



English Martyrs CVA Pupil Premium Spend 2020 2021



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	135	Total number of pupils eligible for PPG	20 (14.5 %)
		LAC and previously LAC (adopted from birth)	0 (0 %)
		Forces pupils	3 (2 %)
Amount of PPG received per pupil (FSM) £1320 LAC £1900 Adopted from birth (1900) Forces £300		Total amount of PPG expected for 2020 / 2021	£25, 380



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SUPPORT	ACTIONS	COST	SUCCESS CRITERIA / IMPACT	MONITORING AND ACTUAL IMPACT
Quality of Education	<p>Priority 1 TA classroom 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, 300	<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. Data drops 4 times during the academic year show all PPG children on track to make good progress from starting points. Impact of class based interventions monitored through termly meetings between SENDCO, class teacher and pupil premium champion as well as evidence from identified case studies.</p>
	<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>	£600		
	<p>Priority 2 To develop the role of a Pupil premium champion working with identified children in KS2 to close gaps in reading, writing and maths as well as developing positive learning attitudes. Short sessions (30 mins) 3 times a week over a measurable period of time no longer than a 12 week period and in conjunction with classroom teaching.</p>	£ 10,000		



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	<p>Priority 3 Communication Purchase of well com speech and language resource to enable all children in EYFS to be screened for speech and language benchmark with regards to speech sounds, understanding, sentence structure and development of vocabulary. Subsequently develop vocabulary and language acquisition for identified disadvantaged pupils through interventions with ELKAN trained teaching assistants. Additional resources purchased where necessary.</p>	£470 £400	Secure understanding of baseline in CLLD for all EYFS pupils and early intervention identified if appropriate. TA led specific small group and individual work to accelerate progress in this area where required to close gaps by the end of EYFS and end of KS1.	Data from baseline assessment used as starting point for interventions. Data from early years 4 times a year used to track progress made in CLLD from starting points and attainment 4 times a year. Observations of interventions by EYFS leader to monitor teaching using agreed strategies in this area.
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Personal development, behaviour and welfare.	<p><u>Priority 1</u></p> <p>To improve pupil wellbeing as a direct result of lock down initially in order to improve positive learning attitudes and reduce the attainment gap for disadvantaged pupils. Closely monitored through pupil progress meetings, pupil interviews and intervention reviews. Second TA to complete ELSA training this academic year to support individual pupils in response to demand. Training funded through resilient Rutland. PSHE resources identified and purchased as well as time allocated for supervision.</p>	£1000	<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>Monitored through observations, pupil interviews and pupil progress meetings.</p>
	<p><u>Priority 2</u></p> <p>To provide as many experiences and opportunities for PPG pupils beyond the curriculum. All PPG Pupils to access outdoor learning sessions as part of the recovery curriculum and given further opportunities for forest school experiences.</p>	£500	<p>100 % of 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. 100 % of PPG pupils accessing at least one external activity by the end of the academic year. 100 % of PPG pupils to access outdoor learning sessions provided by external provider on school site.</p>	<p>Monitored through individual tracking of children focused on participation in extra curricular activities internal and external to school.</p>
	<p><u>Priority 3</u></p> <p>To re engage parents after lock down with clear information on support for PPG pupils. Support for parents with home learning and remote learning if necessary through shared strategies that develop skills in reading, writing and maths. Provide resources where necessary.</p>	£300	<p>90 % of PPG parents report positively on the support offered by school for building home and school partnerships. 100 % PPG pupils report positively on interventions led by pupil premium champion.</p>	<p>Pupil premium champion to build relationships with families and collate evidence from parent and pupil voice as well as questionnaires. 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. Regular meetings between pupil premium champion, SENDCO and Head monitor individual children's personal development through rag rated approach.</p>



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Data 2019 2020 based on teacher assessment.

<u>Total number of pupils in EYFS 23</u> <u>2 pupils eligible for PP in EYFS</u>		
	<u>Pupils eligible for PP</u>	<u>Non PP pupils</u>
<u>Good level of development (GLD)</u>	<u>1 50 %</u>	<u>17 74 %</u>
<u>CLLD speaking</u>	<u>1 50 %</u>	<u>18 78 %</u>
<u>Reading</u>	<u>1 50 %</u>	<u>18 78 %</u>
<u>Writing</u>	<u>1 50 %</u>	<u>18 78 %</u>
<u>Maths - number</u>	<u>1 50 %</u>	<u>20 87 %</u>



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KS1			
<u>Total number of pupils in year 2 21 pupils</u>	<u>Pupils eligible for PP</u>		<u>Pupils not eligible for PP</u>
<u>Total number of PP pupils in year 2 1 pupil</u>			
	<u>1 pupil (also has an EHCP)</u>	<u>20 pupils</u>	
<u>% achieving expected standard or above in reading, writing and maths</u>	<u>0</u>	<u>16 80 %</u>	
<u>% making expected progress in reading</u>	<u>1 100 %</u>	<u>19 95 %</u>	
<u>% making expected progress in writing</u>	<u>1 100 %</u>	<u>19 95 %</u>	
<u>% making expected progress in maths</u>	<u>1 100 %</u>	<u>17 85 %</u>	



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<u>End of KS2</u>			
<u>Total number of pupils in year 6</u> 21	<u>Pupils eligible for PP</u> 2		<u>Pupils not eligible for PP</u> 19
<u>Total number of PP pupils in year 6</u> 2			
<u>% achieving expected standard or above in reading, writing and maths</u>	<u>0</u>	<u>15</u>	<u>79 %</u>
<u>% making expected progress in reading</u>	<u>2</u>	<u>100 %</u>	
<u>% making expected progress in writing</u>	<u>2</u>	<u>100 %</u>	
<u>% making expected progress in maths</u>	<u>2</u>	<u>100 %</u>	

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. Language skills and acquisition of vocabulary

B. Low self-esteem and confidence

C. Low level of independence in learning and resilience



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D. Gaps in attainment and progress caused by recent school closure March to September 2020

External barriers (*issues which also require action outside school, such as low attendance rates*)

Home support – Language barriers and parental confidence to support learning

Date for next review of PP spend January 2021