



3 Year Pupil Premium Strategy Plan Academy

English Martyrs' Catholic Voluntary

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION [2020/2021]

Pupil Premium Lead	Jo Pettifer	Governor Lead: David Boot Jonathan Cutting	
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CURRENT PUPIL INFORMATION [2020/2021]

Total number of pupils:	287	Total pupil premium budget:	£70595	Date of most recent PP Review: 28 th November 2018 P Longden	
Number of pupils eligible for pupil premium:	52 61 as of 16/6/21	Amount of pupil premium received per child:	Ever 6 free school meals: £1,345 Looked-after children (LAC) and Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order: £2,345 Service premium per pupil: £310	Publish Date: 31/9/21	

SUMMARY INFORMATION

Proportion of disadvantaged pupils:	18% 21% as of 16/6/21	Proportion of disadvantaged pupils:		Statement authorised by: E Jones	
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PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	29	44%
Girls	32	56%
SEN support	7	13%
EHC plan	0	0%
EAL	4	7%

Assessment data for previous 3 years *

* No individual school or national attainment data is available for the 2019-20 or 2020-21 academic years, due to the Coronavirus pandemic.

EYFS DATA 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	0%	80%	80%	57%	74%	72%
% meeting EXP or exceeded in Reading	0%	80%	80%	62%	79%	77%
% meeting EXP or exceeded in Writing	0%	80%	80%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	0%	80%	80%	66%	82%	80%
EYFS DATA 2017-18						

% achieving Good level of development (GLD)	60%	73%	75%	57%	74%	72%
% meeting EXP or exceeded in Reading	40%	82.8%	75%	62%	79%	77%
% meeting EXP or exceeded in Writing	40%	82.8%	75%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	80%	77%	80%	66%	82%	80%

EYFS DATA 2016-17

% achieving Good level of development (GLD)	50%	76%	82.5%	56%	73%	71%
% meeting EXP or exceeded in Reading	66%	84%	82.5%	63%	79%	77%
% meeting EXP or exceeded in Writing	66%	81%	80%	58%	76%	73%
% meeting EXP or exceeded in Number	66%	81%	80%	66%	81%	79%

PHONICS 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	100%	91%	93%	71%	84%	82%

PHONICS 2017-18

% of pupils passing Phonics Screening Check	66%	92%	90%	70%	84%	82%
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PHONICS 2016-17

% of pupils passing Phonics Screening Check	100%	97%	97%	68%	83%	81%
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KSI ATTAINMENT 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	75%	78%	78%	na	na	na
% meeting expected standard or above in	75%	83%	83%	62%	78%	75%

reading						
% meeting expected standard or above in writing	75%	78%	78%	55%	73%	69%
% meeting expected standard or above in maths	75%	81%	80%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	75%	78%	78%	na	na	na
% meeting expected standard or above in reading	100%	83%	85%	60%	78%	75%
% meeting expected standard or above in writing	100%	78%	80%	53%	73%	70%
% meeting expected standard or above in maths	75%	92%	90%	61%	79%	76%
KSI ATTAINMENT 2016-17						
% achieving expected standard or above in reading, writing and maths	71%	85%	83%	na	na	na
% meeting expected standard or above in reading	71%	88%	85%	61%	78%	76%
% meeting expected standard or above in writing	71%	85%	83%	52%	71%	68%
% meeting expected standard or above in maths	86%	91%	90%	60%	78%	75%

KS2 Data 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	100%	92%	92%	51%	71%	65%
Progress score in reading	+5.1	+3.3	+3.4	-0.62	0.32	0.03

KS2 Data 2018-19						
Progress score in writing	+0.9	+2.0	+1.9	-0.50	0.27	0.03
Progress score in maths	+3.4	+4.4	+4.3	-0.71	0.37	0.03
KS2 DATA 2017-18						
Ks2 Attainment RWM combined	71%	94%	90%	51%	70%	64%
Progress score in reading	+2.5	+2.9	+2.6	-0.60	0.30	0.03
Progress score in writing	-0.6	+1.5	+0.9	-0.40	0.20	0.03
Progress score in maths	+3.0	+3.1	+2.9	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined	89%	77%	80%	48%	67%	61%
Progress score in reading	+3.1	+3.1	+3.1	-0.70	0.30	0.00
Progress score in writing	+1.2	+0.8	+0.9	-0.40	0.20	0.00
Progress score in maths	+5.8	+2.8	+3.4	-0.60	0.30	0.00

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020-21	97.76%	98.32%	na
2019-20	95.5%	97.08%	na

2018-19	94.12%	97.44%	96%
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* No individual school or national attainment data is available for the 2019-20 academic year, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers

A	<p>Low Communication and Language skills on entry at English Martyrs' CVA</p> <p>Reception baseline assessments highlight that although English Martyrs' children can verbally construct simple sentences, many lack the ability to use these in a range of contexts. Many will often use them in solitary play, or to request that their needs are met but cannot initially use these to build relationships: this impacts their adult and peer interactions which are vital for language and cognitive development.</p> <p>It is the boys from disadvantaged backgrounds, and those that are summer born, who display poorer language skills. This impacts personal development, thus causing them to have the most difficulties with friendships; behaviour; thinking and learning; and literacy as they progress through the school.</p>
B	<p>Low exposure to 'rich and ambitious' vocabulary</p> <p>It is widely acknowledged the impact that poor communication and language skills have on attainment and this can be a predictor of academic performance throughout a child's education. There is currently a word gap between disadvantaged children and their peers when they start school. Some of our Disadvantaged children, in comparison to peers, do not receive regular exposure to ambitious vocabulary, both in their everyday interactions within families and their community or through their choice of reading. As a result, some have not developed familiarity with rich language choices and do not incorporate a range of writing styles in their written work: this results in a lack of 'flair' in their writing by the time they reach KS2 which prevents them from reaching their potential across the curriculum – and specifically attainment at the Higher Standard in writing.</p>

External Barriers

C	<p>Challenges in Social Skills, Personal Development, and Emotional Regulation.</p> <p>We have a sensitive understanding of how our children are affected by their childhood experiences both inside and outside of school: this range from loss of family cohesion, family discord, social privation, trauma and Adverse Childhood Experiences. Some of our disadvantaged children find emotional and behaviour regulation challenging and their subsequent barriers to learning can include: fixed mind-set, low self-esteem; lack of confidence; poor interpersonal skills, poor emotional regulation and in a small number of instances, toxic stress. These barriers can severely impact upon a child's ability to manage their cognitive load,</p>
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	process new information and make links within their mental schema.	
D	<p>Low Engagement in Home Learning</p> <p>In some cases, there is low parent/carer confidence in supporting their child's home-learning such as reading at home, homework, times tables practice and in facilitating and supporting the school's curriculum during past and potential school closures.</p> <p>80.9% of English Martyrs' pupils live in the borough of Erewash. The largest proportion of our pupils (58.3%) live within the town of Long Eaton. Statistics drawn from most recent National Census (2011) suggest that there are challenges in the local area connected with relatively low academic aspirations. The school is located in an area which is in the 5th quintile of all schools – therefore 'most deprived'. The broader pupil base, including those from outside the area, puts us in the 3rd quintile – therefore 'average deprivation'. The percentage of residents in Erewash who have no qualifications is 25.90% . These statistics can support our understanding of the challenges we face in encouraging engagement in home-learning.</p>	
E	<p>Anticipated Emotional Health Challenges</p> <p>The changes to familiar operation of schools, as a result of the Covid-19 pandemic, have as yet unknown consequences for the emotional health and well-being of our community. School closures in the years 2020 and 2021, the transition to home learning during that time, missed transition opportunities and changes to the staff body are all likely to have an impact on families and the pupils' wellbeing. Identifying these emerging needs and responding to them appropriately is paramount in preventing them from becoming barriers to learning.</p>	
Desired Outcomes		
	Outcome	Success Criteria
A	For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2. 85% of disadvantaged pupils to meet the expected standard at EYFS, KS1 and KS2 assessment points core subjects as a result of improved communication and resulting cognitive function. Positive progress scores in core subjects for 85% of disadvantaged children.
B	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	For 15% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.

C	For children to have functional behavioural and social skills, well-rounded personal development and working emotional regulation in order to develop a growth mind-set, improved self-esteem and confidence levels, improved emotional regulation and strategies to minimise the effects of toxic stress.	For disadvantaged children to be proportionately represented in positive reward logs (Good Work liturgies/ House Points/ traffic light system) and 'reflection' behaviour reward logs as a result of their improved self-regulation and improved in-class strategies. For this to support their academic attainment and result in cohort-level success across core subjects (85% meeting expectations, 15% exceeding expectations)
D	For parents/ carers to have increased confidence in supporting learning at home through listening to reading, supporting homework and facilitating home-learning curriculum in a way which supports their child's academic potential.	For large majority of reading diaries to show meaningful home-reading has been undertaken. For large majority of homework to be completed. For large majority of home-learning tasks to be facilitated and sent in for assessment.
E	For existing emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice.	For children with identified emotional health concerns to show progress through Boxhall profiles or similar. For all staff, parents and children to have an awareness of strategies to enhance positive well-being and prevent decline in emotional health.

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible:

Priority Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings across three years (£211,785)	Success measure
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	<p>Small group for Basic Skills Sessions. Children grouped according to their emerging, met or exceeding needs to partake in targeted basic skill input sessions.. Individual and small group sessions in SPaG, Phonics and mathematics. These sessions must prioritise communication skills following the defined Progress Pathway to include: recalling, finding quality examples, giving own examples, applying in different contexts and evaluating choices.</p>	<p>To be re-established as part of the Covid-19 Recovery Curriculum by end of Advent Term (Autumn) 2020.</p>	<p>£41610</p> <p>Individual and small group sessions in SPaG/ Phonics and mathematics</p> <p>Average Ratio of 1 TA to 15 pupils for five hours per week for 38 weeks</p>	<p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Pupils' work across the curriculum is consistently of a high quality.</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged.</p>
	<p>Individual 1:1 reading every day for each PP child. Priority support given to staff to timetable and staff this. Reading corners to be developed and maintained and valued by all members of the community.</p>	<p>To be re-established as part of the Covid-19 Recovery Curriculum by second week of Advent Term (Autumn) 2020.</p>	<p>£66610</p> <p>1-1 reading every day</p> <p>Ratio of 1 TA to 1 pupil for 25 minutes per week for 38 weeks</p>	<p>Pupils' work across the curriculum is consistently of a high quality.</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged.</p>

	<p>Oracy Curriculum to be established and developed. Progression to be mapped across the school. For EM children to be more proficient at:</p> <ul style="list-style-type: none"> • Presentations on a specified subject, • Exploring a text through performance • Structured debates • Speaking in class/school assemblies and liturgies 	To be developed in 20/21 and established by 21/22	£800 for training, leadership time and resources	<p>Pupils' work across the curriculum is consistently of a high quality.</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged.</p>
<p>B For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.</p>	<p>1:1 feedback assessment intervention to be embedded in school's Feedforward policy. CPD to be implemented.</p>	Pentecost 2021	£500	<p>For 15% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.</p>
	<p>CPD for Vocabulary and Knowledge retention strategies to be identified and embedded in EM curriculum: Foundation subject input to follow Bloom's taxonomy to mirror success of maths, phonics and SPaG Progress Pathways.</p>	Lent 2021	£500	

	Additional Library resources children's newspapers, journals, specifically selected fiction and non-fiction resources to ensure tailored reading choices.	New cohort's needs analysed and provided for within Advent Term of each year	£1500	
A For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	Development of PSHE Curriculum to promote regular communication about emotional needs and healthy relationships. Progression to be mapped out across year groups Led by E Pugh	New scheme introduced Advent 1 2020. Resourcing to be identified by Advent 2 2020. To be embedded in curriculum by Pentecost 2021	£800 PSHE resources, leadership time	For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2. 85% of disadvantaged pupils to meet the expected standard at EYFS, KS1 and KS2 assessment points core subjects as a result of improved communication and resulting cognitive function. Positive progress scores in core subjects for 85% of disadvantaged children.

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: Phase leaders (K Macdonald, G Ellis, T Chibbaro) and Jo Pettifer

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings across three year strategy	Success measure
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<p>A</p> <p>For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.</p>	<p>Additional ICT (10 ipads) to be purchased to facilitate planned communication skills interventions, tailored to individual cohort needs across school. Targeted interventions to support writing and vocabulary confidence.</p>	<p>By end of Lent 1 2021</p>	<p>£3131</p>	<p>For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2. 85% of disadvantaged pupils to meet the expected standard at EYFS, KS1 and KS2 assessment points core subjects as a result of improved communication and resulting cognitive function. Positive progress scores in core subjects for 85% of disadvantaged children.</p>
	<p>Debating curriculum and debating club to be developed and established across school. CPD, resources and leadership time allocated.</p>	<p>Pentecost 2022</p>	<p>£800</p>	
<p>D</p> <p>For parents/ carers to have increased confidence in supporting learning at home</p>	<p>Establish Home Lending Library service with tailored core subject packs</p>	<p>Lent 2021</p>	<p>£2000</p>	<p>For large majority of reading diaries to show meaningful home-reading</p>

through listening to reading, supporting homework and facilitating home-learning curriculum in a way which supports their child's academic potential.	Develop EM YouTube as parent support for homework and reading tasks. Tutorials to model how to get the most out of story reading and vocabulary so parents can develop this too at home.	Advent 2020	£500 CPD, resources and leadership time.	has been undertaken. For large majority of homework to be completed. For large majority of home-learning tasks to be facilitated and sent in for assessment.
	Nurture groups to run termly ELSA provision to be maintained and maximised Chaplaincy provision to be maintained and maximised	To be re-established within recovery curriculum by Advent 2020	£15,000 % of SMSC lead salary across three years	

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings across three year strategy	Success measure
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<p>A For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.</p> <p>C For children to have functional social skills, well-rounded personal development and working emotional regulation in order to develop a growth mind-set, improved self-esteem and confidence levels, improved emotional regulation and strategies to minimise the effects of toxic stress.</p>	<p>Bespoke Projects: At English Martyrs', we plan three specific bespoke intervention projects each year. They are devised and planned by class teachers to address specific needs or promote attributes which will benefit the children involved. Past projects have included:</p> <ul style="list-style-type: none"> • EM Museum Project – a history museum curated by the children in partnership with Buxton Museum • The Upholstery project – three reading chairs designed by the children and created by Gascoigne Designs • The Journey Project – a trip to London researched, planned, budgeted and arranged by the pupils themselves • EM Book Publishing House – 4 titles written, illustrated and published by the children to date. 	<p>One project per term across all three years</p>	<p>£67,250</p>	<p>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> <p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. Pupils are equipped with the knowledge and cultural capital they need to succeed in life. The bespoke projects It is the essential introduce them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>
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<p>C</p> <p>For children to have functional social skills, well-rounded personal development and working emotional regulation in order to develop a growth mind-set, improved self-esteem and confidence levels, improved emotional regulation and strategies to minimise the effects of toxic stress.</p>	<p>KS2 outside environments to be developed as outdoor learning facilities: Undercover learning area on KS2 field. Biodiverse environment created to support emotional regulation/ Forest School Principles. KS2 Gardening/ Biodiversity taskforce to be established and maintained</p>	<p>Plans in place by Lent 2021. Work completed by Advent 2021</p>	<p>10,000</p>	<p>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</p> <p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.</p>
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PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Cost
A	For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	Development of PSHE Curriculum	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.	Every child eligible for Pupil Premium at English Martyrs' has an Individual Provision Map which sets out their specific needs and the ways in which they can achieve their full potential. Innovative and ambitious bespoke Interventions are planned to address these needs throughout the whole year. Monitoring of the interventions put in place for each child is carried out on a half termly basis. Qualitative data is collected through teacher written self- evaluations, observation and pupil voice discussions. Quantitative data is collected through rigorous termly Pupil Progress cycles of analysis and action planning.	Emily Pugh/ Jo Pettifer	£800
		Small group for Basic Skills Sessions. Children grouped according to their emerging, met or exceeding needs.	School level analysis of Pupil Progress and interventions show that these sessions are amongst our most impactful for closing gaps in communication skills.		Katie Macdonald/ Gemma Ellis/ Tina Chibbaro	
		Individual 1:1 reading every day for each PP child.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular 1:1 tutoring sessions		£13870	

			(about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. This supports our evidence for employing a dedicated TA for such interventions.		Katie Macdonald/ Gemma Ellis/ Tina Chibbaro	£25870
B	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a	1:1 feedback assessment intervention to be embedded in school's Feedforward policy. CPD to be implemented.	Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a	Every child eligible for Pupil Premium at English Martyrs' has an Individual Provision Map which sets out their specific needs and the ways in which they can achieve their full potential. Innovative and ambitious bespoke Interventions are planned to address these needs	Jo Pettifer Katie Macdonald/ Gemma Ellis/ Tina Chibbaro	£500

	range of social contexts and academic subjects at a sophisticated and nuanced level.	CPD for Vocabulary and Knowledge retention strategies to be identified and embedded in EM curriculum: Foundation subject input to follow Bloom's taxonomy to mirror success of maths, phonics and SPaG Progress Pathways.	lesser extent, science	throughout the whole year. Monitoring of the interventions put in place for each child is carried out on a half termly basis. Qualitative data is collected through teacher written self- evaluations, observation and pupil voice discussions. Quantitative data is collected through rigorous termly Pupil Progress cycles of analysis and action planning.	Katie Macdonald/ Gemma Ellis/ Tina Chibbaro	£500
		Additional Library resources children's newspapers, journals, specifically selected fiction and non-fiction resources to ensure tailored reading choices.	In-school evaluation of pupil progress and interventions shows the consistent value of quality texts leading the learning. A wide choice of both fiction and non fiction texts support this.			£500
		TA training: Switch On Reading for one member of staff to lead, for children who are not ARE by end of KS1 Two staff trained in NELI Nuffield Early	The Dyslexia Trust: Brief description This is an intensive 10/12 week intervention. It has been developed in Nottinghamshire over a number of years as part of the Every Child a Reader initiative, and is inspired by Reading Recovery. It is delivered by staff, most commonly teaching assistants, who have been trained in		Gemma Ellis	£3000 £3000 not spent. Carry over to 2021-22

		Language Intervention	the approach. Its purpose is to improve pupils' reading accuracy, comprehension and fluency, and so close the reading achievement gap for vulnerable children working below age-expected levels. It has also been shown to benefit spelling. Pupils attend daily 20-minute reading sessions over the course of one term, on a withdrawal basis. Effectiveness -Useful for reading accuracy and spelling in Y1-6			
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TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Cost
A	For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	Additional computing hardware and software to be purchased to facilitate planned communication skills interventions, tailored to individual cohort needs across school. Targeted interventions to support writing and vocabulary	Oral language interventions: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Every child eligible for Pupil Premium at English Martyrs' has an Individual Provision Map which sets out their specific needs and the ways in which they can achieve their full potential. Innovative and ambitious bespoke Interventions are planned to address these needs throughout the whole year. Monitoring of the interventions put in place for each child is carried out on a half termly	Emma Jones/ Jo Pettifer	£3131 £3121 not spent, to be carried over to 2021-22

		confidence. Purchased by Trust		basis. Qualitative data is collected through teacher written self- evaluations, observation and pupil voice discussions. Quantitative data is collected through rigorous termly Pupil Progress cycles of analysis and action planning.		
B	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	Develop and maintain EM Book Publishing interventions Not achieved due to Covid Disruptions	The impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk and interaction between learners tend to result in the best gains.		Jo Pettifer/ Gemma Ellis	£1300
D	For parents/ carers to have increased confidence in supporting learning at home through listening	Establish Home Lending Library service with tailored core subject packs	NFER evidence shows that although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for	Every child eligible for Pupil Premium at English Martyrs' has an Individual Provision Map which sets out their specific needs and the ways in which they can achieve their full potential. Innovative and	Jo Pettifer/ Katie Macdonald/ Gemma Ellis/ Tina Chibbaro	£2000

	to reading, supporting homework and facilitating home-learning curriculum in a way which supports their child's academic potential.		disadvantaged families. In-school evidence from trials within school closures with EYFS families showed high uptake and consistently positive feedback.	ambitious bespoke Interventions are planned to address these needs throughout the whole year. Monitoring of the interventions put in place for each child is carried out on a half termly basis. Qualitative data is collected through teacher written self- evaluations, observation and pupil voice discussions. Quantitative data is collected through rigorous termly Pupil Progress cycles of analysis and action planning.		
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WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Cost
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C	<p>For children to have functional social skills, well-rounded personal development and working emotional regulation in order to develop a growth mind-set, improved self-esteem and confidence levels, improved emotional regulation and strategies to minimise the effects of toxic stress.</p>	<p>Bespoke Projects: At English Martyrs', we plan three specific bespoke intervention projects each year. They are devised and planned by class teachers to address specific needs or promote attributes which will benefit the children involved.</p>	<p>EEF Toolkit shows that Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>2. Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.</p> <p>3. Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own. It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully.</p>	<p>Every child eligible for Pupil Premium at English Martyrs' has an Individual Provision Map which sets out their specific needs and the ways in which they can achieve their full potential. Innovative and ambitious bespoke Interventions are planned to address these needs throughout the whole year.</p> <p>Monitoring of the interventions put in place for each child is carried out on a half termly basis. Qualitative data is collected through teacher written self- evaluations, observation and pupil voice discussions. Quantitative data is collected through rigorous termly Pupil Progress cycles of analysis and action planning.</p>	<p>Jo Pettifer/ Helen McElhone</p>	<p>£17000</p>
TOTAL estimated budgeted cost?						<p>£68471</p>

REVIEW OF 3 YEAR STRATEGY 2021-22

*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	<p>NFER tests in all core subjects at start and end of academic year.</p> <p>PASS tests (Pupil Attitudes)</p> <p>Boxhall profiles at start of ELSA interventions.</p> <p>Behaviour Log charts and analysis.</p> <p>Welfare calls throughout remote learning.</p> <p>Work submitted during Remote Learning evaluated against expected standards for the child.</p> <p>Engagement logs during Remote Learning.</p> <p>DSL review meetings to discuss impact on key vulnerable children.</p>	<p>NFER question analysis to find specific strands and areas of need.</p> <p>PASS tests analysis and resulting interventions.</p> <p>Follow up PASS test equivalent for KS1 EYFS Baseline needs to be viewed through a specific Covid lens.</p>
How do you know disadvantaged pupils' starting points following lockdown across subjects?	<p>Covid recovery curriculum implemented with 5 levers addressed and impact analysed through Insight Data Tracking.</p> <p>Adapted planning formats to include skills and knowledge from prior year to ensure gaps were filled.</p> <p>NFER baseline assessed in Advent.</p> <p>Time made in curriculum to assess all needs.</p>	<p>Continue good practice tracking progress, analysing areas of need and intervening accordingly.</p> <p>Thorough transition procedures to ensure good handover of understanding.</p> <p>Teachers in many classes following year group.</p> <p>Continue good practice of PP Provision maps to follow each child.</p>
What work have you done to establish the impact on pupils and their families?	<p>Parent voice survey during and after remote learning to gauge parent views.</p> <p>Welfare calls and communication during remote learning to assess impact on a day to day basis with actions accordingly.</p> <p>Technology surveys to establish need and actions put in place accordingly.</p>	<p>Continue good practice during future isolations.</p> <p>PASS tests analysis and resulting interventions.</p> <p>Follow up PASS test equivalent for KS1 EYFS Baseline needs to be viewed through a specific Covid lens.</p>

	All above replicated during bubble isolations. PASS tests to establish attitudes to learning.	
Do families know the impact of the pandemic on themselves and their child/ren?	Parents evenings via Teams to share progress and barriers. EYFS continued use of Seesaw to share progress. Parent meetings with SEND and children with emotional health needs throughout the year. Collation of positive feedback from families regarding time and effort put in by staff.	Investigate use of technology (e.g. Twitter, Seesaw) to keep parent engagement in learning high.
How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?	Responsive dialogue between teachers, pupils and parents: needs flagged up as they arise to SMSC lead, SENDCo, DSL etc. Interventions put in place to address social, emotional and emotional health needs. PASS test analysis.	PASS tests analysis and resulting interventions.
What learning/experiences positive and negative took place (influences) and what was the impact?	From a safeguarding perspective, vulnerable children were required to attend during remote learning which resulted in a positive influence on their security and safety. Staff visited homes during lockdown to ensure safeguarding concerns were met. Drop in sessions or small group sessions during remote learning to allow misconceptions to be addressed. Many parent school relationships were strengthened during this time.	Investigate use of technology (e.g. Twitter, Seesaw) to keep parent communication channels open.
Impact of your strategies to mitigate/lessen the impact of lockdown?	There was a huge improvement in staff confidence and CPD in providing remote learning across the course of the year. Analysis of strategies is ongoing and continues to inform our practice.	Ensure long term impact on emotional health is continually evaluated.
What did children miss out on the most during the pandemic and their time away	Children have missed out on development of Cultural capital, Knowledge, routines,	Reinstate whole school community events as soon as possible to provide children with a

from their usual school routine? What do they need more of?	experiences and discussions with peers. Pupil voice showed that children missed peer interaction and play the most so time and space was allowed in recovery curriculum. Year groups have benefitted from class trips or experiences as soon as restrictions have allowed.	sense of community.
Have you identified more vulnerable groups because of this?	Yes, individuals, groups and cohorts have all been identified and support put in place.	Ongoing analysis of the impact of support from a micro and macro point of view is required to ensure it has a positive impact and is sustainable.

REVIEW OF 2020/2021 STRATEGY

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
A For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	Development of PSHE Curriculum	Impact was high. This was shown through Moitoring: Planning scrutinies; environment learning walks; book scrutinies and pupil voice	The PSHE curriculum has been successfully implemented across the whole school and has been significantly embedded within planning, teaching, resourcing and learning. Next year, this needs to be maintained across the whole school to the highest standards.
	Small group for Basic Skills Sessions. Children grouped according to their emerging, met or exceeding needs.	RAG rated PP intervention maps show high level of success for this intervention. PP lead monitoring of books, lessons and Pupil voice supports this assessment.	This action was implemented and embedded several years ago meaning that the focus this year was to maintain good practice through the challenges of Covid interruptions and home learning. This has been highly successful, being deployed through home learning videos and remote lessons. This provision will continue as a maintain action.
	Individual 1:1 reading every day for each PP child.	Mid impact due to Covid 19 interruptions. RAG rated PP intervention maps show high level of success for this intervention when it does	This action was implemented and embedded several years ago meaning that the focus this year was to maintain good practice through the challenges of Covid interruptions and home learning. This has been mid-level successful, as despite inviting most of the PP children into school on our

		take place. PP lead monitoring of books, lessons and Pupil voice supports this assessment.	vulnerable list, many still learned remotely. This needs to remain a priority as an <u>embed</u> action. Two staff members have been taken out of class this year to work as intervention leads which will support this action..
<p>B For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.</p>	1:1 feedback assessment intervention to be embedded in school's Feedforward policy. CPD to be implemented.	RAG rated PP intervention maps show high level of success for this intervention. PP lead monitoring of books, lessons and Pupil voice supports this assessment.	This action was <u>implemented and embedded</u> several years ago meaning that the focus this year was to maintain good practice through the challenges of Covid interruptions and home learning. This has been mid-level successful, as despite inviting most of the PP children into school on our vulnerable list, many still learned remotely. This needs to remain a priority as an <u>embed</u> action. Two staff members have been taken out of class this year to work as intervention leads which will support this action. In-house Staff CPD to be implemented
	CPD for Vocabulary and Knowledge retention strategies to be identified and embedded in EM curriculum: Foundation subject input to follow Bloom's taxonomy to mirror success of maths, phonics and SPaG Progress Pathways.	Impact was high. This was shown through Moitoring: Planning scrutinies; environment learning walks; book scrutinies and pupil voice.	The Progress Pathways for Foundation subjects have been successfully <u>implemented</u> across the whole school and has been significantly <u>embedded</u> within planning, teaching, resourcing and learning. Next year, this needs to be <u>maintained</u> across the whole school to the highest standards.
	Additional Library resources children's newspapers, journals, specifically selected fiction and non-fiction resources to ensure tailored reading choices.	Mid impact due to Covid 19 interruptions. RAG rated PP intervention maps show high level of success for this intervention when it does take place. PP lead monitoring of books, lessons and Pupil voice supports this assessment.	This action was <u>implemented and embedded</u> several years ago meaning that the focus this year was to maintain good practice through the challenges of Covid interruptions and home learning. This has been mid-level successful, as despite inviting most of the PP children into school on our vulnerable list, many still learned remotely. These children received home learning packs with books and resources to suit their needs. This needs to remain a priority as an <u>embed</u> action. Two staff members have been taken out of class this year to work as intervention leads which will support this action..
	TA training: Switch On Reading for one member of staff to lead, for children who are not ARE by end of KS1	This training did not occur as more appropriate training was identified. As a result, two staff trained in NELI Nuffield Early Language	Training was <u>implemented but not embedded</u> due to Covid 19 interruptions. Our action this coming year is to effectively timetable the NELI intervention in order to action research it's benefit. Two staff members have been taken out of class this year to work as intervention leads which

		Intervention	will support this action. In-house Staff CPD to be implemented
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
A For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	Additional computing hardware and software to be purchased to facilitate planned communication skills interventions, tailored to individual cohort needs across school. Targeted interventions to support writing and vocabulary confidence. Purchased by Trust	Due to the requirements of home learning, Chromebooks were purchased from the Trust Remote Learning budget instead of the PP budget. The impact of the purchased technology was high due to it being invaluable for remote learning. On return to school, the impact was maintained.	As a result of the new technology, our new Computing curriculum has been successfully implemented across the whole school and has been significantly embedded within planning, teaching, resourcing and learning. Next year, this needs to be maintained across the whole school to the highest standards. Funds made available due to the whole Trust purchase of Chromebooks can now be used to purchase class I-pads as we have identified that this is the next action to benefit vocabulary interventions for PP children within the class.
B For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	Develop and maintain EM Book Publishing interventions	This action was not carried out last year due to Covid 19 interruptions.	Evaluation of this action in previous years has shown it has high impact previously. This action was implemented and embedded several years ago meaning that the focus this year was to maintain good practice through the challenges of Covid interruptions and home learning. This has not been achieved this year and needs to continue as a re-embed action.

<p>D For parents/ carers to have increased confidence in supporting learning at home through listening to reading, supporting homework and facilitating home-learning curriculum in a way which supports their child's academic potential.</p>	<p>Establish Home Lending Library service with tailored core subject packs</p>	<p>High impact during Covid 19 interruptions. RAG rated PP intervention maps show high level of success for this intervention during remote learning. PP lead monitoring of books, lessons and Pupil voice supports this assessment.</p>	<p>This action was implemented during Remote Learning when the home library packs became a vital part of our education provision. This needs to remain a priority as a maintain action. This can be achieved through embedding Seesaw as an ongoing too for home-school communication, task setting and celebration of learning.</p>
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WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?

<p>For children to have functional social skills, well-rounded personal development and working emotional regulation in order to develop a growth mind-set, improved self-esteem and confidence levels, improved emotional regulation and strategies to minimise the effects of toxic stress.</p>	<p>Bespoke Projects: At English Martyrs', we plan three specific bespoke intervention projects each year. They are devised and planned by class teachers to address specific needs or promote attributes which will benefit the children involved.</p>	<p>Impact was high. This was shown through Monitoring: Planning scrutinies; environment learning walks; book scrutinies and pupil voice</p>	<p>Bespoke Projects this year included: The Explorer Day Projects in collaboration with Active Outdoor Discovery; The EM Amazing Museum Project in collaboration with Buxton Museum; The Oliver project – a drama production in collaboration with Wilsthorpe Drama Department; The Gardening Club project amongst others. All were chosen to develop cohort and pupil character in a variety of ways.</p> <p>During Remote Learning, the projects were swiftly replaced with Home Learning Packs, delivered to the pupils who were remote learning. These packs were again bespoke selections of resources, books and materials specifically designed to meet the children's needs.</p> <p>Now in their 5th year, the Bespoke Projects have proved fundamental to our ethos that "At English Martyrs', no child is disadvantaged."</p>
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ENGAGING STAFF, GOVERNORS & PARENTS

<p>How has this document been shared with stakeholders?</p>	<p>Strategy is shared with parents on website. Successes in the interventions and actions are celebrated through Good Work Liturgies, EM YouTube video celebrations and parents evenings. Governors are informed of PP strategies through governors meetings. Staff are involved at every level in planning and auctioning the interventions and actions specified.</p>
<p>How do you know staff understand the strategy and apply correctly?</p>	<p>Key barriers to learning and recommended strategies are communicated to all staff. RAG rating of Individual Pupil premium maps is carried out by staff and monitored by PP lead. Regular monitoring, including book scrutinies, learning walks, environment scrutinies and Pupil voice discussions further inform the strategy.</p>