



Pupil Premium Strategy Statement **2024/25**

Through Christ we believe, inspire, achieve.

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Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium funding. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	English Martyrs Primary
Number of pupils in school as at July 2024	
Proportion (%) of pupil premium eligible pupils (inc FSM, LAC, Service, Ever 6)	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	15th July 2025
Date on which it will be reviewed	July 2026
Statement authorised by:	
Pupil premium lead	Mr Paul Roach
Governor / Trustee lead	Mrs B Coxon

Funding overview

Detail	Amount
Pupil premium funding allocation 2024-25	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total Pupil Premium budget for 2023-24	

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'disadvantaged' pupils and we are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult.

Our ultimate objectives for our disadvantaged children are to improve their experience of learning and try to enhance their academic and social progress. After looking at the needs of individual children and looking at areas for development within year groups, a series of measurable interventions have been planned. These interventions will ensure high quality teaching for all, develop independent learning skills, include peer tutoring, repetition and high quality feedback. Our targeted support and wider strategies are implemented in line with the School development Plan and regularly monitored and reviewed.

Our plan aims to improve attendance/ punctuality for specific individuals. We aim to consider and appreciate the experience of our disadvantaged children and where possible improve their school life experience.

The Key principles which underpin our plan are:

- The use of evidence based strategies
- That the plan links to all other strategic plans
- The early identification of need and effective support to meet those needs
- The development of cultural capital and enriching experiences for pupils

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Improve the attendance, punctuality of disadvantaged pupils This has been identified by attendance and punctuality analysis through our attendance and punctuality dashboard.
2	Lower initial starting points and difficulties with language, phonics and mathematical development identified by screening processes and Reception baseline and initial Nursery assessment
3	Specific learning difficulty with reading, writing, number work or understanding information identified by teacher administered standardised assessments (NFER)
4	Emotional effects of problems and difficulties arising at home; Limited home support with reading, spelling or homework; lack of trips or experiences to broaden and develop language and vocabulary -evidenced by professional judgements and pupil voice

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
That disadvantaged children's attendance will improve and be inline with non disadvantaged children. This will be measured by regular attendance analysis from our Attendance dashboard. We will use a range of support structures before and after school and specialist staff will liaise with the harder to reach parents to ensure that the children attend school on time. Engage parents to help them understand the impact of poor attendance/punctuality so they can appreciate the consequences of missing lessons.	The PP attendance dashboard will reflect an improvement in attendance/punctuality data. Disadvantaged children's punctuality and attendance will improve in line with their peers Parents will have a clear understanding of the impact of children missing school and lessons.

From Early year upwards children make measurable progress in phonics, language and maths. Monitored by screening for language skills and National Baseline assessment for phonics and maths in EYFS and Nursery. They make significant progress against their own starting points. The interventions delivered by reading teachers will demonstrate a positive impact in their progress in Phonics with Year 1 + 2 children.	Interventions are analysed for frequency and impact. Children in Year 1 will continue to receive 1-2-1 sessions targeting phonics. Sessions will be delivered by reading teachers. There will be screening in EYFS and a series of interventions will be set up to improve phonics attainment. There will be a reduction in the number of pupils below age appropriate standards for language.
Improve reading, writing and grammar skills for disadvantaged pupils so they are making significant progress termly. Monitored by comparing scaled scores in tests at the end of each term (NFER) and through formative assessment informing next steps learning.	Look at the impact of short targeted interventions to make progress in reading, writing, phonics, spelling and grammar. Pathways to progress will continue to be used across the school to revisit basic principles of writing, reading and grammar. Interventions will run alongside the English curriculum. Additional teacher hours to support the delivery of English lessons. Interventions will continue to show progress in reading, writing and grammar. Lexplore has provided reading baselines for all disadvantaged students. They will take part in reading interventions and progress will be monitored. Read write inc spelling has been introduced in key stage 1 and 2 to provide systematic approach to improving spellings.
Improve mathematics skills for disadvantaged pupils so they are making clear progress against their starting point in the academic year. Monitored by comparing scaled scores in tests at the end of each term (NFER) and through formative assessment informing next steps learning .	Disadvantaged pupils eligible make rapid progress by the end of the year and have made clear progress against their starting point in the academic year. IDL maths will demonstrate progress from initial starting points. Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in written, mental maths and arithmetic - Support staff and class teachers support learning

	effectively – addressing misconceptions in preparation for lessons
PP children will continue to have a wide range of educational, sport, PE and enriching experiences as non-disadvantaged children. Carry out a survey to analyse pupil voice and look to improve the children's learning experiences in school. Run interventions aimed at developing confidence and self esteem. Collaborative computing programming clubs, board games to develop, sharing, turn taking and losing. Continue to offer children positions of responsibility such as Digital leaders, sports ambassadors.	Children continue to enjoy a wide range of educational, sport, PE and enriching experiences. Children are given opportunities to take part in extracurricular clubs including sports and PE. Children demonstrate greater confidence through positions of responsibility they have been given. They continue to work collaboratively in computing, gardening and craft clubs. There is a measurable improvement through Data collected (pupil voice surveys).

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching: £95,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in Literacy to continue with Pathways to Read To ensure that PP children are given access to this program where needed and staff are supported in the delivery of the program.	EEF research into low cost, high impact strategies. Continuing with Pathways to Read will offer support to our disadvantaged children. The program offers an opportunity for our children to improve reading. Small focused group work will support children's learning. The program is to be delivered over the academic year. The aim is to revisit and develop strategies to improve reading.	3
Lexplore reading analysis	EEF research into low cost, high impact strategies.	3

Eye tracking software that can analyse children's reading and has identified how to maximise the children's reading skills.	All disadvantaged children have been assessed and tracked using this software. They will receive reading interventions and their progress will be monitored to help maximise reading achievement throughout the next academic year.	
Read Write Inc It is a synthetic phonics programme with bespoke phonics professional development. Read Write Inc. is for children from Reception (P1) to Year 4 (P5), and children with SEND in older year groups. Fresh start from Read Write inc for children in Year 5 and 6 Read write Inc. spelling to provide a systematic approach to the whole school delivery of spelling.	All disadvantaged children have received daily support and made significant progress. This will continue to help during the next academic year. This bridging scheme offers support for older children who have finished the phonics program who require support with reading and writing. Age appropriate texts allow children the opportunity to develop phonics/ reading. This program provides resources including videos, workbooks and spelling logs to help children learn spelling.	3 3
IDL Maths English To ensure that PP children are given access to this program where needed and staff are supported in the delivery of the program.	EEF research into low cost, high impact strategies. To continue to support children where needed in improving their skills in maths/ spelling/reading.	3
To ensure that Pupil Premium children are given opportunities to enhance their writing skills.	Additional teacher hours to support the delivery of English lessons.	3

Targeted academic support: £25,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To continue to support children in Year 1 + 2 with 1-2-1 teaching in phonics.</i> <i>Twice weekly phonics, reading and writing</i>	<i>EEF research into low cost , high impact strategies such as metacognition, thinking skills, self regulation.</i>	2
<i>Run interventions aimed at developing confidence and self esteem. Collaborative computing programming clubs, gardening, board games to develop, sharing, turn taking and losing.</i> <i>Offer children positions of responsibility such as Digital leaders, sports ambassadors.</i>	<i>EEF research into low cost , high impact strategies such as metacognition, thinking skills, self regulation.</i>	1, 4

Wider strategies: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school sports and games clubs without cost. Making sure that the children are able to attend	To make available sports and games clubs for disadvantaged children. Our aim is to promote a healthier lifestyle and an enjoyment of sports/PE.	1

clubs before or after school.		
Pre school clubs will offer disadvantaged children opportunities to join, craft, PE, computing, and a range of clubs suited to individual needs.	Attendance /punctuality data demonstrates that giving children a reason to be in school before the start of the working day has a significant positive effect.	1
Summer camps will offer children chances to learn about healthy lifestyles, games and sports.	<i>EEF research into low cost , high impact strategies such as metacognition, thinking skills, self regulation.</i>	1

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Read write Inc has had a positive impact on the progress of our disadvantaged children. The number of children completing the program has greatly increased and only a small number of disadvantaged children remain on the program. The comprehension groups after the phonics program continue and these sessions have proven to be very successful in helping children to improve their reading skills and comprehension skills. It has given the children the opportunity to improve skills such as inference and deduction. Children's reading at home is monitored to make sure that they are reading a range of genres frequently with parents and carers. Support sessions have been made available by class teachers to parents who feel they need guidance or help.

Our Keystage 1 phonics results showed that 66% of our disadvantaged children are working at expected standard. 25 % of the disadvantaged children KS1 are SEND.

The introduction of Read write spelling has given a robust, systematic approach to the teaching of spelling throughout the school. The child friendly videos, workbooks and spelling logs have helped to create a buzz around the learning of spelling.

Disadvantaged children are recognised by teachers and they are monitored to ensure that they are accessing the spelling curriculum and support is available to those who need it.

Additional teachers were used throughout keystage 2 to teach smaller groups of disadvantaged children during maths and English lessons. This has proven to be successful as the children are improving in these core subjects.

Our Digital leaders have continued and we have had regular meetings and helped children within our school learn about being safe online. This year the children have held parent workshops through National College and we have had a number of parents who were able to obtain a qualification in online safety. This will continue next year and we will build upon the success. We aim to have a parental online safety group who can help to advise other parents on keeping children safe online.

NFER standardised assessments have continued to be used to identify specific areas of development for individual children. Staff have been trained in the use of these assessments and a programme of termly assessments are in place. Teachers are given an analysis of the assessments, which show the child's progress against their peers and national expectations.

Additional resources have been deployed in relation to speech and language screening and staff have been trained to make sure appropriate catch up opportunities are in place.

Mindfulness and The Present program will continue to allow staff to deliver a curriculum aimed at the well being of the children. Feelings booklets continue to be used to collect data on individual needs to offer an insight into the pupils' mental well being.