking in full sentences.</p>	<p>Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a vital tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.</p> <p><i>Disadvantaged students are 2.3 times more likely to be identified as having speech, language and communication needs than those in more affluent areas (The Communication Trust, 2015)</i></p> <p><i>The UK's poorest children start school 19 months behind their wealthier peers in language and vocabulary (National Literacy Trust, 2019)</i></p>	1,2,3,4
<p>Enhancement of curriculum Provide resources & opportunities for visitors to come into school to enhance Curriculum experiences.</p> <p>Working with FE providers (Durham University, Ncl University) to provide high quality skills driven experiences. Partnerships with CAT and Nissan to promote STEM opportunities.</p> <p>Now Press Play purchased to provide an immersive learning experience in school, linked to curriculum areas – both core and foundation</p>	<p>Career-related learning in primary schools is about helping “children to understand who they could become and helping them to develop a healthy sense of self that will enable them to reach their full potential”. Early experiences of different industry and career opportunities can bring a lasting impact on children’s development and perceptions of different occupations, and of the subjects enabling access to them.</p> <p>Careers Enterprise – what works in Primary</p> <p>School should enhance and enrich the delivery of education through a range of activities for example through businesses providing curriculum materials, arranging site visits, carrying out talks in schools.</p> <p>UK Commission for employment and skills (Gov.uk)</p> <p>Iredale (1996) Durham Uni study</p> <p>E.g. Year six take part in a university experience day, touring the campus at Durham Uni, working with lecturers and academics.</p>	2,3,4,5,6

subjects – develop vocabulary and inspire writing		
<p>HLTA in Y6 and Y2 Identified need in cohort to reduce class size – allow teacher to focus on target groups.</p> <p>TA in Y6 for specific support of pupils.</p> <p>Additional P/T teacher, study support leading up to national tests in order to support pupils to reach potential.</p>	<p>Reducing class size to support with targeted academic support as well as emotional wellbeing and targeted intervention within cohort.</p> <p>Impact seen when pupils have better access to teacher/support working in smaller groups and receiving immediate feedback.</p>	2,3,4,7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of additional HLTA time to deliver intervention programmes to support children. Targeted support in class and through specific catch-up intervention.</p> <p>23/24 HLTA full classroom release to be able to run full programme of intervention – consistently.</p> <p>(Shine Materials, Handwriting/motor skills)</p> <p>Online based interventions (Lexia) to targeted groups in order to address identified</p>	<p>Importance of support staff staff deployment (Blatchford 2007).</p> <p>Improved social interactions , behaviour with TA in classrooms (Rubie-Davies et al, 2010)</p> <p>EEF (2016) Making best use of teaching assistants</p> <p>Maximising the Practice of TA (2009) DISS project.</p>	1,2,3,4,7

gaps in vocabulary/ Comprehension.		
Y6 homework material CGP & Comprehension express. Extended to UKS2 Test base – used to create specific / targeted resources for Y6	Resources used to hone pupils' skills on specific subjects and topics. Working alongside teachers, pupils are signposted to additional activities to reinforce or address gaps in knowledge. Our experience in school has shown these resources to be highly effective.	3,4,7
Occupational Therapist and school nurse employed 1Day/Wk A high number of disadvantaged/vulnerable children in school, also have a Special educational need (over 20% 23/24) In order for children and families to work with professionals in a reasonable timeframe, significant investment has been made. Bespoke individual and group interventions are provided	If we want children to reach their full potential, then they need access to public health practitioners who are specialists in early intervention and prevention. School nurses are specialist community public health nurses who have been trained to understand how to work with children, young people, parents or carers and other key stakeholders and provide the support they need. https://www.nursinginpractice.com/views/why-a-school-nurse-is-needed-in-every-school/ Occupational therapists are trained to understand the whole person, including physical, mental health, emotional and behavioural needs and their impact on school life. The School OT utilises a holistic approach to support children & young people to do what they need and / or want to do in daily life, taking into account their individual abilities, strengths and needs. Working in collaboration with the child, their family and other key people (for example school staff), promotes identification of need, whilst support, training and provision of information enhances knowledge and understanding of that need.	1,3,5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,7
Subsidised/paid Music Tuition	All children should have the right to play a musical instrument. Learning a musical instrument can enrich students' lives and education. (NAfME 2021) . Pupils will have opportunities to perform, develop confidence and aspirations.	3,6

<p>Increased specialist music teaching.</p> <p>Specialist music teacher hours increased to enable whole school teaching of music. (N-Y6)</p>	<p>The Benefits of Music Activity for Disadvantaged Children — Voices Foundation</p> <p>The above research indicated that the Singing Schools programme provided an accessible method through which children experiencing disadvantage could learn. Furthermore, it played a key role in supporting their language and communication skills.</p> <p>The power of music to change lives - A National Plan for Music Education (publishing.service.gov.uk)</p>	
<p>School-led tutoring (1:3 group)</p> <p>Employing additional teacher 5 x afternoons per week in Autumn term to support Y3 /Y4 children with identified gaps</p>	<p>Tailored support in literacy interventions by Trained TA (Supply teacher though School led Tutoring) (DfE – small group intervention)</p> <p>EEF – Small group tuition</p> <p>Gaps identified by CT are addressed in order for children to access full curriculum. (x15 hour blocks)</p> <p>School -led tutoring or NTP will not be used this year – however targeted support and tutoring will be offered with our own staff who already have strong relationships with pupils.</p>	2,3,4,7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support officer employed</p>	<p>Parental engagement focuses on ways in which parents, carers and families support and encourage their children's learning in school and everyday life. Schools play a vital role in supporting families to do this effectively and with confidence.</p> <p>Supporting the whole family (DfE)</p> <p>Parental Engagement – EEF toolkit</p> <p>FSO works with both children and their families.</p> <p>Support offered includes housing applications, benefit support, accompanying to appointments.</p> <p>Since returning from Covid-19 we have also noticed a considerable increase in instances of Domestic Violence. Our FSO has played a key role in helping these parents to find refuge and offering ongoing support.</p>	3,5,6,8

	<p>Weekly supervision meetings with FSO and HT/SLT ensure that leaders are kept up to date and aware of vulnerable families and the support they require.</p> <p>Attendance monitored closely and a traffic light warning system used to highlight pupils with significant absence levels. FSO to work with parents to find solutions and increase attendance.</p> <p>Increase in parent meetings – Autumn 23</p>	
<p>Continue to deliver quality social and emotional education offer – Staff trained to deliver THRIVE and school accreditation for quality assurance.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowment foundation.org.uk)</p> <p>Lego Therapy - https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf</p> <p>Drawing and talking therapy - https://baat.org/publications/insight/winter-2022-23/art-therapy-in-primary-schools/</p>	3
<p>2 x School Mini Bus (lease agreement)</p>	<p>Access to high quality, well planned and bespoke fieldtrips can further enhance the curriculum offer and support a broad curriculum offer. (Behermt & Franklin 2014)</p> <p>Providing exciting, fun and memorable, out of school experiences can support the development and enthusiasm for writing (EEF). Busses offer a chance for children to visit specific palaces based on curriculum content and develop cultural capital at the local level.</p> <p>Busses offer transport to out of school sporting events, this allows for children and families without transport to take part in additional extra-curricular activities without the pressure of organising transport themselves. (EEF)</p>	3,6
<p>Provide outdoor equipment for active and enjoyable playtimes. OPAL Accreditation and CPD for LSA and play leaders.</p> <p>Further develop school grounds – Willow work, maintenance, small world and</p>	<p>Although limited research to show impact in outdoor and adventurous learning on academic impact.</p> <p>However, from our own research, pupil voice and observations – we know that many of our children are able to regulate emotions much better following this type of activity and therefore this has a direct impact on their education, learning and attainment.</p> <p>Support with play opportunities and support children to engage in play and positive activities over lunch break.</p> <p>Significant investment in outdoor play resources and new traversing climbing wall Autumn 23</p>	2,3,4,5,6

loose parts provision.		
Dedicated counsellor (Road Centre)	<p>Counsellor works in school 1 day per week.</p> <p>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being and yet only one quarter of children affected are getting specialist help (Green et al, 2005). Counselling in schools has been shown to be a highly effective support for tens of thousands of troubled children and young people who are experiencing emotional health difficulties.</p> <p>bacp (2015)</p> <p>Currently working with ### pupils (Autumn 23)</p>	3,5,6,8
Offer a range of after School clubs	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>After school and extra-curricular provision will also consider the needs of the children and provide some targeted support and responses – this will vary and will adapt to meet the needs of children in school. This may be academic, pastoral or physical activity – taking into account the whole child.</p> <p>EEF – extending school time</p> <p>Parent survey showed that parents were very keen to improve the extra-curricular offer. As a result, there are a number of new ASC including working with local artists and sports coaches.</p> <p>Autumn Term – Choir, German Club, Sports Club x 2</p> <p>Further clubs planned for spring term including drama, and art clubs (return of family art)</p>	2,3,4,5,6,8
Breakfast club Ran by HLT/TA on rota basis	<p>According to a government study, pupils being hungry has been linked with poor concentration in class. Breakfast clubs can have positive impacts on pupils' ability to concentrate, and pupils who have eaten breakfast are more prepared to learn.</p> <p>A free breakfast club is on offer. This has supported with the attendance and punctuality of some children and also enables them to prepare, self-regulate and start school ready to learn.</p> <p>Average numbers accessing daily 16-20 pupils – Autumn 23</p>	3,5,8
ZUMOS subscription	<p>Our aim is to encourage every individual to self-empower and take control of their own wellbeing as well as accepting and utilising the resources that are available to them. Zumos aims to disrupt the current model of responding only to crisis by building powerful resilience, wellbeing and self-confident individuals who are self-motivated and empowered.</p> <p>Our students respond very well to the online platform Zumos and it has helped to prevent children and families reaching crisis point.</p>	3,8
Use of class Charts as	Behaviour interventions - EEF	3,5,6,8

<p>recording system and communication with Parents</p> <p>Friday celebration of Success and prizes for achieving a set number of Points (Recorded on Class Charts)</p>	<p>Parental engagement - EEF</p>	
<p>CPOMS subscription – supporting safeguarding and behaviour tracking.</p>	<p>CPOMS is used to record or monitoring Safeguarding, wellbeing and all pastoral issues.</p> <p>As a result of using CPOMS, staff are enabled to focus on teaching and providing support instead of administration.</p> <p>CPOMS training for all staff – Autumn 2023</p>	<p>3,5,6,8</p>
<p>Financial support to parents for residential/trips and events</p>	<p>Outdoor adventure learning – supporting collaborative learning experiences. Physical and emotional challenges developing team work and problem solving skills.</p> <p>For many disadvantaged families, the residential trips will provide experiences that they may not normally be able to participate in.</p> <ul style="list-style-type: none"> - Borrowdale - Aim higher Events - Cultural Capital - London (Possibly summer '24) <p>Other school visits/trips linked to curriculum are either fully paid or heavily subsidised to enable all children to participate.</p>	<p>3,5,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>In our experience, this can be used for:</p> <ul style="list-style-type: none"> - Emergency accommodation - Uniform - Funding wrap around childcare 	<p>1-8 depending on current need</p>

Total budgeted cost: £ 220,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome: Improve the percentage of PP children attaining expected level in reading, writing and maths.

Success Criteria

Greater % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils.

Progress is at least in line with national.

Attainment – Whole school

End of year Teacher assessment data (Summer 23) showed that there are still significant gaps between the attainment of PP and non-PP children, in KS2. This data has been analysed and targeted support will continue to be deployed to ensure that the gap between PP and non-PP is reduced. We will look at certain cohorts where PP children are achieving well and use good practice mornings to share and work collaboratively. We have employed an additional 0.6 teacher – this will allow release time for staff to be able to make best use of good practice time both in school and by visiting other settings.

Around 20% of our PP children also receive SEND support or have an EHCP. As we look to further embed the 5 a day approach we will aim to improve outcomes for all children, including those with SEND. In addition, around 30% of our disadvantaged children are classed as EAL and for many of these children – English is not spoken at home. This can be a significant challenge for the children. We will look to address how this can further be supported in the coming academic year.

Intended Outcome: To further improve attendance. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils.

Success Criteria

Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance. (Coloured Zones)

Pupil premium attendance improves with a reduction in the % of persistent absence for all pupils, but particularly the disadvantaged group.

Attendance – Whole School

In addition, many children who did not achieve expected standard at the end of the year also had lower attendance. Through the use of our traffic light system we have identified where support for families should be allocated in order for them to improve their attendance and therefore improve their academic outcomes. We have now embedded this system further and have supported many parents to ensure their children are in school and learning. Our Family Support worker has held meetings in person and offered home visits and phone calls to support and advise. We have also strengthened partnerships with our Attendance support team in the Local authority and worked with safeguarding consultants at Clennell

Education Solutions to devise parent contracts for persistent absenteeism. In addition, we have looked to support those families who struggle with punctuality due to personal circumstances with access to our free, targeted breakfast club.

Out of the 56 children who were "red zone" monitored last year, 86% had improved their attendance. Through working in partnership with school 75% of children had successfully moved out of the red zone.

Intended Outcome: Improve the percentage of PP children attaining expected level in reading, writing and maths.

Success Criteria

Greater % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils.

Progress is at least in line with national.

End of KS2 – National tests

Data for the Y6 cohort in the national SATS tests showed pupils made good progress. Progress scores for PP children in Reading, writing and maths were all positive – however, there was a negative progress score in combined RWM exp+ over time. This is in part due to the lower reading scores which was in line or above with local and National reading assessment. This is something which is being addressed as a whole school priority for academic year 23/24. This also follows particularly strong cohort data from the previous year.

	Disadvantaged (%)	Non-Disadvantaged (%)	National non-disadvantaged
Reading	70	82	78
Writing (TA)	75	87	77
Maths	80	87	79

Although there is still an attainment Gap between Disadvantaged and non-disadvantaged pupils, the attainment remained higher for disadvantaged pupils compared to those classed as disadvantaged in the Newcastle LA and against National comparison (Reading 60%, Writing 58%, Maths 59%). The gap between disadvantaged attainment and national non-disadvantaged attainment is reducing as is our intended outcome. We will continue to ensure that we work to continue to reduce any attainment gap between disadvantaged and non-disadvantaged pupils at both national, local level and within our school cohorts.

10% of our Disadvantaged pupils achieved GDS across RWM this compares to 3% nationally.

Ensuring all children, including PP are challenged and given further opportunity to achieve greater depth will be a priority this year as well as a whole school focus on further enhancing the teaching of reading.

KS1

Intended Outcome: Increase attainment in Phonics KS1

Success Criteria

Achieve at least national average expected standard in PSC for all pupils with the reduction of % difference between PP and non-PP

Impact shown through application of the new SPP (ELS)

Phonic Screening Check

86.7% of pupils passed the PSC in year 1. This was an improvement on 2022 score of 73%.

This was above LA (73.8%) and NA (79%) good progress was made from the start of the year with the further developments and embedding of Essential letters and Sounds.

75 % of disadvantaged pupils passed PSC indicating a gap between PP and non-PP however this score was an improvement on scores in 2022 with scores of 68.2% for disadvantaged children.

There is a very positive trend as this is also an improvement from the 2019 Phonics Screening check where 50% of PP achieved the pass mark.

The new SPP (ELS) was launched in January 2022 – this scheme is now embedded alongside a reorganised reading scheme. This has been further resourced in 22/23 with additional reading books, teaching resources and further staff CPD. This is having a positive impact across all phonics teaching. Parent workshops were well attended and enable parents to support their children at home. The phonics lead has been given additional release time to support staff and offer further training as well as modelling good practice through lesson visits, team teaching and coaching.

End of KS1 – National tests

All pupils in Y2 who sat the national assessments (SATs) scored in line or above local and national for expected standard results in both reading and maths. However, in writing both disadvantaged and non-disadvantaged pupils scored lower than local and national results. Writing will therefore be a focus for KS1. However, the Talk4Writing approach which was introduced in 2022 has had a positive impact across the school and therefore this approach will be supported further in KS1. It can be expected that now this approach is further embedded we will see an improvement in writing as with other key phases within school.

The 2022/23 Y2 cohort also had a high proportion of SEN children which was also an additional challenge.

	Disadvantaged (%)	Non-Disadvantaged (%)	National non-disadvantaged
Reading	62	69	68
Writing (TA)	38	54	60
Maths	66.7	75	70

Intended outcome: Improved oracy and language skills within Early Years

Success Criteria

Improvement in children achieving GLD with focus on communication and language. Children able to apply new vocabulary from language rich environment and the embedded SPP (ELS)

Early Years

Reception GLD (63.3%) was in line with the LA at (63.6%). Of the disadvantaged pupils, 55.6% of pupils achieved GLD – this was higher than the LA, at 52.1%

Upon analysis, there is a significant need to support communication and language, Understanding of the world and in particular PSE. We know that pupils enter our reception class often socially immature, with limited language. There are a growing number of families where English is not spoken at home and therefore additional support is needed to ensure children are read to and with. Parent workshops are in place to support and help families read with their children with tutorial videos uploaded to the school website. There is also a translation App available for parents – flash Academy – to further support parental engagement. A member of staff is an EAL champion to support families where the English language may be a barrier to supporting their child at school. We will continue to work creatively to ensure the children in our Early years are given a rich and varied curriculum offer which will enhance their cultural capital and provide them with enriching and memorable learning experiences.

The investment by English Martyrs' into providing additional support, through the school nurse and OT enables us to work with more families. This includes school readiness, toileting, early identification of need and parenting support.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Digimap	Edinburgh University
Speech link	
ELS	OUP
Test base	
Lexia	Lexia Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

This statement will be regularly monitored to ensure that PP spends appropriate and has greatest impact of all.

The PP lead, alongside the SENDCO and school leaders will make changes or adjustments to the statement in line with the needs of our children and families at English Martyrs'.