



Pupil Premium Strategy Statement 2024/2025

Through Christ we believe, inspire, achieve.

Completed by: Paul Roach
Last Updated: 11th July 2024
Agreed by Governors: TBA
Next Updated: July 2025

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	420
Proportion (%) of pupil premium eligible pupils (inc FSM, LAC, Service, Ever 6)	23.6%
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 2024
Date on which it will be reviewed	July 2025
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	£136,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,155
Total Pupil Premium budget for 2023-24	£160,745

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
<p>That disadvantaged children's attendance will improve and be inline with non disadvantaged children.</p> <p>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.</p> <p>Engage parents to help them understand the impact of poor attendance/punctuality so they can appreciate the consequences of missing lessons.</p>	<p>The PP attendance dashboard will reflect an improvement in attendance/punctuality data.</p> <p>Disadvantaged children's punctuality and attendance will improve in line with their peers</p> <p>Parents will have a clear understanding of the impact of children missing school and lessons.</p>

<p>From Early year upwards children make measurable progress in phonics, language and maths.</p> <p>Monitored by screening for language skills and National Baseline assessment for phonics and maths in EYFS and Nursery.</p> <p>They make significant progress against their own starting points.</p> <p>The interventions delivered by reading teachers will demonstrate a positive impact in their progress in Phonics with Year 1 + 2 children.</p>	<p>Interventions are analysed for frequency and impact.</p> <p>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.</p>
<p>Improve reading, writing and grammar skills for disadvantaged pupils so they are making significant progress termly.</p> <p>Monitored by comparing scaled scores in tests at the end of each term (NFER) and through formative assessment informing next steps learning.</p>	<p>Look at the impact of short targeted interventions to make progress in reading, writing, phonics, spelling and grammar.</p> <p>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.</p> <p>Interventions will continue to show progress in reading, writing and grammar.</p> <p>Lexplore has provided reading baselines for all disadvantaged students. They will take part in reading interventions and progress will be monitored.</p>
<p>Improve mathematics skills for disadvantaged pupils so they are making clear progress against their starting point in the academic year.</p> <p>Monitored by comparing scaled scores in tests at the end of each term (NFER) and through formative assessment informing next steps learning .</p>	<p>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.</p> <p>IDL maths will demonstrate progress from initial starting points.</p> <p>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</p>

<p>PP children will continue to have a wide range of educational, sport, PE and enriching experiences as non-disadvantaged children.</p> <p>Carry out a survey to analyse pupil voice and look to improve the children's learning experiences in school.</p> <p>Run interventions aimed at developing confidence and self esteem. Collaborative computing programming clubs, board games to develop, sharing, turn taking and losing.</p> <p>Continue to offer children positions of responsibility such as Digital leaders, sports ambassadors.</p>	<p>Children continue to enjoy a wide range of educational, sport, PE and enriching experiences.</p> <p>Children are given opportunities to take part in extracurricular clubs including sports and PE.</p> <p>Children demonstrate greater confidence through positions of responsibility they have been given. They continue to work collaboratively in computing, gardening and craft clubs.</p> <p>There is a measurable improvement through Data collected (pupil voice surveys).</p>
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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
<p>CPD in Literacy to continue with Pathways to Read</p> <p>To ensure that PP children are given access to this program where needed and staff are supported in the delivery of the program.</p>	<p>EEF research into low cost, high impact strategies.</p> <p>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.</p>	3
<p>Lexplore reading analysis</p> <p>Eye tracking software that can analyse</p>	<p>EEF research into low cost, high impact strategies.</p> <p>All disadvantaged children have been assessed and tracked using</p>	3

<p>children's reading and has identified how to maximise the children's reading skills.</p>	<p>this software. They will receive reading interventions and their progress will be monitored to help maximise reading achievement throughout the next academic year.</p>	
<p>Read Write Inc It is a synthetic phonics programme with bespoke phonics professional development.</p> <p>Read Write Inc. is for children from Reception (P1) to Year 4 (P5), and children with SEND in older year groups.</p> <p>Fresh start from Read Write inc for children in Year 5 and 6</p>	<p>All disadvantaged children have received daily support and made significant progress. This will continue to help during the next academic year.</p> <p>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.</p>	<p>3</p> <p>3</p>
<p>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.</p>	<p>EEF research into low cost, high impact strategies.</p> <p>To continue to support children where needed in improving their skills in maths/ spelling/reading.</p>	<p>3</p>
<p>To ensure that Pupil Premium children are given opportunities to enhance their writing skills.</p>	<p>Additional teacher hours to support the delivery of English lessons.</p>	<p>3</p>

Targeted academic support: £25,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To continue to support children in Year 1 + 2 with 1-2-1 teaching in phonics.</i></p> <p><i>Twice weekly phonics, reading and writing</i></p>	<p><i>EEF research into low cost , high impact strategies such as metacognition, thinking skills, self regulation.</i></p>	2
<p><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></p> <p><i>Offer children positions of responsibility such as Digital leaders, sports ambassadors.</i></p>	<p><i>EEF research into low cost , high impact strategies such as metacognition, thinking skills, self regulation.</i></p>	1, 4

Wider strategies: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school sports and games clubs without cost. Making sure that the children are able to attend clubs before or after school.</p>	<p>To make available sports and games clubs for disadvantaged children. Our aim is to promote a healthier lifestyle and an enjoyment of sports/PE.</p>	1
<p>Pre school clubs will offer disadvantaged children opportunities to join, craft, PE, computing, and a</p>	<p>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.</p>	1

<p>range of clubs suited to individual needs.</p> <p>Summer camps will offer children chances to learn about healthy lifestyles, games and sports.</p>	<p><i>EEF research into low cost , high impact strategies such as metacognition, thinking skills, self regulation.</i></p>	<p>1</p>
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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 2023 to 2024 academic year.

Read Write Inc continues to impact the progress of our disadvantaged children. Cross phase grouping continues to prove successful to help children maximise their learning around phonics/spelling /writing/comprehension. Disadvantaged children continue to be given opportunities to research word etymology and make links with wider parts of the curriculum. This work continues to help to engage more learners into a broader curriculum than before. The daily lessons have helped to improve the attainment of our disadvantaged learners and frequent assessment supports this. Children are finishing the phonics program and moving to comprehension/ spelling/ sentence / punctuation and grammar sessions. These daily sessions build upon previous learning and support children in their literacy skills. Daily reading interventions have also been successful and the targeted children have made excellent progress. One to one phonics sessions in year 1 have improved results with the Phonics screening tests and 83% have achieved this. These one to one sessions will continue in 2024/25.

Our Digital Leaders continue to work to promote keeping safe online.. They were successful in promoting self confidence, enhancing their learning experiences and developed their presentation skills. The children will further develop a whole school training program that will include parents, teachers and governors in 2024/25.

NFER standardised 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.

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.