

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 |
| 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:21st 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 |  | |

| 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 | **Low Communication and Language skills on entry at English Martyrs’ CVA**  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. | |
| B | **Low exposure to ‘rich and ambitious’ vocabulary**  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. | |
| 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 orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level. | Succes to be measured against progress in the Reading Curriculum. 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 Standard in writing at KS1 and KS2 assessment points in Reading and Writing. |
| 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. | Succes 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. |
| 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. | Succes 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. |

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 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. | 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 Standard in writing at KS1 and KS2 assessment points in Reading and Writing. |
| 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 |
| 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 |
| 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.  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.  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. | 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:   * 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. | One project per term across all three years | £67,250 | 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.  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. |
| 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. |
| **(Priority from Year 1 of 3 year strategy, no longer a focus in Year 3)**  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 | Lent 2021 | £2000 | 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. |
| 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. |
| 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.  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. | Nurture groups to run termly  ELSA provision to be maintained and maximised.  Chaplaincy provision to be maintained and maximised.  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.  Access to therapies such as Spirit and Soul Equine Therapy or Theraplay to be considered as response to individual trauma needs. | To be re-established within recovery curriculum by Advent 2020 | £10,000 as % of SMSC lead salary across three years and funding for associated therapies. | 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.  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. |
| 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.  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. | Develop as aTrauma 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. |  | £5000 |  |
| WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular) | | | | |
| Member of staff responsible: J Pettifer/ all staff | | | | |
| Priority | Activity (CPD, Recruitment, intervention, resourcing) | By when | Costings across three year strategy | Success measure |
| 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.  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. | 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 Hickling | New scheme introduced Advent 1 2020. Resourcing to be identified by Advent 2 2020.  To be embedded in curriculum by Pentecost 2021  Successful transition and new leader in place (L Cope) September 2022. | £800  PSHE resources, leadership time | 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.  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. |
| 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.  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. | 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  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. | Plans in place by Lent 2021. Work completed by Advent 2022  Ongoing throughout the year. | £10,800 | 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.  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. |

PUPIL PREMIUM ACTION PLAN: 2023/24

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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) | EEF research states that small group tuition has an average impact of four months’ additional progress over the course of a year.  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.  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 form 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 **embed** action.  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.  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. | Staff (class teacher and tutor) will identify key skills and knowledge to be acquired within tutoring.  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. | | | **Coordinated by Jo Pettifer** | | School allocation (40%)  taken from PP budget  £5,508.00 |
| 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. | This action was **implemented and embedded** several years ago meaning that the focus last year was to re-establish good practice after the challenges of Covid interuptions 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 **maintain** action.  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.  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.  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.  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. | 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  Gemma Ellis (HT)  E Hickling (KS2 leader) Shannon Daykin (EYFS KS1 Leaders) | | | £14413  £14,012.00 |
| 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. | 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.  This action was **implemented and embedded** several years ago meaning that the focus last year was to reestablish good practice after the challenges of Covid interuptions 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 **new implementation** with focus on quality rather than quantity of book talk. |
| 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. | This action was **implemented and embedded** several years ago meaning that the focus this year was to re-establish good practice after the challenges of Covid interuptions 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 **embed** action.  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. | 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  Gemma Ellis (HT)  E Hickling (KS2 leader) Shannon Daykin (EYFS KS1 Leaders) | | | £7148  £4770 |
| 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.  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.”  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. |
|  | 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.  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.  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. | 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:   * 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. | 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.  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.  Most of the positive approaches include the promotion of talk and interaction between learners.  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.  Now in their 6th year, the Bespoke Projects have proved fundamental to our ethos that “At English Martyrs’, no child is disadvantaged.”  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. | 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. | | Jo Pettifer  Gemma Ellis (HT)  E Hickling (KS2 leader) Shannon Daykin (EYFS KS1 Leaders)  All teachers | | | £27984 |
| 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 ability to manage their cognitive load, process new information and make links within their mental schema.  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. | Nurture groups to run termly  ELSA provision to be maintained and maximised  Chaplaincy provision to be maintained and maximised.  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 | 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:  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% | 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. | | Jo Pettifer  H McElhone | | | £ 3,629 |
|  | 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.  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. | Develop as aTrauma 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.  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. | 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.  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:  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% | 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. | | Jo Pettifer  H McElhone | | | £1722 |
| TOTAL estimated budgeted cost | | | | | | | | | £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 |
|  | 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.  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. | 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.  Resources for Well Being Days to support teaching of Emotional Literacy. | 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.  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.  Self-regulated learning can be broken into three essential components:   * cognition – the mental process involved in knowing, understanding, and learning * metacognition – often defined as ​‘learning to learn’; and * motivation – willingness to engage our metacognitive and cognitive skills. | | 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.  Key pupils will be identified and assessed through observation during the wellbeing days/ PSHE assessment.  SLT will monitor progress via assessment on INSIGHT and qualitative data gained from professional discussion with tutor. | J Pettifer  N Lawrence (SENDCo)  L Cope (PSHE Lead) | | | £4000 |
|  | 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.  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. | Resources for newly purchased reading cabin (Capital raised by PTA) to ensure space for quiet learning, learning through nature and deregulation  Funded attendance at School Friends Hoilday Clubs/ Breakfast or After School Clubs  KS2 hildren in receipt of adoption premium to attend Spirit and Soul Equine Assisted Therapy x 12 sessions. | 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. | | 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.  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. | Jo Pettifer  H McElhone (ELSA)  N Lawrence (SENDCo) | | | £4100 |
| TOTAL estimated budgeted cost? | | | | | | | | £8100 | |
| Total pupil premium budget: £80,232  Recovery Premium Fund: £7,105 | | | | | | | | £87286 | |

|  |  |
| --- | --- |
| ENGAGING STAFF, GOVERNORS & PARENTS | |
| How has this document been shared with stakeholders? | Strategy is shared with parents on website. Successes in the interventions and actions are celebrated through Good News Liturgies, and parents evenings.  Governers are informed of PP strategies through governers meetings following on from PP Governor review visits  Staff are involved at every level in planning and auctioning the interventions and actions specified. |
| 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.  Strategy and its delivery are scrutinised by PP governor on a termly basis.  SRSCMAT Triad Pupil Premium Review team scrutinise strategy and its delivery on a yearly basis. |

REVIEW OF 2022/2023 STRATEGY

\*At least annually

|  |  |  |  |
| --- | --- | --- | --- |
| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
| 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) | IMPACT MEDIUM  The impact on attainment over the course of the year is a mixed picture in maths with 6 Key stage 2 pupils dropping from Expected to Emerging despite this intervention yet 10 pupils across school raising an attainment band. Monitoring can not isolate whether the tuition or in-class interventions have been the most effective.    The picture is more positive in reading with 9 moved to a higher attainment band and 4 moving to a lowere, although again this does not soley relate to the after school tuition.    The picture is neutral in writing with as many pupils raising attainment as dropping. | This action was introduced last year and will not continue next year as the funding cannot be sourced from school budgets. Whilst there are potentially some gains to be made fromm this provision, we have been wise to stay vigilant about the demands that additional tuition places on our most vulnerable pupils. |
| 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. | HIGH Impact:  Almost all the classroom environments between 9:10 and 10:00 were ordered, focused, calm and conducive to learning.  The vast majority of classes were following a clearly labelled Progress Pathway and teachers were keeping a good pace which resulted in excellent engagement by the children.  The majority of classes were live marking at a pace which spotted misconceptions and allowed them to be addressed in a timely manner.  The majority of classes were applying next steps in a timely manner which ensured pupils had a good level of challenge and support.  Pupils with SEND working 1:1 were well supported. In classes where SEND support is not deployed, teachers are meeting the needs of the majority of those pupils  Areas for Improvement were acted upon -  Ensure when groups are swapping back into their classes after Basic Skills that this is done as close to the bell as possible to support your colleagues who are expecting them.  In a small number of classes, it was unclear which table the teacher had identified as teacher led – choose that table and work with them until they are ready to be independent – avoid “helicoptering around the room”. | This action was **implemented and embedded** several years ago meaning that the focus this year was to ensure that Early Career Teachers were as confident as experienced staff in delivering these sessions.. 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 **maintain** action. |
| 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. | MEDIUM IMPACT:  Pupil voice and monitoring showed the following :  All children are heard at least once a week and there is evidence of most pupils being heard reading 3 – 4 times a week.  All Y6 children spoken to enjoyed Beowulf in class but want to continue using this as a class reader.  “ I like the new books because some of them have good twists and turns. I like the non-ficiton books because you learn lots about different things.”  “ I like some of the new reading scheme books, especially the historical ones where you can learn about different times but it’s also told through a story. “  “ At first, it took me ages to get through the books because I thought we could only read to our teacher but now I’m reading at home and in class, I am getting through lots” | This action was **implemented and embedded** several years ago meaning that the focus this year was to ensure ECTs were as confident in this delivery as experienced teachers. This has been mostly successful, however, competing priorities for some cohorts mean that the focus has needed to be elsewhere . Our new accredited phonics scheme (Little Wandle) is now embedded. This provision will continue as a maintain action. |
| 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. | HIGH IMPACT  Book scrutiny showed the following strengths: -  Teachers are using the Feed Forward policy correctly  - Children are learning and progress is being made  - SEND children have adapted planning  Areas for Improvement acted upon in ECT support plans were:  - Make sure all the planning is highlighted  - Make sure work is marked with feedback given  - Make sure handwriting is being picked up on | This action was **implemented and embedded** several years ago meaning that the focus this year was to ensure ECT confidence. This has been mostly successful but needs to remain a priority as an **embed** action. |
| Additional Library resources  children’s newspapers, journals, specifically selected fiction and non-fiction resources to ensure tailored reading choices. | HIGH IMPACT:  Evaluation of PP maps shows that all phases put specific attention into the books to purchase for their classes, with particular attention paid to engage specific pupils. The attainment data suggests that several improvements to reading have been of value, including this one. | This action was **implemented and embedded** several years ago meaning that the focus this year was to review good practice and ensure ECTs are delivering with the same expertise as experienced staff. This has been very successful with all staff ensuring purposeful texts were purchased.This needs to remain a priority as an **ongoing** action. |
| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
| A  For children to be articulate in their communication skills 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.  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.  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. | 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. | HIGH IMPACT  Monitoring book scrutinies shows the following evidence:  Intervention plans  Photos  Work in books with staff member leading and evidencing  Project Portfolios  Projects plans have focussed explicity on the identified barriers to learning | Now in their 7th year, the Bespoke Projects have proved fundamental to our ethos that “At English Martyrs’, no child is disadvantaged.”  There has been a huge improvement in the consistency of planning following early staff CPD This needs to remain a priority as an **ongoing** action for new staff next year. |
| 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.  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. | Nurture groups to run termly  ELSA provision to be maintained and maximised  Chaplaincy provision to be maintained and maximised.  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 | High Impact  Evaulation of PASS surveys for children with more challenging behaviours has been positive overall. Whilst there are some fluctuations, there is a general trend to improved attitudes for these children over the three years, with Response to Curriculum Demands and Self Regard as a learner showing the most marked improvement. It is always worth remembering that these children have multiple ACES , SEND needs or EMHC needs so progress to repair relationships broken in school closures will always be slow. The cohort has changed slightly as new children have joined KS2 so individual analysis can offer more insight.  Boxhall profiles for individuals have naturally shown a mixed picture but the general trend is towards improved ability to regulate and transfer strategies across their school interactions. | This provision will continue as a **maintain** action with the implementation of Forest School following the successful training of 2 staff members plus prize funding towards a dedicated Forest School area. |
| 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.  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. | Develop as aTrauma 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.  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. | High Impact  As in above analysis, evaulation of PASS surveys for children with more challenging behaviours has been positive overall. Whilst there are some fluctuations, there is a general trend to improved attitudes for these children over the three years, with Response to Curriculum Demands and Self Regard as a learner showing the most marked improvement. It is always worth remembering that these children have multiple ACES , SEND needs or EMHC needs so progress to repair relationships broken in school closures will always be slow. The cohort has changed slightly as new children have joined KS2 so individual analysis can offer more insight.  Pupil and Parent view on the changes to the behaviour policy are overwhelmingly positive with only 4% of responders giving negative feedback about the changes. A significant amount however, did want more information on the Restorative Conversation approach which will be provided in Advent term 2023. | This provision will continue as a **maintain** action, again to incorporate the implementation of Forest School following the successful training of 2 staff members plus prize funding towards a dedicated Forest School area. |
| 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.  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.  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.  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. | Resources for newly purchased reading cabin (Capital raised by PTA) to ensure space for quiet learning, learning through nature and deregulation  Funded attendance at School Friends Hoilday Clubs/ Breakfast or After School Clubs  KS2 hildren in receipt of adoption premium to attend Spirit and Soul Equine Assisted Therapy x 12 sessions. | Evaluation of these resources have been done as part of the wider lesson observations of TAs and teachers this year. The children gaining the most benefit have been the disadvantaged children and those with SEND needs who most often use the Reading Hut Resources.  Pupil Voice shows that this attendance has been mostly valued. Parent view indicates it has been of high value.  Progress against targets has been monitored thouroughly with mid term and end of session reports showing great success. Teacher and parent voice has overwhelmingly confirmed the value of these sessions. | The Reading Hut resourcing is now completed and should not need to remain as an ongoing action. However, the needs of the incoming cohorts may suggest new resouyrcing needs to be met.  Attendance has been highly valued by individual parents and will continue to be offered as required.  As this action was largely funded by additional Adopted Pupil premium, it will be only continued if required by incoming cohort. |

|  |  |
| --- | --- |
| ENGAGING STAFF, GOVERNORS & PARENTS | |
| How has this document been shared with stakeholders? | Strategy is shared with parents on website. Successes in the interventions and actions are celebrated through Good News Liturgies, Postcards home and parents evenings.  Governers are informed of PP strategies through governers meetings and Governor review vists.  Staff are involved at every level in planning and auctioning the interventions and actions specified. |
| 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. |