



**St Ralph
Sherwin**
Catholic Multi Academy Trust

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

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION [2022-23]

Pupil Premium Lead	Jo Pettifer	Governor Lead:	Jonathan Cutting	Trust Lead	Kate Mann
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CURRENT PUPIL INFORMATION [2022-2023]

Total number of pupils:	265	Total pupil premium budget:	£80,232	Date of most recent PP Review	28/11/18 P Longden. SRSCMAT Triad Review: 21 st June 2022
		Recovery Premium Fund:	£7,105		
Number of pupils eligible for pupil premium:	53	Amount of pupil premium received per child:	Ever 6 free school meals: £1,385. 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: £2,410. Service premium per pupil: £320	Publish Date: 31/12/22	
Proportion of disadvantaged pupils:	20%			Statement authorised by: E Jones	Strategy review date: October 2023

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	26	49%
Girls	27	51%
SEN support	16	30%
EHC plan	1	2%
EAL	5	9%

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 frequently highlight that although English Martyrs' children can verbally construct simple sentences, many lack the ability to use these in a range of contexts. This impacts their adult and peer interactions which are vital for language and cognitive development. It is often 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 as they progress through the school. It impacts their ability to reason, problem solve and communicate in maths; to acquire reading comprehension fluency and to articulate themselves in writing tasks.</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	Challenges in Social Skills and Personal Character Development. 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, poor interpersonal skills, difficulty forming and maintaining relationships, teamwork and resilience. 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	Emotional Health Challenges and Emotional Regulation. In addition to the above barrier, the legacy of the Covid-19 pandemic, has had significant 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, and the subsequent gradual return to normal school routines made a long-lasting impact on families and the pupils’ wellbeing. Some of our disadvantaged children are now experiencing, (or living within families who experience) low self-esteem; lack of confidence; and issues around trust, security and safety. Without address these basic needs, barriers to learning are inevitable and, as above, impact the child’s ability to manage their cognitive load, process new information and make links within their mental schema.	
Desired Outcomes		
	Outcome	Success Criteria
A	For children to be articulate in their communication skills when in conversation with both peers and adults. To be articulate when making requests, responding to others’ requests and negotiating preferred outcomes. To be proficient at communicating in maths, reading and writing in order to achieve their academic potential.	Succes to be measured against progress in the Communication and Language Curriculum. Progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2 resulting in 85% of disadvantaged pupils meeting the expected standard at EYFS, KS1 and KS2 assessment points in Communication and Language, Maths, Reading and Writing.
B	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate	Succes to be measured against progress in the Reading Curriculum. 85% of disadvantaged pupils meeting the

	orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	<p>expected standard at EYFS, KS1 and KS2 assessment points in Reading and Writing.</p> <p>15% of Disadvantaged pupils attaining the Higher Standard in writing at KS1 and KS2 assessment points in Reading and Writing.</p>
C	For children to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.	<p>Success to be measured against progress in the PSHE Curriculum. Disadvantaged and vulnerable children proportionately represented in positive reward logs (Good Work liturgies/ House Points/ individual class systems) 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). Boxhall profiles or similar to show progress on an individual level.</p>
D	For children to gain strategies to boost low self-esteem, raise confidence and develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.	<p>Success to be measured against progress in the PSHE Curriculum. English Martyrs' functioning successfully as a Trauma Responsive school. Systems of early identification of needs are robust and embedded across school. All staff, parents and children have an awareness of strategies to enhance positive well-being and prevent decline in emotional health. Boxhall profiles or similar to show progress on an individual level.</p>

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 when in conversation with both peers and adults. To be articulate when making requests, responding to others' requests and negotiating preferred outcomes. To gain emotional literacy 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. CPD and coaching opportunities for new staff members to be established each year.	£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	Progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2 resulting in 85% of disadvantaged pupils meeting the expected standard at EYFS, KS1 and KS2 assessment points in Communication and Language.

	Additional book talk opportunities for each PP child. Reception & y1 to participate in weekly reading clubs, Y2 onwards to read to an adult three times per week. 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. CPD and coaching opportunities for new staff members to be established each year.	£66610 1-1 reading every day Ratio of 1 TA to 1 pupil for 25 minutes per week for 38 weeks	Progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2 resulting in 85% of disadvantaged pupils meeting the expected standard at EYFS, KS1 and KS2 assessment points in Communication and Language.
	Communication and Language Curriculum to be established and developed. Progression to be mapped across the school.	To be developed in 20/21 and established by 21/22 CPD and coaching opportunities for new staff members to be established each year.	£800 for training, leadership time and resources	Progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2 resulting in 85% of disadvantaged pupils meeting the expected standard at EYFS, KS1 and KS2 assessment points in Communication and Language.
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	1:1 feedback assessment intervention to be embedded in school's Feedforward policy. CPD to be implemented.	Pentecost 2021 CPD and coaching opportunities for new staff members to be established each year.	£500	85% of disadvantaged pupils meeting the expected standard at EYFS, KS1 and KS2 assessment points in Reading and Writing. 15% of Disadvantaged pupils attaining the Higher

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 CPD and coaching opportunities for new staff members to be established each year.	£500	Standard in writing at KS1 and KS2 assessment points in Reading and Writing.
	Additional copies of the Driver Text for pupils to keep after the topic has finished. 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	

<p>A For children to be articulate in their communication skills when in conversation with both peers and adults. To be articulate when making requests, responding to others' requests and negotiating preferred outcomes. To gain emotional literacy 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 growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p> <p>D For children to gain strategies to boost low self-esteem, raise confidence and</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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develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.				
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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
A For children to be articulate in their communication skills when in conversation with both peers and adults. To be articulate when making requests, responding to others' requests and negotiating preferred outcomes. To gain emotional literacy in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	Year 2: 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. Year 3: Children in receipt of additional funding due to adoption to attend Equine Assisted Therapy Sessions	By end of Lent 1 2022	£3131	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><u>(Priority from Year 1 of 3 year strategy, no longer a focus in Year 3)</u></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>	Establish Home Lending Library service with tailored core subject packs	Lent 2021	£2000	<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>
	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.	

<p>C For children to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p> <p>D For children to gain strategies to boost low self-esteem, raise confidence and develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p>	<p>Nurture groups to run termly ELSA provision to be maintained and maximised.</p> <p>Chaplaincy provision to be maintained and maximised.</p> <p>Access to School Friends Holiday clubs to be made available as appropriate, to support families in crisis, to build connection between home and school, to provide continuity with trusted adults.</p> <p>Access to therapies such as Spirit and Soul Equine Therapy or Theraplay to be considered as response to individual trauma needs.</p>	<p>To be re-established within recovery curriculum by Advent 2020</p>	<p>£10,000 as % of SMSC lead salary across three years and funding for associated therapies.</p>	<p>Disadvantaged and vulnerable children proportionately represented in positive reward logs (Good Work liturgies/ House Points/ individual class systems) 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). Boxhall profiles or similar to show progress on an individual level.</p> <p>English Martyrs' functioning successfully as a Trauma Responsive school. Systems of early identification of needs are robust and embedded across school. All staff, parents and children have an awareness of strategies to enhance positive well-being and prevent decline in emotional health. Boxhall profiles or</p>
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<p>C For children to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p> <p>D For children to gain strategies to boost low self-esteem, raise confidence and develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p>	<p>Develop as a Trauma Responsive School. Draft, implement and embed Behaviour policy in line with Trauma Response principles. Staff CPD to support. Wellbeing Days to be embedded throughout year.</p>		£5000	

Member of staff responsible: J Pettifer/ all staff

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings across three year strategy	Success measure
<p>C</p> <p>For children to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p> <p>D</p> <p>For children to gain strategies to boost low self-esteem, raise confidence and develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p>	<p>Development of PSHE Curriculum to promote regular communication about emotional needs and healthy relationships. Progression to be mapped out across year groups</p> <p>Led by E Hickling</p>	<p>New scheme introduced Advent 1 2020. Resourcing to be identified by Advent 2 2020.</p> <p>To be embedded in curriculum by Pentecost 2021</p> <p>Successful transition and new leader in place (L Cope) September 2022.</p>	<p>£800</p> <p>PSHE resources, leadership time</p>	<p>Disadvantaged and vulnerable children proportionately represented in positive reward logs (Good Work liturgies/ House Points/ individual class systems) 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). Boxhall profiles or similar to show progress on an individual level.</p> <p>English Martyrs' functioning successfully as a Trauma Responsive school. Systems of early identification of needs are robust and embedded across school. All staff, parents and children have an awareness of strategies to enhance positive well-being and prevent decline in emotional health. Boxhall profiles or similar to show progress on an individual level.</p>

<p>C For children to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p> <p>D For children to gain strategies to boost low self-esteem, raise confidence and develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</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/ Gardening Clubs to be established and maintained</p> <p>Catholic Life Opportunities Pupils to benefit from time with Chaplains to support understanding of faith and the Gospel values. To be provided with prayer resources to support class worship. To be involved in a walk to church/ to attend mass as appropriate. To contribute to our class charity work.</p>	<p>Plans in place by Lent 2021. Work completed by Advent 2022</p> <p>Ongoing throughout the year.</p>	<p>£10,800</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: 2022/23

TEACHING PRIORTIES						
Priority 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 when in conversation with both peers and adults. To be articulate when making requests, responding to others' requests and negotiating preferred outcomes. To gain emotional literacy in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential. children.	School Led Tuition (accessing full government grant)	<p>EEF research states that 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>This action was introduced last 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.</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</p>	<p>Staff (class teacher and tutor) will identify key skills and knowledge to be acquired within tutoring.</p> <p>SLT will monitor progress via assessment on INSIGHT and qualitative data gained from professional discussion with tutor. Pupil will complete tutored work in workbooks which will be monitored by SLT. Lesson observations will be carried out by SLT to ensure consistency and outcomes.</p>	Coordinated by Jo Pettifer	<p>School allocation (40%)</p> <p>taken from PP budget</p> <p>£5,508.00</p>

			<p>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> <p>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>			
A	For children to be articulate in their communication skills when in conversation with both peers and adults. To be articulate when making requests, responding to	Small group for Basic Skills Sessions. Children grouped according to their emerging, met or exceeding needs.	This action <u>was implemented and embedded</u> several years ago meaning that the focus last 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	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	J Pettifer Gemma Ellis (HT) E Hickling (KS2 leader) Shannon Daykin	£14413

	<p>others' requests and negotiating preferred outcomes. To gain emotional literacy in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.</p>		<p>provision will continue as a <u>maintain</u> action.</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</p>	<p>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>	(EYFS KS1 Leaders)	
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			<p>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>Additional book talk opportunities for each PP child. Reception & y1 to participate in weekly reading clubs, Y2 onwards to read to an adult three times per week. 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>EEF research states that Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>This action was <u>implemented and embedded</u> several years ago meaning that the focus last year was to reestablish good practice after the challenges of Covid interruptions and home learning. 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 this 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>			£14,012.00

B	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 of vocabulary choice intervention to be embedded in school's Feedforward policy. CPD to be implemented.	<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 successful but 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>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>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>J Pettifer Gemma Ellis (HT) E Hickling (KS2 leader) Shannon Daykin (EYFS KS1 Leaders)</p>	£7148
		Additional Library resources children's newspapers, journals, specifically selected fiction and non-fiction resources to ensure tailored reading choices.	<p>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.</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</p>			£4770

			<p>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>			
	<p>A For children to be articulate in their communication skills when in conversation with both peers and adults. To be articulate when making requests, responding to others' requests and negotiating preferred outcomes. To gain emotional literacy</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>	<p>EEF states that the impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning 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</p>	<p>Jo Pettifer Gemma Ellis (HT) E Hickling (KS2 leader) Shannon Daykin (EYFS KS1 Leaders) All teachers</p>	£27984

	<p>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 growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p> <p>D For children to gain strategies to boost low self-esteem, raise confidence and</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>Most of the positive approaches include the promotion of talk and interaction between learners.</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>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>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>		
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	develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.					
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TOTAL estimated budgeted cost

£73835

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
C D	C For children to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's	Nurture groups to run termly ELSA provision to be maintained and maximised Chaplaincy provision to be maintained and maximised.	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:	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.	Jo Pettifer H McElhone	£ 3,629

	<p>ability to manage their cognitive load, process new information and make links within their mental schema.</p> <p>D For children to gain strategies to boost low self-esteem, raise confidence and develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p>	<p>KS2 outside environments to be continued to be developed as outdoor learning facilities: Biodiverse environment created to support emotional regulation/ Forest School Principles. KS2 Gardening/ Biodiversity taskforce to be maintained</p>	<p>PASS Survey satisfaction response 2020-21 2021-22</p> <p>High feelings about school 68% 77%</p> <p>High perceived learning capability 55% 65%</p> <p>High self regard as a learner 68% 74%</p> <p>High preparedness for learning 71% 71%</p> <p>High attitudes to teachers 55% 68%</p> <p>High general work ethic 61% 77%</p> <p>High confidence in learning 58% 71%</p> <p>High attitude to attendance 68% 84%</p> <p>High response to curriculum demands 61% 68%</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>C For children to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships,</p>	<p>Develop as a Trauma Responsive School. Draft, implement and embed Behaviour policy in line with Trauma Response principles. Staff</p>	<p>Initial work on improving the holistic offer to all children to support their emotional health and wellbeing begun on this last year have shown real impact in terms of the PASS survey results.</p> <p>Evidence for the impact of these actions is gained through leader observation of personal development of participants</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</p>	<p>Jo Pettifer H McElhone</p>	<p>£1722</p>

	<p>teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p> <p>D For children to gain strategies to boost low self-esteem, raise confidence and develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p>	<p>CPD to support. Wellbeing Days to be embedded throughout year.</p> <p>Catholic Life Opportunities Pupils to benefit from time with Chaplains to support understanding of faith and the Gospel values. To be provided with prayer resources to support class worship. To be involved in a walk to church/ to attend mass as appropriate. To contribute to our class charity work.</p>	<p>and verified by the overall Pass Survey results over the course of the year:</p> <p>PASS Survey satisfaction response 2020-21 2021-22</p> <p>High feelings about school 68% 77%</p> <p>High perceived learning capability 55% 65%</p> <p>High self regard as a learner 68% 74%</p> <p>High preparedness for learning 71% 71%</p> <p>High attitudes to teachers 55% 68%</p> <p>High general work ethic 61% 77%</p> <p>High confidence in learning 58% 71%</p> <p>High attitude to attendance 68% 84%</p> <p>High response to curriculum demands 61% 68%</p>	<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>		
<p style="text-align: right;">TOTAL estimated budgeted cost</p>						£5351

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
	<p>C For children to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p> <p>D For children to gain strategies to boost low self-esteem, raise confidence and develop feelings</p>	<p>Transition of PSHE Leadership. New leader (L Cope) to be established. CPD and support given to create action plan to integrate Trauma Responsive School practice into PSHE teaching and learning.</p> <p>Resources for Well Being Days to support teaching of Emotional Literacy.</p>	<p>EEF research shows a high impact for low cost. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> cognition – the mental process involved in knowing, understanding, and learning metacognition – often defined as 'learning to learn'; and 	<p>Staff (class teacher) will identify key skills and knowledge to be acquired by that cohort through strategies including Wellbeing Days, Emotion Coaching and Trauma Responsive School practice.</p> <p>Key pupils will be identified and assessed through observation during the wellbeing days/ PSHE assessment.</p> <p>SLT will monitor progress via assessment on INSIGHT and qualitative data gained from professional discussion with tutor.</p>	<p>J Pettifer</p> <p>N Lawrence (SENDCo)</p> <p>L Cope (PSHE Lead)</p>	£4000

	of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.		<ul style="list-style-type: none"> motivation – willingness to engage our metacognitive and cognitive skills. 			
	<p>C For children to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.</p> <p>D For children to gain strategies to boost low self-esteem, raise</p>	<p>Resources for newly purchased reading cabin (Capital raised by PTA) to ensure space for quiet learning, learning through nature and deregulation</p> <p>Funded attendance at School Friends Hoilday Clubs/ Breakfast or After School Clubs</p> <p>KS2 hildren in receipt of adoption premium to attend Spirit and Soul</p>	The EEF Toolkit suggests that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	<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>Indiviudal targets chpsen for each child and submitted asd part of referral to therapy. Therapists to report on progress against targets. Boxhall profiles before and after intervention will be used to measure changes.</p>	<p>Jo Pettifer</p> <p>H McElhone (ELSA)</p> <p>N Lawrence (SENDCo)</p>	£4100

	confidence and develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.	Equine Assisted Therapy x 12 sessions.					
TOTAL estimated budgeted cost?							£8100
Total pupil premium budget: £80,232							£87286
Recovery Premium Fund: £7,105							

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 News Liturgies, and parents evenings.</p> <p>Governors are informed of PP strategies through governors meetings following on from PP Governor review visits</p> <p>Staff are involved at every level in planning and auctioning the interventions and actions specified.</p>
How do you know staff understand the strategy and apply correctly?	<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> <p>Strategy and its delivery are scrutinised by PP governor on a termly basis.</p> <p>SRSCMAT Triad Pupil Premium Review team scrutinise strategy and its delivery on a yearly basis.</p>

