

## English Martyrs Catholic Primary School - Pupil Premium Strategy 2018-2019 (Written September 2018)

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 2017)	<b>219</b>
Total number of pupils eligible for pupil premium	21
Amount received per pupil	Pupil Primary children £1,320, Post Lac children £2,300, service children £300.
% of school population	10%
Total amount of pupil premium received	£26,620
Date for next internal review of this strategy	January 2019

### **2. Current Attainment-Data as on July 2018 (Y6)**

*Pupils eligible for PP (3 children)*

% achieving in reading, writing and maths	33% (1 out of 3)
% making progress in reading	33% (1 out of 3)
% making progress in writing	100% (3 out of 3)
% making progress in maths	33% (1 out of 3)

### **3. Barriers to future educational achievement faced by eligible pupil premium pupils at English Martyrs School**

1	A group of PP children also have additional/more complex needs which impact on overall rates of progress and attainment, including medical needs which impact on attendance.
2	Attendance rate of a small number of PP children has had a detrimental impact on overall attainment and progress.
3	Attainment in Maths for a group of PP children is lower than that of other children in the school, including at the highest levels.
4	Speech and language is a barrier for some pupil premium children, who teachers cite as lacking age-expected communication skills

### **4. Desired Outcomes**

	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
1	PP with additional/complex needs receive appropriate intervention and support matched to their needs.	Performance improves due to targeted support and interventions.
2	Attendance continues to improve for identified pupils compared to previous academic year.	Attendance improves through targeted work.
3	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.
4	PP children with below age-expected communication skills receive appropriate intervention and support matched to their needs	Performance improves due to targeted support and interventions

### **5. Planned expenditure 2018-2019**

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

	<p>PP with additional/complex needs receive appropriate intervention and support matched to their needs.</p>	<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>Children with medical needs are supported through close home-school partnerships to minimise impact of reduced attendance, where necessary through the Early Help process</li> <li>Headteacher and SENCO to attend Early Help training to be able to lead where needed</li> </ul>	<p>PP children with more complex/ SEN needs must receive the correct support if they are to make appropriate progress.</p>	<p>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</p>	<p>SENCO</p>	<p>Half termly</p>
<p><b>Anticipated Cost:10,000</b></p>						
	<p>Attendance continues to improve for identified pupils compared to previous academic year.</p>	<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>	<p>We can not improve attainment if children are not in school. Children will continue to fall behind if they keep having absences.</p>	<p>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</p>	<p>Office Manager  Head/ teacher</p>	<p>Weekly monitoring - Fridays</p>
<p><b>Anticipated Cost: £3,000</b></p>						
	<p>To close the GAP between performance in maths with the other core subjects.</p>	<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>Year 2 and 3 receive appropriate training and implement the Maths Mastery approach in its entirety; Year 1 and Reception to continue to build on the start made last year.</li> <li>Maths lead to work with other schools as part of the mastery maths network.</li> <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>	<p>Some PP children perform less well in maths than in reading, writing and SPAG.</p>	<p>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.</p>	<p>Maths lead (EP)</p>	<p>Termly</p>
<p><b>Anticipated Cost: £6,000</b></p>						

	PP children with below age-expected communication skills receive appropriate intervention and support matched to their needs	<ul style="list-style-type: none"> <li>• Invest in Infant Language Link and Junior Language Link programmes.</li> <li>• Vulnerable children, including PP and EAL, are screened for language difficulties.</li> <li>• Appropriate interventions are put in place for identified children.</li> <li>• Referrals to SALT are made as necessary on the basis of assessments made.</li> <li>• Staff are trained in the use of Language Link to assess and provide appropriate intervention.</li> </ul>	Staff have observed increasing difficulties with communication and language among vulnerable children in the school	Assessments before and after intervention will show improvement. Children with language difficulties will show increased progress in Literacy as a result.	SENCO	Half termly
						<b>Anticipated Cost: £3000</b>

**Identified Spend: £23,000**  
**Responsive Spend: £3,620**  
 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. A small amount will be held for families who need support with trips etc **Anticipated Cost: £1,000.**