Pupil premium strategy statement – English Martyrs' Catholic Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	222 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	Termly for Governors and Annually Updated
Statement authorised by	Bernadine Asafo (CoG)
Pupil premium lead	Annalisa Howarth (HT)
Governor / Trustee lead	Bernadine Asafo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,060
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*	£76,060

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.

Contextual Data

- 76% Multiple Deprivation Indicator of E
- 39% English as an Additional Language
- 2% Post Looked After Children
- 23% Inward Mobility
- 25.7% SEND
- 2.9% EHCP

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 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 all of children can access a high-quality education, at their stage in learning, adapted as needed, motivation is high and staff development is good.

Our strategy is also integral to wider school plans for the targeted support for pupils who have barriers to their education, including non-disadvantaged pupils, be that academic or SEMH support.

Our approach is 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	**Attendance and 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)
3	**Language and Communication** – 39% EAL learners; 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
4	**Personal Development** - Many of children have a limited knowledge and understanding of the world – very limited life experiences/cultural capital
5	**Attainment and Progress** – Many of our most disadvantaged pupils are White British (65%). A proportion of these also have SEND and some have poor attendance and punctuality ~ as a result of poor attendance and also SEND a proportion of our pupils do not meet National Averages at key assessment points during their educational journey at English Martyrs'

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 ACEs/Trauma ➢ 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 (TA3) to be based solely in *The Snug* (Nurture Provision); 1 x ELSA Team member (part-time) and 2 x TA2b to be based in *The Pod* to support learners who are not able to access mainstream class teaching (2 x PPG eligible pupils)
To ensure all disadvantaged children make good and better than good progress using timely catch-up support, daily/as needed, ensuring the best outcomes are supported through targeted support	➢ Ensure all disadvantaged children have access to and use support to ensure gaps in learning are 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 School Readers initiative ➢ Support given in previous academic year has proven viability through progress made
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 ➢ Use of bought-in services from Cre8ivity – 2 x 6 week block of work with parent(s) and children, focussing on attendance and SEMH, focus group: PPG pupils with poor attendance/punctuality ➢ Continued work with Local Authority Attendance Team to support targeted support for families
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 Simon Says programme ➢ Further embedding Talk for Writing across school
To ensure enrichment and 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 enrichment 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.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £74,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
All class teams aware of the PP children Early Reading & Writing and Phonics, catch up and booster support for supporting quality first teaching across the curriculum Allocated part time HLTA to support additional needs in UKS2 (Y6) through interventions, with focus on Reading, Writing, Spelling, Maths	The difference is diminishing between PP/non due to timely intervention and quality first teaching but needs to continue. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Sutton Trust – quality first teaching has direct impact on pupil outcomes https://www.suttontrust.com/our-research/great-teaching/ https://educationendowmentfoundation.org.uk/using-pupil-premium 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	1, 3, 5
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. https://educationendowmentfoundation.org.uk/using-pupil-premium Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.	1, 3, 5
Ensure all staff remain up to date with Phonics Scheme and Associated materials, patter and delivery	DfE/Ofsted/EEF reports evidence the impact on the teaching of high quality phonics/reading and attainment across the curriculum https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,3, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics/English/SLT monitoring calendars to effectively and regularly monitor reading/phonics across school	
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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Termly progress reports/Annual full school report Termly parent and guardian consultations	1, 3, 5
Develop parent/ guardian sessions 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	1, 2, 3, 5
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	Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel General interactions with children round school	1, 3, 5

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

Budgeted cost: £74,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language intervention sessions (Concept Cat, Talk Boost/ Early Talk Boosts, Simon Says programme, Welcomm, Language Link) for target pupils across EYFS & KS1, run by Support Staff provisions to ensure best outcomes from starting points.	Communication and Language is one of the highest areas of need on our SEND register – research supports the effectiveness of the chosen strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send 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.	1, 3
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 Targeted readers will be monitored by phonics lead Pitch of phase/text matched monitored by phonics lead https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3
Frequent 1:1 readers for (at least) the lowest 10% of children and those who do not get support/read at home.	Use of School Readers initiative for those who do not read/ get support at home Use of Coram Beanstalk Reads initiative for those who do not read/get support at home	1, 3
Mastery maths curriculum in all years, EYFS 1 – 6 to accelerate the progress of ALL learners through quality first teaching and same day intervention.	Additional booster group implemented where children are struggling to access the content) through daily TA support High expectations of ALL children – no ceiling/ differentiation in expectations	1, 3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents 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 and the impact in attainment and progress Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms	
School has 1 SENDCo and an assistant SENDCo to ensure all staff are given the support to ensure SEND children have access to appropriate interventions	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Parental engagement of SEND children through termly IEP Meetings ~ child centred and graduated response approach	1, 3
Subscriptions to online/web based programs to support children at home (My Maths, TTRockstars, Phonics Play)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 3

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 CPOMS logs of incidents	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing	1, 2, 5
All Pupil Premium children have excellent Attendance 1 x full time ELSA Team members and 1 x 0.3 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 support where needed, leading to better outcomes for all. Weekly attendance figures Termly HT report to the Governing Board The HT and School Attendance Team will conduct attendance meetings with parents of persistent absentees and those at risk of low attendance. Dedicated Attendance Team within school to monitor, assess, support attendance Continuation of Breakfast Club to support parents/ guardians struggling to ensure children in school on time	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	1, 2, 5

Support families in children's bus passes as appropriate, especially those most disadvantaged Participation in Cre8tivity Workshop, 2 x 6 week block of work with parent(s) and children, focussing on attendance and SEMH, focus group: PPG pupils with poor attendance/punctuality		
All children have access to a quality, rich curriculum enriched with creative practitioners, ensuring learning is memorable and meaningful (long-term): 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 A rich and broad curriculum offer, with a range of opportunities for first hand learning PP children across school to be supported in sports participation so not at a disadvantage Supporting Pupils SEMH Weekly sessions with therapist from Key Support, working with pupils individually to provide bespoke emotional and mental health support by a trained therapist.	https://nationalcollege.com/news/ofsted-cultural-capital-guide https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene https://educationendowmentfoundation.org.uk/early-years/promoting-physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=There%20is%20a%20small%20positive,benefits%20and%20opportunities%20it%20provides. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £87,305

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To ensure Pupil Premium children have appropriate Personal Development and SEMH support	Full time ELSA provision using The Snug (Nurture Provision), including 1:1 support as needed. This led to more pupil engagement in learning within the classroom and wider school as a result of regulated emotions, tools and strategies to cope
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	KS2 SATs FSM6: Reading: 50% Writing: 17% Maths: 33% RWM: 17% The vast majority of the 2026 Y6 PPG pupil cohort were SEND; they also were White British, an area across school where additional support is needed as White British underperform compared to peers with other ethnicities Lowest 10% readers, in particular PPG pupils access 1:1 reading support at least 3 x weekly, in addition to Guided Reading sessions
To ensure Pupil Premium children's attendance is in line with their peers	84.9% attendance for those in receipt of £PPG v 94.3% for those not in receipt of PPG However, this data includes pupils who left during the academic year. This is an improvement on the previous academic year: +0.7%
To ensure children are provided with opportunities to talk and develop language	Continued use of Simon Says and dedicated staff to deliver has led to increased language ability and as a result reading and writing; participation in Language Link in KS1 has developed understanding and ability, as well as confidence. Phonics Data 2026: 67%

To ensure cultural capital is provided, ensuring children experience and access a wide range of learning experiences to make learning meaningful.	All children accessed at least 1 x educational visit in 2025/26 regardless of cost with school funding trips for those most disadvantaged through £PPG.
Increased parental Engagement with school	Increased parental engagement through Phonics and Reading workshops; whole school events; parents using the school foodbank;

Through continued additional support for all learners, but especially those most disadvantaged and in receipt of Pupil Premium Funding, school aim to improve attainment at end of KS2.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Red Rose Mastery Maths	LCC
S&L interventions - Talk Boost/ Early Talk Boost LCC/WELLCOMM	LCC
Red Rose Letters & Sound Phonics LCC	LCC
Simon Says School support staff	Lancashire County Council Child and Wellbeing Services
Language Link Language Link	
Concept Cat Via LCC	LCC

Total cost of academic support/interventions using PPG 2025/26: £85,477.20

Further information

As a school we want everyone to have an equal chance at success, fostering high expectations and ambitions for all, especially our most vulnerable and disadvantaged. Therefore, the overspend of £11,245 for Pupil Premium Provision will be covered through school budget.