



English Martyrs CVA Pupil Premium Spend 2019 2020



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.

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| Total number of pupils on roll | 145 | Total number of pupils eligible for PPG | 16 (11 %) |
| | | LAC and previously LAC (adopted from birth) | 4 (3 %) |
| | | Forces pupils | 6 (4 %) |
| Amount of PPG received per pupil (FSM) £1320 LAC £1900 Adopted from birth (1900) Forces £300 | | Total amount of PPG expected for 2019 / 2020 | £16,689.00 |
| Barriers to future attainment (for pupils eligible for PP funding including high ability pupils) In school barriers (issues to be addressed in school such as poor oral language) A Language skills and acquisition of vocabulary. B Low self esteem and confidence. C Lack of resilience and negative learning attitudes. External barriers (external to school for example attendance) A Home support – language barriers and confidence to support learning. | | | |



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| AREAS FOR SUPPORT | ACTIONS | COST | SUCCESS CRITERIA / IMPACT HOPED FOR | MONITORING AND ACTUAL IMPACT ON CHILDREN |
|----------------------|---|---------|---|---|
| Quality of Education | <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 termly pupil progress meetings.</p> | £12,500 | <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. To close any gaps between the progress and attainment of non pupil premium children and those eligible for pupil premium spend.</p> | <p>Quality of Education learning walks to have a focus on the teaching and learning of PPG pupils.</p> <p>Data monitoring to show: Through rigorous baseline testing, interventions closely match individual needs. Clear data tracking in place monitoring the impact of interventions in KS1 and KS2.</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> | £600 | | |
| | <p>Through teacher CPD further develop pupil outcomes through prior learning in order to provide them with metacognitive and independent learning strategies. <i>NfER report on supporting the attainment of disadvantaged pupils</i></p> | £200 | | |
| | <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> | £500 | | |



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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 Communication All children in EYFS screened for speech and language benchmark with regards to speech sounds, understanding, sentence structure and development of vocabulary. 2 Teaching Assistants trained through ELKAN by the end of the academic year to offer targeted support for communication across EYFS and KS1.</p> <p>To develop vocabulary and language acquisition for disadvantaged pupils through close monitoring of pupil progress and review</p> | £600 | <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 and end of KS1.</p> <p>Provide an enriching curriculum that supports the development of key vocabulary and language acquisition. Provide learning environments that display and encourage the use of correct terminology and the development of vocabulary providing on learning walls.</p> <p>Extend the range of quality texts in classrooms to broaden the volume of books on offer to individual children through the book banding reading strategy.</p> | |
| | | £500 | | |
| | | £500 | | |

Personal development, behaviour and welfare.

Priority 1

To provide as many experiences and opportunities for PPG pupils beyond the curriculum.

£400

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.

All PPG Pupils to access curriculum swimming lessons.

£200

All PPG pupils to access curriculum swimming lessons and to achieve 25m at the end of KS2.

Priority 2

To develop pupil wellbeing in order to reduce the attainment gap for disadvantaged pupils across the school through early-targeted intervention. Closely monitored through pupil progress meetings, pupil interviews and intervention reviews. TA to complete ELSA training this academic year to support individual pupils.

£300

Teachers to report a change in learning attitudes for individual pupils in connection with desire to be the best they possibly can be. Individual pupil data reflects good and accelerated progress in core subjects closing gaps in attainment between PPG pupils and non PPG pupils across the school.

Priority 3

To ensure pupils become independent, resilient learners through the further development of route to resilience and class based strategies within the PSHE programme that promote cooperation and communication.

£200

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.

Monitored through observations, pupil interviews and pupil progress

Priority 4

To support parental engagement with home learning through shared strategies that develop skills in reading, writing and maths. Provide resources where necessary.

£100

Building home and school partnerships through home learning tasks designed to encourage dialogue to help inspire and improve pupil's vocabulary and language acquisition. Parental consultations and pupil progress meetings encourage parents to be involved in the setting of pupil academic targets in order to facilitate progress and next steps.

Monitored through pupil progress meetings and classroom observations.



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Current attainment

% achieving ARE across the school year 1 to year 6 :

Reading – 76 % ARE 12 % GDS

Writing – 59 % ARE 12 % GDS

Maths – 76 % ARE 12 % GDS

% making progress in reading 65 %

% making progress in writing 71 %

% making progress in maths 76 %

Review Date – July 2020