



**St Ralph
Sherwin**
Catholic Multi Academy Trust

3 Year Pupil Premium Strategy Plan English Martyrs' Catholic Voluntary Academy

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION [2021/2022]

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

Total number of pupils:	286	Total pupil premium budget:	£68,595.00 Plus monies not spent last year, to be carried over to 2021-22 £6131 = £74,726.00	Date of most recent PP Review	P.Longden: 28/11/2018 SRSCMAT internal review: 21/6/2022
		Recovery Premium Fund:	£7,395		
Number of pupils eligible for pupil premium:	51	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: 31/12/21	

SUMMARY INFORMATION

Proportion of disadvantaged pupils:	18%			Statement authorised by: E Jones	
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PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	22	43%
Girls	29	57%
SEN support	7	14%
EHC plan	0	0%
EAL	2	3%

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%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check	100%	97%	97%	68%	83%	81%

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 reading	75%	83%	83%	62%	78%	75%
% 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
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%

* 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>

	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, process new information and make links within their mental schema.	
D	Low Engagement in Home Learning In some cases, there is low parent/carers 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. 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.	
E	Anticipated Emotional Health Challenges 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.	
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: All staff overseen by J Pettifer				
Priority Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings across three years (£211,785)	Success measure
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.	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.	To be re-established as part of the Covid-19 Recovery Curriculum by end of Advent Term (Autumn) 2020.	£41610 Individual and small group sessions in SPaG/ Phonics and mathematics Average Ratio of 1 TA to 15 pupils for five hours per week for 38 weeks	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. Pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged.

	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.	To be re-established as part of the Covid-19 Recovery Curriculum by second week of Advent Term (Autumn) 2020.	£66610 1-1 reading every day Ratio of 1 TA to 1 pupil for 25 minutes per week for 38 weeks	Pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged.
	Oracy Curriculum to be established and developed. Progression to be mapped across the school. For EM children to be more proficient at: <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	Pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged.
B For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in	1:1 feedback assessment intervention to be embedded in school's Feedforward policy. CPD to be implemented.	Pentecost 2021	£500	For 15% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.

order to communicate orally and in writing, across a 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.	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.
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TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: Phase leaders (E Pugh, 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 2022</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>D</p> <p>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>Lent 2021</p>	<p>£2000</p>	<p>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.</p>
	<p>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.</p>	<p>Advent 2020</p>	<p>£500</p> <p>CPD, resources and leadership time.</p>	

	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	
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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>CFor 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>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>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 2022</p>	<p>10,800</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>

PUPIL PREMIUM ACTION PLAN: 2021/22

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 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	School Led Tuition (accessing full government grant)	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	Monitoring will ensure its successful implementation: lesson observations, work scrutiny and pupil voice.	Coordinated by Jo Pettifer	£1,849.17 (School contribution to Tuition Grant Funding)

	disadvantaged children.					
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.	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.	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.	J Pettifer E Pugh (KS2 leader) Gemma Ellis/ Tina Chibbaro (EYFS KS1 Leaders)	£13870
		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 (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.			£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 range of social contexts and academic subjects at a sophisticated and nuanced level.	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 and mathematics.	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.	J Pettifer	£6878.88
		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			£2550.00

TOTAL estimated budgeted cost

£53818.05

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
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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.	Establish Home Lending Library service with tailored core subject packs	<p>Preparedness for remote learning is vital in the current climate: school restrictions due to the Covid-19 pandemic must be anticipated within all school budgets.</p> <p>Monitoring of our homelearning packs during previous periods of remote learning showed that they supported learning in multiple ways through greater engagement, strong attendance in online lessons and improved emotional welfare of pupils and families.</p> <p>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 disadvantaged families. In-school evidence from trials within school closures with EYFS families showed high uptake and consistently positive feedback.</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>	Emma Jones/ Jo Pettifer supporting remote learning staff.	£1000
A	For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and	Additional computing hardware and software (10 ipads) to be purchased to facilitate planned communication skills interventions,	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	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	Emma Jones/ Jo Pettifer	£3131 (Budget brought forward from last year due to Covid

	maintain healthy relationships and achieve their academic potential.	tailored to individual cohort needs across school. Targeted interventions to support writing and vocabulary confidence.	approximately five months' additional progress over the course of a year.	<p>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>		disruption)
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	<p>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.</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</p>	Jo Pettifer/ Gemma Ellis	£1300

				discussions. Quantitative data is collected through rigorous termly Pupil Progress cycles of analysis and action planning.		
TOTAL estimated budgeted cost						£5431.00
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

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.	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>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the EEF evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p> <p>As a school, we have first hand evidence of outdoor learning having beneficial impacts.</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>	Overseen by J Pettifer	£3600
TOTAL estimated budgeted cost?						£23016
TOTAL estimated budgeted cost?						£82165.05

REVIEW OF 2021/2022 STRATEGY

*At least annually

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?																		
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.	School Led Tuition (accessing full government grant)	<p>IMPACT MEDIUM</p> <p>Evidence recorded in tuition work books show that pupils made progress on the individual skills and knowledge areas targeted by the tutors. These were identified by the class teachers and were selected to plug specific gaps in knowledge. Where the feedforward policy was followed, there is clear evidence of progress but this was not consistent across tutors and needs to be embedded next year. Assessment tracked on INSIGHT shows the following progress made by tutored pupils in writing across the year, with 6 pupils making accelerated progress:</p> <table> <tr> <td colspan="4">2021-2022 Sum2 Main Assessment</td></tr> <tr> <td></td><td>Below</td><td>Emerge</td><td>Expect</td></tr> <tr> <td rowspan="3">2021-2022 Aut2 Main Assessment</td><td>Below</td><td>3 pupils (14%) Flynn, Ryley McGhee, Ellis Price, Tyler</td><td>4 pupils (18%) Cox-Saunders, Brae Thompson, Joel Toland, Sofia Vaskevicius, Dominic</td></tr> <tr> <td>Emerge</td><td></td><td>5 pupils (23%) Beeton, Isaac Bodycote, Amiah Haywood, Leighton-James Jordison, Ted Klonowicz, Laura</td></tr> <tr> <td>Expect</td><td></td><td>7 pupils (32%) Brown, Indygo de Lamo White, Naomi Farmer, Harrison Gamble, Betsy Jones, Darcy Raisbeck, Isla Swinscoe, Francesca</td></tr> </table>	2021-2022 Sum2 Main Assessment					Below	Emerge	Expect	2021-2022 Aut2 Main Assessment	Below	3 pupils (14%) Flynn, Ryley McGhee, Ellis Price, Tyler	4 pupils (18%) Cox-Saunders, Brae Thompson, Joel Toland, Sofia Vaskevicius, Dominic	Emerge		5 pupils (23%) Beeton, Isaac Bodycote, Amiah Haywood, Leighton-James Jordison, Ted Klonowicz, Laura	Expect		7 pupils (32%) Brown, Indygo de Lamo White, Naomi Farmer, Harrison Gamble, Betsy Jones, Darcy Raisbeck, Isla Swinscoe, Francesca	This action was introduced this year and will continue next year as the funding is to be reallocated. Whilst there are clearly great gains to be made from this provision, we need to stay vigilant about the demands that additional tuition places on our most vulnerable pupils. This needs to remain a priority as an <u>embed</u> action.
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Assessment tracked on INSIGHT shows the following progress made by tutored pupils in maths across the year with 2 children making accelerated progress:

2021-2022 Sum2 Main Assessment			
	Below	Emerge	Expect
2021-2022 Aut2 Main Assessment	Below	3 pupils (14%) Flynn, Ryley McGhee, Ellis Price, Tyler	1 pupil (5%) Toland, Sofia
	Emerge	1 pupil (5%) Thompson, Joel	1 pupil (5%) Cox-Saunders, Brae
	Expect	1 pupil (5%) Beeton, Isaac	15 pupils (68%) Bodycote, Amiah Brown, Indygo de Lamo White, Naomi Farmer, Harrison Gamble, Betsy Hatton, Sofia Haywood, Leighton-James James, Jake Jones, Darcy Jordison, Ted Klonowicz, Laura Raisbeck, Isla Ricci, Mia Swinscoe, Francesca Vaskevicius, Dominic

PASS Survey reveals an increase in PP pupils reporting high Perceived Learning Capability from 55% to 65% over this year. Tuition has supported this by boosting perceived ability. Likewise, Confidence in Learning has increased from 58% to 71%. Response to Curriculum Demands has increased from 61% to 68% which is a smaller improvement and might mean we need to stay vigilant about the demands that additional tuition places on our most vulnerable pupils.

<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>Small group for Basic Skills Sessions. Children grouped according to their emerging, met or exceeding needs.</p>	<p>HIGH Impact:</p> <p>SPaG and Phonics Monitoring showed the following strengths - The vast majority of pupils are engaged in SPaG and Phonics sessions - The majority of teaching staff were focussed on raising attainment in these sessions and keeping pupils engaged.</p> <p>Areas for Improvement were acted upon - Ensure that all new staff are given plenty of opportunities for observing more experienced staff- Ensure all staff are consistent in following individual PSP and behaviour plans and are aware of the lesson outcome/ objective to be achieved.</p> <p>Maths Basic Skills Monitoring showed the following strengths: All basic skills lessons were running on time and following school policy. Progress Pathways were being used well in all groups. Children were grouped appropriately for their needs. Lessons were calm and orderly and the vast majority of children were engaged in the learning. The following areas for Improvement were acted upon: In several classes, PP children had been given seats with their backs to the smart board and were having to strain to see then write on white boards - this is an easy fix to ensure they have no barriers.</p> <p>PASS Survey reveals an increase in PP pupils reporting high General Work Ethic from 61% to 77% which shows that the children are returning to the pre-covid level of expectations required of them within these sessions.</p>	<p>This action was <u>implemented and embedded</u> several years ago meaning that the focus this year was to re-establish good practice after the challenges of Covid interruptions and home learning. This has been highly successful, with existing staff returning to their excellent practice promptly and new staff receiving coaching in order to provide the same high level input. This provision will continue as a <u>maintain</u> action.</p>
	<p>Individual 1:1 reading every day for each PP child.</p>	<p>MEDIUM IMPACT:</p> <p>Monitoring showed the following Strengths: The majority of pupils are reading a book matched correctly to their need. Pupils are clearly making progress in their reading . Pupils can articulate how well they think they are doing with reading . The</p>	<p>This action was <u>implemented and embedded</u> several years ago meaning that the focus this year was to reestablish good practice after the challenges of Covid interruptions and home learning.</p>

		<p>following Areas for Improvement wer acted upon: Ensure reading diaries have teacher voice presen. Ensure that class teacher knows that each child is choosing books matched to their ability, particularly in the case of the Bottom 20% of children.</p> <p>Professional discussion between leaders and colleagues showed that the insistence on additional daily reading for PP pupils was not achievable from a workload perspective, particularly for the least experienced staff. Strategies were shared during a coaching exercise but this did not result in significant improvement and benefit for pupils. Decision made to evolve this action in line with the implementation of our new accredited phonics scheme to allow time for less frequent but more impactful reading opportunities.</p>	<p>This has been mostly successful, however, competing priorities for some cohorts mean that the focus has needed to be elsewhere . With the introduction of the new accredited phonics scheme (Little Wandle) reading is being structured differently next year. Therefore this needs to be adapted and become a <u>new implementation</u> with focus on quality rather than quantity of book talk.</p>
<p>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>	<p>HIGH IMPACT</p> <p>Book scrutiny showed the following strengths: Pupil Premium children are completing work in line with peers at the appropriate ARE. There is clear evidence of their understanding in their independent work. Quantity and quality is maintained to a high standard throughout and children are demonstrating clear commitment to their own learning.</p> <p>Areas for Improvement acted upon were: A couple of books across school had incomplete highlighting on planning sheets - which is key to ongoing assessment and informs Insight and Trust Framework assessment.</p> <p>In addition, staff coaching feedback showed the following best practice: "timetable it with a specific person and stick to it! We do this normally after a pre or post write for PP and at the moment it happens during PPA". "X (class TA) does our Y4 1:1</p>	<p>This action was <u>implemented and embedded</u> several years ago meaning that the focus this year was to re-establish good practice after the challenges of Covid interruptions and home learning. This has been mostly successfulbut success has varied between cohorts suggesting a cultural change is required in some areas of school. This needs to remain a priority as an <u>embed</u> action.</p>

		<p>feedback interventions in literacy times. X (TA) does the same for y3"</p> <p>"X (Class Teacher) is overseeing the PP interventions in my class and she gives them excellent 1:1 feedback as she is an extra adult in the class on a Tuesday and Wednesday - providing there are no staff absences."</p>	
	Additional Library resources children's newspapers, journals, specifically selected fiction and non-fiction resources to ensure tailored reading choices.	<p>HIGH IMPACT:</p> <p>Staff coaching feedback showed the following best practice: "PP children have access to a range of subject linked non fiction and fiction books which we use in Guided Read". "PP children have access to a range of subject linked non fiction and fiction books which we use to support vocabulary". "PP children explore a wide range of books on emotional literacy which we use in our wellbeing sessions." "PP children who are remote learning due to Covid isolation are offered additional reading material."</p> <p>Pass survey results show that high Preparedness for Learning has remained the same this year at a steady 71% whereas all other categories have seen an increase. These resources could potentially be used more effectively in pre-teach opportunities to enable a confident approach to learning.</p>	This action was <u>implemented and embedded</u> several years ago meaning that the focus this year was to review good practice after the challenges of Covid interruptions and home learning. This has been very successful with all staff ensuring purposeful texts were purchased. This needs to remain a priority as an <u>ongoing</u> action.
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
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	Establish Home Lending Library service with tailored core subject packs	<p>LOW IMPACT</p> <p>This action was included on the plan in anticipation of further school closures or long periods of pupil absence due to COVID 19. As these closures did not happen and absences were minimal and short, staff did not need to put this provision in place. Professional discussion did reveal that the online work sharing platform "Seesaw" was proving of greater benefit as digital</p>	This action was <u>implemented</u> during Remote Learning when the home library packs became a vital part of our education provision. This continued as a priority as a <u>maintain</u> action effectively in Reception classes. Cross school benefit was achieved through embedding

supports their child's academic potential.		<p>resources could be shared efficiently via this instead of the physical lending library packs.</p> <p>Pass Survey data shows that within this year, high Attitude to Attendance has risen from 68% to 84% which is testament to the security pupils feel within school now after what was quite a traumatic period for many of our pp learners.</p>	Seesaw as an ongoing too for home-school communication, task setting and celebration of learning. Seesaw will remain as a tool used in school but will be paid for from school resource budgets.
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 (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>MEDIUM IMPACT:</p> <p>Staff Coaching Feedback showed that in EYFS, Ipad were used to evidence learning jourey of children. In the KS1 classes, Ipad or laptops regularly used to access Spelling Shed/ Numbots/ TTRockstars . Best practice examples in KS2 included the following: IPad rota used in the mornings for spelling shed and times table rockstars. mainly used for research purposes within lessons.</p> <p>Next steps for development were noted as: This could be used better. I have a timetable but children forget about it and don't always ask to use it. Coaching feedback in response suggested the following best practice: KS2 teacher "I have a rota - 4 children a day. But then they can use the iPads when they've finished work or if it's available. They just love the fact they can use the iPad at the moment so no incentives needed. Maybe we will by the end of the year though 😊" KS1 teacher "Ipad are used as and when the PP children come in in the morning instead of reading (or until an adult needs them) and then as an activity following next step in Maths and English applied time"</p>	This action was implemented and comprehensive monitoring showed that the majority of classes were using the ipads to successfully address the range of barriers. Coaching was shared with classes who were using the equipment less effectively and subsequent monitoring showed an improvement. This action will continue to be monitored but no further expenditure is required.
For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order	Develop and maintain EM Book	<p>NOT DELIVERED</p> <p>No evidence</p>	This action was implemented and embedded several years ago meaning that the focus this year was to reestablish good practice

to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	Publishing interventions		<p>after the challenges of Covid interruptions and home learning. Evaluation of this action in previous years has shown it has high impact previously.</p> <p>This action was included on the plan but was not utilised by any staff members. This is due to the staff member with greatest confidence in running this intervention now no longer working within a phase. Projects which address this barrier but in different ways have been carried out effectively instead, e.g. The Waterstones book club. It is suggested that this action be temporarily suspended but kept in mind for future plans.</p>
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?

<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>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:</p> <p>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>HIGH IMPACT</p> <p>Monitoring book scrutinies shows the following evidence:</p> <p>Intervention plans</p> <p>Photos</p> <p>work in books with staff member leading and evidencing</p> <p>VR space Workshop – slip in books</p> <p>Sculptor workshop – slip in books</p> <p>Work in topic book: food tasting/ cooking healthy foods, Recipe card making, Ready steady cook</p> <p>Pupil voice for all KS2 children based on the class reader project. SATS books are in EHi's classroom for evidence. A sticker would be placed in topic book when they used the revision guide I or AL</p> <p>Moana play practise – most of the main parts were PP children.</p> <p>Pass Survey results reveal an increase from 68% to 77% for high Feelings about School. This is testament to the engagement, involvement and enthusiasm that we see in learners during the bespoke project activities. Equally, high Attitude to Teachers has risen from 55% to 68% which again is good evidence of the ways in which our staff support our learners in these activities and all of our educational offer.</p>	<p>Bespoke Projects this year included: The Waterstones Book Club, The From Farm to Plate Project, The Teachers Aloud Poetry Project amongst others. All were chosen to develop cohort and pupil character in a variety of ways.</p> <p>Now in their 6th year, the Bespoke Projects have proved fundamental to our ethos that "At English Martyrs', no child is disadvantaged."</p> <p>There was some inconsistency between phases with some managing the projects more successfully than others. Staff CPD at the start of the new academic year to remind and re-introduce the expectations should rectify this. This needs to remain a priority as an <u>ongoing</u> action.</p>
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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.	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	<div>MEDIUM IMPACT due to gradual implementation</div> <div>Many parts of this provision have been begun, including establishing the Gardening Club, starting the kitchen garden, introducing composting and water collection, replacing the borehole pump etc. Evidence for the impact of these actions is gained through leader observation of personal development of participants and verified by the overall Pass Survey results over the course of the year:</div> <table><tr><td>PASS Survey satisfaction response</td><td>2020-21</td><td>2021-22</td></tr><tr><td>High feelings about school</td><td>68%</td><td>77%</td></tr><tr><td>High perceived learning capability</td><td>55%</td><td>65%</td></tr><tr><td>High self regard as a learner</td><td>68%</td><td>74%</td></tr><tr><td>High preparedness for learning</td><td>71%</td><td>71%</td></tr><tr><td>High attitudes to teachers</td><td>55%</td><td>68%</td></tr><tr><td>High general work ethic</td><td>61%</td><td>77%</td></tr><tr><td>High confidence in learning</td><td>58%</td><td>71%</td></tr><tr><td>High attitude to attendance</td><td>68%</td><td>84%</td></tr><tr><td>High response to curriculum demands</td><td>61%</td><td>68%</td></tr></table>	PASS Survey satisfaction response	2020-21	2021-22	High feelings about school	68%	77%	High perceived learning capability	55%	65%	High self regard as a learner	68%	74%	High preparedness for learning	71%	71%	High attitudes to teachers	55%	68%	High general work ethic	61%	77%	High confidence in learning	58%	71%	High attitude to attendance	68%	84%	High response to curriculum demands	61%	68%	
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ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	<p>Strategy is shared with parents on website. Successes in the interventions and actions are celebrated through Good Work Liturgies, Postcards home and parents evenings.</p> <p>Governors are informed of PP strategies through governors meetings and Governor review visits.</p> <p>Staff are involved at every level in planning and auctioning the interventions and actions specified.</p>
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How do you know staff understand the strategy and apply correctly?	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.
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