

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	English Martyrs' Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	1 st September 2021
Date on which it will be reviewed	1 st September 2022
Statement authorised by	Paula Cornell
Pupil premium lead	Paula Cornell
Governor / Trustee lead	Darren Hubbard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,530.00
Recovery premium funding allocation this academic year	£ 5437.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,967.50

Part A: Pupil premium strategy plan

Statement of intent

Intent

At English Martyrs' we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context

Our school is located in Redhouse, Sunderland. We are a one form entry school and educate children from 3-11 years old.

We are in the bottom 10% of most deprived areas in the country. The income, employment, health, education and crime deprivation indicators are all very high.

40% of our pupils are Pupil Premium.

Objectives

- Improve the quality of teaching and learning in reading.
- Update training for all staff and Senior Leaders in RWI phonics programme.
- Disadvantaged pupils are supported and challenged to reach their full potential using data to target interventions in Reading, Writing and Maths.

Rationale behind our objectives

- Internal data shows that Non PP data out performed PP data in reading, writing and maths.

Achieving these objectives

- CPD for all staff in essential Read Write Inc
- CPD for all staff with Literacy Lead from Bishop Chadwick Trust to ensure secure assessment data
- Phonics subject leader to co plan/team teach with all staff delivering phonics.
- Data drives the intervention timetables for all pupils
- Interventions ranges from oral language intervention, phonics intervention, BLAST, Lexia, Times Tables Rock stars, 1:1 tuition and free Homework clubs
- Subsidised breakfast club for all disadvantaged children
- Subsidised Music tuition for all disadvantaged children
- Subsidised trips for all disadvantaged children
- Subsidised pantomime tickets for all disadvantaged children
- Subsidised after school clubs
- Food parcels for all disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	<p>Post-lockdown internal assessments indicate that there are underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry to Reception class in September 2021, 100% of our disadvantaged pupils arrive below age-related expectations in listening, attention and understanding skills and are also below age-related expectations in speaking.</p> <p>Disadvantaged pupils in the EYFS have lower than typical starting points when entering Nursery.</p>
2	<p>SEND - Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children are being highlighted as</p>

	having a barrier to learning
3	Access to wider opportunities, pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4	Gaps in reading, writing, maths and phonics
5	The impact of COVID 19 and slight loss of direct teaching/ learning has had an impact on the academic attainment of pupils across school. Pupils are demonstrating they lack resilience and the ability to recognise their strengths and weaknesses as well as demonstrating a dip in stamina for sustained tasks and the ability to work with independence

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Attendance	Ensure attendance of disadvantaged pupils is above 95%
Positive mental health	Pupils have high self-esteem and a “can do” attitude towards learning.

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: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Updated CPD for Read Write Inc</p> <p>Purchase new reading scheme linked to phonic scheme</p> <p>CPD ongoing. Phonics Lead to support all staff delivering RWI every term. Team teaching.</p>	<ul style="list-style-type: none"> • The Rose report. • DfE reading framework & DfE accredited phonics programmes. <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/contact-details-for-the-validated-systematic-synthetic-phonics-ssp-programmes</p> <ul style="list-style-type: none"> • Phonics toolkit EEF <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2, 4,5</p>
<p><i>Maths Lead to attend LA and Trust CPD and Maths co-ordinator meetings and share good practice with staff.</i></p>	<p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	<p>1,2, 4,5</p>

<p>School Improvement Officer to deliver Literacy training to all staff (deep dive into early reading skills)</p> <p>Consistent approach to the teaching of reading across school</p>	<p>See EEF Toolkit : High Quality Teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1,2,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 83,476.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Following English Martyrs' marking and feedback policy, children receive same day intervention to support their work in maths. TA x6 (1 per year group) Up to 1hr daily 1:1 support £24492</p>	<p>https://thirdspacelearning.com/blog/author/clare-sealy/</p>	<p>4</p>
<p>Whole school approach to the teaching of maths using The Mastery Approach. TA support in classes for lower ability/ disadvantaged children. TA x6 (1 per year group) 1hr daily 1:1 support in class £24492</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-selfregulation</p>	<p>4</p>

<p>Following English Martyrs' marking and feedback policy, children receive same day intervention to support their work in English. TA x6 (1 per year group) Up to 1hr daily 1:1 support £24492</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/metacognition-and-selfregulation</p>	<p>4</p>
<p>Read Write Inc and Project x (year 3,4,5&6) intervention programmes TA x6 (1 per year group) daily 1:1 £4000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching learning-toolkit/phonics</p>	<p>4</p>
<p>Establish 1:1 maths intervention for disadvantaged pupils falling behind age-related expectations 1st Class @ Number Success @ Arithmetic Talk 4 Number Third Space Learning 1:1 Tuition Yr 6 Free Maths homework Club Yr 4 TT Rock Stars free homework club</p>	<p>Continue to use WRM for 'bespoke' individual / small group intervention. EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.' EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>1,2,4,5</p>

<p>Establish 1:1 maths intervention for disadvantaged pupils falling behind age-related expectations</p> <p>Beanstalk Readers x 3</p> <p>Individual Reading Yr. 6 pupils daily</p> <p>20% of LA Pupils heard to read daily.</p> <p>Comprehension Express daily in Year 4,5 & 6 1 term</p>	<p>Continue to use WRM for 'bespoke' individual / small group intervention.</p> <p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p> <p>EEF research guidance:</p>	<p>4</p>
<p>Effective deployment of staff, teaching assistants to support key children and year groups.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>1,2,4,5,6</p>
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.</p>	<p>1,2,4,5,6</p>

<p>Closely monitored by SLT and PP Lead</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,991.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised Visits</p> <p>Subsidised Breakfast club</p> <p>Subsidised uniform</p> <p>Subsidised Music Tuition</p>	<p>School is bottom 10% of most deprived areas in the UK. Many pupils do not have access to activities which promote cultural capital.</p>	3
<p>Attendance Officer employed to work with parents to improve attendance</p>	<p>School need to address persistent absences.</p>	5
<p>To gain the Brilliant Schools award for Mental Health</p>	<p>If children have good mental health they will achieve in all aspects of school life.</p>	5
<p>School Counsellor</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	1,2,3

Lunchtime Support to provide high quality games and activities to engage pupils	Nuffield research https://www.nuffieldfoundation.org/wp-content/uploads/2019/05/Final-report-School-break-and-lunch-times-and-young-peoples-lives-A-follow-up-national-study.pdf	3
Step up Reward Reading Incentive Reward Scheme	Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	3

Total budgeted cost: £ 104,967.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our children came back into school in September 2020. National school closure resumed on 4th January 2021 and schools reopened 8th March 2021. Since reopening school has had numerous 'bubble closures' of year groups across the year. Pupils from disadvantaged backgrounds were all offered a place in provision as part of the vulnerable group offer. All children had access to ICT. Any children, who did not, were loaned a laptop. Paper packs were also provided to parents if requested, as well as stationary and resources to be able to complete the work. Home learning was delivered to a high standard and quality assured by the SLT.

Disadvantaged families were called twice weekly for wellbeing calls and food parcels were sought and delivered weekly to some of our families who could not attend the setting.

Mental Health and additional support from our pastoral worker have been a priority this year and has had a positive impact on our disadvantaged children. It has also helped to support teachers in delivering PSHE. Wellbeing books and games were purchased to support children who had anxiety.

Although Covid has caused disruption this year, children still made good or better progress. Gaps in knowledge were addressed upon return to school through effective use of assessment, high quality teaching and targeted intervention.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd.
Read Write Inc	Ruth Miskin

Brilliant Schools	Art of Brilliance Ltd
First Class@Number Success@Arithmetic Talk4Number	Edge Hill
Third Space Learning	National Tutoring Programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.