

English Martyrs

Catholic Primary School



Pupil Premium Strategy Report 2020/21

Summary Information

Academic Year	2020/21	Total PP estimated funding 2020/21 based on 66	£88,770	Date of most Recent PP review	September 2020
Total number of pupils as at October 2020 (incl. Nursery)	464	Number of eligible PP pupils as October 2020	Ever 6/FSM 65 LAC 3 Service 5	Date for next internal review	July 2021
% Attendance 2019/20	PP Recipient 93.2% All 95.2%	Number of Boys/Girls PP (Ever6/FSM)	Boys 30 Girls 35	Number & % of PP who are also SEND as at October 2020.	12% (8/65)

Current attainment Year 5 2019/2020

	Pupils eligible in school (Y5 19-20)	Pupils not eligible in school (Y5 19-20)
% making expected progress in reading	87% (13/15)	64% (29/45)
% making at expected progress in writing	53% (8/15)	58% (26/45)
% making expected progress in maths	73% (11/15)	51% (23/45)
% above expected standard in reading	26% (4/15)	13% (6/45)
% above expected standard in writing	0% (0/15)	4% (2/45)
% above expected standard in maths	6% (1/15)	18% (8/45)

Current Year 6 Progress 2019/20

	Pupils eligible for PP in school	Pupils not eligible for PP in school
Number who reached expected standard for reading	67% (8/12)	63% (30/48)
Number who reached expected standard for writing	33% (4/12)	58% (28/48)
Number who reached expected standard maths	67% (8/12)	75% (36/48)
Number who reached expected standard for SPAG	58% (7/12)	63% (30/48)
Number who reached greater depth for reading	0% (0/12)	16% (8/48)
Number who reached greater depth for writing	0% (0/12)	4.2% (2/48)
Number who reached greater depth for Maths	0% (0/12)	4.2% (2/48)

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

In-school barriers	Desired outcomes	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.</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</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.</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.

External barriers	Desired Outcomes	Success Criteria
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 2020-21

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	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	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 2020/21	Reading Eskimo reading assessment £500

	progress.	promote independent reading at home.				
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 2020/21	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	End of Term1, Term 2 and Term 3 2020/21	Writing Resources

				with Headteacher based on tests and teacher assessment.		
Pupils have a wide range of educational and enriching experiences.	<p>Creative play to stimulate imagination and encourage cooperation, independence, confidence, resilience and teamwork.</p> <p>A variety of enriching activities planned to broaden experience</p>	<p>Creative play will increase enjoyment and develop cognition and enhance social skills.</p> <p>Enriching and stimulating activities/experiences have a positive impact on rate and depth of learning as well as enjoyment and personal enhancement.</p>	<p>Activities at break and lunch established as well as residential and trips which include activities the children will not have done before.</p> <p>No cost to families.</p>	PP lead to coordinate and monitor.	<p>End of Term 3 2019/20</p> <p>End of each term 2020//21</p>	Outdoor Play Provision Equipment:
						<p>Total cost</p> <p>£?????</p>

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 skills for pupils eligible for PP so they comparable to non-PP in school	<p>PP children 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</p> <p>All PP children to be assessed using Eskimo reading.</p>	We will provide 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.	Organise 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>PP lead</p> <p>Impact monitored by Reading & Assessment Coordinators with Headteacher based on tests and teacher assessment.</p>	End of Term1, 2 and 3 2020/21	Time for teachers, TA to deliver interventions.
Improve Mathematics knowledge and	Weekly and daily small group/individual	We will provide extra support to small groups and	Intervention plan for each class established	Maths Coordinators and SENCO	Term1, 2 and 3 2020/21	Time for teachers, TA's to deliver interventions.

skills so they are comparable to non-PP in school	<p>sessions with teacher and /or TA's, in addition to standard lessons.</p> <p>Specific focus on PP not on track for expected or greater depth in Y6</p>	individuals with highly qualified staff. Targeting specific areas as necessary will raise standards.	<p>which details what intervention is taking place, for whom and when.</p> <p>Impact overseen by Maths coordinator.</p>	Impact monitored by Maths & Assessment Coordinators with Headteacher based on tests and teacher assessment.		
Improved Writing knowledge and skills for all pupils.	<p>Targeted support for all pupils who are at risk of not making expected progress.</p> <p>Dedicated additional time before and after school to develop writing skills</p>	We will provide extra support to small groups and individuals with highly qualified staff. Targeting specific areas as necessary will raise standards.	Intervention plan for each class established which details what intervention is taking place, for whom and when.	<p>English Coordinator and SENCO</p> <p>Impact monitored by English Coordinators with Headteacher based on tests and teacher assessment.</p>	Term1, 2 and 3 2020/21	
Pupils have a wide range of educational and	Ensure pupils have a wide range of experiences,	Enriching and stimulating activities/experienc	Activities at break and lunch established as	PP Lead and Safeguarding Lead.	Term1, 2 and 3 2020/21	Trips and Residentials: £10,000

enriching experiences.	activities and visits that they would not normally be exposed to.	es have a positive impact on rate and depth of learning as well as enjoyment.	well as residential and trips, which include activities the children will not have done before. No cost to families.			
Pupils will have access to individual chromebooks to enhance opportunities to learn in school and at home.	All children will be provided a Chromebook to enable them to access a greater range of learning in the classroom and at home.	Children will be trained on how to use Google classroom to enhance access to the curriculum.	Children will be given opportunities to join homework clubs and work using technology in and out of school.	PP lead and English, maths and science coordinators.	Term 1 2 and 3 2020/21	

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	Weekly class attendance awards.	We can't improve attainment for children if they	Weekly monitoring of	PP lead SLT, Headteacher	End of Term1, Term 2 and Term 3 2020/21	

<p>average is at least 96% for PP.</p>	<p>Free places in breakfast club, sports, PE clubs. Don't miss the bus incentive.</p>	<p>aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Short and medium term incentives are tangible and attainable and so are more likely to be effective.</p>	<p>attendance by all staff using Arbor system.</p>			
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