



English Martyrs Catholic Voluntary Academy Pupil premium Spend 2018 / 2019

"We grow and learn as a family in the footsteps of Jesus"



What is the Pupil Premium?

The pupil premium is a government initiative started in 2011 to provide additional funding to raise the attainment of those pupils deemed to be from a disadvantaged background and to close the gaps between them and their peers. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. Money is paid to the school which is used to target resources in a way which benefits these pupils. Children who have been on Free School Meals (FSM) at any point over the past 6 years and any children who have been in care for more than one day are eligible for pupil premium funding. There is a smaller provision for children who have a parent working in the armed forces (or have served in the armed forces in the previous 4 years) The government has never dictated what the money has to be spent on but it is made very clear that money needs to be used to narrow the gap between the highest and lowest achieving pupils and support children with parents in the armed forces. It is for the school to decide on the best way for this to happen.

There is no obligation for your school to consult you about how they use the money they claim for your child, although some schools may involve parents. However, **schools do have to show that they are using their pupil premium fund appropriately**. This is measured through Ofsted inspections and annual performance tables showing the progress made by children who are eligible for pupil premium. In addition, they have to publish details online, including how much money they have been allocated, how they intend to spend it, how they spent their previous year's allocation and how it made a difference to the attainment of disadvantaged pupils.

Your child may be eligible for free school meals – and accordingly pupil premium – if you receive any of the following benefits:

- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less
- Universal credit

We will be able to tell you what you need to do to register your child as eligible.



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From September 2014, all children in Reception and Years 1 and 2 will qualify for **free school meals**, regardless of their family income, but only the children who would have qualified for free meals under the above income-based criteria will receive the pupil premium.

If your child qualifies for free school meals, it's important that you tell us– even if they take a packed lunch – as this enables them to claim pupil premium.

There is no single intervention which provides a complete solution to narrowing the gap or supporting our disadvantaged children in the way that suits them best. We try to take a range of approaches when spending Pupil Premium money that offers a breadth of support to groups of pupils. In addition to the PP money, many of our school systems are already in place to support children from all backgrounds and abilities. Our Pupil progress meetings happen 4 times a year and they provide an opportunity for all staff to discuss all children in some depth with regard to their academic attainment and pastoral issues. Our assessment, monitoring and tracking systems allow us to identify any children or groups of children who were not making sufficient academic progress. The teaching strategies employed by staff in the school enable all children to make progress and provide for a wide range of needs.

The school have used the Sutton Trust EEF toolkit to ensure funding is spent in a way to best achieve good outcomes for all children. This research has been useful in analysing what really makes a difference, enabling us as a school to make informed choices about professional development and workforce deployment. The toolkit makes it clear that high quality, effective whole class pedagogies can lead to success for all children and young people including those that are most vulnerable.

Total number of pupils on roll	136	Total number of pupils eligible for PPG (FSM and forces families)	23 (17 %)
Amount of PPG received per pupil (FSM) £1320 LAC £1900 Adopted from birth (1900) Forces £300		Total amount of PPG expected for 2018 / 2019	£18,800



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	Total spend	
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AREAS FOR SUPPORT	ACTIONS	COST	SUCCESS CRITERIA / IMPACT HOPED FOR	ACTUAL IMPACT ON CHILDREN
Teaching and Learning / Outcomes	<p><u>Priority 1</u> TA support provided to facilitate group work or one to one intervention if necessary. Intervention monitored closely by SENDCO and SLT and discussed at pupil progress meetings.</p> <p>Teacher/TA Dialogue - Develop the opportunities for teachers to discuss pupil progress with TAs on a weekly basis which will impact upon their improved deployment in response to identified need.</p>	£15,000	<p>To accelerate the progress of PPG pupils in reading, writing and maths across the school where necessary and close any age related gaps to improve attainment. At the beginning of the academic year 70 % of PPG children working below ARE in one or more core subjects, 30 % at or above in one or more core subjects.</p>	<p>At the end of the academic year 74 % of PP children were working at ARE in reading, 58 % in writing and 74 % in maths. Compared to the beginning of the academic year 42 % of PP children are now working below ARE in one or more subjects, 58 % at or above in one or more core subjects.</p>
	<p><u>Priority 2</u> Teacher led small group session on a Tuesday and Thursday before school for year 6 pupils to close gaps in maths, reading and writing.</p>	£600	<p>All PP children to achieve targets set at the beginning of the academic year in these core subjects.</p>	<p>On average 84 % of all PP children made good progress in all core subjects achieving targets set at the beginning of the academic year.</p>



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	<p>Priority 3 Identified children accessing Lexia daily in school. Support given to parents to set up programme on a device at home to enable more involvement with the programme.</p> <p>Priority 4 All children in EYFS screened for speech and language benchmark with regards to speech sounds, understanding, sentence structure and development of vocabulary.</p>	<p>£600</p> <p>£500</p>	<p>To develop further opportunities for closing the gaps in spelling and reading comprehension independently using Lexia. To support children to meet ARE.</p> <p>Secure understanding of baseline in CLLD for all EYFS pupils and early intervention identified if appropriate. TA led specific small group work to accelerate progress in this area where required to close gaps by the end of EYFS.</p>	<p>At the end of the academic year children accessing Lexia daily with support from home all made good progress in reading with 78 % of PP children in years 2 and 3 making age related or above in reading and spelling compared to 33 % at the beginning of the academic year.</p> <p>At the end of the academic year 75 % of EYFS children achieved the ELG for all strands of CLLD and 90 % for the strand of speaking.</p>
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Personal development, behaviour and welfare.	<p>Priority 1</p> <p>To provide as many experiences and opportunities for PPG pupils beyond the curriculum.</p> <p>All PPG Pupils to access curriculum swimming lessons.</p>	<p>£400</p> <p>£200</p>	<p>PPG pupils to have access to the same range of experiences and opportunities to non PPG pupils beyond the curriculum through sport, music and the Arts. Greater percentage of PPG pupils accessing these opportunities at the end of the academic year.</p> <p>All PPG pupils to access curriculum swimming lessons and to achieve 25m at the end of KS2.</p>	<p>93 % of PPG children accessed at least one opportunity beyond the curriculum through sport, music and the Arts.</p> <p>All PPG pupils leaving in year 6 achieved the 25 m bench mark.</p>
	<p>Priority 2</p> <p>To further raise the aspiration of PPG pupils initiated by aspirations week and consequently throughout the school year. Introduce a wide range of careers and experiences both during aspirations week and also throughout the year listening carefully to the wishes of the pupils concerned.</p>	<p>£100</p>	<p>All PPG pupils to have aspirations for the future. Teachers to report a change in learning attitudes for individual pupils in connection with desire to be the best they possibly can be.</p>	<p>Feedback from teachers across year groups on positive learning attitudes, aspirations and resilience has been extremely positive. Progress reports 3 times a year to parents now detail positive learning attitudes and effort in all areas of learning and pupils are using the vocabulary introduced through route to resilience to recognise positive learning.</p>
	<p>Priority 3</p> <p>Selected pupils to participate in a friendship programme delivered by a trained TA to develop self confidence and self esteem as well as exploring relationships with others.</p> <p>Named TA in pastoral role to support pupils where necessary.</p>	<p>£1000</p>	<p>All PPG pupils to have opportunities to explore feelings and emotions where appropriate which will enable them to form positive relationships, self regulate and feel happy and secure within school therefore ensuring that they learn positively achieving personal targets by the end of the academic year.</p>	<p>This has been extremely successful shown in the feedback from the pupils and class teachers as well as lunchtime supervisors. All identified pupils achieved their personal learning targets.</p>



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