

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

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	1475
Proportion (%) of pupil premium eligible pupils	30.64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	Mar 2024
Statement authorised by	Sara Crawshaw
Pupil premium lead	Lucy Hannah
Governor / Trustee lead	Mary Frain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£361,495
Recovery premium funding allocation this academic year	£101,292
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>	£462,787

Part A: Pupil premium strategy plan

Statement of intent

We ensure that children from disadvantaged backgrounds are provided with rich academic and cultural opportunities. We recognise that individual starting points and life experiences are not equal and our goal is to remove any barriers our students face to achieve excellent outcomes. Our school provides a culturally and academically vital environment that enables all young people to become successful learners, confident individuals and responsible citizens.

Students experience high quality teaching that fosters ambition and a love of learning.

Embedded into our curriculum, is a love of reading as well as the strategic teaching of vocabulary and literacy skills.

Good attendance is crucial and ensuring all students have excellent attendance is vital to their life chances.

Our intent is shaped in a tiered model approach, underpinned by the EEF's research. Ensuring that all students get what they need, when they need it in a bespoke and considered programme of support. We have a universal offer and tiers of specialist intervention.

Typically, intervention are short periods of intense support by trained staff. All interventions are monitored, and progress is tracked.

Challenges

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

Challenge number	Detail of challenge
1	Quality First Teaching
2	Improving communication
3	Tackle poor attendance
4	Culture of engagement – behaviour for learning and enrichment
5	Reading and Literacy

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
Quality First Teaching	<ul style="list-style-type: none"> • Improved consistency in teaching based on embedded pedagogy across the school, measured by monitoring. • Improved academic outcomes for all disadvantaged students in every year group, measured by internal assessment outcomes. • Improved academic outcomes for GCSE students, closing the gap between disadvantaged and other students – both A8 and P8 in line with National Average, measuring by external exam results.
Improving communication	<ul style="list-style-type: none"> • Aim to target all disadvantaged children’s parents to use the school app, evidenced through logging of downloads. • Improved engagement from parents at parents’ evenings and information nights, evidenced by parental voice.
Tackle poor attendance	<ul style="list-style-type: none"> • Improved attendance of disadvantaged students, evidenced through attendance data. • Improved tracking and systematic interventions regarding student absence, evidenced by attendance log and communication home. • Support with school attendance by targeting specific groups, such and disadvantaged SEND students and LAC students.
Culture of engagement – behaviour for learning and enrichment	<ul style="list-style-type: none"> • Student engagement in their learning to be consistent across the school, evidenced through monitoring. • Engagement in enrichment programme for disadvantaged students to be in line with their peers, evidenced through internal tracking. • Disadvantaged students going on trips and visits to be consistently representative, evidenced through trip tracking. • Engagement in holiday schools at Christmas and Summer, as well as revision over half-term breaks, evidenced through internal logging. • Disadvantaged students to be rewarded at least in line with their peers, evidenced through achievement points and wider-school rewards.

Reading and Literacy	<ul style="list-style-type: none"> • Strategic intervention to target disadvantaged students to be tailored to their needs and delivered by specialists, evidenced through intervention tracking. • Tracking and intervention of all Key Stage 3 students using the STAR reader programmer and Accelerated Reader, evidenced through systematic testing. • Key Stage 4 and 5 intervention for Reading & Literacy, as well as catch-up support in Core subjects, evidenced through tutoring logs. • Reading & Literacy prioritised across the curriculum, evidenced in student books and in lessons.
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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: £ £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L Policy, SIMPLE pedagogical approach and high-quality CPD to embed this	<ul style="list-style-type: none"> • EEF Pupil Premium Guidance, prioritising Quality First Teaching. • Barak Rosenshine's <i>Principles of Instruction</i>. • Tom Sherrington's <i>Rosenshine's Principles in Action</i>. 	1
Embedding Tier 2 and Tier 3 vocabulary	<ul style="list-style-type: none"> • EEF Pupil Premium Guidance. 	1, 5

and reading across the curriculum	<ul style="list-style-type: none"> Alex Quigley <i>Closing the Vocabulary Gap</i>. 	
Pastoral CPD Programme embedded for all staff	<ul style="list-style-type: none"> EEF Pupil Premium Guidance. SecEd <i>Pupil Premium: Using CPD to narrow the gaps</i>. 	4

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme – paying intervention teachers	<ul style="list-style-type: none"> EEF Pupil Premium Guidance. Department of Education <i>National Tutoring Programme Guidance</i>. 	1, 5
AR and STAR Reader	<ul style="list-style-type: none"> EEF Pupil Premium Guidance. EEF <i>Accelerated Reader Evaluation Report and Summary</i>. 	1, 5
My Tutor	<ul style="list-style-type: none"> EEF Pupil Premium Guidance. The Sutton Trust <i>Private Tuition</i>. 	1, 5
Pearson Tutoring	<ul style="list-style-type: none"> EEF Pupil Premium Guidance. The Sutton Trust <i>Private Tuition</i>. 	1, 5
Support for additional enrichment and trips	<ul style="list-style-type: none"> King's College London <i>Why social capital and belonging are interlinked</i>. Social Mobility Commission <i>Against the Odds</i>. 	4

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

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance Officer and SLT Attendance Lead	<ul style="list-style-type: none"> Department for Education <i>Working Together to Improve School Attendance.</i> 	3
Pastoral Leaders	<ul style="list-style-type: none"> British Education Research Association <i>Pastoral Care: A Whole-School Approach.</i> 	2, 3, 4
Mental Health & Well-being Support	<ul style="list-style-type: none"> Public Health England <i>The link between pupil health, wellbeing and attainment.</i> 	2, 4
Uniform / Equipment Contributions	<ul style="list-style-type: none"> Maslow's <i>Hierarchy of Need.</i> 	3, 4
ICT Provision and Support	<ul style="list-style-type: none"> Department for Digital, Culture, Media and Sport <i>UK Digital Strategy.</i> 	1, 2, 4, 5

Total budgeted cost: £ [362,787]