

English Martyrs Catholic Primary School

Pupil Premium Strategy Statement

Summary Information

Academic Year	2019/20	Total PP estimated funding 19/20 based on 66	£85,720	Date of most Recent PP review	September 2019
Total number of pupils as at 7th Oct 19 (incl. Nursery)	456	Number of eligible PP pupils	66	Date for next internal review	July 2020
% Attendance 2018/2019	PP All	Number of Boys/Girls PP	Boys 33 Girls 33	Number & % of PP who are also SEND.	12% 9/74

Current attainment Year 5 2018/2019

	Pupils eligible in school (Y5 18-19)	Pupils not eligible in school (Y5 18-19)
% making expected progress in reading	33%	52%
% making at expected progress in writing	33%	52%
% making expected progress in maths	42%	58%
% above expected standard in reading	8%	17%
% above expected standard in writing	3.3%	

% above expected standard in maths		3%
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Current Year 6 Progress 2018/19

	Pupils eligible for PP in school	Pupils not eligible for PP in school
Number who reached expected standard for reading	45% 5/11	45% 22/49
Number who reached expected standard for writing	36% 4/11	63% 31/49
Number who reached expected standard maths	45% 5/11	49% 24/49
Number who reached expected standard for SPAG	67% 7/11	33% 16/49
Number who reached greater depth for reading	9% 1/11	20% 10/49
Number who reached greater depth for writing	9% 1/11	18% 9/49
Number who reached greater depth for Maths	0%	39% 19/49

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

In-school barriers	Desired outcomes and how they will be measured	Success criteria
Current PP children have more comparable reading skills to non-PP children except at Greater depth	<p>Improve reading skills for pupils eligible so they are comparable to non-PP in school</p> <p>Monitored by comparing scaled scores in test at the end of each term (NFER) and through formative assessment informing next steps learning (Depth of learning)</p>	Pupils eligible for PP make rapid progress by the end of the year and are at least expected in their reading standard.
Current PP children have more comparable maths skills or knowledge to non-PP children.	<p>Improve maths skills and knowledge for pupils eligible so they are comparable to non-PP in school</p> <p>Monitored by comparing scaled scores in test at the end of each term (NFER) and through formative assessment informing next steps learning (Depth of learning)</p>	Pupils eligible for PP make rapid progress by the end of the year and are at least expected in their mathematics standard.
Current PP children have more comparable writing skills to non-PP children.	<p>Improve writing skills for pupils eligible so they are comparable to non-PP in school</p> <p>Monitored by comparing teacher assessment and through formative assessment informing next steps learning (Depth of learning)</p>	Pupils eligible for PP make rapid progress by the end of the year and are at least expected in their writing standard.

PP children do not have as wide a range of educational, sport, PE and enriching experiences as non-PP	Children are exposed to a wide range of educational, sport, PE and enriching experiences	PP children take part in a wide range of educational, sports, PE and enriching experiences.
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External barriers	Desired Outcomes	
Attendance for PP children was 94.6% in 2018/19. This was below the target for all children of at least 96.2 % and 1.6% below the whole school. This reduces their school hours and contributes to them falling behind.	Increased attendance rates for PP children.	Overall PP attendance improves to at least 96.5% in line with others.

Planned expenditure Academic Year 2019-20

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

Quality teaching for all

Desired outcome	Chosen action / approach	Evidence/ rationale for this choice	How will you ensure it is well implemented	Staff Lead	When reviewed	Costings
Improved reading skills for all pupils.	Staff training in teaching reading especially high level skills of inference and deduction. Eskimo reading assessment to baseline children and monitor progress.	Children need to be taught well and systematically in how to analyse and interpret challenging texts, making inferences and deductions. Raising the profile of reading to promote independent reading at home.	Monitor frequency and impact of reading interventions analyse fluency and comprehension.	Impact monitored by English & Assessment Coordinators with Headteacher based on tests and teacher assessment.	End of Term1, Term 2 and Term 3 2018/19	Reading Eskimo reading assessment £500

Improved Mathematics knowledge and skills for all pupils.	Targeted support for all pupils who are at risk of not making expected progress. Dedicated time for teaching reasoning established and resourced.	If we can target specific areas for improvement and address these through targeted intervention work the rate of progress will increase.	Intervention plan for each class established which details what intervention is taking place, for whom and when.	Maths Coordinators to lead and given time Impact monitored by Maths & Assessment Coordinators with Headteacher based on tests and teacher assessment.	End of Term1, Term 2 and Term 3 2019/20	Maths Resources:
Improved Writing knowledge and skills for all pupils.	Targeted support for all pupils who are at risk of not making expected progress. Dedicated additional time before and after school to develop writing skills.	More time to target writing skills and develop understanding will improve standards.	Intervention plan for each class established which details what intervention is taking place, for whom and when.	English Coordinator to lead and given time Impact monitored by Writing & Assessment Coordinators with Headteacher based on tests and teacher assessment.	End of Term1, Term 2 and Term 3 2019/20	Writing Resources
Pupils have a wide range of educational and	Creative play to stimulate imagination and	Creative play will increase enjoyment and	Activities at break and lunch established as	PP lead to coordinate and monitor.	End of Term 3 2019/20	Outdoor Play Provision Equipment:

enriching experiences.	encourage cooperation, independence, confidence, resilience and teamwork. A variety of enriching activities planned to broaden experience	develop cognition and enhance social skills. Enriching and stimulating activities/experiences have a positive impact on rate and depth of learning as well as enjoyment and personal enhancement.	well as residential and trips which include activities the children will not have done before. No cost to families.		End of each term 2019/20	
						Total cost £?????

Targeted support for PP

Desired outcome	Chosen action / approach	Evidence/ rationale for this choice	How will you ensure it is well implemented	Staff Lead	When reviewed	Costings
Improve reading	PP children	We will provide	Organise	PP lead	End of Term1, 2	Time for

<p>skills for pupils eligible for PP so they comparable to non-PP in school</p>	<p>identified and supported in the learning to read well. Further support provided through TA's and Teachers in groups or individually.</p> <p>Specific focus on PP not on track for expected or greater depth in Y6 All PP children to be assessed using Eskimo reading.</p>	<p>targeted support to address misconceptions identified through formative assessments to raise standards. Eskimo reading assessment will be used to deliver interventions to improve reading fluency and comprehension.</p>	<p>timetable to ensure children have extra time reading in school. Meet with parents of PP children to help them support the children at home.</p>	<p>Impact monitored by Reading & Assessment Coordinators with Headteacher based on tests and teacher assessment.</p>	<p>and 3 2019/20</p>	<p>teachers, TA to deliver interventions.</p>
<p>Improve Mathematics knowledge and skills so they are comparable to non-PP in school</p>	<p>Weekly and daily small group/individual sessions with teacher and /or TA's, in addition to standard lessons.</p> <p>Specific focus on PP not on track</p>	<p>We will provide extra support to small groups and individuals with highly qualified staff. Targeting specific areas as necessary will raise standards.</p>	<p>Intervention plan for each class established which details what intervention is taking place, for whom and when.</p> <p>Impact overseen by Maths coordinator.</p>	<p>Maths Coordinators and SENCO</p> <p>Impact monitored by Maths & Assessment Coordinators with Headteacher based on tests and teacher</p>	<p>Term1, 2 and 3 2019/20</p>	<p>Time for teachers, TA's to deliver interventions.</p>

Other approaches

Desired outcome	Chosen action / approach	Evidence/ rationale for this choice	How will you ensure it is well implemented	Staff Lead	When reviewed	Costings
Increased attendance rates so that year average is at least 96% for PP.	Weekly class attendance awards. Free places in breakfast club, sports, PE clubs. Don't miss the bus incentive.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Short and medium term incentives are tangible and attainable and so are more likely to be effective.	Weekly monitoring of attendance by all staff using Arbour system.	PP lead SLT, Headteacher	End of Term1, Term 2 and Term 3 2018/19	