English Martyrs' RC Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

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'
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	34.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	November 2025-2028 (3-year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 annually
Statement authorised by	Lianne Peart /Ashley Pescod
Pupil premium lead	Lianne Peart / Ashley Pescod
Governor / Trustee lead	Darren Hubbard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,900
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£90,900

Part A: Pupil premium strategy plan

Statement of intent

At English Martyrs' it is our intention that all pupils irrespective of their background or the challenges they face make good progress and reach their full potential in all curriculum areas. The ultimate goal is that our strategy meets the needs of our disadvantaged including those who are high achievers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will work alongside our SDP and wider school plans and will become integral to the strategic plans for the year ahead. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure we are effective we will:
- Adopt a whole school implementation approach in which all staff take responsibility for disadvantaged pupils' outcomes;
- Act early to intervene and provide appropriate intervention;
- Ensure disadvantaged pupils' progress is evaluated
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Analysis of IDACI data (2025) demonstrates the following:
- 43% of pupils are in Primary IDACI band A
- 3% of pupils are in Primary IDACI band B
- 17% of pupils are in Primary IDACI band C
- 19% of pupils are in Primary IDACI band D
- 3% of pupils are in Primary IDACI band E
- 0.04% of pupils are in Primary IDACI band F
- 35% of pupils are entitled to free school meals
- 35% of pupils eligible for free school meals in past 6 years

The majority of our pupils are predominantly of White British heritage with 21% of our pupils from minority ethnic backgrounds.

20% of our pupils are with SEN support.
EHCP 0%
LAC – 0.2%

The proportion of pupils eligible for Pupil Premium (35%) is above national average (21%).

Pupils enter our EYFS with scores suggesting attainment that is below national average. However, by the time they leave English Martyrs', they have made good progress from their starting points. Attainment for a large majority of pupils is in line with or above national averages by the end of Key Stage 2

SAT's 2024
English Reading 73.7% English Writing 73.7% Maths 78.9% RWM Combined 68.4%
National Average – 61%

Challenges

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

Challenge number	Detail of challenge
1	**Early Language Acquisition** Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils. We refer a noticeable amount of children to SALT and use speech and language programmes to support these from Nursery.
2	**Early Reading** Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This then has a negative effect on their development through the school as fluent readers.
3	**Attainment** Our pupils are not achieving Exp/GD in the same proportions as non-pupil premium across the school and at the end of key stages. Our assessments and observations indicate that the attainment among disadvantaged pupils is below that of non-disadvantaged pupils in both key stages.
4	**School Context** Our assessments, observations and discussions with families have resulted in increased Social Services involvement. Many of our disadvantaged pupils are facing challenges due to environmental factors to a greater extent than our other pupils.
5	**Attendance Data** Our attendance data for Pupil Premium children last year was 91.5%.compared to 95.5% of our non -pupil premium children.

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.

The outcomes we are aiming to achieve:
1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within school internal data.
2. For all disadvantaged children to meet age-related expectations.
3. To Enable pupils to look after their social and emotional wellbeing.
4. For children to be provided with a wide range of opportunities to develop their knowledge and understanding of the world in which we live.

Intended outcome	Success criteria
1. A clear phonics programme is embedded throughout the school with confident, well trained staff delivering the programme. To make at least expected/ accelerated progress from initial baseline assessments.	- Phonics scheme is central to reading development. - All staff to have access to Sounds Write portal for continued CPD for Phonics. Continue to support staff to receive good quality CPD to refine practice using Sounds Write training, To work alongside agencies to support whole school staff understanding of phonics and its delivery. - To purchase the Sounds, Write portal to support all staff continuous development. (£900) - Increased parental understanding of phonics Y1 and Y2 parents have visited a workshop 25/11/2025 - Phonics data (2024-75%) with ambition to achieve 90%. National is 80%. - Increased parental understanding of phonics programme by providing regular parental drops in sessions and to develop website support for the school community. - Consistent approach across the whole school will continue to impact attainment - Children's data will be tracked and assessed ½ termly - Pupil progress meetings will take place and challenge under performance and establish the child's barriers to learning. - Support every term from Trust. - Staff to establish their own long term writing plan which will build on good foundations and ensure all children are writers. - Staff to establish every child a writer.
2. Increase in phonics data in Year 1 assessments	- Children's data will show increase on progress scores. - Data will show English Martyrs' above National Average in phonics for 'all' children.

	▪ Narrow the gap between disadvantaged/non pupil premium children.
3. To make at least expected/accelerated progress from initial starting points. To increase % achieving Exp standard for all children. To narrow the gap between disadvantaged and non-disadvantaged children. 4. To raise the profile of reading across the school and hence the reading attainment.	▪ Targeted children's data will show accelerated progress. ▪ Data will show a narrowing of the gap between disadvantaged and non-disadvantaged children. ▪ Increased % achieving Exp in all Year Groups ▪ Data of reading will show a narrowing the gap between disadvantaged and non-disadvantaged children. ▪ Liaising with external agencies to support the CPD and upskilling of all staff in early reading phonic development, spelling programmes. ▪ Liaising with Trust/LA to support progression of reading.
5. To maintain/increase % of children achieving combined R, W, M at Exp standard. To narrow the gap between disadvantaged and non-disadvantaged children across the school.	▪ Targeted children's data will show increased attainment. ▪ Data will show in line with National expectations. ▪ Data will be monitored ½ termly. ▪ Pupil progress meetings half termly. ▪ Work within a network to establish task design for all students to ensure curriculum is mapped out and enables all children to show greater depth standard. ▪ Trust/LA termly monitoring and critical challenge.
6. Increase/maintain attendance in 'all' children. Reduce the % of Pupil Premium absence	▪ Data will show a reduction in Pupil Premium absences ▪ Attendance of Pupil Premium children will increase to 95%, with an aspiration that this will increase and become broadly in line with National averages. ▪ To reduce the PA for Pupil Premium children 2024 – 30%

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£45,954**

Activity	Evidence that supports this approach	Challenge number(s) addressed
		3,1

▪ Embed use of Sounds Write validated phonics scheme across EYFS and KS1 to support teaching of a consistent phonics scheme.	Research suggests the impact of the adoption of phonics approaches can add an additional 5 months progress over the year.	
▪ To extend this to KS2 to support children who do not meet threshold for Phonics Screening in KS1.	EEF Improving Literacy document: *"There is very extensive evidence to support the use of a systematic phonic programme with pupils in KS1".*	3
▪ To monitor and track the children and for all children to complete phonic screening tests to ensure the teaching is matching to the gaps in phonetic code.	There is particularly good evidence around impact of teacher professional development leading to greater improvement.	
▪ *Training* – ensure all staff have necessary pedagogical skills and content knowledge.		
▪ *Responsiveness* – monitoring if learning can be accelerated and difficulties faced with all staff.		
▪ *Engagement*s – to ensure lessons are engaging pupils and are also enjoyable for the teacher.		
▪ To continue to train all staff in the SOUNDS WRITE programme		
▪ To embed a spelling programme for the whole school based on Sounds Write approach.		
▪ To develop and embed writing sequence across the school building on strong Early foundational skills.		
▪ To work alongside Trust/LA to review current practise and develop pedological strategies.		
▪ To re fine the schools long term writing plan to ensure it shows good progression and enables the child to be an efficient writer.		
❖ *Reward systems for extensive reading/Reader of the Week awards.*	The average impact of reading comprehension strategies is an additional 6 months progress over the course of a year.	1, 3
❖ *Continue to purchase Reading Plus for KS2 to support online reading and reading intervention*		
❖ *Continue Easter chocolate incentive encouraging children to read regularly at home.*		

▪ Reading Intervention programme monitored by SLT for children Y1-Y6 small group targeted support to diminish/close the gap ▪ Reception, Year 1, Year 2 – Daily Phonics whole class using Sounds Write. ▪ CPD – English Network Meetings ▪ CPD – LA Network Meetings ▪ Sounds Write Portal – CPD pathway	EEF Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment.	1, 3, 4
▪ Daily pre-reading intervention and support provided by TA/Teacher. (8.40-9.00am) ▪ Data ½ termly monitored to support additional small group sessions to close the gap in phonics. ▪ Data ½ termly monitored on reading ages to ensure progression and highlight children needing intervention – Trust reading age assessments.		1, 3, 4
▪ To deliver CPD for all staff to teach phonics using the Sounds Write programme – updates and extended programmes to support the initial four days of training. ▪ To embed CPD for TA's to support Sounds Write in KS2 to teach pupils specific strategies to support inferencing and increase their understanding. ▪ To embed CPD for TA's to support their understanding of scaffolding techniques to increase efficiency and effectiveness. ▪ To introduce, recite and repeat new vocabulary in every lesson. ▪ To promote the answering in a sentence to a question asked by staff. ▪ To promote the communication and language approaches to emphasise the importance of langue and verbal interaction. ▪ Staff to attend BLAST training (EYFS). ▪ Staff to deliver BLAST – a fully inclusive and accessible to all children to support the	EEF When TA's are properly trained and supported, working in structured ways with small groups can boost pupil progress. + 6 months EEF states: *"The average impact of oral language intervention is approximately an additional 6 months progress over the course of a year. This can also improve the classroom climate."* EEF states + 6 months	4 4 3 1,2 1

development of speech, language and communication. ▪ To embed the Blast 2 programme to boost language, auditory skills and talking in the EYFS but also other areas of the school if needed. ▪ Two TA's have been trained in Talk Boost and x2 interventions will be delivered weekly 1000 plus cpd	*"Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills….."* *"Some studies show slightly larger effects for children from disadvantaged backgrounds."*	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
▪ To continue to purchase Reading Plus for all pupils in KS2 to allow them online access to books and reading comprehension tasks.	+ 4 months There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition with teachers providing targeted instruction to the pupils that are not engaging with the technology.	
	Research engagement states: "Greater parental involvement with school leads to an increase in attainment and progress for Pupil Premium pupils".	3
▪ To provide and promote awards to support engagement at home.	+ 4 months Parental engagement has a positive impact.	3
▪ A whole school planned, monitored intervention programme which considers 'all' children. Pupil progress meetings to develop and challenge children's progress.	+ 4 months Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	3, 4, 5

▪ To release SENDCo1/2 day to support the SEND children across the school and their families. ▪ To release Deputy SENDCo to support the SEND children across the school and their families.		
▪ For school to use Times Tables Rockstars to support the recall of multiplication facts for all children Y1-Y6 ▪ All year groups to complete whole class reading at the same time of day to increase its profile and status across the school. ▪ To provide robust rewards for children to promote engagement within/external to school environment. ▪ For school to use Mathletics to support Y1-Y6 pupils.	Whole school implementation. Covers practice, fluency, problem-solving, and reasoning tasks aligned to curriculum standards. Encourages mastery without boredom by offering varied activities and challenges.	3
To continue to purchase an Early Help worker – one day per week to support the children and families of English Martyrs' support in applications for housing, benefits, to run Early Help programmes for individuals and small groups across the school.	+ 4 months Evidence suggests that sessions can produce large improvements in academic performance to decrease behaviours and support children engage in their learning.	5
Educational Psychologist	Helps school in supporting learners and their families, providing evidence-based practices and help schools implement interventions that improve outcomes for all pupils.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support CPD to work with vulnerable children to ensure they can access learning that fits their needs.	+4 months Behaviour interventions can produce moderate improvements in academic	4, 5

Purchase of Behaviour Support Service Level Agreement to support individual children, staff CPD to support all staff. To access training provided by the Link School and Behaviour support team for the whole school – de-escalation training Nov 25. £300	performance, problematic behaviours.	
Raising Aspirations Positive Footprints My Happy Mind	Students are empowered by developing their self-belief, resilience, and confidence. This is achieved through interactive sessions that encourage reflection, goal-setting, and strategies to cope with challenges like stress and anxiety. These improvements often lead to better engagement in learning and school life. Creates a positive, whole-school culture of mental wellbeing.	
Attendance 100 to support the school offering: ▪ First Day Response ▪ Weekly attendance monitoring ▪ Home visits ▪ Support to promote parental engagement We would like to maintain, improve our attendance figures across the school: Add attendance figures below	Poor attendance is the main barrier to learning. Pupils need to attend school to enable them to reach their full potential.	6

Days Absent by End of Year	Equal to Absence %	Overall Attendance % by End of Year
1	0.5%	99.50%
5	2.5%	97.50%
10	5%	95%
20	10%	90%
30	15%	85%

	Academic year	2024-2025				2023-2024				2022-2023			Persi...
Attribute	Value	Attendance	Attendance gap	Persistent absence	Persistent absence gap	Attendance	Attendance gap	Persistent absence	Persistent absence gap	Attendance	Attendance gap	Persistent absence	
Trust	Trust	94.18%	94.18%	17.62%	17.62%	92.37%	92.37%	28.44%	28.44%	93.28%	93.28%	23.00%	
SEN	EHCP	71.49%	-23.42%	100.00%	27.57%	87.76%	-4.89%	100.00%	3.29%	85.08%	-8.36%	100.00%	
	No SEN	94.91%		13.81%	27.57%	92.65%		27.96%	3.29%	93.44%		21.47%	
	SEN needs	90.82%	-4.09%	37.04%	27.57%	90.99%	-1.66%	29.03%	3.29%	92.85%	-0.59%	26.47%	
LAC	LAC	88.26%	-5.94%	100.00%	82.78%	98.42%	6.09%	0.00%	-28.57%	94.05%	0.78%	0.00%	
	Non LAC	94.20%		17.22%	82.78%	92.34%		28.57%	-28.57%	93.27%		23.11%	
Gender	Female	94.10%	-0.16%	17.43%	-0.39%	92.71%	0.67%	26.36%	-4.19%	94.23%	1.88%	18.69%	
	Male	94.26%	0.16%	17.82%	-0.39%	92.03%	0.67%	30.56%	-4.19%	92.35%	1.88%	27.36%	
EAL	EAL	96.53%	2.57%	11.11%	-7.12%	95.12%	2.93%	5.88%	-24.47%	92.38%	-0.94%	36.36%	
	Non EAL	93.96%		18.23%	-7.12%	92.19%		30.35%	-24.47%	93.32%		22.28%	
Disadvantaged	Disadvantaged	91.54%	-3.97%	30.99%	20.19%	90.76%	-2.78%	38.75%	16.29%	92.02%	-2.41%	33.33%	
	Non disadvantaged	95.51%		10.79%	20.19%	93.54%		22.46%	16.29%	94.43%		15.00%	

➢	+4 months Research suggests the average impact of parental engagement is an addition of 4 months but also higher impact for pupils with low attainment. It is crucial to consider our approach and consider how parents. Guidance report linked to: ▪ Working with parents ▪ To support children's learning	3
To create subsidised experience to enhance academic learning to create aspirations and give children opportunities to excel in areas they might not otherwise have access to: ▪ After school clubs (Free Y5/Y6) ▪ Music Tuition per session per child heavily subsidised by school (£2.00 per session) ▪ Disadvantaged children encouraged to attend clubs funded by school. This is monitored and shared half termly. ▪ Whole school music programme to encourage and provide opportunity for all children to learn an instrument ▪ Educational visits – all subsidised ▪ Sporting activities subsidised by school. ▪ Residential trips to ensure all children have access to the experience ▪ Yearly pantomime heavily subsidised to support experiences for all children.	Evidence highlights that we should consider: ▪ Guidance on knowledge skills and characteristics required to achieve future goals. ▪ Activities to support self-esteem/motivation and learning ▪ Opportunities for pupils to encounter new experiences and settings ▪ To monitor the impacts and draw a correlation with increased attainment for all	3, 7

- Enhance aspirations, life skills and supporting children's desire to be the very best they can be. £390 – Positive Footprints. £4000 -Raising aspirations in well being - Providing the children with the belief and skillset to understand they can achieve their ambitions and life goals. - Each curriculum area to signpost careers linked to promote aspirations for the future. - Continue to purchase and embed the Raising Aspirations programme for Year 5/6 children. - To host a careers week in the spring term for all children and parents to raise profile of aspirations.		
- To embed the Happiness Heroes/My Happy Mind and their actions to achieve the Mental Health Silver Award. - To establish Raising Attainment with Wellbeing programme. - CPD for SLT Mental Health and for key staff - Supply costs to cover CPD	Children will learn strategies to balance high expectations with emotional support helping pupils feel motivated and safe. Promotes a shared vision where wellbeing is embedded in policies and practices. Fostering a positive mindset among students, encouraging them to set ambitious yet achievable goals, and building resilience. This approach will not only improve emotional well-being but also enhance motivation and engagement in learning. By promoting self-belief and a growth mindset.	1

Total budgeted cost:

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.

EYFS	Current GLD		70%
	2024 National	69.2%	
	Self regulation		75%
	Managing Self		75%
	Building Relationships		75%
	Gross Motor Skills		85%
	Comprehension		75%
	Reading (word)		70%
	Writing		70%
	Number		70%

Key Stage 1	Year 1			
Phonics	The % of children achieving the expected standard 32+ out of 40 in Year 1 Phonics Test			70%
	The % of boys achieving the standard			63.9%
	The % of girls achieving the standard			88.9 %
	National Average		80%	
Disadvantaged	The % of Pupil Premium Pupils	5/20	40 %	
	The % of SEN pupils achieving the standard	2/20	0 %	
Phonics	The % of pupils achieving the pass mark by the end of Year 2	7	57.1%	
	National (2025)			
	The % of boys achieving a pass score end Y2	3	33.3%	
	National (2025)			
	The % of girls achieving a pass score end Y2	4	75%	
	National (2025)			

Key Stage 2		
Reading, Writing, Maths Combined	The % of pupils achieving the expected standard or above	68.4%
	National Average	62.1%
	The % of pupils achieving the GD standard	11%
	National Average	8.4%
Reading	The % of pupils achieving the expected standard or above is	73.7%
	National Average	75%
	The % of pupils achieving GD	15.8%
	National Average	33%

Maths	The % of pupils achieving the expected standard or above	78.9%
	National Average	74%
	The % of pupils achieving GD	26.3%
	National Average	26%
Writing	The % of pupils achieving the expected standard or above	74%
	National Average	72%
	The % of pupils achieving GD	32%
	National Average	13%

Externally provided programmes Key stage 2 attainment (provisional)

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Solutions
Talk Boost	Speak and Language UK
Times Tables	TT Rockstars
Maths	Mathletics
BLAST Package	Blast Programme
Sounds Write Phonic Programme	Sounds Write
Office 365	Microsoft

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.