



Pupil premium strategy statement ENGLISH MARTYRS CVA

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	English Martyrs CVA
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	15.8 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022 to 2024 / 2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Chambers
Pupil premium lead	Alison Chambers Headteacher
Governor / Trustee lead	Chris Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,865
Recovery premium funding allocation this academic year	£ 2,933
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 25, 798



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, ensuring they all receive a broad and balanced curriculum underpinned by our school virtues. The focus of our pupil premium strategy is to support disadvantaged children to achieve this goal.

High quality teaching underpins all that we do considering carefully the areas of the curriculum where disadvantaged children may need the most support eg English including reading and writing as well as maths. We intend to identify any gaps and provide the most effective support to close any gaps in these key areas for our disadvantaged children, ensuring that non disadvantaged children’s attainment will also be sustained and improved alongside disadvantaged children.

We also want to provide education recovery for identified children which includes targeted support for social, emotional and mental health needs of individual children.

Our approach will be in line with our whole school curriculum intent document. To ensure they are effective we will :

- Ensure that all children are challenged in their learning through our head, heart and hand curriculum.*
- Identify any gaps in learning and provide targeted interventions.*
- Continue to adopt a whole school inclusive approach where all staff take responsibility for disadvantaged children ‘s outcomes and continue to raise expectations of all our children.*
- Continue to identify and support all children in mental health and positive well being.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with children evidence under-developed oral language skills and vocabulary gaps among many



	disadvantaged children. These are evident when entering early years and across other year groups, the gaps are more prevalent amongst our disadvantaged children.
2	Assessments, observations and discussions with children show that disadvantaged children find it more challenging to learn and retain phonetical knowledge negatively impacting their development as early readers.
3	A greater percentage of disadvantaged children in KS2 communicate a lack of enthusiasm and love of reading compared to non disadvantaged children. This impacts negatively on their reading attainment.
4	Tracking of individual disadvantaged children shows a gap between access of extended activities and opportunities compared to non disadvantaged children impacting negatively on social awareness, life experiences, ability to make links and cultural capital.
5	Teacher referrals for support in SEMH for all children including disadvantaged children across the school have increased dramatically since the beginning of the pandemic.

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
Improved oral language skills and vocabulary among disadvantaged children.	Ongoing formative and summative assessments and observations indicate a significant improvement in oral language among disadvantaged children.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2024 2025 show that more than 75 % of disadvantaged children meet the expected standard.
Improved positivity towards reading amongst disadvantaged KS2 children.	Monitoring of pupil voice evidences that school provides a wide range of exciting and enjoyable texts for KS2 children, and that there is a significant improvement in the enjoyment of reading amongst KS2 disadvantaged children.
Observations and pupil voice show that a smaller percentage of disadvantaged children explore and experience a wider variety of life experiences, drawing on these to make links and raise aspirations.	Tracking of disadvantaged children shows an increase in the number of external activities accessed. Observations and feedback from teachers evidences examples of disadvantaged children accessing more experiences beyond school.
To provide targeted support for individual children in mental health and well being across the school.	Training completed for a second ELSA to work within school providing targeted support. Teachers report a significant reduction in number of children needing to be referred.



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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cascade training in using targeted standardised language assessment to greater number of staff. Structure use of assessment across the school.	Standardised language assessment provides a bench mark identifying specific strengths and areas to develop for each child on entry to school and across the school. This will ensure they receive the correct support. EEF – assessing and monitoring pupil progress	1
Work with LA speech therapist to ensure early years classroom is language rich. Cascade this external support to ensure all classrooms and staff.	There is a strong evidence base that links oral development and language to reading and writing. EEF – Oral language interventions	1
Purchase a DFE validated systematic synthetic phonics programme to ensure consistent approach to teaching of phonics across the school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. EEF – Phonics toolkit	2 and 3
Work with parents of disadvantaged children to support activities beyond the curriculum.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and beyond. EEF – Social and emotional learning.	4
Train a second ELSA to be able to provide more targeted support in SEMH for all children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and beyond. EEF – Social and emotional learning.	5



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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKAN to provide targeted support for individual children and small groups in oracy and language development.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life eg improved academic performance, attitudes, behaviour and relationships with peers.	1
Additional phonic sessions targeted at disadvantaged children who require additional support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children.	2
KS2 reading club set up to engage disadvantaged children and improve enjoyment of reading.	Reading is at the heart of all learning within the curriculum and strong evidence to support the link between reading a variety of material with attainment in writing.	3

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted work with parents of disadvantaged children to support their children with learning and access to a wide range of additional activities.	Parental engagement helps to support individual children with their learning supporting the closing of gaps academically and helping to raise the aspirations of their children.	4
Further targeted support offered to individual children and small groups to improve SEMH and well being.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life eg improved academic performance, attitudes, behaviour and relationships with peers.	5

Total budgeted cost: £ 25,000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020 / 2021 showed that there was an increase in percentages of children in reading writing and maths achieving GDS. Percentages also showed that all children maintained their current attainment level or improved linked to their termly targets. During the second partial school closure in January 2021 67 % of PP children were invited to attend school during this closure to encourage engagement with learning. However, percentages of disadvantaged children achieving age related expectations are below non disadvantaged children across reading, writing and maths, with the biggest gap in writing.

An ELKAN trained TA worked with 3 identified EYFS children on speech and language targeted interventions. This work continued remotely during second school closure. One of the children was also working with an external speech and language therapist, school support daily with planned programme. Information taken from Pentecost 2 data shows that 3 targeted children in the cohort made good progress from their starting points at the beginning of the academic year in speaking, understanding and listening and attention.

For more detailed information please refer to impact statement on the website.

Externally provided programmes

Programme	Provider
Numicon	Oxford Owl
Lexia	Lexia UK

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We identified any gaps in service children's education which we addressed with small group support. We also identified any wellbeing needs amongst this small group of children and provided ELSA support.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers observed an improvement in wellbeing amongst service children. Internal assessments demonstrated progress academically in subject areas where extra support was required.</p>