



## ***Pupil Premium Strategy 2016/17***

Pupil Premium funding is allocated to schools by the government for children from low-income families, in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months, in order for these pupils to succeed in their education at a similar rate to their peers.

At English Martyrs the main barriers to the educational achievement of pupil premium children (PP-pupils) include, lower attendance than children not eligible for the funding (non-PP pupils), the well-being and attitudes to learning of *some* PP children and the inability of *some* families of PP-children to fund additional educational experiences for their children. As well as these barriers, we are also aware that our teaching staff need to be supported both in terms of their professional development and the resources available to them, so that they can teach PP-children to a sufficiently high level, in order for these children to achieve at a similar rate to the their non-PP peers.

The plan below outlines in more detail how the funding is to be spent to address the barriers to learning described above. It also details the total cost of the initiatives and the amount of funding the school receives.

<b><i>Objective:</i></b>	<b>To narrow the gap between the achievement of PP children and other children</b>	
<b><i>Success criteria:</i></b>	<ol style="list-style-type: none"> <li><i>1. Progress rates across the school for PP children are similar or equal to other pupils in RW&amp;M</i></li> <li><i>2. The gap in the percentage of PP pupils achieving age related expectations in RW&amp;M verses non-PP pupils (across each year group), is reduced from last year.</i></li> </ol>	
<b><i>Measure of success (to be reviewed in the strategy review in July 17):</i></b>	<ol style="list-style-type: none"> <li><i>1. Overall progress for PP children is good. PP children are generally making similar rates of progress as non-PP children in all year groups and across all subjects i.e. Reading, writing and Maths. Progress at the end of KS2 in W and M exceeds progress made by non-PP therefore narrowing the gap in attainment. In all core subjects PP progress exceeds local and national.</i></li> <li><i>2. Since 2016 the gap between PP children and Non PP children has reduced from 31% to 18% in RW&amp;M combined by the end of KS2.</i></li> </ol>	
<b><i>Actions:</i></b>	<b><i>By whom:</i></b>	<b><i>When:</i></b>
1. Continue to raise awareness of PP children in each class and for all staff to highlight PP children when planning.	AD	September 2016
2. Compare PP data with Non PP data each assessment period to determine gaps.	AD & staff	Ongoing
3. Use Assertive mentoring system of assessment to analyse gaps to aid planning	AD & staff	Ongoing

4. Imbed provision spread sheet showing support each PP child is receiving and associated cost breakdown	AD, SA & CM	Ongoing
5. Continue to measure impact of interventions PP children receive	AD, CM & SA	Ongoing
6. Structured conversations held with parents of PP children who are under attaining or making slow progress	AD, staff	1x term minimum
7. Conduct pupil attitude survey of PP children in KS1 and KS2 analyse and communicate with teachers and parents to support where necessary	AD, staff	Summer 17
8. Discuss success of PP children compared to non PP children during triangulation meetings	SMT	3 times per year
9. PP children progress to be measured for performance management	SMT	October 2016 reviewed October 2017
10. Develop the expertise of teaching staff via continuous professional development	SMT	Ongoing
11. Release KS1/EYFS from class teaching commitment in order for her to support staff in the department to further develop provision for PP-children. Specific work includes: <ul style="list-style-type: none"> <li>- Assess needs of PP children and identify gaps in learning and immediate next steps of learning</li> <li>- Work with class teachers to develop a plan of action to address the specific needs of learners</li> <li>- Work with class teachers to assess the impact of teaching on the PP pupils and how it can be tailored to meet their needs</li> <li>- Model strategies in class teaching for overcoming barriers to learning and evaluate the impact of these with teachers</li> <li>- Be involved in structured conversations with parents of PP children</li> <li>- Develop PP specific parent workshops</li> <li>- Organise small group interventions for PP children</li> </ul>	SA	Ongoing
12. Implement Lego-based therapy in KS1	SENCo, CS	Autumn 16
13. Continue to implement Talk for Writing program across the school	JC/SA/HN	Ongoing
14. Develop reading provision by continuing Reading Eggs Initiative	SA	Ongoing
15. Improve provision in the Early Years by expanding and improving the outside area	SA, EYFS staff	Autumn 16
16. Use ABC to Read to support PP children in reading	LS	From Autumn 16
17. Deputy Head to support the learning needs of PP children in KS2 by running bespoke group interventions for the them	AD	From Autumn 16

<i>Objective:</i>	<b>To raise the attendance of PP children</b>	
<i>Success criteria:</i>	<i>The attendance of PP children is higher than the previous year and no less than % less than non-PP children</i>	
<i>Evaluation of Impact:</i>	<i>PP attendance % for 2016 2017 was 95.5% compared to PP attendance for 2015 2016 which was 95% a 0.5% improvement.</i>	
<b>Actions:</b>	<b>By whom:</b>	<b>When:</b>
18. FSW to work with parents of PP children who are persistently late or absent, to improve overall attendance	CM	On-going
19. FSW to hold an attendance challenge to target groups of low attenders	CM	Spring 16
20. Offer free places to PP pupils to attend Breakfast Club	ED/CV/TM	From September onwards
<i>Objective:</i>	<b>To improve the well-being of pupil premium pupils so that they are fully supported to achieve academically</b>	
<i>Success criteria:</i>	<i>The majority of pupil premium children will report that they are happy with life in school and the provision that is available to them. Achieved Parents of PP-children will acknowledge the support of the school and report that it is beneficial. Achieved.</i>	
<i>Evaluation of Impact:</i>	<i>PP attitude surveys demonstrate that PP children generally feel happy with various aspects of school life including making and maintaining friendships, their own learning experiences in Maths and English, their confidence when participating in class and their ability to handle making mistakes. An area where children's perception is low is shared with the class teacher for further action. Parent questionnaires following structured conversations with teachers demonstrate that they are happy with the support staff have given their children. 100% said that the goals and actions set at home and school were achieved which led to between 70% and 90% positive+ comments regarding their children's attitude to coming to school, confidence in school, writing, reading, maths, homework and friendships. See parent questionnaires 2017.</i>	
<b>Actions:</b>	<b>By whom:</b>	<b>When:</b>
21. Family support worker (FSW) to be employed on a full time basis by the school	JC	Ongoing
22. FSW to work on a one to one basis with the parents of PP children to support with strategies to improve behaviour, attendance, homework and engagement with the school.	CM	Ongoing

23. Provide bespoke support for PP children towards the cost of various school initiatives such as wrap around care and extra-curricular school trips	CM/JC	Ongoing
24. To support emotional development of PP pupils in Year 2 through the continuation of the Nurture Group.	LS, CS, IV	Ongoing
25. Purchase additional service from external PE teachers to provide support to enhance PE lessons and further extra-curricular clubs.	JC	Ongoing
26. Further support pupil premium children in the breakfast and after school club by employing additional staff to support them	ED	Ongoing
27. FSW to hold pupil conferencing sessions to determine how PP children feel about school provision and to act upon findings	CM	Spring 17
	<b>Total Cost of initiatives</b>	<b>£116,000</b>
	<b>Total Pupil Premium income</b>	<b>£95,480</b>

### Attainment %

	All pupils	PP pupils	Non PP pupils	ALL pupils	PP pupils	Non PP pupils
Year group	ARE in RWM SUM 16	ARE in RWM SUM 16	ARE in RWM SUM 16	ARE in RWM SUM 17	ARE in RWM SUM 17	ARE in RWM SUM 17
<b>1</b>	55	40	58	51	14	58
<b>2 (test results)</b>	<b>73</b>	<b>60</b>	<b>76</b>	<b>64</b>	<b>60</b>	<b>65</b>
<b>3</b>	60	64	58	68	54	71
<b>4</b>	42	40	42	65	71	63
<b>5</b>	42	46	40	51	31	60
<b>6 (test results)</b>	<b>53</b>	<b>25</b>	<b>58</b>	<b>75</b>	<b>60</b>	<b>78</b>

ARE = Age related expectation.

## Steps Progress 2016/2017

Yr	All Pupils			Non-pp pupils			PP pupils			More able (Nos)			More able PP (Nos)		
	Steps progress In reading	Steps progress In writing	Steps progress In maths	Steps progress In reading	Steps progress In writing	Steps progress In maths	Steps progress In reading	Steps progress In writing	Steps progress In maths	Steps progress In reading	Steps progress In writing	Steps progress In maths	Steps progress In reading	Steps progress In writing	Steps progress In maths
1	6.1	5.3	4.9	6.1(52)	5.3	4.9	5.9(7)	4.7	4.7	5.0 (6)	4.8(4)	4.7(13)	N/A(0)	N/A(0)	5.0(1)
2	5.9	5.9	5.9	6.0(49)	5.9	5.8	5.8(10)	5.8	6.0	6.0(1)	6.0(3)	6.0(3)	N/A(0)	N/A(0)	N/A(0)
3	5.9	5.8	6.2	6.0(49)	5.8	6.1	5.9(13)	5.6	6.4	6.0(9)	5.9(10)	6.0(9)	6.0(1)	6.0(2)	6.0(1)
4	6.3	6.4	6.1	6.3(48)	6.4	6.1	6.3(14)	6.4	6.0	6.2(20)	6.1(8)	6.1(16)	6.0(6)	6.0(4)	6.0(7)
5	5.9	6.3	5.3	6.0(45)	6.3	5.4	5.8(16)	6.4	5.3	4.9(11)	4.8(5)	5.0(10)	4.5(4)	4.0(2)	6.0(2)
6	6.9	7.0	6.5	6.9(47)	7.0	6.4	7.0(11)	7.3	6.6	6.5(13)	6.8	6.0	6.0(2)	7.0	5.5

Good progress = 5 steps in year 1 and 3. 6 steps or more in other year groups.