



English Martyrs' Catholic Primary School

Pupil premium strategy statement 2021 ~ 2022

School overview

School name	Primary School
Pupils in school	207 (not incl. Nursery = 19)
Proportion of disadvantaged pupils	30.4%
Pupil premium allocation this academic year	£83,010
Academic year or years covered by statement	2021 ~ 2022
Publish date	September 2021
Review date	September 2021
Statement authorised by	S Gillespie
Pupil premium lead	A Howarth (HT)
Governor lead	S Gillespie (CoG)

Disadvantaged pupil progress scores for last academic year (2019 data as a result of Covid-19)

Measure	Score
Reading	4.4
Writing	0.7
Maths	-1.9

Disadvantaged pupil performance overview for last academic year (2019 data as a result of Covid-19)

Measure	Score		
	Reading	Writing	Maths
Meeting expected standard at KS2	57%	43%	57%
Achieving high standard at KS2	43%	14%	0



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Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure Pupil Premium children have appropriate social and emotional support, especially post-Covid Pandemic
Priority 2	To ensure all disadvantaged children make good and better than good progress
Priority 3	To ensure Pupil Premium children's attendance is in line with their peers
Barriers to learning these priorities address	Many disadvantaged children are not ready to learn when they arrive in school as a result of 'missed' learning because of Covid-19 and school closure; gaps in learning are adding to SEMH needs of children
Projected spending	£89,802

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve average KS2 Mathematics progress score	July 2022
Phonics	Achieve national average expected standard in PSC	July 2022

Measure	Activity
Priority 1	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; Disadvantaged children to receive Yoga for mindfulness and well-being (now as Class Bubbles for Covid Safety)
Priority 3	Ensure Breakfast Club is in place and run effectively with appropriate staff to ensure Covid safety and also a settled base for children to start their learning and also arrive on time
Barriers to learning these priorities address	Staffing of Breakfast Club; ensuring all staff have relevant qualifications and training
Projected spending	£43,146



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Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted small group intervention support for disadvantaged children who were not able to fully access learning (online and paper based) during school closure and during periods of isolation
Priority 2	Establish small group reading, phonics, writing and maths interventions for disadvantaged pupils falling behind age-related expectations using newly placed Early Reading/Writing/Phonics/Maths Teacher
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in maths, reading, phonics and writing
Projected spending	£38,893 (** DfE Catch Up funding also allocated to this)

Wider strategies for current academic year

Measure	Activity
Priority 1	Maintaining Breakfast Club whilst following Covid Secure guidelines
Priority 2	Continue to address ongoing vulnerability and socio-economic needs of most vulnerable families and children who face food poverty.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils Continue to provide weekly Fair Share Food parcels to the most vulnerable and disadvantaged children and families.
Projected spending	£7, 763

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and Twilight sessions and additional cover being provided
Targeted support	Ensuring enough time for school maths, phonics and English leads to support small groups Ensuring newly placed Early Reading/Writing/Phonics/Maths Teacher skill and knowledge is embedded	Leads and Early Skills Teacher to work with new and returning staff, including support staff, to lead small groups.
Wider strategies	Continuing to engage the families facing most challenges	Working as a Nurture unit with local council and authority to provide ongoing support for families



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Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing (based on 2019 data)	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Slightly lower progress on previous years. As a result, mastery will be embedded across the school, to ensure we meet the aim. Years 2 & 3 to pilot Red Rose Mastery principles and units
Phonics	Children not meeting PSC national standard. Whole school focus on Phonics with training given. 73% Y2 children met standard at PSC Autumn 2020 (11/16 (69%) disadvantaged children met standard, increase on previous data