

Pupil premium strategy statement – The English Martyrs Catholic School and Sixth Form College

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Total 1433 (7-11 1302)
Proportion (%) of pupil premium eligible pupils	36% including sixth form 39% 7-11 only
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 <i>To be reviewed annually</i>
Date this statement was published	First published September 2024 Reviewed September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Glenn Thompson
Pupil premium lead	Amy Savage
Governor / Trustee lead	Mary Frain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£464400
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£464400

Statement of intent

St Teresa of Avila: Christ has no body but yours'.
'Strength through unity' – Per unitatem virtus

At The English Martyrs Catholic School and Sixth Form College, our core belief is that every student deserves a foundation of equity and success, grounded in meaningful and transformative experiences that affirm their value as learners, community members, and cherished children of God. We are driven by the mission to enrich each student's life through unwavering support and opportunities for growth, ensuring that they thrive academically, socially, and spiritually. We are one community who aim to live in the image of Christ – by coming together, we are stronger, and we aim to live in the image of God.

Vision and Aspirations

We are committed to delivering high-quality teaching that is both accessible and adaptable to meet the diverse needs of our students. Our approach ensures that each learner can realise their full potential, benefiting from a curriculum that embraces both academic rigor and individualised learning pathways. By addressing specific learning points and tailoring our pedagogy, we foster an environment where every student can excel, regardless of their background.

At English Martyrs, we employ a systematic and child-centred approach to narrowing the attainment gap for disadvantaged students. This strategy is characterised by a blend of provision, personalised intervention and academic challenge. Our goal is to address and respond to the unique needs of each child, providing the resources and support they require to flourish.

Holistic Curriculum and Support

Our curriculum is designed to be ambitious, robust and inclusive, supported by a compassionate pastoral and inclusion framework. We aim to break down barriers to learning, empowering students to succeed in all areas of their education. Central to this strategy is our commitment to literacy and reading, which are foundational to lifelong learning. Through specialised, structured literacy programmes, we strive to ensure that our disadvantaged students will achieve at levels that at least match national benchmarks and have aspirations to move beyond.

We use data to track and enhance student outcomes and inform appropriate interventions. Our comprehensive analysis encompasses attainment and progress metrics, attendance, behaviour, safeguarding concerns, engagement in enrichment activities, and post-KS3 and KS4 decisions. This rigorous monitoring allows us to refine our strategies continually and respond proactively to emerging needs.

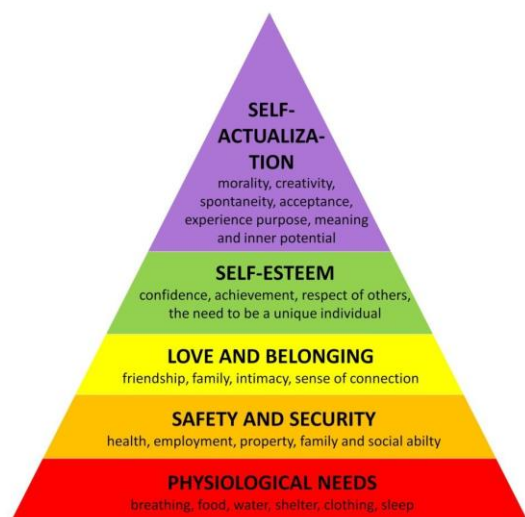
Building Cultural Capital

We recognise the profound impact of material disadvantage and cultural deprivation on our students' lives. At English Martyrs, we are unwavering in our commitment to dismantling these barriers, ensuring that every student has access to the resources and experiences necessary to build cultural capital. Our broad and varied enrichment programmes, supplemented by targeted tutoring and robust career support, provide opportunities for students to discover their passions, develop critical life skills, and prepare for future success.

Our dedication is captured in the words of Pope Francis: "Educating is an act of love; it is giving life...It demands that we use the best resources, that we awaken passion and start paths of formation for young people." This sentiment guides our work, inspiring us to invest deeply in our students' journeys.

Grounded in Faith

Our philosophy is anchored in Maslow's 'hierarchy of needs', a model that we have adapted to guide our routines and expectations. This framework emphasises meeting students' basic needs as a foundation for growth, enabling them to experience the fullness of life and reach their academic potential. By addressing each level of this hierarchy, we ensure that our students feel safe, valued, and inspired to learn.



Our ethos is further informed by the teachings of Saint Teresa of Avila 'Christ has no body but yours'. We believe that we are Christ's representatives on earth – we are here to do the work of God and to live in the image of God. This principle fuels our belief in the power of strong, positive teacher-student relationships. By fostering a culture of mutual respect and high expectations, we empower our school community to strive for excellence.

Implementation and Impact

High Quality Teaching: Ongoing investment in classroom practice, teacher training and resources to deliver adaptive and engaging instruction.

Personalised Interventions: Tailored academic and pastoral support for those most in need, with a focus on closing attainment gaps.

Enrichment and Engagement: A diverse range of extracurricular activities, cultural experiences, and spiritual growth opportunities.

Monitoring and Evaluation: Continual assessment and review of our impact, ensuring our strategies remain effective and responsive.

In all that we do, we are guided by our faith and commitment to the well-being and success of every student, striving to ensure they leave our school prepared to embrace the future with hope, knowledge, and resilience.

Let us journey together in faith and love, doing what is necessary, and with God's grace, achieving the impossible.

Challenges

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

Challenge number	Detail of challenge
1 Physiological, safety and basic needs	Attendance is lower for disadvantaged students compared to non- disadvantaged. We know that poor attendance affects disadvantaged students more than their advantaged peers. Some disadvantaged students need additional support to get to school and start the day with a positive, welcoming experience. Some disadvantaged students need a trusted adult to advocate for their needs and support them through challenges. There are financial and socio -economic challenges for disadvantaged students who lack basic provisions such as food/ breakfast, uniform, equipment and books.
2 Belonging and Achievement	Our reading provision identify some disadvantaged students who have lower reading ages and proficiency than their peers. This also includes lower confidence in basic numeracy functions. Some of our disadvantaged students lack self -esteem and can take either a passive or avoidance approach to learning and contribute less to class discussion. Class charts shows that some of our disadvantaged students struggle with self- organisation and independent learning such as homework. They can lack the metacognitive skills of resilience and self- regulation. Some disadvantaged parents need additional opportunities to engage with school and know how to effectively support their child's achievement. Some disadvantaged students need academic intervention to fill gaps in knowledge, raise their self-belief and their potential to improve and achieve in assessments.
3	Disadvantaged students, including high prior attainers, can have barriers that prevent them from "dreaming big" and lack positive role models to encourage them.

Dignity and Worth	Disadvantaged students can sometimes lack the guidance they need for next steps - they need additional careers support to find a fulfilling and ambitious pathway. They can lack the opportunities for cultural capital that non-disadvantaged students experience. Disadvantaged students need to compete with non-disadvantaged and achieve a set of qualifications that help them to achieve their potential.
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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
Physiological, safety and basic needs	
Improving attendance through focused support, mentoring, and pastoral care systems.	- Improved attendance of disadvantaged students, evidenced through attendance data. - Precise tracking and systematic interventions regarding student absence, evidenced by attendance log and communication home. - Support with school attendance by targeting specific groups, such as disadvantaged SEND students and CIOC students. - Focus on disadvantaged student attendance and needs, building positive relationships with parents/carers. - Intervention from Learning Mentors reduces the impact of poor attendance on Year 11 outcomes. - Timely communication and intervention with parents.
Providing safe, inclusive environments where students facing significant life challenges can have their basic needs fulfilled.	- Ordinarily Available Offer is tailored to the needs of disadvantaged students and is the minimum expectation in every classroom. - Pastoral Managers, Academic Pastoral Leaders and Learning Mentors (Yr 11) advocate for pupils and support with homework, catch up, praise, rewards etc. - Use of Student Services to support these students' basic and academic needs (uniform, revision guides, essential equipment etc.) - Food ingredients and materials for Art and Technology provided so that students are not at a disadvantage in terms of their access to specialist learning environments. - CPD informs all staff about our students and their needs so they can respond with care and proactivity. The impact of this is seen in classrooms and in results / progress. - Seating plans identify disadvantaged students. The plan is used to situate students in easily accessible positions in the classroom so they can be prioritised for support. - Support, in terms of encouragement and finance, to access enrichment, trips and events, with systematic tracking in place.

Belonging and Achievement	
Offering resources and frameworks to support students in developing proficiency and confidence in self-organisation and independent learning.	- Trends in repeated negative behaviour will reduce and repeated suspensions of disadvantaged students will reduce. - Reward points are in line with non-disadvantaged peers. - Positive engagement with staff leading interventions, including Learning Mentors in Year 11, targeted support, reading interventions, demonstrated through attendance and progress data. - CPD programmes for staff which develop the whole school EMCS pedagogy which is observed in all classrooms. - Continuous positive reinforcement of expectations through Virtues curriculum, use of PREP and rewards.
Creating curricular opportunities for students to enhance their literacy, oracy, and numeracy skills, ensuring academic success while also	- Tracked improvement in reading ages and increased progress in literacy, using the Accelerated Reader programme. - Strong attendance at literacy interventions.

fostering self-confidence and self-esteem.	- Disadvantaged students are prioritised for opportunities for oracy in the classroom as well as shoulder time. Seating plans ensure disadvantaged students are accessible. - Use of whiteboards encourages engagement and allows staff to check for understanding and support students more effectively. - CPD training on oracy is used and implemented effectively by teachers to support students in classroom. This supports structured and unstructured talk and branches into improving extended written work. - Disadvantaged students are prioritised in the marking and feedback on students' independent work. - Access and engagement with literacy and numeracy interventions is positive and demonstrated through student voice and feedback.
Communicate effectively and actively engage with parents to increase aspiration and engagement	- All Disadvantaged parents/ carers have the MCAS and Class chart app, and have been offered targeted support to access it. - PL/APL/Learning Mentors (yr 11) prioritise communication with families of disadvantaged students. - Attendance at information evenings and parent consultations events is monitored, disadvantaged parents receive personalised invitations and in the case of non-attendance receive a bespoke summary of the event in person or via telephone. - Social Media reach and engagement through Facebook and the College Website is active and wide. - Positive relationships are fostered and referrals to outside agencies are made where appropriate.

Dignity and Worth	
Designing an engaging and varied curriculum for our students that captures their interest while motivating our higher prior achievers to reach their full potential.	- Broad, ambitious curriculum where students have equal access to qualifications including EBACC. - Disadvantaged students' outcomes rapidly improve to be in line with national non-disadvantaged. - Gaps in knowledge and experiences for disadvantaged students are identified and addressed through systematic monitoring. - Disadvantaged students are a priority focus. The Headteacher is the designated representative / line of accountability, they are an item agenda on all meeting agendas, and they are a focus of Trust monitoring. - Positive discrimination in terms of in-class attention, questioning and feedback. - Prioritised for a wide range of intervention. - Removal of barriers for attending revision sessions, including transport home and incentives for attendance.
Realising potential through a careers program that empowers our students to broaden their horizons and be aspirational for themselves and their futures	- Disadvantaged students are prioritised for additional careers activities, including visits to other colleges, CIAG interviews with specialist staff and support between school and home on informed choices. - Support from school staff at careers fair to engage with employers and post 16 providers. - Additional support to secure work experience. - Monitoring and tracking of destinations shows strong % of disadvantaged students in the sixth form and at university/ post-16 education. - No NEETs. - Virtues programme has explicit and embedded links to developing confidence, resilience and aspirations for life.
Facilitating enrichment experiences, trips, and events to broaden students' perspectives and enhance their cultural capital.	- Strong participation in enrichment activities exemplified by student voice and attendance data. - Individual disadvantaged student level: forensic monitoring of participation and swift intervention for students not engaging with offer. - Department level: curriculum intent plans demonstrate how cultural capital is woven into the curriculum. Triangulated by lesson visits, stakeholder voice and work in books over time. - Strategic programme of visits and guest speakers from a range of backgrounds. - Targeted participation in opportunities within the school day e.g. Shakespeare project, pupil parliament, debating opportunities - Financial support to go on retreat programmes and spiritual/liturgical experiences and other trips. - Disadvantaged students represented positively and in targeted opportunities inside and outside of school to develop cultural capital, including theatre visits. - Whole year group activities and trips offer inclusive opportunities.

	Disadvantaged represented positively and proportionately in student leadership roles so disadvantaged students are proportionally represented in the school council, sports leaders roles and other aspects of school life.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ £112,229.69

Activity	Evidence that supports this approach
High quality teaching and our Ordinarily Available Offer.	High quality teaching and learning is at the core of the teaching and learning policy of the school. All research shows that developing cognitive and metacognitive strategies within classrooms has a significant impact upon progress, attainment and self-esteem/confidence. The EEF has found that when opportunities for the following practices are implemented and then embedded, students have the most meaningful learning experiences: long term retention of knowledge, fluency in key skills, subject-specific strategies or memorisation techniques, exploring the best fit for a task, use of prior knowledge, anticipating common misconceptions, and the use of formative assessment / live checking of progress. The EEF has shown that when departments plan lessons collaboratively the use of explicit instructions, scaffolding and flexible grouping all have a higher impact upon the learning. Maslow's hierarchy of needs is demonstrable in the infrastructures and motivational planning to ensure staff and student self-actualization. Every member of the community can function optimally and fully when their needs are met, and the school seeks to ensure this through providing consistent opportunities to fulfil human potential. <i>The EMCS pedagogy and our Teaching and Learning policy, which includes our embedded 'Ordinarily Available Offer' that is focused on proven strategies to support disadvantaged and SEND students, fully complements the research.</i> <i>We invest in reading is an important aspect of supporting student progress, and this is supported by EEF research that reading comprehension strategies are high impact on average (+6 months). Our Accelerated Reader Programme, Reading Leaders and targeted layers of intervention support students to improve and strengthen their reading decoding and understanding so that they can be successful learners.</i> https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Barak Rosenshine's <i>Principles of Instruction</i>. Tom Sherrington's <i>Rosenshine's Principles in Action</i> (2019). https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf https://ems.bhcet.org.uk/information/policies - see EMS Teaching and Learning Policy.
Inclusion Team Professional Development	Teaching Assistants play a key strategic role in supporting, teaching and working with students. EEF research suggests TAs must be utilised in the following ways:

	1. Effective use in classroom conditions: • TAs not being used as an informal resource for LA students • TAs to add value to what teachers do not replace them • TAs to help students develop independent learning skills and manage their own learning • TAs to be fully prepared for their role in the classroom 2. Effective use in delivering structured interventions outside of the classroom: • TAs to deliver high quality 1-2-1 and small group support using structured interventions • TAs to use evidence-based interventions in their small groups and 1-2-1 instructions 3. Integrating learning from work led by teachers and TAs: • Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions <i>We recognise the importance of the above as evidenced through the specific CPD staff have participated in, and continue to access, in relation to the use of TAs as a part and an extension of our Ordinarily Available Offer, the use of TA cards and Classports to support all learners in the classroom effectively. The deployment of specialist LSOs, LSAs, Learning Mentors and the use of our SEMH specialist LSO all form an integral part of this offer.</i> <i>At EMS, as well as a strong team of Pastoral and Academic Leaders, and expert LSOs and LSAs, we have bespoke provisions that offer targeted support to students, including our Savio provision that looks to bridge academic, social and emotional gaps with dedicated trained support and teaching staff, as well as our NEST and ARK provisions.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants
Pastoral Leaders and Academic Pastoral Leaders Dedicated Attendance Team, Family Support Workers and Youth workers.	These layers of pastoral support are instrumental in providing rigorous and focused support. The work of the EEF along with the Youth Endowment fund have published the latest evidence in March 2022 in the three reports on rapid interventions and impact on attendance. 'Nudge' communication and specific removals or barriers to learning on a 1-2-1 basis have the biggest impact for PAs and students at risk of becoming PAs. Information conveying these support networks should also be provided to families in their first language alongside an English translation. EEF research does suggest other approaches have a meaningful impact, but these are mostly measured in the 1-2-1 experiences and personalised support so are harder to measure in raw data but clearly evident in individual cases. These include: incentives and disincentives, mentoring, behaviour interventions, extra-curricular activities, provision of meals (breakfast and lunch programmes), and teaching social and emotional skills. <i>At EMS, we have layers of bespoke intervention led by the Pastoral and Attendance Team, reflective of this research. This includes communication via the school app, morning student collections / pick-ups, one to one work with students and families, early intervention and a coherence between a student's academic progress, pastoral support and attendance intervention. Rewards, support with meals and other personalised support is a thread within this strategy.</i> https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/attendance-interventions-rapid-evidence-assessment
Inclusion, Emmaus and Savio centre staffing.	As a Catholic school we value every member of our community as made in the image and likeness of God. Staff working in these three centres are a central point for the provision of systematic support along with cultivating a place of compassion, justice and renewal. Through having such a set of centres, students are reminded of their value and able to then go on to develop their whole sense of self and ultimately their fullest potential. Relationships and restorative justice are key to supporting the culture, climate and children. http://www.nwcdtp.org.uk/wp-content/uploads/2020/02/christ-at-the-centre-2005-1.pdf

	Staff in these centres are trained and the approach taken reflects current research and texts written about inclusion and diversity to promote dignity and enable them to communicate effectively and become more resilient and self-aware. Malone, Tony (Jan. 2021) Equality, Diversity & Inclusion: The Practical Guide: The essential handbook for terminology and communicating inclusion with dignity.
Literacy and Reading	Research suggests that the greatest barrier to learning and success is through the recognition and understanding of language along with the subsequent metacognitive practices of comprehension. Evidence consistently demonstrates that decoding and comprehension are vital skills for students to be able to read. Fluency of reading (spoken and silent) is considered to be the bridge between those two skills: 'A fluent reader is one who can accurately and automatically decode words' (Rasinski – EEF). The EEF model for improving literacy is used as a planning tool with key strategies and a definitive measure for impact. These areas include: disciplinary literacy; targeted vocabulary instruction; the reading of complex academic texts; breaking down writing tasks; opportunities for structured talk; and high-quality interventions for struggling students. This method is highly effective in analysis specific structures for support and to ensure consistency across the curriculum. EEF research further emphasises the importance of oracy and its impact of improving outcomes by +6 months of learning and progress across the curriculum as well as improving classroom climate and behaviour for learning. Any approach that focus on speaking, listening and a combination of the two all show positive impacts on attainment and outcomes. James Mannion talks about the oracy framework and connects it Maslow's self-actualisation: 'When we develop the ability to do things with confidence and flair, it is utterly transformative...Developing the ability to speak and listen is a form of self-actualisation.' A key factor in oracy is having one to one conversations 'first' with our students and modelling those conversations to them, particularly those who are disadvantaged. These dialogues are instrumental in providing formative support and immediate feedback, as well as ensuring they feel 'noticed'. Research suggests that is who has the greatest impact on in terms of language acquisition. It also means that they are able to envisage how they could speak publicly as they have seen it happen live in the learning. Oracy is a Trust priority and staff have engaged in CPD and strategy to implement within the classroom. We have a well-established Accelerated Reader in place that is supplemented by reading support and targeted and graduated reading interventions. Our library is a vibrant place to be within the school and our systems include rewards and student leadership roles as part of this provision. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacyks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://oracycambridge.org/ https://www.sapere.org.uk/p4c-and-oracy/?gad_source=1&qclid=EAlaIqObChMwle2jdTqiAMVw2xBah0oLC45EAAYASAAEgJoEfD_BwE
Character Education, Virtues Curriculum and Careers	Character development is exemplified in the Gospel values and Christian virtues celebrated and lived within our community. Government initiatives and strategies recognise the significance of this education to develop students in, around, and outside of, the curriculum. The ideal is to develop students so that they have: high aspirations in relation to themselves and their futures, resilience and social confidence in relationships and dialogue. When such an education is recognised and given value it shows success through short term goals (friendships, success in subjects, confidence in extracurricular events) and long-term goals (aspirations and destinations). Virtues and values are reflected in terms of how reading and literacy allow a lived narrative which then becomes exemplified in personal, collective and corporate experiences. Further evidence from the EEF shows how reading is integral to the acquisition and retention of Social and Emotional Language, "a teacher might connect the characters and situations in a book with the children's experiences by reading a passage at least twice and then asking questions...Open-ended questions like these enable children to link fictional texts to their own experiences, learn new vocabulary, and practise applying social and emotional skills." EEF research indicates that careers support has a positive impact upon: • Educational outcomes, e.g. attainment level

	- Economic and employment outcomes, e.g., earnings, likelihood of finding work, transition and social mobility (NEET) - Social outcomes, e.g. cultural capital, virtues and non-cognitive skills and well being We have an extensive Virtues curriculum, enrichment programme, revision programme and PSHE programme that stretches above and beyond legal requirements. This curriculum is built upon the principles of Catholic Social Teaching and our Trust Virtues. It offers opportunities for students to explore social, moral, ethical and theological issues through various forms of communication and media, and through partnerships with external agencies. Careers education is an integral part of this and includes visits to employers and colleges and mock interviews. Our disadvantaged students are prioritised for careers support and our NEET figures are impressive due to this. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf http://www.nwcdtp.org.uk/wp-content/uploads/2020/02/christ-at-the-centre-2005-1.pdf The Holy Bible
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £162,229.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra literacy sessions and interventions	Evidence suggests that students need focused and specific interventions to support progress in literacy. Initiatives which are translated into curricular learning through literacy along with programmes to support personalised needs are the most effective in ensuring long term progress. Through a well-structured and developed programme for students, pathways must be provided for all students who need that support. When EL lessons complement literacy lessons students are able to retain and embed their new learning/skills so as to be able to successfully complete tasks of writing and comprehension. In order to be truly effective, literacy needs to be defined clearly and shown as an explicit strategy, e.g. this is how you write a question in Maths, this is how you answer a question in history, this is how you ask a question in RE etc. The recent report by the National Literacy Trust (June 2022) has shown that students who are on FSM are those who enjoyed writing more than their peers. The report has also highlighted that following from the lower figures of ability and interest in writing from 2020/2021, boys now especially enjoyed having the opportunities to write including doing so in their spare time. The main ways of writing and communication amongst students is through text/direct messages (90.4%), in-game communications (83.0%), fiction/short stories on paper (25.2%), and fiction on a screen (19.0%). Most importantly, the research shows that students on FSM enjoyed writing for two main reasons. The first being that it helped them deal with emotions such as confidence, happiness or to relax alongside also feeling that they are connected to others and can see how writing is valuable for their futures. <i>In Year 7 we have a Nurture group who benefit from very small class sizes (12 students) with 3 adults to support – two LSOs and one teacher. This group, as well as other KS3 groups, benefit from an additional literacy lesson dedicated to developing foundation skills. Opportunities to write more widely are built into the extra curricular offer including Diocesan</i>	1, 2 and 3

	competitions and a wide range of enrichment opportunities to support additional literacy embedded into the curriculum. We have invested in phonics training for staff so they can support students who are below expectations and are not secondary ready. • https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacydevelopment • https://literacytrust.org.uk/research-services/research-reports/children-and-young-peopleswriting-in-2022/ • https://d2tic4wv01iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053 • Alex Quigley Closing the Vocabulary Gap. • Shotton Hall Research School - https://researchschool.org.uk/shottonhall/news	
Targeted Curriculum Interventions	Curricular interventions and support in lessons and from teachers and leaders ensures that students have access to skills and resources for success. EEF research shows that in order to 'strengthen the toolbox' students need precise and explicit instructions in curricular disciplines along with consistent revision and learning routines. Rowland demonstrates that any targeted approach must be rooted in best practice and centred on improving the day-to-day learning experiences of disadvantaged pupils, leading to better long-term choice and opportunity: 1. Strategic and Evidence-Informed: there must be collaboration among pupils, families, teachers, leaders, system leaders, and wider agencies 2. Focus on Day-to-Day Learning: Improving the daily learning experiences of disadvantaged pupils is central alongside enhancing long-term choices and opportunities for them. 3. Whole School Culture: the whole school culture must prioritize addressing disadvantage. This involves ownership and buy-in from all stakeholders within the community. 4. Impact of Socio-Economic Disadvantage: understand the impact of socio-economic disadvantage on learning and provides strategies to mitigate these effects. Disadvantaged students are a Trust-wide priority. This aspect of the strategy is supported by our EMCS pedagogy, our Classports, Class Context Sheets completed by teachers that show individual students' progress has been evaluated and planned for. Learning Mentors support students with revision planning, strategy and practices. We reach out to parents ahead of key events to encourage attendance and work with them in terms of 'How to revise evenings' so they can support at home. One to one tutoring from specialist teaching staff is offered to targeted students for Core subjects. https://educationendowmentfoundation.org.uk/news/eeef-quest-blog-building-study-habitsand-revision-routines https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/specialeducational-needs-and-disabilities-send Rowland, Marc (2021) Addressing Educational Disadvantage in Schools and Colleges: The Essex Way	1,2 and 3
Reading Interventions	Language is the foundation of all learning and formation. Engagement with language is intrinsic to student acquisition of vocabulary, literacy key skills and comprehension. The most powerful tool for unlocking and accessing language and literacy is through reading. It is through reading that student progress and predictions can be measured and reported on with accuracy.	1,2 and 3

	Opportunities for reading and doing so in a variety of ways is paramount for students to be able to access the spoken and written word with confidence, clarity and ease. Accelerated Reader has identified six elements for successful reading: regular reading; access to books at home; the choice of reading; the sharing of reading with trusted adults and peers; time to read; and the reading experience being enjoyable. All strategic interventions are centralised around these elements and so have the highest impact upon improving student experiences of books and reading. Through more exposure to reading throughout the curriculum, language will become varied, and dialogue will be more overt. Accelerated reader, MyOn and layered and bespoke reading interventions are embedded, planned and reviewed. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacydevelopment Accelerated Reader – What Children are Reading	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £162,229.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Isolation, Savio and Emmaus centres	Provision of centres for support and interventions have a significant impact on behaviour for learning. Students who understand reasoning around their behaviours are more able to manage their own character and become more self-aware and responsible. Through personalised conversations and strategic activities, students can remain within their educational context and form positive relationships with members of their community. The EEF report on behaviour highlights the importance of knowing your students and knowing what influences them. Centres such as these allow for that focused approach which ensures the best outcomes for all. https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/essential-life-skills https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/socialand-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour	1, 2 and 3
Attendance team and strategies	Being in school is important to a child's achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. DfE research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. The data also shows that in 2019, secondary school pupils who didn't achieve grade 9 to 4 in English and maths missed no 10 more days on average over the key stage than those who achieved grade 9 to 5 in both English and maths. EMS have invested in two dedicated Attendance Officers, two Youth Workers and two Family Support Workers whose remit includes improving student attendance through implementing the strategic vision and building relationships with students and families. Strategies include morning pickups, awards, targeted mentoring and one to one and individualised work with families. We are involved in DfE mentor programmes to support	1, 2 and 3

	attendance as well as a partnership with a local football team to help with motivation and resilience. Why is school attendance so important and what are the risks of missing a day? – The Education Hub	
Virtues and RSE curriculum – PREP, TenTen education, Catholic Social Teaching	Virtues and RSE programmes allow for students to engage with the world on issues of diversity, inclusion, economics, politics, ethics and relationships. Through reflecting upon a broad range of issues, students are able to articulate their human rights and protected characteristics and apply their understandings to contexts around the world. At the core of all of their learning and critical reflections, it is important for students to recognise their own self-worth, and uniqueness as a creation and person of God. Through the value of the human person and their dignity and integrity, each student is fully able to feel part of the community and know that they deserve to live their life to the fullest and achieve their potential. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 2 and 3
Breakfast, lunch time and after school support for homework and revision	The idea of breakfast clubs and lunch clubs ensures that all have something to eat/drink as well as opportunities to do homework and revision they have not been able to complete for personal reasons. Removing social and physical barriers to learning ensures there is a greater equity to resources, learning and ultimately progress and success. Period 6 means that all students are mandated to access Core revision in Year 11, there are homework clubs specifically designed for KS3 / 4 and disadvantaged students are targeted for support. Help with transport and additional support from our Learning Mentors and one to one tutors helps facilitate this. Lunchtime revision homework help, targeted Mastery, enrichment and clubs mean that students who might need to get home immediately after school or cannot come into school early, can still access specialist staff support. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nationalschool-breakfast-programme	1, 2 and 3
Parental/Carer Engagement	Studies of interventions and communications with parents all demonstrate that there is a greater impact when relationships with parents are effectively developed. Through consistent and focused conversations, parents feel more involved, aware and supportive of the school systems. Research has shown improvements in students' attainment, attendance, and behaviour. The research also shows that families and student support systems appreciate having experiences of the school/college and feel more able to provide support when they are working alongside staff. Specific strategies to engage parents include: personalised phone calls and invites to events, parental single points of contact to develop deeper familial relationships, Parents Forum held every half term and Family Support Workers. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement	1, 2 and 3
Well-Being and social/emotional support	The EEF on SEL uses models from CASEL who define the learning as "The process through which children...acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions". Opportunities for well-being and support ensure that students are given the space and time to interact, explore and investigate their own feelings. Students are able to gain new SEL skills when they are given the time to	1, 2 and 3

	engage with the learning sequentially and then put it into practice through active forms of learning such as role play and discussion. Small groups and interactions ensure students are confident to collaborate and discuss important issues with their peers. <i>Where students need additional support beyond our ordinary offer, we have pastoral interventions which include Mental Health champions, links with local counselling services, staff trained on bereavement counselling. The Trust SEMH Lead works in one of our specialist provisions, we have employed an SEMH specific LSO who works one to one with students and we also access Educational Psychologist provision to supplement this.</i> https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf	
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Total budgeted cost: £464,400

Externally provided programmes

Programme	Provider
Fresh Start – Read Write Inc	Shotton Hall Research School
Sounds Write – phonics programme	Sounds Write
Accelerated Reader	Renaissance
Enhanced Safeguarding Package	Clennell Solutions

Part B: Review of outcomes

Challenge	Detail	Evidence																		
1	High Quality Teaching	- Our Ordinarily Available Offer is embedded, using the EMCS framework for lessons. Staff Voice (Sept 2024) shows that 99% believe our EMCS and our ordinarily available offer is inclusive for all. - Lesson visits by Trust representatives, SLT and CLs over the course of the year show over 98% compliance with EMCS model. - Students have access to experienced specialists in all subjects and even in the event of staff absence, cover is purposeful (PP Trust inspection July 2025) - After mocks in Year 11, Period 6 was implemented in Maths, English and Science and attendance tracked. Students who attended school and P6 showed improvement. PP and SEND students were regularly contacted if they did not attend to encourage. 46.75% of PP students attended Maths P6 38.4 % of PP students attended English P6 43.04% of PP students attended Science P6 - All staff are now directed to complete a minimum of one Period 6 session per week. - Lesson visits and seating plans across the whole school prioritise PP so they are accessible to the teacher and receive additional support and interaction in the form of "shoulder time". This was confirmed in the Trust PP inspection July 2025 and was particularly strong in Science and English. - CPD for all staff is continually strong – developing bespoke and timely access to CPD for all staff has been a key area of focus and we have purchased Steplab to facilitate this. Individual feedback from lesson observations has been used to make this bespoke and prioritise staff need. Sharing best practice has been a key focus through peer observations and will continue in whole staff weekly CPD sessions. Positive implementation of Trust CPD on oracy and collaboration is continuing to develop and was evident in the Trust PP review. % of disadvantaged students achieving 9-4 in English increased from 43.3% to 46.3%. % of disadvantaged students in English and Maths achieving 7-9 what up from 3% to 3.8%. 15 disadvantaged students at GCSE had a positive progress 8 score. A further 7 had a progress score estimated within half a grade of their expected score. 20 were within one grade or their estimated P8 score. - Progress 8 data is not available for 2025 but estimated P8 has dipped this year to -1.18 with the gap to other pupils being -0.78 which is similar to previous years. We continue to try to increase these outcomes for all students.																		
2	Attendance	<table border="1"> <thead> <tr> <th>Pupil group</th><th>Attendance 2023/4</th><th>Attendance 2024/5</th></tr> </thead> <tbody> <tr> <td>All pupils</td><td>88.6%</td><td>89.9%</td></tr> <tr> <td>Pupils with free school meals (FSM)</td><td>81.6%</td><td>84.7%</td></tr> <tr> <td>Pupils with no FSM</td><td>92.1%</td><td>92.6%</td></tr> <tr> <td>Pupils with special educational needs (SEN) support</td><td>87%</td><td>87.6%</td></tr> <tr> <td>Pupils with no SEN support</td><td>88.9%</td><td>90.3%</td></tr> </tbody> </table> - Disadvantaged Attendance is 2.5% better than this time last year and now 0.9% worse than national average and the gap to non-disadvantaged children is 0.8% better than this time last year which is real as both trends have improved. We are 1.8% closer to the national average than we were last year. 8.3% (43) of Disadvantaged pupils had severe absence compared which is within 1% of the national average (7.3%) - Disadvantaged absence was 14.9% which is again within 1% of the national average of 14.0%) 46% of disadvantaged pupils had persistent absence which is within 3% of national) - SEND is 1.0% better than this time last year – and the gap to non-SEND children is 1.7% better than this time last year which is real as both trends have improved. - Year 7: is 1.2 better than last year's Year 7 PA is 6% better - Year 9: 2.0 % better than last year's Year 9 – PA 5% better and but they are 0.1% as last year when they were in Year 8 (PA is 1% worse). - Year 10: 0.2 same as last Year's Year 10 – PA the same and they are 0.4 % better than this time last year when they were Year 9 (PA 3% better) - Year 11 -will finish as 1.2 % better than Year 11 at this stage last year and PA is 3% better – they are 0.4% better than this time last year when they were in Year 10 and PA is 2% better	Pupil group	Attendance 2023/4	Attendance 2024/5	All pupils	88.6%	89.9%	Pupils with free school meals (FSM)	81.6%	84.7%	Pupils with no FSM	92.1%	92.6%	Pupils with special educational needs (SEN) support	87%	87.6%	Pupils with no SEN support	88.9%	90.3%
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		- Attendance improvements show that the attendance team are having an effect, along with targeted interventions from tutors and leaders. - Learning mentors are being utilised to support students with persistent absence to close learning gaps - A significant amount of work has been completed by our safeguarding team supporting students to be in school, this has included a range of supportive referrals including 3 to HIP, 17 to TAEMS, 31 external counselling, 2 HIST, 2 Pines, 1 Haven, 1 Fire, 19 School Nurse, 18 ETIO, 22 Referrals opening as Early Help, 19 referrals opening as CiN, 1 referral leading after other agencies as CP																																
3	Engagement	- School uniform support for PP students as requested. All students given a tie for 2025 to support families. School push on uniform standards is underpinned by a stock of uniform and shoes. - Revision guides provided for PP students as requested. - PP students have ingredients provided for food technology and materials for tech and art. - PP students had transport provided for intervention sessions and this continues. - Excellent feedback from staff regarding contextual information around the significant challenges some of our vulnerable PP students have at home provided by the Staff Digest and 1:2:1 communication with our safeguarding team as appropriate. - Improved engagement in enrichment activities as demonstrated in the table below. <table><tr><td></td><td>Academic year 2022-2023</td><td>Academic year 2023-2024</td><td>Academic Year 2024-2025</td></tr><tr><td>Total attendance</td><td>6920</td><td>8114</td><td>11419</td></tr><tr><td>SEND representation</td><td>16.5%</td><td>13.32%</td><td>9.76%</td></tr><tr><td>PP representation</td><td>27.9%</td><td>28.86%</td><td>28.28%</td></tr></table> 28.94% increase on attendance to sessions from previous year. PP continues to represent a large number of students attending enrichment sessions. Non-core academic sessions (see below) were likewise well attended. During a Trust led PP review, feedback detailed "pupils consistently spoke highly of the school and described themselves as happy to attend The English Martyrs. They shared that they valued the wide range of clubs, academic enrichment, and revision opportunities available to them, with PE and music highlighted as particular strengths of the programme. Pupils also spoke fluently about the variety of trips offered by the school and were appreciative of the financial support provided to ensure all students can participate, regardless of their circumstances." <table><tr><td>Academic year 2022-2023</td><td>Academic Year 2022-2023</td><td>Academic Year 2023-2024</td><td>Academic Year 2024-2025</td></tr><tr><td>Total sessions</td><td>1719</td><td>3523</td><td>3780</td></tr><tr><td>Average SEND representation</td><td>11.2%</td><td>11.70%</td><td>13.10%</td></tr><tr><td>Average PP representation</td><td>13%</td><td>17%</td><td>13.07%</td></tr></table> Maths, English and Science Period 6 was introduced and well attended by PP students 46.75% of PP students attended Maths P6 38.4 % of PP students attended English P6 43.04% of PP students attended Science P6		Academic year 2022-2023	Academic year 2023-2024	Academic Year 2024-2025	Total attendance	6920	8114	11419	SEND representation	16.5%	13.32%	9.76%	PP representation	27.9%	28.86%	28.28%	Academic year 2022-2023	Academic Year 2022-2023	Academic Year 2023-2024	Academic Year 2024-2025	Total sessions	1719	3523	3780	Average SEND representation	11.2%	11.70%	13.10%	Average PP representation	13%	17%	13.07%
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4	Behaviour / Rewards	Disadvantaged students are rewarded in line with their peers. Fewer suspensions were issued in 2024/25 compared to 2023-24, and a lower proportion of students were suspended. The number of suspensions was down 7.5% and the proportion of students this affected was down 0.7%. The number of students receiving 2 or more suspensions was down 1.2%. Our FTE rate is 10.5% lower than the Hartlepool average.																																
5	Reading and literacy	Data shows a significant amount of progress for students who engaged in reading intervention.																																

		• 2 Cycles of focused comprehension intervention took place the following figures represent % of PP students involved making reading progress and the average numbers of months progress they made • Cycle 1 • Y7 intervention 100% 19.5 months. Y7 urgent intervention 88% 21.6 months • Y8 intervention 100% 21.4 months, urgent intervention 86% 13.2 months • Y9 intervention 100% 26.5 months, urgent intervention 90% 12.1 months • Cycle 2 • Y7 intervention 70% 2.4 months. Y7 urgent intervention 80% 14.3 months • Y8 intervention 75% 12.12 months, urgent intervention 77% 11.46 months • Y9 intervention 66% 7.1 months, urgent intervention 75% 12.6 months • 4 Days training to improve proficiency in Sounds Right phonics programme. Training cascaded to further staff. All students with reading age below 8 were reassessed. Those who scored with reading age below 8 using the Salford form C where given 1:1 intensive phonics intervention in May 25 (22 students completed the intervention). <u>Reading and Literacy Student Voice 2024/25</u> • Student voice was carried out in December 2024- January 2025 Y7-9 • 44 responses from students who had completed intervention Cycle 1 • 89% felt intervention had boosted their confidence reading aloud • 95% felt intervention had improved their reading • 93% recognised intervention had a positive impact on their reading • Data from engagement in the library and books borrowed shows an average of 42% of books borrowed are borrowed by a disadvantaged student. • Students rewarded consistently for their engagement in reading. Positive response from students and parents. Free books given to some disadvantaged students as rewards. All Y7-9 pupils offered free World Book Day book. Disadvantaged students prioritised for culturally enriching activities such as the author visits. • We currently have 272 dyslexic friendly books and 145 wellbeing/inclusivity books in our library for our students to access. Half of all the rentals of these books are from disadvantaged students.
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