



English Martyrs' Catholic Primary School
Pupil Premium Statement 2023 – 2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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' Catholic Primary school
Number of pupils in school	226 (incl. 17 Nursery)
Proportion (%) of pupil premium eligible pupils	64 children = 28%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	14 th November 2023
Date on which it will be reviewed	Termly for Governors and Annually Updated
Statement authorised by	Simon Gillespie Chair of Governors)
Pupil Premium Leads	Annalisa Howarth & Michelle DeCarteret
Governor	Simon Gillespie

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£98,180
Recovery Premium funding allocation this academic year	£13, 252
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total for this year	£111,432



Part A: Pupil Premium Strategy Plan - Statement of Intent

Our belief is, and research evidence shows, that quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator. 78% of children attending English Martyrs' Catholic Primary School come a Multiple Deprivation Indicator of **E**. Championing Ambition for All is a central focus of the School Improvement Plan. Through a robust School Improvement Plan, quality first teaching, additional support and excellent provision will ensure a positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school family.

By focussing on bespoke and personalised teaching and learning, together with high quality provision, staff members being of the highest quality and are supported in developing the skillsets needed to enable our children to make good and rapid progress from low starting points and secure good levels of attainment and progress, across all year groups, we believe all our children, especially the most disadvantaged, *should* be able to learn without barriers. The drive for Continuous Professional Development ensures not only that all of children access a high quality education, but that motivation is high and staff development and retention is good.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

While we know that enriching classroom experiences are paramount, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to these, some children will need more time and/or support to ensure they are able to reach their goals and achieve best outcomes. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly.



Challenges

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

Challenge Number	Detail of Challenge
1	• Many disadvantaged children are not ready to learn when they arrive in school as a result of 'missed' learning and home life needs which are adding to the PD and SEMH needs of children • Many of our pupils are victims of witnessing domestic abuse, poor home conditions, significant deprivation
2	• Missed learning as a result of Covid 19 and also home environments and need, continue to hinder some children, particularly the most disadvantaged • Parental engagement and low literacy levels of some parents impacts on pupil progress and the parent's ability to support their children at home. • Parental engagement is often not possible as a result of chaotic home lives
3	• Attendance – requests for extended leave during term time to visit family abroad; parents not sending pupils to school as a result of their own poor mental health • Punctuality – as a result of home life chaos, pupils not arriving to school on time and missing learning as a result of not being ready to learn • School has had significantly high levels of absence, particularly those classed as Persistently Absence (also noted by Ofsted, 2023), again the large proportion of which is as a result of punctuality (see above)
4	• Language and Communication – 44.7% EAL learners (an increase on previous year); children struggling particularly with the grammar of the English language and have limited vocabulary and comprehension, impacting on reading and writing attainment outcomes. • Speech and Language – Many of our pupils begin school with additional SALT needs and are not able to access NHS SALT interventions as a result of home life ~ school currently have 28 children/12% with SALT referrals awaiting response
5	• Personal Development - Many of children have a limited knowledge and understanding of the world – very limited life experiences/cultural capital



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
To ensure Pupil Premium children have appropriate Personal Development and SEMH support	• Ensure all relevant staff have received training for SEMH/ELSA and Rainbows Bereavement Counselling • In addition ensure all staff receive training for dealing with ACEs and SEMH; maintain ongoing CPD for ELSA and Bereavement and Loss counsellors, cascading expertise to colleagues within school • Provision of 1 x Full Time ELSA staff to be based solely in <i>The Snug</i> Nurture Provision); 1 x ELSA Team member to be based in Y1 to ensure in the moment SEMH support is given as this is where the large proportion of need is within school.
To ensure all disadvantaged children make good and better than good progress using Catch-Up support, ensuring the best outcomes are supported through targeted support	• Ensure all disadvantaged children have access to and use Catch Up support to ensure gaps in learning being bridged and supported leading to good or better progress from starting points • Daily reading/writing/Maths/phonics interventions • Small group work to target individual needs across the school. • Daily reading support • Additional 1:1 reading support through Coram Beanstalk Reads initiative
To ensure Pupil Premium children's attendance is in line with their peers	• Ensure Breakfast Club is in place and run effectively as a settled base for children to start their learning and also arrive on time • Support parents in getting children to school on time – provision of bus passes; collecting children by car
To ensure children are provided with opportunities to talk and develop language	• Speech and Language focus across school • Language rich environment • Early identification of children needing SALT and participation in school led <i>Simon Says</i> programme • Additional staff members trained to deliver <i>Simon Says</i>
To ensure cultural capital is provided, ensuring children experience and access a wide range of learning experiences to make learning meaningful.	• Children will have experienced a range of experiences, visits, working with creative practitioners etc., bringing learning to life. • Children have access to a range of extra-curricular provision to broaden their experiences. • School will support with funding visits for Pupil Premium children, taking away the financial barriers for families.
Increased parental engagement with school	• Increased active parental engagement, supporting learning. • Home-school ELSA role fully utilised • Parents and families attending our celebration events during the academic year. • PP families attending parents classes, helping to improve life chances and access to education/skills for life.



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: £49104

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge
To ensure all disadvantaged children make good and better than good progress using Catch-Up support	- All class teams aware of the PP children - Allocated Early Reading & Writing and Phonics, Qualified Teacher, 5 x mornings per week offering catch up and booster support for supporting quality first teaching across the curriculum - Allocated full time TA to support additional needs in LKS2 through interventions, with focus on Reading, Writing, Spelling, Maths, SEMH.	The difference is diminishing between PP/non due to timely intervention and quality first teaching, but needs to continue. Making Best Use of Teaching Assistants Education Endowment Foundation EEF Sutton Trust – quality first teaching has direct impact on pupil outcomes Pupil Premium Guide Education Endowment Foundation EEF	Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms	2, 4
	Regular CPD for teaching staff to ensure 100% of teaching is deemed good or better	Highly quality CPD, to ensure skilled and confident staff will see better progress from children. Pupil Premium Guide Education Endowment Foundation EEF	Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.	2, 4
	Ensure all staff remain up to date with new Phonics Scheme and associated materials, pattern and delivery	DfE/Ofsted/EEF reports evidence the impact on the teaching of high quality phonics/reading and attainment across the curriculum Preparing for Literacy Education Endowment Foundation EEF Improving Literacy in Key Stage 1 Education Endowment Foundation EEF	Phonics/English/SLT monitoring calendars to effectively and regularly monitor reading/phonics across school.	2, 4
	Provide parents with clear and timely information on how children are progressing in relation to expected standards	EEF reports on positive impact on parental involvement on outcomes for children. Working with Parents to Support Children's Learning Education Endowment Foundation EEF	Termly progress reports Termly parent and guardian consultations Annual full school report	2
	Develop parent/guardian classes to help improve the early phonics, maths and English skills of parents to help them support their children at home.		Links with Lancashire Adult Learning/local adult education providers Use of expertise of existing staff to deliver support to parents, guardians and families	2, 4



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Whole school training to ensure staff can best support all PP children	- Whole staff CPD focusing on mental health and wellbeing to support children's learning: attachment training, adverse childhood experiences and early trauma, complex trauma, safeguarding - Participation in RAW (Raising Attainment by Wellbeing) initiative, training delivered by HT	Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF	General interactions with children round school	1, 2, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost: £97,411

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge
All Pupil Premium children make at least good progress from their starting points	Speech and language intervention sessions (Talk Boost/ Early Talk Boosts and <i>Simon Says</i> programme, Lego therapy) for target pupils across EYFS & KS1, run by Support Staff	Communication and Language is the highest area of need on our SEND register – research supports the effectiveness of the chosen strategies Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF	Entry and exit data will be collected for pupils who are part of intervention groups and this will be used to discuss the next steps for pupils during termly Pupil Progress Meetings/meetings with SENDCo.	2, 4
	Additional phonics sessions for pupils in KS1 and LKS2(Catch-up phonics)		Phonics assessments will be conducted regularly and monitored by Phonics Lead to ensure at least good progress	2, 4
	- Frequent 1:1 readers for (at least) the lowest 10% of children and those who don't get support/read at home. - Use of <i>School Readers</i> initiative for those who do not read/get support at home - Use of <i>Coram Beanstalk Reads</i> initiative for those who do not read/get support at home		- Targeted readers will be monitored by phonics lead - Pitch of phase/text matched monitored by phonics lead	2, 4
	Mastery maths curriculum in years 1 - 5 to accelerate the progress of ALL learners through quality first teaching and same day intervention.	High expectations of ALL children – no ceiling/differentiation in expectations Improving Mathematics in the Early Years and Key Stage 1 Education Endowment Foundation EEF Pupil Premium Guide Education Endowment Foundation EEF	- Maths leader monitoring /SLT Monitoring - Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching	2, 4



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	Additional booster group implemented where children are struggling to access the content) through daily TA support	Working with Parents to Support Children's Learning Education Endowment Foundation EEF	and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms	
	2x SENDCos to ensure all staff are given the support to ensure SEND children have access to appropriate provisions to ensure best outcomes from starting points.	Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF	- Appraisal of SENDCos in school - Parental engagement of SEND children through termly IEP meetings	2, 4
	Subscriptions to online/web based programs to support children at home (My Maths, TTRockstars)	Using Digital Technology to Improve Learning Education Endowment Foundation EEF	Tasks set online to support the children's learning journey	2, 4

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

Budgeted Cost:

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge
To ensure Pupil Premium children have appropriate Personal Development and SEMH support	- Ensure all relevant staff have received training for SEMH/ELSA and Rainbows Bereavement Counselling - Ensure all staff receive training for dealing with ACEs and SEMH - Maintain ongoing CPD for ELSA and Bereavement and Loss counsellors, cascading expertise to colleagues within school	Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF	- General interactions with children round school - CPOMS logs of incidents	1, 3, 5
All Pupil Premium children have excellent attendance	2 x full time ELSA Team members and 1 x 0.2 ELSA Team member (Emotional Literacy Support Assistant) to support families with attendance, EBSA support	Parent surveys Dedicated people in role (ELSA Team), who build a trusted relationship with parents/guardians and provide the supported where needed, leading to better outcomes for all. Working with Parents to Support Children's Learning Education Endowment Foundation EEF	- Weekly attendance figures - Termly HT report to the Governing Board	1, 3, 5
	- Each week, an attendance report will be produced, stating attendance figures, comparing the current week's figure to previous weeks/National. - The HT will conduct attendance meetings with parents of persistent absentees and those at risk of low attendance.	Attendance data – improving trend over 6 years (exc. Covid) Reduction in term-time absence requests over last 6 years		3, 4, 5



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	• HT will ensure the attendance policy is followed up, with daily calls home/home visits etc. • Dedicated Attendance Team within school to monitor, assess, support attendance	Working with Parents to Support Children's Learning Education Endowment Foundation EEF		
	• Continuation of Breakfast Club to support parents/guardians struggling to ensure children in school on time			3, 4, 5
	• Support families in children's bus passes as appropriate, especially those most disadvantaged			3, 4, 5
All children have access to a quality, rich curriculum, developing cultural capital	• Access to a range of extra-curricular provisions and a rich, first-hand curriculum offer to build cultural capital, language and vocabulary and life experiences – all subject leaders informed of PP children across school to offer additional extra-curricular provisions during the year (subsidised by school)	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – sports participation increase educational engagement and attainment EEF – outdoor learning shows positive benefits on academic learning and self-confidence.	• A rich and broad curriculum offer, with a range of opportunities for first hand learning and enriched with creative practitioners, ensuring learning is memorable and meaningful (long-term)	5



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 2022 to 2023 academic year.

Aim	Outcome
Progress in Reading and Writing	Progress dipped for disadvantaged pupils in Reading, however, there was an increase in pupils meeting Higher Standard Whole school focus on reading and writing for 2023/24 Heavy investment in personnel to read with pupils 1:1 Investment of additional decodable reading books Reading given high priority in 2023/24 alongside Phonics In order to continue to improve Reading Standard across school, especially for the disadvantaged, it is one of 3 Key School Improvement Priorities for 2023/24
Progress in Mathematics	Lower progress than previous years. Mastery approaches are now in place across whole majority of school, Y1 – 6, with a phased roll out to EYFS in the coming year. It is envisaged that this will support all learning and as a result increase progress
Phonics	Proportion of children not meeting PSC standard, whilst not meeting National or County Averages, has increased on previous years . Phonics remains high priority across school. In order to continue to improve Phonics Standard across school, especially for the disadvantaged, it is one of 3 Key School Improvement Priorities for 2023/24

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.6
Writing	-3.7
Maths	-3.0

Disadvantaged pupil performance overview for last academic year

Measure	Score		
	Reading	Writing	Maths
Meeting expected standard at KS2	30.8%	61.5%	46.2%
Achieving high standard at KS2	15.4%	0	0

Programme	Provider
Red Rose Mastery Maths	LCC
S&L interventions - Talk Boost/ Early Talk Boost	LCC
Red Rose Letters & Sound Phonics	LCC
Simon Says	LCC CFW training, now run by school support staff



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