

Pupil premium strategy statement – *English Martyrs’ Catholic Voluntary Academy*

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	23/24 21% 54 pupils 24/25- 19% 46(1service child) pupils 25/26 41+1 service child 16.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 2024/2025 2025/2026
Date this statement was published	19/12/23 Review Sept 24/Sept 25
Date on which it will be reviewed	5/9/2026
Statement authorised by	G Ellis
Pupil premium lead	M Blurton
Governor / Trustee lead	D Boott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23-24 £75,930 24-25 £70,600 25-26 £63,630
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0

Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	23-24 £75,930 24-25 £70,600 25-26 £63,630

Part A: Pupil premium strategy plan

Statement of intent

At English Martyrs', our aim for our disadvantaged pupils is to enable them to overcome barriers that they face both in school and externally and give them the prerequisite academic and social skills along with the meaningful cultural capital required to achieve in line, and if not better, than those from non-disadvantaged backgrounds. We aim to improve the percentage of disadvantaged children achieving expected outcomes and above in Reading, Writing, Maths and the entire curriculum so that it is in line with that of our non-disadvantaged pupils. We aim to provide wider opportunities for all pupil premium children so that they can engage in and experience activities that increase their understanding, appreciation and acceptance of the wider world and the communities which inhabit it.

Our current pupil premium strategy is formed around the Education Endowment Foundation's three-tiered approach. We engage in promoting and enabling quality first teaching as the main focus of our funding and provision ensuring that children experience high-quality education in all areas of the curriculum. Our curriculum and teaching ensures that children are provided with effective instant feedback across all areas of the curriculum, which is adapted daily to suit their needs for development. Teachers make use of adaptive teaching strategies to ensure that effective scaffolds are in place to ensure that all learners are able to access learning and achieve. The curriculum is being refined using current educational research to ensure that disadvantaged children have the chance to learn from carefully planned sequences of lessons to enable them to learn more and remember more. We ensure that targeted academic support is provided in smaller groups to ensure that children can be supported individually and in small groups to further tailor their learning journey and apply the correct level of support for them. We also ensure that disadvantaged children are supported in reading three times a week in a 1:1 session to ensure that they can read accurately in order to access the rest of the curriculum but also to foster an enjoyment of reading and increase opportunities to develop cultural capital.

Finally, we offer wider strategies to support the broader needs of our disadvantaged pupils paying careful attention to their needs outside of the academic spectrum. Forest school is being implemented and embedded this year to develop and support our most disadvantaged pupils and develop a range of skills including self-confidence. Ongoing charity work and a focus on catholic social teaching will be at the heart of developing moral and considerate approaches to wider society. Extra-curricular activities such as clubs and other experiences are planned to enable our disadvantaged children to engage with a rich variety of experiences in order to develop their character and establish greater cultural capital.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Low Communication and Language skills on entry at English Martyrs' CVA</p> <p>Assessments, observations and analysis of data shows that 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 indicated that boys from disadvantaged backgrounds, and those that are summer born, 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> <p>On entry to Reception class in 2021, 67% of our disadvantaged pupils arrived below age-related expectations compared to 39% of other pupils. 2022- 100% of our disadvantaged pupils arrived below age-related expectations compared to 27% of other pupils.</p> <p>Last Years Average scaled scores for Reading and Maths data indicated a negative progress score of -1.2 for disadvantaged pupils and QLA showed that reasoning and problem solving in Maths was a key area to address. This contrasts with data in 2022 where progress was +0.6. Whilst attainment in 2021 for Maths and Reading for disadvantaged pupils was broadly in line with non-disadvantaged peers, the gap widened in 2022 and then greatly in 2023.</p> <p>In 2023 only 57% of disadvantaged children achieved the expected standard in reading in KS2. Around half the group also had SEND needs.</p> <p>In 2022, 75% of disadvantaged pupils achieved ARE in Reading.</p> <p>In 2021. 89% of Disadvantaged pupils achieved ARE in Reading.</p> <p>Currently- (23/34) Of our bottom 20% of readers in the school 31% are disadvantaged pupils.</p> <p>This shows that there has been a decline in reading outcomes for disadvantaged pupils in the school and their reading opportunities should be increased to ensure that children have the best chance of success.</p>

	<p>This data indicates that Maths and Reading will be a key area to address regarding communication and language skills.</p>
	<p>Low exposure to ‘rich and ambitious’ vocabulary</p> <p>It is widely acknowledged that the impact that poor communication and language skills have on attainment can be significant, and this can be a predictor of academic performance throughout a child’s education. Our observations and assessments show 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> <p>Writing data indicates that the gap has been inconsistently changing between disadvantaged children and their peers as in 2021, the average scaled score for disadvantaged pupils was 104 in comparison to 105 for non-disadvantaged pupils. In 2022, children entitled to pupil premium achieved in-line with their peers with an average score of 102 for both cohorts. However, in 2023, the average scaled scores show 99 compared with 101 for non-disadvantaged peers. Attainment for both cohorts has fluctuated but a gap remains between Disadvantaged and non-disadvantaged pupils. There is a steady decline in overall scaled scores for disadvantaged children.</p> <p>In 2021, 0% of disadvantaged children in KS2 achieved the Greater depth standard in writing at the end of Year 6 compared with 19% of pupils from none disadvantaged backgrounds</p> <p>In 2022, 0% of disadvantaged children in KS2 achieved the Greater depth standard in writing at the end of Year 6 compared with 16% of pupils from none disadvantaged back grounds</p> <p>In 2023, 13% of disadvantaged children in KS2 achieved the Greater depth standard in writing at the end of Year 6 compared with 28% of pupils from none disadvantaged back grounds.</p> <p>In each of the last three years, disadvantaged children have not closed the gap in attaining Greater Depth in writing when compared with their peers.</p> <p>This added with previously stated reading data, shows that a vocabulary gap is emerging between the two cohorts and must be addressed.</p>
3	<p>Challenges in Social Skills and Personal Character Development.</p> <p>Observations and data analysis means that we have a sensitive understanding of how our children are affected by their childhood experiences both inside and outside of school: this ranges from loss of family cohesion, family discord, social deprivation, 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.</p>

	<p>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.</p> <p>52% of all referrals made to esteem in the last year were for disadvantaged pupils. This suggests that significant ACEs, social emotional and behaviour regulation issues are a key factor in the lives of our disadvantaged pupils and would create an extra barrier in achieving well in school.</p>
4	<p>Emotional Health Challenges and Emotional Regulation.</p> <p>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.</p> <p>PASS results from 2023 suggest that 59.4% of Pupil premium children show self-regard as a learner compared with 71% of the whole cohort. With boys showing a more significant drop than girls in this area. This suggests that there is work to be done to enable and encourage disadvantaged children to have more confidence in their abilities as learners.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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. To make use of varied and well-established vocabulary confidently.	<p>Success 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 80% of disadvantaged pupils meeting the expected standard at EYFS, KS1 and KS2 assessment points in Communication and Language, Maths, Reading and Writing.</p> <p>Embedding Oracy and frameworks using voice 21 benchmarks.</p>
For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic	Success to be measured against progress in the Reading Curriculum. 80% of disadvantaged pupils meeting the expected standard at EYFS, KS1 and KS2 assessment points in Reading, Writing, and Maths.

subjects at a sophisticated and nuanced level.	<p>15% of Disadvantaged pupils attaining the Higher Standard in writing at KS1 and KS2 assessment points in Reading, Writing and Maths.</p> <p>Through learning walks, book looks, using the Alex Bedford book study to support communication learning and talk</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>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). Boxall profiles or similar to show progress on an individual level. Monitoring of behaviour logs to show a reduction in disadvantaged pupils needing to access them.</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>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. Boxall profiles or similar to show progress on an individual level.</p> <p>Aim to have 60% of PP children attending extra-curricular clubs.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,383.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching focusing support for pupil premium children through scaffolding and explicit teaching.</p> <p>TA support in mixed year group classes to allow teacher to focus on quality first teaching for disadvantaged pupils</p> <p>CPD on effective feedback</p> <p>CPD on effective scaffolding.</p> <p>Team teaching with ECTs</p>	<p>Following monitoring, teaching structures have changed to encourage more whole class teaching as EEF evidence suggests that streaming can have a less than positive impact on learning for those who are less able. New scheme for Maths also requires teacher input and whole class interactions.</p> <p>Feedback is listed in the EEF as one of the most effective strategies to improve pupils learning and the school is moving to live feedback in marking meaning that staff are needed to provide this high-quality feedback for all pupils.</p> <p>Providing TA in class that are mixed will allow staff to specifically target Pupil Premium children in their feedback.</p> <p>Focus on the explicit instruction and scaffolding from the EEF's five a day approach to supporting children in their learning. Although this was designed for children with SEND needs the principles are effective in supporting children in their learning</p> <p>Dylan William states- A bad curriculum well taught is invariably a better experience for students than a</p>	1

	<p>good curriculum badly taught: pedagogy trumps curriculum.</p> <p>Therefore, ensuring clear and effective pedagogy is essential in ensuring disadvantaged pupils are supported in closing learning gaps.</p> <p>Establishing effective feedback routines from all teachers and support staff will improve outcomes for disadvantaged pupils ensuring that they are given timely and effective feedback with which to improve their understanding.</p>	
<p>1:1 feedback assessment of tier 2 and tier 3 vocabulary choice intervention to be embedded in school's Feedforward policy. CPD to be implemented.</p> <p>1x 15 minutes per week for y1 upwards</p> <p>Feedforward to make the most of worked examples and Wagolls and Wabolls</p> <p>Focus on vocabulary in classroom.</p> <p><i>Embedding of Little Wandle Scheme of reading in Ks1 and Early Years.</i></p> <p><i>Restructured English sequence to focus on front loading and explicitly teaching new language.</i></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>Again this links closely to the EEFs findings that 1:1 short, focused feedback supports good learning development.</p> <p>Drawing children's attention to tier 2 and 3 language as outlined by Alex Quigley in 'Closing the gap' is key in exposing children to high level vocabulary in their writing.</p>	2
<p>Investigate and introduce Maths strategy to support staff subject knowledge and add structure to long term planning and develop greater reasoning skills.</p> <p>White Rose selected.</p>	<p>22/23 SATs results in Maths showed 81% of pupils achieved the expected standard or higher in Maths at the end of KS2 with 13% achieving above the expected standard.</p> <p>For PP children- 63% achieved the expected standard with None achieving above the expected standard.</p> <p>Developing reasoning and problem solving through a deeper understanding of maths to extend vocabulary and confidence is essential following QLA carried out for that cohort.</p>	1 and 2

<p>Refine quality of delivery</p> <p>White Rose CPD from WR representative.</p>	<p>Rosenshine's principles outline that learning must be revisited in order to embed knowledge into long term memory. Sweller supports this in identifying that children need the chance to revisit and embed learning in smaller steps to develop effective schema.</p> <p>Selecting a scheme to support teachers in planning effective small steps for learning and embedding learning through regular opportunities for retrieval is essential.</p>	
<p>Targeted support for subject leaders to monitor and establish high level vocabulary and retrieval opportunities within their subjects across the school.</p> <p>Subject leads to develop clearer sequences of learning with greater opportunities for retrieval.</p> <p>Clear structure for retrieval and whole class feedback to be embedded.</p> <p>Front loaded vocabulary in lessons to expose children to high level vocabulary and apply it in their learning.</p>	<p>Quality first teaching to be established in all foundation subjects with resources and expertise in place to support staff in their pedagogy and subject knowledge.</p> <p>Making use of Oliver Cavaglioli's work on using dual coding to ensure that pupils are able to use multiple strategies to decode learning and embed in longer term memory.</p> <p>Lee Northern also explains how Cumulative dysfluency can be reduced and avoided through effective use of planned retrieval. Using more open questions with some prompts encourages engagement and more opportunity for assessment.</p> <p>Developing clear smaller steps for success in learning and planning to identify component knowledge will enable leaders to ensure that teachers reduce the stress and cognitive load on working short term memory as outlined in Rosenshine's principles.</p>	1 and 2

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

Budgeted cost: £ 16,603.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Focus on development of the metacognitive approaches to reading focusing specifically on the 'During reading section of the EEF reading comprehension guidance.</p> <ul style="list-style-type: none"> • Monitors understanding. Makes connections within and beyond the text. • Makes mental models of the text. • Updates and makes new predictions. <p>1:1 sessions to make use of Re-read, making connections and keeping focus on the text.</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>Jean Gross highlights the 'word gap' and that disadvantaged pupils are often placed in 'low ability groups' with a lack of good language models.</p> <p>Book talk will focus on the clarifying and summarising aspects of the EEF's comprehension strategies to ensure that pupil premium children are encouraged to make sense of new vocabulary and build accurate understanding of the text. Children to be exposed to quality language as much as possible through reading.</p> <p>Accelerated reader to be purchased and implemented to allow teachers to accurately diagnose reading gaps in KS2 and ensure pupils develop a love of reading through checking on their comprehension and fluency.</p>	<p>1 and 2</p>

Accelerated reader purchased and implemented		
<p>Nurture groups to run termly.</p> <p>ELSA provision to be maintained and maximised.</p> <p>Chaplaincy provision to be maintained and maximised.</p> <p>KS2 outside environments to be continued to be developed as outdoor learning facilities: Bio-diverse environment created to support emotional regulation/ Forest School Principles. KS2 Gardening/ Biodiversity taskforce to be maintained.</p>	<p>The EEF outlines Teaching self-regulation explicitly- nurture and ELSA support makes use of the EEFs 6 summary recommendations for teaching effective self-regulation. Some are outlined as a key focus below:</p> <p>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</p> <ul style="list-style-type: none"> • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives. • Relationship skills: role play good communication and listening skills. • Responsible decision-making: teach and practise problem solving strategies. • Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills <p>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:</p>	3 and 4
<p>Implement and embed Behaviour policy in line with Trauma Response principles.</p> <p>Staff 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</p>	<p>The EEF outlines the proactive approaches to establishing good behaviours including; Effective classroom management, reward systems, behaviour related praise, clear and concise policy that is consistently applied, and encouragement to be self-reflective.</p> <p>The EEF outlines the application of 'teaching behaviours to reduce the need to manage misbehaviours' and to 'provide conditions for these behaviours to be developed.'</p>	3 and 4

<p>faith and the Gospel values.</p> <p>To be provided with prayer resources to support class worship.</p> <p>To be involved in a walk to church/ to attend mass as appropriate.</p> <p>To contribute to our class charity work.</p> <p>Oracy project</p> <p>Young voices</p> <p>Prioritising PP children for roles and responsibilities to develop spirituality and leadership.</p> <p>This can include prefects, mini leaders, chaplaincy team, opportunities in wider experiences eg Young Voices project.</p> <p>CPD to develop staff confidence of using Edukey for tracking and monitoring provisions.</p> <p>Staff monitor through active provisions on Edukey. Termly</p>	<p>Whole school behaviour policy to be further embedded and applied consistently.</p> <p>Wider responsibilities will be provided to PP children to encourage behaviour related praise and to offer the chance to reflect on their behaviour as a role model to others.</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 and verified by the overall Pass Survey results over the course of the year:</p> <p>PASS Survey satisfaction response</p> <table> <tr> <td>20-21</td> <td>21-22</td> <td>22-23</td> </tr> <tr> <td>High feelings about school</td> <td>68%</td> <td>77% 88.9%</td> </tr> <tr> <td>High perceived learning capability</td> <td>55%</td> <td>65% 81.1%</td> </tr> <tr> <td>High self regard as a learner</td> <td>68%</td> <td>74% 65.9%</td> </tr> <tr> <td>High preparedness for learning</td> <td>71%</td> <td>71% 86.5%</td> </tr> <tr> <td>High attitudes to teachers</td> <td>55%</td> <td>68% 85.8%</td> </tr> <tr> <td>High general work ethic</td> <td>61%</td> <td>77% 78.7%</td> </tr> <tr> <td>High confidence in learning</td> <td>58%</td> <td>71% 75.1%</td> </tr> <tr> <td>High attitude to attendance</td> <td>68%</td> <td>84% 83.8%</td> </tr> </table>	20-21	21-22	22-23	High feelings about school	68%	77% 88.9%	High perceived learning capability	55%	65% 81.1%	High self regard as a learner	68%	74% 65.9%	High preparedness for learning	71%	71% 86.5%	High attitudes to teachers	55%	68% 85.8%	High general work ethic	61%	77% 78.7%	High confidence in learning	58%	71% 75.1%	High attitude to attendance	68%	84% 83.8%	
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<p>Targeted interventions for PP children</p> <p>Based on Pupil progress assessment matrix to target support</p>	<p>Targeted support to enable children to develop vocabulary related to the curriculum and enable to access challenge and support where it is required.</p>	<p>1 and 2</p>																											

<p>Children grouped based on needs.</p> <p>Other targeted interventions groups planned into morning and afternoon sessions</p>	<p>Targeted academic support is highlighted by the EEF as an effective strategy for improving children's learning.</p> <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessment can be used to assess the best way to target support.- Accelerated reader to support with reading diagnostics</p> <p>Target support to be planned, using high quality targeted feedback, following pupil progress meetings to address key needs to pupils and reviewed regularly.</p> <p>Flexible groupings following regular assessment opportunities.</p>	
<p>Lunchtime clubs including maths focuses eg TT rockstars club to embed arithmetic knowledge.</p> <p>Maths tutoring club to be implemented after school through an outside agency- PP premium children to receive free access to this club through school's funding.</p>	<p>22/23 SATs results in Maths showed 81% of pupils achieved the expected standard or higher in Maths at the end of KS2 with 13% achieving above the expected standard.</p> <p>For PP children- 63% achieved the expected standard with None achieving above the expected standard.</p> <p>Developing reasoning and problem solving through a deeper understanding of maths to extend vocabulary and confidence is essential following QLA carried out for that cohort.</p> <p>Rosenshine's principles outline that learning must be revisited in order to embed knowledge into long term memory. Sweller supports this in identifying that children need the chance to revisit and embed learning in smaller steps to develop effective schema.</p> <p>Giving children the adult support in revisiting basic arithmetic knowledge will promote arithmetic skills and encourage children to build on their existing knowledge.</p> <p>The chance for further targeted support from a professional Maths tutor will offer</p>	<p>1 and 2</p>

	the children bespoke support in closing gaps in their existing understanding and develop reasoning skills.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class charities project-awareness, fundraising visit.</p> <p>Catholic social teaching embedded across all subjects within the curriculum. – develop current subject progression maps to make links explicit</p>	<p>The EEF outlines the application of ‘teaching behaviours to reduce the need to manage misbehaviours’ and to ‘provide conditions for these behaviours to be developed.’</p> <p>Focusing on Charity will encourage children to consider how they treat others with care and compassion and to ‘Be Respectful and to ‘Be Kind’ linked to our school values. This work will enable children to develop and hone these behaviours.</p> <p>Class charities project to ensure children are aware, proactive and supportive of the wider needs of others around the world and in our local community. Children will learn the importance of caring for others and a broader knowledge of society around them and the issues different communities face.</p> <p>Catholic social teaching embedded within the curriculum to further establish them in the children’s minds that all we do in every subject/walk of life can have a positive and meaningful impact on others</p>	3 and 4
To develop and embed forest school for	The EEF outlines Teaching self-regulation explicitly and outside spaces	3 and 4

<p>children once a week to help them to engage and respond positively with growing confidence. Children exposed to wider life skills and to be given a safe space to talk and offload should they need to. Key focus on SEMH.</p> <p>Embed and monitor Forest school</p> <p><i>Training for directed staff.</i></p>	<p>and forest school activities give children opportunities to show and demonstrate; Self-awareness: expand children's emotional vocabulary and support them to express emotions.</p> <ul style="list-style-type: none"> • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives. • Relationship skills: role play good communication and listening skills. • Responsible decision-making: teach and practise problem solving strategies. • Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills. <p>To provide children with wider opportunities to learn in the outdoor environment, work with children of different age groups to develop responsibility and leadership skills.</p> <p>Engage in tasks which require teamwork and consideration of others leading to greater communication and social skills being developed.</p> <p>The New Economics Foundation (NEF) stated the effects of forest school can have of pupils as the following: Confidence: children had the freedom, time and space to learn and demonstrate independence.</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play.</p> <p>Communication: language development was prompted by the children's sensory experiences.</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time.</p> <p>Physical skills: these improvements were characterised by the development</p>	
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	<p>of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	
<p>A range of clubs offered after school and cost covered for PP children of paid clubs.</p> <p>24/25 update- lunchtime clubs to be added to enable children to access clubs in school time.</p> <p>Club choices informed by Parent staff association including parents for PP pupils to gain an insight into what parents and children would like to be offered.</p> <p>Trips and visits</p> <p>Music tuition and instrument hire.</p>	<p>EEF finds that Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment).</p> <p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>To offer wider engagement in enrichment activities.</p> <p>To improve social and communication skills through interacting with children from different age groups and develop interpersonal skills.</p> <p>Through sporting clubs- leadership, sportsmanship and teamwork skills will be targeted and enhanced.</p>	3 and 4
<p>Creation of a provision menu that can be applied by specialist staff with training ranging from provisions in academic studies to SEMH to wider development of cultural experiences.</p> <p>Training of staff</p> <p>CPD for Edukey Provisions and accurate reviews</p> <p>Timetable of provisions needed</p> <p>Bespoke menu of provision based on staff expertise to offer for a range of needs in school. Children to be identified and supported with this</p>	<p>Targeted academic support is highlighted by the EEF as an effective strategy for improving children's learning.</p> <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessment can be used to assess the best way to target support.'</p> <p>Creation of an effective menu will enable to staff to select from a host of options the best and most effective interventions for disadvantaged children.</p>	1,2,3 and 4

menu to ensure there are multiple options and ways to support.		
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Total budgeted cost: £ 63,599.16

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year (2023-24) marked the first year of the school's new three-year strategy.

The aims for the school's strategy were as follows:

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.

For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.

For 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.

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.

Data as outlined in the challenges section of this document suggests that these outcomes for academic success for our disadvantaged pupils were met early on in the previous three-year strategy but data particularly in reading, writing and Maths has shown decline as the three years progressed. Whilst the attainment of disadvantaged pupils has mirrored year on year that of non-disadvantaged attainment there is some evidence that the gap between the two has narrowed slightly from 2021 where 44% of Disadvantaged pupils achieved ARE in Reading, writing and Maths combined compared with 67% of non-disadvantaged pupils. Whereas in 2023 this improved to 57% for disadvantaged pupils compared with 73% of non-disadvantaged pupils. Data for the last academic year took a sharp decline suggesting this may have been a cohort specific trend due to numbers of disadvantage pupils with additional SEND need as the previous two academic years show that disadvantaged pupils achieve just below the national average for non-disadvantaged pupils.

Disadvantage pupils meeting ARE in Reading at the end of KS2:

2021- 89% 2022- 75% 2023-57%

Disadvantaged pupils achieving ARE in Writing at the end of KS2:

2021- 67% 2022- 92% 2023-71%

Disadvantaged pupils achieving ARE in Maths at the end of KS2:

2021- 67% 2022- 83% 2023-71%

In KS1 in 2023, Disadvantaged pupils outperformed their non-disadvantaged peers in meeting age related expectations in Maths, Reading and writing combined (71%). This is a dramatic increase from 2021 where only 50% of pupils achieved ARE In Maths, Reading and writing combined. Whilst attainment for disadvantaged pupils in KS1 is positive, progress has seen a slight decline.

24 update:

In KS1 in 2024, pupils were slightly behind in comparison to their non-DA peers in reading writing and maths although the cohort is small with only 5 pupils one of which also has SEND needs.

In EYFS Disadvantaged pupils archived broadly in line with their peers in all areas of the E Years foundation stage profiles. They outperformed their peers in Listening, attention and understanding, managing self, gross motor skills, The natural world and creating materials. One area to focus on is speaking with only 67% of Disadvantaged pupils achieving the goal compared with 84% of non-disadvantaged pupils.

After the first year using this Strategy document (23/24) y6 results are as follows.

Pupil premium students attaining EXP or above in Reading – 78% with 7% GDS

Compared with whole cohort- 85% with 29% GDS

Pupil premium students attaining EXP or above in Maths – 43% with 0% GDS

Compared with whole cohort – 66% with 20% GDS

Pupil premium students attaining EXP or above in GPS - 78% with 14% GDS

Compared with whole cohort- 83% with 39% GDS

Pupil premium students attaining EXP or above in Writing – 79% with 0% GDS

Compared with whole cohort- 81% with 22% GDS

Look at the attainment gap in 2024 for KS2

Disadvantaged pupils performed less well in maths compared to pupils that were not disadvantaged. The average scaled score showing a gap of -4.4 as the average scaled score was 100.3 This is a slight increase on last year where the average scaled score was 99.7 and the gap between their non disadvantaged peers has decreased slightly. However- progress for our non disadvantaged pupils increased greatly from 2023 where as progress for disadvantaged pupils remained the same at -1.9.

In reading

Disadvantaged pupils closed the attainment gap slightly on their non disadvantaged compared to 2023 with an average gap of -4. The average scaled score for Disadvantaged pupils was 104.1 compared with 108.1 for non-disadvantaged pupils. They also greatly closed the gap on the national average for non- disadvantaged pupils as the average for them was 106.2.

Progress increased slightly to 0.3 which has closed the gap for the national average for non disadvantaged pupils which is at 0.5. This is still behind our non disadvantaged pupils who recorded an average progress of 2.5.

In writing

In writing again the gap closed compared to national averaged for non-disadvantaged but increased compared to the schools non-disadvantaged pupils. The average scaled score for DA pupils was at 100.4 which was an increase from 2023 and the national average for non DA sitting at 101.1. The schools non DA pupils recorded an average score of 104.6.

Progress in writing for non DA pupils in the school rose to 0.7 which is above the national average for non DA pupils however the gap between the schools non DA pupils increased as they averaged 3.1.

It is clear that the need to introduce a new maths scheme with specific small steps in learning is needed to support development in maths for all pupils especially those who are disadvantaged. This was implemented from January 24 onwards and so we hope to see improved results once the scheme is embedded through the next academic year.

Disadvantaged pupils performed well in writing, GPS and Reading although there is a significant gap in those that achieve GDS in these areas in comparison with their peers. Access to challenge and high-quality teaching will aim to close this gap. The schools' new whole class feedback should provide children of all backgrounds and abilities the opportunity to be challenged effectively to promote deeper understanding. The school's new approach to scaffolding as opposed to differentiation should also enable pupils to keep up rather than catch up and be supported to achieve in line with their peers.

It is also worth noting that 23/24's year 6 cohort had a large proportion of PP children within it as 34% of the cohort were from disadvantaged backgrounds. This is not mirrored in other cohorts in the school.

2025 Data

After the second year using this Strategy document (24/25) y6 results are as follows.

Disadvantaged pupils attaining EXP or above in Reading – 63% with 13% GDS (**improvement in GDS down in EXP**)

Compared with whole cohort- 83% with 44% GDS

Pupil premium students attaining EXP or above in Maths – 88% with 0% GDS (**significant improvement in EXP- no change in GDS**)

Compared with whole cohort – 92% with 28% GDS

Pupil premium students attaining EXP or above in GPS - 75% with 0% GDS (**No change in EXP- decrease to GPS**)

Compared with whole cohort- 83% with 39% GDS

Pupil premium students attaining EXP or above in Writing – 76% with 13% GDS (**no change to EXP- increase in GDS**)

Compared with whole cohort- 83% with 25% GDS

Subject	% Dis-adv. EXP+	% Dis-adv. GDS	% Whole Cohort EXP+	% Whole Cohort GDS	EXP+ Gap	GDS Gap	Commentary
Reading	63%	13%	83%	44%	-20%	-31%	↑GDS; ↓EXP from previous year. Significant GDS gap remains.
Maths	88%	0%	92%	28%	-4%	-28%	Strong EXP+ gains; no change at GDS. Large improvement from previous year
GPS	75%	0%	83%	39%	-8%	-39%	Stable at EXP; decline in GDS. Largest GDS gap.
Writing	76%	13%	83%	25%	-7%	-12%	GDS improved; EXP unchanged. Smaller gap than other subjects.

Key Strengths

Maths: Disadvantaged pupils outperformed expectations in EXP, narrowing the gap to just 4%.

Writing: Increase in GDS for disadvantaged pupils; lowest GDS gap (12%) of all subjects.

Sustained overall performance in core subjects indicates strategy impact is taking hold, especially in closing the EXP+ gap.

Disadvantaged pupils have outperformed the national averages for all subjects in maths, writing and GPS.

Disadvantaged pupils combined attainment is higher than the national averages

Areas for Development

GDS gaps remain significant across all subjects, especially in GPS (-39%) and Reading (-31%).

GPS GDS performance has declined – this may indicate the need for greater focus on high-quality grammar teaching and challenge

Reading Exp is below that of the national average.

Context- eight pupils are classed as disadvantaged in year 6 with 50% of the DA cohort also having SEND requirements. Of the eight pupils, one is on an adapted curriculum and did not access the SATs assessments as working on a separate curriculum- this equated 13% of the

cohort. In context- No DA pupils who accessed the assessments did not pass the EXP standard in Maths with only one pupil not achieving EXP in GPS and Reading.

Possible Next Steps

Targeted GDS intervention for Reading and GPS – including stretch tasks, small-group tuition, and greater exposure to challenging texts.

Maintain Maths momentum – explore how high EXP outcomes can translate into GDS next year.

Focus on Reading comprehension strategies, particularly inference and vocabulary work.

In 2025 year 2 SATs data is as follows:

After the second year using this Strategy document (24/25) y2 results are as follows.

Pupil premium students attaining EXP or above in Reading – 75% with 0% GDS

Compared with whole cohort- 82% with 11% GDS

Pupil premium students attaining EXP or above in Maths – 88% with 0% GDS

Compared with whole cohort – 88% with 14% GDS

Pupil premium students attaining EXP or above in GPS - 75% with 0% GDS

Compared with whole cohort- 82% with 11% GDS

Pupil premium students attaining EXP or above in Writing – 75% with 0% GDS

Compared with whole cohort- 86% with 17% GDS

Subject	% Dis-adv. EXP+	% Dis-adv. GDS	% Whole Cohort EXP+	% Whole Cohort GDS	EXP+ Gap	GDS Gap	Commentary
Reading	75%	0%	82%	11%	-7%	-11%	Secure EXP performance; no pupils at GDS.
Maths	88%	0%	88%	14%	0%	-14%	Excellent EXP; no GDS attainment.
GPS	75%	0%	82%	11%	-7%	-11%	Similar to Reading; GDS gap remains.
Writing	75%	0%	86%	17%	-11%	-17%	Greatest EXP and GDS gap; priority area.

Key Strengths

Maths EXP+ outcomes match those of the whole cohort (88%).

Disadvantaged pupils are performing relatively well at the Expected Standard across all subjects.

Positive early impact of the strategy at the EXP level is emerging.

Areas for Development

No disadvantaged pupils achieved Greater Depth in any subject — a priority for stretch and challenge.

Writing has the largest combined gap (EXP and GDS), suggesting a need for early intervention.

Sustained support needed to ensure potential high attainers are identified and nurtured.

Context eight pupils are classed as disadvantaged in year 2 with 25% of the DA cohort also having SEND requirements. Two of the eight pupils, one is on an adapted curriculum and did not access the SATs assessments as working on a separate curriculum- this equated 25% of the cohort. In context- No DA pupils who accessed the assessments did not pass the EXP standard in Maths GPS and Reading.

Possible Next Steps

- Implement targeted challenge tasks and writing extension groups in KS1.
- Develop reading and grammar depth strategies, including use of high-quality texts and explicit vocabulary teaching.
- Monitor closely to ensure GDS tracking is embedded and acted upon in Years 1–2.

Phonics screening

In year 1 this year 89% of DA pupils passed the phonics screen check with 1 child not meeting the standard. This is in comparison with 100% of non- DA pupils passing.

This indicates:

Strong overall outcomes for DA pupils:

- 89% is well above the 2023 national average for all pupils (79%) and the DA national average (approx. 63%).
- Shows strong impact of quality first teaching and support/intervention.

We have a narrow gap between DA and Non-DA learners:

- The gap between DA and non-DA pupils is just 11 percentage points, which is much narrower than national trends.
- This Indicates effective early intervention and equitable phonics provision through the Little Wandle scheme and use of rapid catch up interventions.

Possible Next Steps

- **Track the one pupil** who didn't pass: continue targeted phonics in Year 2.
- Monitor any pupils who passed **just at the threshold**.
- Review **intervention records** and map these against outcomes to inform future planning.

Attendance- FFT

Attendance this year across the school is well above national averages at 96.3% however there is a less successful trend in data for disadvantaged pupils.

Attendance for DA pupils this year is 92.8% which is considerably lower than our non-DA pupils at 97.1%. DA pupils attendance is above national for DA pupils by 0.7% but needs to be brought more in line with their peers. The biggest shortfall in data was seen in the reception cohort where the average DA attendance was 88.2% which is 2% below the national average for the year group. All other year groups averages are above national.

Persistence absence for DA pupils is at 22.9% again this is below the national average of 26.5% but is drastically different to that of our non-disadvantaged pupils who are 2.9%. This is a clear focus for next year and will be part of our school improvement plans.

23 pupil voice :

Pass data also shows positive impacts on children's self-esteem and attitudes towards their learning with the 2023 Evaluation of PASS surveys for children with more challenging behaviours showing a positive overall trend. 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 had changed slightly as new children have joined KS2 so individual analysis can offer more insight.

PSHE data from 2023 suggested that Disadvantaged pupils achieved well in PSHE lessons with 77% achieving expected standards at the end of the year with 21% exceeding.

24 update:

This year the trust moved away from Pass surveys and used an alternative pupil voice survey to gauge KS2 children's view on school and their attitudes to learning. The pupil voice survey shows overall high levels of satisfaction for most of the questions posed to the pupils. PP children score high satisfaction in all but three questions posed in the survey with two classed as showing Moderate satisfaction and one as low.

For the statement 'I enjoy completing challenging work' 49% of disadvantaged pupils responded positively. This is in comparison to 61% of pupils overall.

For the statement 'I need more help with my work' 46% of disadvantaged pupils responded with a positive response compared with 64% of pupils overall.

For the statement 'learning new things is easy for me' 23% of disadvantaged pupils responded positively compared with 40% of pupils overall.

Whilst this evidence is not definitive due to the ambiguity of the statements, which could lead to different interpretation by different children, they do suggest disadvantaged pupils still have a poor self-regard as learners compared to their peers. Work still needs to be done to raise the resilience and self confidence of disadvantaged pupils to ensure they set high standards for them selves in order to push their learning on.

Whilst the vast majority of statements have been met with a high level of satisfaction against national and trust comparators for disadvantaged pupils there remains a gap in many statements when compared with the cohort as a whole. Particularly in the statements 'I know the meanings of a lot of words' and 'I am clever' Gaps are significant showing that vocabulary and self-regard as learners is still an area that must be focused on for our disadvantaged pupils. A strong focus on implementing explicit teaching of tier 2 and 3 language is planned in to address some of these gaps to support all learners in accessing the curriculum through high quality vocabulary.

PSHE data from 2024 suggests that DA pupils achieved broadly in line with non-disadvantaged pupils with 77% achieving a expected standards or above compared with 77% of Non disadvantaged pupils

On review of the intended targets, there is evidence to suggest that the targets are met however there is scope to further enhance and improve on these particularly in the area of vocabulary development in relation to accessing the curriculum in Reading, Writing and Maths. Data shows that the attainment gap has narrowed slightly but this could be still further reduced.

25 pupil voice

Again, this year we continued with the St Ralph Sherwin trust pupils voice survey for KS2 pupils in the 24/25 results high satisfaction was shown in response to all but one question in the survey where a moderate response was shown.

The only question scoring moderate satisfaction was 'Learning new things is easy for me.' This could be as a result of different interpretation of the question.

In comparison, disadvantaged pupils scored high satisfaction in all but two of the 37 questions posed with percentages for each question roughly inline with the results for the whole cohort in each question. In many questions Disadvantaged pupils outscored the cohort in terms of satisfaction ratings.

For the statement 'My work is usually the right level of difficulty for me' 73% of Disadvantaged pupils agreed or strongly agreed compared to 70% of the whole cohort.

For the statement 'My teachers expect me to work hard' 96% of disadvantaged pupils agreed or strongly agreed with the statement compared with 98% of the whole cohort.

There are still areas where disadvantaged pupils have scored less than the cohort.

There was only moderate satisfaction shown as a response to the statements: 'I enjoy completing challenging work' and 'Learning new things is easy for me.' This mirrors the whole cohort for the second statement.'

For the statement, 'I enjoy completing challenging work' 50% of disadvantaged pupils agreed or strongly agreed compared to 65% of pupils from the whole cohort.- whilst there is a disparity there has been a slight closing in gaps for the particular statement in comparison with last years data. Signifying that disadvantaged pupils are becoming more confident and resilient in tackling challenging work.

Last year for the statement 'I need more help with my work' there was a significant difference in the views of disadvantaged pupils compared to the cohort as a whole this year there has been a positive change; 64% of disadvantaged pupils feel that they do not need more help with their work compared with the 44% of the cohort as a whole.

There has also been a significant change in the statement 'learning new things is easy for me' where DA pupils are now more in line with their peers with 42% of children agreeing with this statement compared with 44% of the cohort.

For the statement 'I am Happy when I am in school' 81% of DA pupils agreed or strongly agreed with this statement compared to 80% of the cohort as a whole.

Whilst this evidence is not definitive due to the ambiguity of the statements, which could lead to different interpretation by different children, the data suggests there have been positive improvements this year in the way that DA pupils regard themselves as learners. Data shows that, for key statements, pupils are more inline with their peers, regarding their opinions of themselves as learners. Work should continue this next year to further close gaps in other high satisfaction areas where there is still a disparity between DA and non DA pupils although most of these are down to less than 10% difference. This shows that DA pupils have a more positive outlook on their schooling at English Martyrs' and are gaining greater confidence in their ability as learners.

There has been a significant increase in DA satisfaction percentages for most statements in the survey when compared with last year including 'I try to do my best in lessons.' 'I know the meaning of a lot of words' and 'I find most of my school work interesting.' This further emphasises the positive effect the development of the schools curriculum and vocabulary development have had on the attitudes and self-confidence of disadvantaged pupils at English Martyrs this year.

23:

Attainment in Reading, Maths and Writing did not meet the school's initial targets consistently over the three years; this can be attributed to cohort specific needs, but work can be done to further embed vocabulary for learning to ensure that greater consistency can be established and maintained for our disadvantaged pupils. Focus on clear sequences of learning to enable children to manage their cognitive load and vocabulary rich environments will be key in achieving this.

Targets focused on growth mindset and, self-esteem and confidence show positive responses and highlight that the school again has met these targets however, again, stronger results and narrowing of the gap between disadvantaged and non-disadvantaged pupils should still be a focus.

On evaluation of the impact of the strategies adopted by the school in the previous strategy, changes have been made to address areas where less than expected impact has been made such as: small group teaching for Maths and English and moving towards teaching carefully planned sequences of learning in whole class groups with careful and well-placed adaptive teaching techniques to ensure disadvantaged pupils achieve in line with their peers. School will maintain Esteem and Nurture provisions along with implementing Forest School provision to ensure that children are able to build their confidence and self-esteem in supportive environments.

In 2024, A new maths scheme has been identified and implemented to further structure well-planned sequences of small steps to reduce cognitive load for our disadvantaged pupils.

Our new strategy focuses on the same goals as the previous strategy with further enhancements and objectives in place to ensure more consistent outcomes for disadvantaged pupils. The further information section below provides more details about our planning, implementation and evaluation processes.

In 23/24 The percentage of PP children who attended an extra-curricular club was

In Advent term 49% of the PP cohort attended clubs

In Lent term, 45.4% of the PP cohort attended clubs

And in Pentecost term 39% of the PP Cohort attended clubs

This is down slightly from the previous year and has highlighted an issue in ensuring that pupils are given the opportunity to take part in extra curricular activities and broaden their experiences. Actions have been put in place to encourage greater uptake of clubs based on feedback from parents the school will also look to deliver lunch time clubs to allow further opportunities for disadvantaged pupils to attend.

24/25 overview

In 2025, the Pupil Premium strategy at English Martyrs' Catholic Voluntary Academy continued to demonstrate positive impact, particularly in core academic areas. Disadvantaged (DA) pupils in Year 6 performed strongly in mathematics, with 88% attaining the Expected Standard (EXP+), narrowing the gap with their peers to just 4%. In writing, DA pupils maintained their EXP+ outcomes and increased their attainment at Greater Depth (GDS), resulting in the smallest GDS gap (12%) of all subjects. Notably, no DA pupils who accessed the assessments in Year 6 failed to reach the expected standard in maths, and only one pupil fell short in reading and GPS.

In Year 2, DA pupils performed particularly well at the EXP+ level, with reading, writing, maths, and GPS results generally aligning with those of the whole cohort. In maths, DA and non-DA pupils performed equally, with 88% reaching the expected level. Although no DA pupils

achieved GDS across any subject in KS1, their strong foundation at the expected standard suggests the strategy is having a positive early impact. Phonics outcomes were also strong, with 89% of Year 1 DA pupils passing the phonics screening check – significantly above the national average for DA pupils and close to the school's non-DA rate of 100%. These results reflect the success of early interventions and high-quality phonics teaching.

The 2025 pupil voice survey, administered through the St Ralph Sherwin Trust, further supports this positive trajectory. DA pupils reported high satisfaction in 35 out of 37 survey areas, with their responses generally aligning with or exceeding those of their peers. For example, 73% of DA pupils agreed that their work is at the right level of difficulty, compared to 70% of the whole cohort. Furthermore, 96% of DA pupils felt their teachers expect them to work hard, closely matching the 98% reported by non-DA pupils. Most significantly, DA pupils showed improvement in perceptions of independence and confidence, with 64% reporting they no longer feel they need more help than their peers—an increase from last year and now higher than the 44% seen across the whole cohort.

There were still a few areas where satisfaction among DA pupils lagged slightly behind their peers. Only 50% of DA pupils said they enjoy completing challenging work, compared to 65% of the whole cohort. However, this represents an improvement on the previous year, indicating that pupils may be becoming more resilient and confident in the face of academic challenge. For the statement "Learning new things is easy for me," 42% of DA pupils agreed, now almost in line with the 44% reported by the wider cohort. The gap in learner perception between DA and non-DA pupils has narrowed across most areas, with most differences now under 10%.

Despite these strengths, some areas require continued focus. In Year 6, significant GDS gaps persist in GPS (-39%) and reading (-31%), indicating the need for high-quality challenge and vocabulary development. Year 2 outcomes reflect a similar need, with no DA pupils achieving GDS and writing presenting the widest combined EXP and GDS gap (-28%). Attendance is another area for improvement. While whole-school attendance stands well above national at 96.3%, attendance for DA pupils is lower at 92.8%, and persistent absence among this group is 22.9%, compared to just 2.9% for non-DA peers. The most notable shortfall is in the Reception year group, where DA attendance dropped to 88.2%, below national expectations.

In response, the school will continue its focus on raising GDS outcomes, particularly through targeted interventions in reading and GPS. Strategies include the use of challenging texts, small-group tuition, and writing extension groups at KS1. Maintaining momentum in maths and translating strong EXP+ results into GDS will also be a priority. Vocabulary-rich reading strategies and increased exposure to inference-based comprehension tasks will support improvements in reading outcomes. Attendance among disadvantaged pupils, particularly in early years, will be a key focus in the school improvement plan.

Overall, the 2025 review suggests that the school's pupil premium strategy is having a positive impact, particularly in establishing strong foundations at the Expected Standard and improving pupils' self-confidence as learners. Continued strategic focus will ensure that gaps in GDS attainment and learner perceptions are further reduced, allowing disadvantaged pupils to thrive both academically and personally. Persistent absence will also be a major focus in the 25/26 academic year to ensure that Disadvantaged pupils maximise their potential in school.

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Externally provided programmes

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

Programme	Provider
Equine Therapy	Spirit and Soul

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>Service pupil premium funding was used to ensure that children were provided with an individual plan to support their learning needs. Interventions and, in some cases, 1:1 support was put in place from analysis of gaps.</p> <p>Orienteering workshops and school trips were subsidised by school and additional resources such as books were purchased tailored to reading preferences.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Teachers observed excellent progress from rapid reading catch up groups that confidence and self esteem improved resulting in an increase in participation and confidence in sharing ideas and articulating thoughts with the class.</p>

Further information

Additional Activity

Our Pupil Premium strategy will be supplemented by additional activities that are not funded by pupil premium: These will include:

- Oracy project- In collaboration with the Ralph Sherwin Catholic Multi-Academy trust and Derby Theatre, we will work with artists to take part in a project aimed at utilising and developing oracy skills to enhance children's learning across the curriculum. Because vocabulary, self confidence and communication are some of the barriers that our disadvantaged pupils must overcome, we have decided that our focus for the project will be on how we can develop oracy skills for our disadvantaged pupils. This will be a two-year undertaking and the trust has secured funding through access to charity funding.
- Training further staff in how to support children dealing with bereavement issues and those that need access to Speech and Language therapy. Disadvantaged pupils will then have greater access to this support in school should they require it.
- Purchasing of new curriculum resources to ensure that meaningful scaffolds can be applied to support all learners. The biggest impact of this will be seen in the new Maths curriculum, adopted by the school. This will enable disadvantaged pupils to have more access to concrete manipulatives to ensure they are able to develop a deeper understanding of maths and support their reasoning skills.

Planning, implementation, and evaluation

Our new pupil premium strategy has been formed with extensive reviews of the previous three-year strategy and has built on areas of the implementation that did not have the expected impact. The school has actively taken part in Pupil premium Triads to quality assure our processes and this will be actioned again for the next three years.

Research has heavily influenced our decision-making regarding key focuses for the new strategy with the EEF being a reliable and useful source of effective practice and support for disadvantaged pupils. We have also relied on the expertise of other key educational theorists such as Barak Rosenshine and John Sweller to re-address our curriculum and refine our practice with adaptive teaching at the heart of supporting children to achieve. We have done this with our disadvantaged pupils in the forefront of our thoughts believing that if we are supporting these pupils well then, all pupils will be supported to achieve their full potential.

Our Pupil Premium Lead has also worked with The Derby Research school in developing our new strategy using the most relevant and recent research from the EEF supported by the EEF's implementation guidance to support our decision making and review process.

We use a range of formative and summative assessment formats to inform the decision-making process and to monitor progress. This will continue to be carefully monitored over the three years with regular points set for review and refinements to be made as this will be a working document designed at adapting to ensure we apply the best evidence-based practice to ensure our disadvantages pupils secure strong outcomes.