



## English Martyrs Catholic Primary School - Pupil premium strategy statement

Summary of Information					
School	English Martyrs Catholic Primary school				
<b>Academic Year</b>	2017/2018	<b>Total PP budget</b>	£76,220	<b>Date of most recent internal PP review</b>	September 2017
<b>Total number of pupils YR-Y6</b>	211	<b>Number of pupils eligible for PP</b>	56 based on Jan '17 (51@£1320, 4@£1900 & 1@£300 & 1@£1000)	<b>Date for next internal review</b>	<b>July 2018</b>
		<b>Number of pupils on roll eligible for FSM/PP</b>	61	<b>Date of external PP review</b>	<b>March 2018</b>

Attainment – school's 2017 results	KS1		KS2	
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% at expected standard in reading, writing and maths</b>			50%	50%
<b>% attaining expected standard in reading</b>	50%	77%	46%	53%
<b>Progress in reading</b>			-6.1	-6.8
<b>% attaining expected standard in writing</b>	50%	73%	85%	60%
<b>Progress in writing</b>			-2.1	-2.6
<b>% attaining expected standard in maths</b>	75%	73%	67%	62%
<b>Progress in maths</b>			-2.9	-3.5
<b>% at expected standard in Year 1 Phonics Screening</b>	67%	70%		

## Pupil Premium Grant for 2017- 2018

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in Nursery	£302.10
Pupils in year groups Reception to Year 6 recorded as Ever 6 FSM	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,000
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Pupils in year groups Reception to Year 6 recorded as Ever 6 service child	£300

## Addressing the Barriers to Learning

Analysis of the needs of our children eligible for pupil premium indicates that there is a strong overlap between this group and those children identified as having additional special educational needs and disability; those children whose families are known to require external agency support because of vulnerability and those children whose attendance is less than National average.

### Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

- A.** Oral language skills and language development in Reception and Key Stage 1 are lower for the majority of PP pupils than 'other pupils' – attainment data indicates a gap between those eligible for PP and non-PP in reading and writing.
- B.** School attainment data and progress data indicates in the academic year 2016-17 a gap between those eligible for PP in Key Stage 2 in reading than for 'non PP' pupils. Attainment of PP eligible pupils is lower than that of other pupils Nationally; and proportions converting from similar starting points is also lower.
- C.** Emotional issues for a proportion of PP pupils are having detrimental effect on their academic progress. A High proportion of EHCP pupils are also eligible for PP.
- D.** Pupil premium eligible pupils have less access to books and less experiential opportunities than nonPP within the home, including cultural experiences.

## External barriers

### E. Attendance

F. A significant number of PP children are from 'vulnerable homes' and therefore benefit from additional support and nurture to improve engagement with school.

Planned Expenditure 2017/2018						
1 Quality of teaching for all						
Desired outcome	Chosen action/approach	Evidence/rationale for this approach	Success of implementation	Staff Lead	Budget	Review
A. Improve oral language skills in Reception and KS1	Increase ratio of staff to pupils in Early Years and Y1. Staff encourage sentence responses.	Effective modelling can occur; increased contact time with staff; strong link between oracy ability at 4/5 and academic achievement at GCSE	Children talking confidently and vocabulary improves. More PP eligible pupils attain GLD because of stronger results in writing and reading.  Phonics results improve	Early Years Lead & KS1 Lead	Additional Teaching Assistant in EY £5.6k  Additional TA in Y1 (phonics too) £4.5k	
A. Improve pupils' ability to articulate thinking	Pupils are given regular opportunities to reason and explain their thinking in RE, maths, science and through Bloom's taxonomy	Oracy development leads to improved communication skills and on to writing development	Children are engaged in tasks that stretch their thinking and creativity.	SLT		
A. Improve outcomes for pupils in reading and	Regular monitoring of pupils' work	Gap closes on National for pupil achievement. Pupils ready for the next stage of their education.	More pupils are achieving in line with National outcomes.	KS1 Lead English & Maths Lead	From school budget	

writing at KS1	CPD/peer effectiveness development as required for staff					
B. Improve outcomes for pupils in reading in KS2	Greater opportunity for development of higher order reading skills through regular comprehension practice. Investment in class libraries to stretch reading choice.	Exposure to quality literature in order to foster a love of reading  Increased practice in developing inference & deduction skills More PP eligible pupils are ready for the next stage of education because more achieve at least expected standard in reading and so combined at expected improves too.	More pupils are achieving in line with National outcomes.	KS2 Lead English Lead  Teaching assistant responsible for school library and class library	£3k books	
B. Improved outcomes in KS2	PP eligible are tracked as a separate group and flightpath set is the same as for non-PP peers. Interventions to close gaps on case by case basis eg academic, vulnerable, social/emotional, behavioural or attendance	Staff awareness of PP eligible and expected flightpaths raised.	PP expected to make same rate of progress from similar starting points as non-PP peers. PP outcomes improve to be in line with National – attainment and rate of progress	Head and KS2 classteachers	Within budget	
C. Emotional support	Deployment of Well-being and Safeguarding Officer	Families access support at the earliest opportunity and stage of difficulty	Pupils are settled and emotional outbursts are minimal Support is given for attendance, punctuality and family difficulties	Well-being & Safeguarding Officer Head	£18k	

D. Engagement with cultural activities	Contributions to school visits, residential visits, sport and music participation, milk, visits to theatre, seaside and after school clubs are subsidised	Pupils eligible for PP are given the same opportunities as non-PP peers	Take up and participation in school visits, events and activities is equal	Head	Milk £2k Music £1k Uniform £0.5k School visits £6k	
E. Attendance improves	Monitor pupils <95% and take swift action to engage parents to improve attendance	Pupils who attend school are more likely to have secure relationships, relate well to peers and achieve academically	Reduce the number of pupils classed as persistently absent to be in line with National. Improve the rate of attendance to 96%	Well-being & Safeguarding Officer Head	As above	
2. Targeted support						
Desired outcome	Chosen action/approach	Evidence/rationale for this approach	Success of implementation	Staff Lead	Budget	Review
A. Improve oral language skills in Reception and KS1	Nurture groups for PP  Targeted modelling by staff in continuous provision	PP have poorer linguistic skills on entry than non-PP	PP widen vocabulary and improve communication skills	EY Lead	As above	
A. Improve outcomes in reading and writing at KS1	Monitor progress of PP closely to ensure making same progress as peers from starting points. Ensure staff secure with regard to standards and that feedback to pupils is purposeful so that more attain GDS. Use small group and pre-teach strategies to challenge for GDS.	Gap in achievement between PP and non-PP at KS1 in reading and writing (EYFS expected to GDS proportions match National proportions)	More pupils are making accelerated progress so that GDS attainment improves to National (25% in reading and 16% in writing). And EXS attainment gap closes between PP and non-PP.	KS1 Lead English Lead	Additional teaching assistant in Y2 £5k	

B. Improve outcomes in KS2 – reading and maths	Use specialist teachers and trained teaching assistants in specific interventions for small group and 1:1 support; pre-teach; and increased use of pre-learning assessments to set suitably challenging work	Poor progress through KS2, high number of PP with additional needs and prior LA. Data indicates that prior MA are not attain EXS in the same proportions as those Nationally. And prior HA are not attaining GDS in the same proportions for reading	Greater proportion of PP eligible pupils attain at least EXS in reading and maths; and a greater proportion attain GDS – at a minimum in line with proportions Nationally.	KS2 Lead Maths Lead English Lead Head	Teaching assistant – maths interventions LKS2 £5k Maths tutoring – UKS2 £4.5k Additional Teaching assistant in Y6 assigned to PP with SEN £4.5k	
B. Improve outcomes in KS2 – reading and maths	Staff target PP eligible pupils to read more demanding literature in class and school library	Fostering a love of reading will allow increased exposure to quality literature so that writing can be influenced and cultural gap is closed	PP eligible pupils are reading ‘the classics’	Teaching assistant assigned to school library	Already accounted for in books and staffing budget	
B. Improve outcomes in KS2	Staff target PP eligible pupils to attend homework club	Many pupils come from disadvantaged backgrounds – little access to supportive materials within the family home to complete homework; parents’ standard of education is low; or families with little/no English	PP eligible pupils have a calm environment in which they can complete homework and access to an adult who can support completion of homework tasks	KS2 class teachers Teaching assistant assigned to homework club	Within staff budget Additional hours for TA (3 hours/week)	
B. Improve outcomes in KS2 in Y6	Staff target PP eligible pupils to attend booster sessions.  Class split as ‘prior MA & HA to get GDS’ and	Poor rate of progress up to entry in Y6 and disruption in teaching in Y6. Parents’ standard of education is low; or	PP eligible outcomes improve so that in school gap and gap with National is closed. Prior MA convert to EXS in similar	Head  Y6 teachers and staff	Additional teacher in y6 for Spring Term £8k Maths specialist already within budget	

	<p>'prior LA &amp; MA to get EXS'. Team-teach, smaller groups, pre-teach and 1:1 as required.</p> <p>CPD as required following monitoring</p>	families with little/no English to support at home	proportions as that Nationally. Prior HA convert to GDS in similar proportions as that Nationally.	Maths and English lead	Additional TA in Y6 for prior LA SEN PP already within budget Full-time TAs for EHCP PP already in SEN budget (these pupils will be going on to specialist provision in secondary)	
C. Emotional well-being and safeguarding	Well-being and safeguarding Officer implements a range of strategies to overcome social, emotional and behavioural difficulties on a case-by-case basis	Increased self-esteem, self-worth and efficacy leads to improved attitudes towards learning	Reduction in behavioural incidents from PP eligible pupils  PP eligible pupils are settled and secure in school	Well-being and Safeguarding Officer  Head	Included previously	
E. attendance	Absence followed up daily. Monitor weekly. Escalate formality of response for pupils with attendance <92%/broken weeks. Involve EWO for ~90%. Reward good attendance – 4 weeks unbroken for £5 raffle/£20 term as well as term certificates	Good attendance habits at primary school continue in later years.  Attendance data must improve	Attendance in line with National at 96% and persistent absence falls to 8%  More certificates for good attendance are given. Medical reasons are the main cause for extended absence from school.	Well-being and Safeguarding Officer  Head		
3 Other approaches						

Desired outcome	Chosen action/approach	Evidence/rationale for this approach	Success of implementation	Staff Lead	Budget	Review date
A. Improve outcomes in EY and KS1	Increase parental engagement in nurture and early aspects of reading and writing – stay and play, contribution to profiles, reading workshops	High parental engagement links to greater academic achievement	Participation by parents is strong. Contributions made are valued.	EY Lead	Within school budget	
B. Improve outcomes in KS2	Increased support in Y5 Small group work and pre-teach strategies	Poor progress through KS2, high number of PP with additional needs, disrupted teaching in KS2	Acceleration of progress so that gap between target and actual (based on KS1 outcomes) closes	Head	Additional teacher £4.5k Additional TA assigned to PP with SEN £4.5k	
B Improve outcomes in KS2	Increase parental engagement through workshops for reading and maths	Parental engagement and knowledge of methods taught helps with academic success	Attendance at workshops offered	Maths and English Leads	Within budget	