



# Pupil premium strategy statement

1. Summary information					
<b>School</b>	English Martyrs Catholic Primary				
<b>Academic Year</b>	2018/19	<b>Estimated Total PP budget (Apr 18 – Mar 19)</b>	£90,660	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils As at 10<sup>th</sup> Sept 2018</b>	420	<b>Number of pupils eligible for PP (based on 68)</b>		<b>Date for next internal review of this strategy</b>	Dec 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	13/14 (93%)	67% (2017)
<b>% making expected progress in reading</b>	12/14 (86%)	79% (2017)
<b>% making expected progress in writing</b>	14/14 100%	76% (2017)
<b>% making expected progress in maths</b>	10/14 (71%)	77% (2017)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Social and emotional intelligence
<b>B.</b>	Poor oral language, poor reading skills
<b>C.</b>	Low self esteem/ expectations
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance rates for some children eligible for PP are below the target for all children of 96%. This reduces their school hours and causes them to fall behind. Support systems at home, both academic and nurturing.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<b>A.</b>	Children make expected or better progress through the curriculum. They talk with enthusiasm about their education and they are aware how to improve with their reading, writing and mathematics.	Pupils make progress that is in line with their peers and national expectations.
<b>B.</b>	Children have high aspirations and believe they can achieve their dreams and ambitions.	Children begin to consider their future careers They talk positively about what they aspire to do and begin to take ownership of the school mission statement. (Through Christ We Believe, Inspire Achieve.)
<b>C.</b>	Children are afforded the same enrichment opportunities that their classmates experience. (Residential visits, breakfast, holiday clubs)	Children have access to educational/ recreational experiences such as CHET and Lakeside.
<b>D.</b>	Children's maths, reading, writing and spelling skills improve through targeted interventions that they use in school and at home.	Children make significant progress using a range of interventions designed to accommodate personal learning styles. Parental workshops are held to help parents support learning at home. Virtual learning environments are used to support learning in and out of school. (IDL Cloud, My Maths) Mr Roach, Mrs Jasper and Mrs Naisbett will work with groups of children to support progress with reading, writing and maths.

<b>5. Planned expenditure</b>					
<b>Academic year</b>					
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved progress all pupils	SLT monitoring by classroom observations, work scrutiny, appraisal objectives with clear progress and attainment expectations  CPD on providing stretch for	We want to ensure that PP pupils can achieve high attainment as well instead of simply 'meeting expected standards'. We want to use a small number of relevant teachers PR CJ EN and highly trained TAs to provide stretch and encouragement for these pupils.	Regular cycle of classroom monitoring to ensure level of challenge regular work scrutiny by SLT with and without pupils  Regular monitoring of use of identified writing /maths strategies use INSET	Mr Roach	December 2018

	high attaining pupils.		days/ staff meetings to deliver training.		
B. Improve engagement of pupils eligible for PP in Upper KS2	Planning and delivery of lessons closely monitored to ensure all pupils remain engaged -CPD on teaching and planning expectations	The progress of pupils eligible for PP slows as they move through Key Stage 2. Children making less than expected progress will be targeted for interventions and parental workshops. We want to ensure this becomes accelerated progress by establishing access to virtual learning environments (IDL, My Maths) and providing access to extra tutoring sessions, extra curricular sports outside the school day.	Identified pupils, enrichment activities/trips out, breakfast club, uniform, school equipment, daily fruit, sports clubs, catch-up clubs led by teachers/ TA's Impact and effectiveness monitored by PP Lead and SLT.	Mr Roach	December 2018
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Individual mentoring system established for identified pupils	Additional support in class with PR, EN, CJ and pupil (and parent involvement regularly) to remove barriers to learning	We want to provide extra support to make sure our pupils keep up with homework, understand what is happening in lessons, can access IT etc.  We want to make sure the parents of our pupils understand what is expected by school and to give them support as much as we can. The more we can work together, the more chance of success.	Set up mentoring meetings with all pupils eligible for PP, inviting parents to initial meetings with regular review meetings.	Mr Roach	December 2018
<b>iii. Other approaches</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates for hard-to-reach families	<p>Michelle Boden employed to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Part time attendance lead employed to liaise with all schools, office staff and families</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>A joint approach will ensure that all siblings from hard-to-reach families can be monitored effectively.</p>	<p>Thorough briefing of support worker about existing absence issues. PP/attendance lead, support workers, heads etc. from all schools in they will collaborate to ensure school processes work smoothly together. Monitoring of attendance data and sending out attendance letters.</p> <p>Meet with families as soon as any attendance concerns occur.</p>	<p>Michelle Boden</p> <p>Paul Roach</p>	<p>Weekly</p>
E. Ensure that PPF is claimed by all eligible families	<p>Use family worker, children's centre staff, Inclusion TA, class teachers, office staff, PP lead to raise profile of PPF</p>	<p>Face to face contact has been proved to be the most efficient way of reaching our families. Once trust has been built up, it is a case of changing perceptions about PPF, and not for it to be seen as a hand-out but an entitlement.</p>	<p>Frequent texts, emails, letters to eligible families reminding them of what is available to support their child. High profile messages put on website and newsletters.</p>		<p>October 2018</p>
<p style="text-align: right;"><b>Estimated Staffing Costs</b></p> <p style="text-align: right;"><b>Estimated Trips Costs</b></p> <p style="text-align: right;"><b>Estimated Resource Costs</b></p>				<p><b>£86,555</b></p> <p><b>£4,400</b></p> <p><b>£1,600</b></p>	

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
<p>Improved attainment and progress in Y1 to Y6</p> <p>Expected progress is 5 points for Y1 pupils and 6 points for Y2 and above.</p>	<p>Small group support groups for reading, spelling, grammar and punctuation, writing and maths. Groups led by teachers, HTLAs and TAs</p>	<p>Year- Reading Writing Maths Overall 2017 data</p> <p>1 100% 100% 100% 100%</p> <p>2 78% 89% 100% 78%</p> <p>3 100% 100% 100% 100%</p> <p>4 57% 71% 57% 57%</p> <p>5 50% 33% 50% 33%</p>	<p>As the year progressed we moved away from specific additional interventions (although these remained for some pupils) and moved towards more small-group teaching just before the start of a lesson, and some extra practise after the end of a lesson. The pupils then understood why they were being given the extra support, as it linked in to the work they were doing in the classroom. This approach was felt to be effective and will be used again next year.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
<p>Improved attainment and progress in Year 6</p>	<p>One to one and small group work delivered by Mr. Roach, Mrs. Naisbet based on misconceptions/ poor understanding and mistakes in pupil's work. Specialist ICT teacher working with all Y6 pupils eligible for PP.</p>	<p>Year- Reading Writing Maths Overall</p>	<p>This seemed to be most effective when taught just before or just after a lesson - particularly in maths. We will continue this next year.</p> <p>We will also develop the amount of time spent in giving non-academic support (eg social skills, internet use) following several issues, which have occurred during the past year.</p>	

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
<p>Ensure that all pupils eligible for PP are able to participate fully in school activities.</p> <p>Ensure that all pupils eligible for PP are able to access additional resources, clubs, music lessons, enrichment trips out into the local environment</p>	<p>To use some of PP allocations to pay for day trips, residential trips</p> <p>Use some of the PP allocation to pay for breakfast club, music lessons, sports clubs, extra swimming sessions, theatre trips, trips into local area</p>	<p>All pupils who were eligible for PP and who wished to do so, attended a residential and a number of day trips. This was successful and will be continued during 2018/19</p> <p>Music lessons for children eligible for PP funding were paid for.</p> <p>Letters offering the use of PPF to pay for day trips and residential trips were given out to all eligible families. We will continue to be pro-active to ensure as many parents as possible take up their entitlement as not all eligible families did.</p>	<p>This was reasonably successful and really appreciated by the parents who became involved. Despite reminding eligible families regularly, many still felt unaware of this option and would have done so if better informed. This has become one of our target areas for this year.</p> <p>Very successful and appreciated by families. We have fewer numbers of pupils eligible for PP in the Early Years and Key Stage 1. We need to increase the profile of PPF with the parents of younger pupils to make sure all those who are eligible receive the grant. We feel there is some confusion created by the Infant Universal Free School meals and have this as one of our target areas for this year.</p>	
			<p><b>Total Staffing Costs</b></p> <p><b>Total Trips Costs</b></p> <p><b>Total Resource Costs</b></p>	<p><b>£85,795</b></p> <p><b>£4,176</b></p> <p><b>£1,334</b></p>

### 7. Additional detail

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