

## English Martyrs Catholic Primary School - Pupil Premium Strategy 2017-2018 (Written September 2017)

The Pupil Premium is additional funding allocated to schools based upon the number of children from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes the number of children who are/have been 'looked after'. There is also an additional amount provided for pupils who have a parent working for the armed services. The aim of this additional funding is to be used to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

<b>1. Summary Information</b>	
Total number of pupils on roll (September 2016)	<b>219</b>
Total number of pupils eligible for pupil premium	21
Amount received per pupil	£1320-£1900
% of school population	10%
Total amount of pupil premium received	£27,860
Date for next internal review of this strategy	January 2018

<b>2. Current Attainment-Data as on July 2017 (Y6)</b>	
<i>Pupils eligible for PP (your school) – 6 children (2 new to the school in Year 6)</i>	
% achieving in reading, writing and maths	Reading: 67%, Writing 100%, Maths 67%
% making progress in reading	67%
% making progress in writing	100%
% making progress in maths	67%

<b>3. Barriers to future educational achievement faced by eligible pupil premium pupils at English Martyrs School</b>	
1	PP Children who are new to the school (excluding Reception) often are below national when they join English Martyrs particularly in maths.
2	A group of PP children also have additional/more complex needs which impact on overall rates of progress and attainment.
3	Attendance rate of a small number of PP children has had a detrimental impact on overall attainment and progress.
4	Although PP children have improved their performance and attainment in maths it continues to be lower compared with attainment in reading, writing and SPAG.

<b>4. Desired Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
1	New intakes settle to school routines quickly and make good progress through effective assessments and planning.	New intakes to the school make good progress throughout the year to close the gap.
2	PP with additional/complex needs receive appropriate intervention and support matched to their needs.	Performance improves due to targeted support and interventions.
3	Attendance continues to improve for identified pupils compared to previous academic year.	Attendance improves through targeted work.
4	To close the GAP between performance in maths with the other core subjects.	Gap reduced in attainment of PP children compared to attainment in reading, writing and SPAG.

<b>5. Planned expenditure 2017-2018</b>					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we know it is implemented well?	Staff lead	Review its implementation

1	New intakes settle to school routines quickly and make good progress through effective assessments and planning.	<ul style="list-style-type: none"> <li>When children arrive in the school they are baselined within two weeks.</li> <li>If children are working below the expected standard then this is discussed with the SENCO and appropriate interventions provided.</li> <li>If needed parents are asked to support their child through additional work/interventions at home.</li> <li>SMART interventions are provided to close the gaps based on current attainment and assessment data.</li> </ul>	If children come into school already working below expected this increases the level of difficulty and complexity of the children making expected over time.	<p>Clear progress can be measured from the baseline to the end of year expectations.</p> <p>Closing the gap in data and in work is clearly evident.</p>	Class Teachers	On arrival of new pupils
						<b>Anticipated Cost: £5,000</b>
2	PP with additional/complex needs receive appropriate intervention and support matched to their needs.	<ul style="list-style-type: none"> <li>EIS service to be commissioned to identify gaps in learning and give advice to school and parents on more complex needs.</li> <li>TAs to conduct targeted interventions based on individual/group needs.</li> <li>Online resources to be identified to support home learning.</li> <li>New SENCO, who has responsibility for Pupil Premium, (September 2017) to gain the SENCO accreditation mark during this academic year.</li> </ul>	PP children with more complex/ SEN needs must receive the correct support if they are to make appropriate progress.	SEN Register reflects the level of need of any PP children. Interventions reflect more complex needs/learning. Parents are informed about needs and ways in which they can help to support their child's learning. Children make progress and attainment appropriate to their starting points. New SENCO will develop expertise and skill in leading SEND Provision and PP provision in the school.	SENCO	November 2017 Half termly
						<b>Anticipated Cost: £7,000</b>
3	Attendance continues to improve for identified pupils compared to previous academic year.	<ul style="list-style-type: none"> <li>Office manager quickly follows up on absences.</li> <li>Formal meetings with parents identifying reasons for absence and ways forward to improve situation.</li> <li>Referral to school nurse for those with persistent absence will illness cited by parent.</li> <li>ACE referral to Local Authority if absences continues without medical evidence.</li> </ul>	We can not improve attainment if children are not in school. Children will continue to fall behind if they keep having absences.	The PP children who have been identified their attendance improves over the year by at least 10%. If needed parents have been supported to make this change happen	Office Manager  Head/teacher	Weekly monitoring - Fridays
						<b>Anticipated Cost: £3,000</b>
4	To close the GAP between performance in maths with the other core subjects.	<ul style="list-style-type: none"> <li>Staff training on closing the gap in standards in maths compared to reading, writing and SPAG.</li> <li>Foundation and Year 1 receive appropriate training and implement the Maths Mastery approach in its entirety.</li> <li>Maths lead to work with other schools as part of the mastery maths network.</li> </ul>	Some PP children perform less well in maths than in reading, writing and SPAG.	Gap between maths and other subjects has been relatively reduced. Data for maths of pupil premium demonstrates an improved picture from previous year on an individual basis.	Maths lead (EP)	Termly

	<ul style="list-style-type: none"> <li>• Key Stage 2 adopt the maths meetings, 6 part lessons structure and follow the organisation of the long term plan.</li> <li>• CPD for Maths lead and other staff to attend Mastery sessions, to identify ways of children reaching their full potential in maths standards.</li> <li>• Maths interventions/support in place for targeted PP children.</li> <li>• PP meetings to have maths as a priority area to be developed.</li> <li>• Monitoring of PP children in maths by SLT.</li> </ul>				<b>Anticipated Cost:</b> <b>£6,000</b>
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**Identified Spend: £21,000**

**Responsive Spend:£6,860**

Withheld to respond to Pupil Progress Meetings and additional needs as identified. Proactive response will amass the majority of the budget but this spend will ensure an effective responsible approach.