



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.	<p>Ongoing formative and summative assessments and observations indicate a significant improvement in oral language among disadvantaged children.</p> <p>April 2022 All EYFS children have been screened for language skills on entry to early years. This has provided a baseline assessment for any interventions needed. Currently we have 3 children in interventions run as part of the early years curriculum by AR who is ELKAN trained. PM is working with 3 identified children in years one and two needing interventions in language skills. She is also ELKAN trained. Training from the speech therapist looking at language rich environments has been booked for term 6. Provision map for interventions updated term 6 and shared with teachers as part of transition.</p> <p>July 2022 At the end of term 6 all children accessing interventions for language skills have made progress. Within the EYFS cohort one of the three children identified for intervention will continue with support in this area alongside external speech and language provision. All 3 children achieved the ELGs in communication and language. Within year one and two cohorts one of the</p>



	<p>children now has an EHCP with designated adult support for speech and language, the remaining 2 children have moved into year 3 and further identification of more complex needs is being investigated.</p>
<p>Improved reading attainment among disadvantaged children.</p>	<p>KS2 reading outcomes in 2024 2025 show that more than 75 % of disadvantaged children meet the expected standard.</p> <p>April 2022 - Attainment data collated at the end of term 4 shows across the school that 64 % of PP children are on track to be at age related expectations at the end of the academic year.</p> <p>A decision has been made to follow the twinkl validated phonics scheme after considerable research, this will come into effect in September 2022, training to be booked for training day at the beginning of the academic year for all staff.</p> <p>Covid catch up funding is being used to work with identified children across EYFS and KS1 terms 5 and 6 to close any gaps in phonics.</p> <p>July 2022 - At the end of term 6 attainment data in reading shows that 58 % (7 / 12) of PP children across the school met ARE in reading, one pupil achieved GDS. 50 % of PP children in year one (2) passed the phonics assessment and 100 % in year 2 .</p>
<p>Improved positivity towards reading amongst disadvantaged KS2 children.</p>	<p>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.</p> <p>April 2022 Monitoring of KS2 reading has taken place during our recent Ofsted October 2021, children selected were reported to have a positive attitude towards reading. Book banded books in KS2 classrooms have been sectioned into genres to expose children to a wider range of reading material. This is working well and children report that they are enjoying selecting books that they would not normally have looked at. Teachers monitor coverage through an individual reading target card.</p> <p>JH KS2 English lead has also monitored the matching of reading material with the reading ability of individual children across KS2 term 3. This was very positive.</p> <p>July 2022 The Tesco grant application made in term 5 was successful and funding is coming in at the beginning of the new</p>



	<p>academic year to purchase new non fiction books for the library to increase selection of reading material. This gap in provision was identified by children and staff.</p>
<p>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.</p>	<p>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.</p> <p>April 2022 Tracking of numbers of disadvantaged children accessing clubs will take place at the end of the academic year once all clubs are back and running. Work with parents continues to extend experiences of children to enable them to make links and raise aspirations. Aspirations week in January focused on our wishes for a better world in the future, a variety of visitors with different careers were invited into school for children to chat to. Activities around different career opportunities were planned for the week.</p> <p>July 2022 At the end of term 6 16 out of 19 PP children 84 % eligible to access extra curricular activities participated in at least one during the academic year.</p>
<p>To provide targeted support for individual children in mental health and well being across the school.</p>	<p>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.</p> <p>April 2022 KW is now working alongside AR one afternoon a week. Training identified for September 2022. ELSA is now attending 2 staff meetings per term to feed back to class teachers ongoing support for individual children. Sarah Bennets NHS mental health practitioner working one day a week in school with referred children and parents. This is extremely positive, one disadvantaged child already received 8 weeks support and teacher has reported considerable difference in the mental health of the child. Child has fed back to Sarah that they feel they now have strategies and a better understanding of challenges to help them move forward. This is an ongoing support system for the school. Youth worker from same team will lead positive friendship group with identified children in year 4 starting this term. They will follow an accredited programme with entry and exit data.</p>



	July 2022 ELSA training for second ELSA secured and training will begin September 2022. Meeting held with Sarah at the end of term 6 and strategies identified to embed this resource into whole school strategy for mental health and wellbeing.
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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: £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.	4



	EEF – Social and emotional learning.	
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	There is extensive evidence associating childhood social and emotional skills	5



individual children and small groups to improve SEMH and well being.	with improved outcomes at school and in later life eg improved academic performance, attitudes, behaviour and relationships with peers.	
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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>



Further information