



Review of Pupil premium spending 2019 2020



English Martyrs CVA

Report April 20th 2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	April 20 th 2020	Date of next pupil premium review:	July 2020
Total number of pupils:	144	Total pupil premium budget:	£ 26, 873
Number of pupils eligible for pupil premium:	21	Amount of pupil premium received per child:	£1320

The progress of PP pupils across the school from the beginning of the academic year to now is positive with all PP children making expected progress from their starting points at the beginning of the academic year. However accelerated progress is more difficult to achieve and we are still finding that closing gaps between PP and non PP children across the school is challenging.

The morning booster sessions run for year 6 pupils from the beginning of the academic year have included 2 of the 3 PP Year 6 pupils. Both these children were working below ARE at the end of year 5 , although expected progress has been made across reading, writing and maths gaps were considerable as well as poor attendance for one of the pupils, resulting in both children predicted to achieve WTS at the end of year 6.

Lexia is continuing to be successful supporting 8 PP children both at home and school identified with gaps in spelling and reading comprehension.

We now have 2 teaching assistants trained in ELKAN (speech and language) and this expertise is now being used in EYFS and KS1, currently supporting 9 identified pupils weekly, 3 of whom are PP children. This area is developing constantly and expertise shared across all support staff. Communication and interaction is our prime area of need in EYFS and KS1 for SEND often impacting on PP children and progress across all areas of learning. A more efficient screening tool to be used in EYFS is being looked at by the SENDCO and further expansion of provision in this area considered as a necessity for identified children as early as possible.

To date we have spent approx £1000 on the purchase of new reading books to extend the range of quality texts in classrooms and broaden the volume of books on offer to individual children further developing vocabulary and language acquisition.

We now have an ELSA TA (emotional literacy support) working in school, she is currently working with 12 identified children across the school, 4 of whom are PP children. This is more difficult to measure with regards to progress but it is making a considerable difference with the mental health and wellbeing of these pupils through a targeted approach across 4 hours weekly. We achieved our route to resilience accreditation and continue to embed this programme into school for all our children identifying children who need more input with regards to positive learning attitudes, aspiration and exposure to a wide range of experiences to further help to close gaps academically.

7 of the 21 children (33 %) also form part of the SEND vulnerable group with 4 of them supported on an EHCP, they are all making good progress from their starting points but this makes attainment data difficult to compare.

All PP children have accessed swimming lessons to date, this has been effected by the recent school closure due to Covid 19 but we will relook at this provision for September when we have a clearer indication of the opening of schools.

Home and school partnerships are strong with staff clearly identifying resources for parents to help support learning at home, this has been incredibly evident recently with the challenging circumstances schools and parents have found themselves in. Hopefully these strong links will continue when schools reopen and some parents of PP children will have a better understanding of how to support their individual children . Further development of class dojo as a learning platform will also help to facilitate this.

We have provided a wide range of opportunities for all our PP children including school visits, sports activities, access to after school club and breakfast club where appropriate, music lessons, other school based clubs eg cooking and drama and financial support with residentials so that no child is disadvantaged in this way. So far this academic year all our PP children apart from 2 in EYFS have accessed at least one sports based club, 7 children have accessed another paid club beyond sport , one child is accessing guitar lessons paid by school and all children where appropriate have been offered financial support for residential trips.

Assessment information

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

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

KS1				
% making expected progress in maths	1	100 %	17	85 %

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

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Language skills and acquisition of vocabulary.
B	Lack of resilience within learning and negative learning attitudes.
C	Cultural capital – exposure to a broad variety of experiences and opportunities beyond school to enable children to draw on and make links in their learning.

ADDITIONAL BARRIERS

External barriers

D	Parental support for learning
E	English as an additional language
F	Low self esteem and confidence.

ADDITIONAL INFORMATION

As a school we are constantly reviewing the progress of all our pupils and referring to educational evidence to help support us as professionals with strategies to close any gaps academically and socially between PP children and non PP children. We refer to the following documents to help us with this :

- Analyse School Performance and internal assessment and reporting software
- Evidence from the education endowment foundation (EEF) [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Case studies

Future Actions 2020 / 2021

Action	Intended outcome (s)	Impact	Person(s) responsible
To identify champion within staff for PP children monitoring both their progress academically and personally for 2020 2021.	To provide a more targeted approach strategically to supporting PP children and parents of PP children in our school.	To close gaps in learning in maths, reading and writing for 100 % of targeted children with all children making good progress from their assessed starting points in September 2020.	AM / SLT
To complete case studies on 2 PP children .	To evidence pupil / teacher and parent voice on individual's academic ability and emotional / social position identifying any barriers.	To provide evidence on impact of spend for individual child and identify any barriers to help close further gaps on academic and social progress. To provide evidence of impact of PP champion in first year of a new role.	AM / SLT
To send out questionnaire to PP children and parents Advent 1. To analyse answers from both questionnaires.	To identify understanding of parents perception on PP funding and further improve home, school partnership. To identify what has worked well so far for individual children and identify barriers to learning.	To further improve home, school support for individual children in their learning and personal development.	AM / SLT
To monitor progress and impact of spend of PP for individual children using whole school tracking sheet.	To collate information on individual children in one place evidencing progress made against individual learning and personal targets.	To monitor the closing of gaps academically and track interventions used to improve SEMH needs.	AM / SLT