



Pupil premium strategy statement ENGLISH MARTYRS CVA

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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 CVA
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	23 children / 14.47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Gosia Brown
Pupil premium lead	Cara Topping Assistant Headteacher
Governor / Trustee lead	Claire McGrory

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,160
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	£ 24,160



Part A: Pupil premium strategy plan

Statement of intent

At English Martyrs we have the highest expectations of all our pupils academically and socially. We understand that they bring with them a wide range of experiences and needs which can affect their attainment and we will work tirelessly to remove barriers that could inhibit children making progress and reaching their full potential. Many of the key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium; they incorporate children who are disadvantaged or vulnerable in other ways.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We know from EEF research that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' so ensuring that teaching is of a consistently high standard across all subjects is a key priority. Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, ensuring they all receive a broad and balanced curriculum underpinned by our school virtues. The focus of our pupil premium strategy is to support disadvantaged children to achieve this goal. High quality teaching underpins all that we do considering carefully the areas of the curriculum where disadvantaged children may need the most support eg English including reading and writing as well as maths. We intend to identify any gaps and provide the most effective support to close any gaps in these key areas for our disadvantaged children, ensuring that non disadvantaged children's attainment will also be sustained and improved alongside disadvantaged children. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings.

We also want to provide education recovery for identified children which includes targeted support for social, emotional and mental health needs of individual children.

Our approach will be in line with our whole school curriculum intent document. To ensure they are effective we will :

- Ensure that all children are challenged in their learning through our head, heart and hand curriculum.
- Identify any gaps in learning and provide targeted interventions.
- Continue to adopt a whole school inclusive approach where all staff have the highest standards of teaching and learning and take responsibility for disadvantaged children's outcomes and continue to raise expectations of all our children.



- Continue to identify and support all children in mental health and positive well being using specialist support where appropriate.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital. In addition to this, we will provide targeted support by offering a range of activities outside school hours. We continually look at various sources of data to ensure that support is directed effectively. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings.

We are also aware of the specific needs of service children and although we have a small cohort of children receiving SSP we track these children carefully considering any gaps in learning and academic support they may consequently need. Staff have a good understanding of specific needs, children and families are listened to, specific extra-curricular activities provided and resources available.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with children evidence under-developed oral language skills and vocabulary gaps among many disadvantaged children. These are evident when entering early years and across other year groups, the gaps are more prevalent amongst our disadvantaged children.
2	Assessments, observations and discussions with children show that disadvantaged children find it more challenging to learn and retain phonetical knowledge negatively impacting their development as early readers and writers.
3	A greater percentage of disadvantaged children in KS2 communicate a lack of enthusiasm and love of reading compared to non-disadvantaged children. This impacts negatively on their reading attainment and choice of vocabulary in their independent writing.
4	Tracking of individual disadvantaged children shows a gap between access of extended activities and opportunities compared to non-disadvantaged children impacting negatively on social awareness, life experiences, ability to make links and cultural capital.



5	Teacher referrals for support in SEMH for all children including disadvantaged children across the school have increased dramatically year on year. This has provided more challenges with behaviour.
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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
<p>1. Improved oral language skills and vocabulary among disadvantaged children.</p> <p>Measured by: Attainment and progress data Lesson monitoring and book scrutiny Tracking data from Oral language interventions</p>	<p>Ongoing formative and summative assessments and observations indicate a significant improvement in oral language among disadvantaged children.</p> <p>Improved teacher confidence in developing vocabulary skills and use of strategies from the teaching walkthrus to increase participation ratio.</p> <p>Latin curriculum embedded and pupil voice work showing impacting on children's knowledge and understanding of vocabulary.</p>
<p>2. Improved reading and writing attainment among disadvantaged children.</p> <p>Measured by: Attainment and progress data Phonics outcomes Observations of lessons</p>	<p>Number of PP children making expected progress will be at least in line with not PP children.</p> <p>KS2 reading and writing outcomes in 2024 2025 show that more than 75 % of disadvantaged children meet the expected standard.</p> <p>Consistency in delivery of phonics.</p> <p>All PP children pass the phonics screening at the end of Year 1.</p>
<p>3. Improved positivity towards reading amongst disadvantaged KS2 children.</p> <p>Measured by: Pupil voice Variety of books read by PP children- evident in reading records Tracking of Lexia interventions</p>	<p>Monitoring of pupil voice shows that school provides a wide range of exciting and enjoyable texts for KS2 children, and that there is a significant improvement in the enjoyment of reading amongst KS2 disadvantaged children.</p>
<p>4. Pupil Premium children are given a wide variety of experiences through a rich</p>	<p>Tracking of disadvantaged children shows an increase in the number of external</p>



<p>curriculum offer, access to a range of experiences and activities which raise aspirations.</p> <p>Measured by: Pupil voice Attainment and progress data Subject leader evaluations of their subject areas.</p>	<p>activities accessed and PP children will access all trips.</p> <p>Pupils will be able to speak about what they have learnt and are currently learning and link these to experiences that they had had.</p> <p>Pupil progress meetings will show gaps closing between PP and non-PP children.</p> <p>Medium term planning will be developed and ensures that there are curriculum enhancements that develop opportunities for wider experiences.</p>
<p>5. Ongoing targeted support for individual children in mental health and well-being across the school.</p> <p>Support is extended to parents of children with anxiety issues where they impact on attendance and academic attainment.</p> <p>Strategic plan in place across whole school for mental health and wellbeing and actions completed dependant on time scale detailed on plan.</p>	<p>Teachers report a significant reduction in number of children needing to be referred to ELSA or NHS mental health practitioner.</p> <p>Number of suspensions for PP children reduce.</p> <p>Less support needed in classrooms for behaviour support.</p> <p>Pupils feel happy, safe and secure in school and are making good progress as a result.</p> <p>Staff workload is well managed enabling them to work efficiently and effectively in the best interests of the children.</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: £11, 442.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS lead to coach teaching assistants and other early years practitioners to support communication and language development</p>	<p>Development Matters- Non-statutory guidance</p> <p>EEF-Develop pupils' speaking and listening skills and wider understanding of language</p> <p>Language provides the foundation of</p>	<p>1</p>



<p>which underpins all seven areas of learning and development.</p> <p>This will be done by:</p> <p>A focus on a wider range of vocabulary.</p> <p>A language rich environment.</p> <p>Encouraging children to talk about books and give their own ideas.</p> <p>Encouraging questions through provision of well thought through enhancements.</p> <p>Modelling and correcting use of language.</p> <p>Expanding on children's phrases.</p> <p>Open ended questions.</p>	<p>thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children</p>	
<p>Standardised language assessment (Welcomm) provides a benchmark identifying specific strengths and areas to develop for each child on entry to school and across the school. This will ensure they receive the correct support.</p>	<p>EEF – assessing and monitoring pupil progress</p>	<p>1</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training using the teaching walkthrus and release time.</p>	<p>EEF- High Quality Talk</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Continue to embed the validated systematic synthetic phonics programme into the curriculum to ensure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p>	<p>2 and 3</p>



<p>consistent approach to teaching of phonics across the school.</p> <p>Regular training sessions for staff implemented during the academic year.</p>	<p>EEF-Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	
<p>Use material from the NPQEL/NPQSL to provide CPD for all teaching staff in responsive teaching ensuring that the agreed lesson structure is in place and guided practice is enabling all children to progress.</p>	<p>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. EEF</p>	2,3
<p>Subject leaders released during the academic year to further develop medium term planning so that there is a clear, sequenced curriculum linked to the school's vision and including enhancements and purposeful links.</p> <p>£2,000</p>	<p>Ofsted research on the curriculum. <u>Research for education inspection framework (publishing.service.gov.uk)</u></p>	4
<p>Ensure all staff have access to the CPD offered through the teaching school to upskill in support of children with needs linked to behaviour and SEMH barriers to learning.</p>	<p>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. EEF</p>	5

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

Budgeted cost: £7442.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELKAN to provide targeted support for individual children and small groups in oracy and language development.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life eg. improved academic performance, attitudes, behaviour and relationships with peers.</p>	1
<p>Additional phonic sessions targeted at disadvantaged children</p>	<p>Phonics approaches have a strong evidence base that indicates a positive</p>	2



who require additional support.	<p>impact on the accuracy of word reading particularly for disadvantaged children.</p> <p>EEF-Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	
Academic support from HLTA for targeted children across the school in reading comprehension, spelling and maths. This may be one to one or in a small group of no more than 3 children.	Evidence from outcomes at the end of last academic year identifying any gaps in learning. Class teachers to plan work and liaise with teacher delivering the sessions, clear entry and exit data.	1 and 2
Targeted intervention for small groups of children or one to one led by a skilled TA in developing reading skills for children with a dyslexic diagnosis.	These interventions need to take place regularly during the week to be effective.	2, 3
Additional specialised teaching assistant support for children with SEMH needs which impact on behaviour and learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life eg improved academic performance, attitudes, behaviour and relationships with peers.	5
Sensory circuits each morning for targeted children to support the effective transition at the start of the school day.	Sensory circuits use sensory-based movement activities that help children and young people to achieve the 'just-right' level of alertness they need to prepare themselves for the day's learning. The circuits are based on the theory and principles of Sensory Integration.	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted work with parents of disadvantaged children to support their children	Parental engagement helps to support individual children with their learning supporting the closing of gaps	4



<p>with learning and access to a wide range of additional activities. Dyslexia workshop Nurture showcase SEND coffee mornings</p> <p>Targeted work with parents of children with anxiety creating barriers to learning and wellbeing.</p>	<p>academically and helping to raise the aspirations of their children. Opportunities to experience a wide variety of activities raises aspirations of children and families.</p> <p>Using toolkit trialled by NHS mental health practitioner to support parents with strategies for individual children. Individual online coaching provided for parents through</p> <p>Evidence shows that parental support and understanding in this area allows children to find strategies to adapt and grow further resilience in this area.</p>	<p>5</p>
<p>Further targeted support offered to individual children and small groups to improve SEMH and well-being. Provision of safe spaces to enhance wellbeing of children considered and developed.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life eg. improved academic performance, attitudes, behaviour and relationships with peers.</p>	<p>5</p>
<p>Provide access to all extra-curricular activities including residential and leadership opportunities. £1,326</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and beyond. EEF – Social and emotional learning.</p>	<p>4</p>
<p>To provide all teachers with access to Twinkl. £949</p>	<p>We want our teachers to focus on using their time to support the children most efficiently and in the best interests of the children. Twinkl provides a platform to allow resources to be accessed quickly and efficiently.</p>	<p>5</p>
<p>To purchase additional library books linked to pupils interests. £1,000</p>		



<p>Support for service children provided through a regular extra-curricular club.</p> <p>Raise awareness of school community and staff to specific needs of the children through regular communication and celebration eg April month of the service child.</p>	<p>Supporting children socially and emotionally to experience a feeling of belonging and identity.</p>	5
<p>Two members of SLT to undertake the nurture accreditation which will embed nurture principles within the wider curriculum and school life. As a result, pupils will feel safe and secure in school and executive functioning will be developed sufficiently to enable them to access the full curriculum offer.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and beyond.</p> <p>EEF – Social and emotional learning.</p>	5
<p>Continue to embed OPAL project to give children opportunities for open ended play at lunchtimes, supporting their social skills.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and beyond.</p> <p>EEF – Social and emotional learning.</p>	5

Total budgeted cost: £ 24,160



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 2023 to 2024 academic year.

Improved oral language skills and vocabulary among disadvantaged children.

- EYFS staff have implemented the curiosity approach within the setting and all staff have been trained around how to promote and embed a language rich environment. Staff have targeted language interventions following initial assessments and as a result 75% of PP children in EYFS achieved the ELG in speaking, listening and attention.
- Staff training was delivered by SALT specialist on the use of communication boards and as a result these are embedded across the school and used with specific pupils, supporting their communication.
- 83.3% of PP children made good or better progress in Reading last academic year compared to 87% of non-PP.
- 86.7% of PP children made good or better progress in writing compared to 78% of non-PP.
- Classroom visits continue to evidence a focus on oracy for all children and targeted subject specific vocabulary as part of the agreed lesson structure. Pupil conferencing shows that children can recall and understand subject specific vocabulary- ongoing retrieval practise supports this being embedded into the children's long-term memories. Children make links between vocabulary in other subjects and some children made links to vocabulary taught in a previous year group.
- Latin has been introduced across KS2 and this work has targeted word origins, supported cross curricular links and further provided exploration of vocabulary through this subject. Pupil voicework has shown that pupils are developing their understanding of etymology and have an increased understanding of how language has developed.

Improved reading attainment among disadvantaged children.

- All PP children made good progress in phonics from their starting points in early years and Year One using the new validated phonics scheme.
- EYFS – 75% of PP children achieved the ELG in Word Reading and Reading Comprehension
- 83.3% of PP children made good or better progress in Reading last academic year compared to 87% of non-PP.
- Year 1 - Phonics attainment PP children 1 / 2 children passed the phonics test; the child that did not meet the standard of the test is new to English and has additional SEND needs- further intervention will support this child to meet the expected standard in Y2.
- Year 2- 2/3 PP children passed the phonics screening test by the end of Y2. Ongoing intervention and support will be in place for 1 child.



- Reading outcomes PP children end of KS1 – 1 out of 4 ARE. This continues to be an area of focus.
- Reading outcomes PP children end of KS2 – 75% ARE. This continues to be an area of focus.

Improved positivity towards reading amongst disadvantaged KS2 children.

- Monitoring of reading and pupil voice shows that there has been a positive response to the wide variety of reading material purchased for classroom reading books and also the library.
- 100% of PP children received reading awards throughout the year.
- Children receive reading awards for the number of times they have read, and this is tracked for PP children to ensure that parental support is in place. Where parental support is lacking PP children are linked to reading buddies in school and staff ensure they are heard regularly supporting them in their one-to-one reading development.
- All children have access to the school library, librarians are running reading activities during the week, authors visit school where possible, and links are made to external reading opportunities.

Observations and pupil voice show that a smaller percentage of disadvantaged children explore and experience a wider variety of life experiences, drawing on these to make links and raise aspirations.

- This year a whole school provision map as part of our personal development plan has helped to track opportunities for all children including PP children through access to extra-curricular clubs, sporting opportunities, trips etc. This has enabled us to identify any gaps either in provision for all or specific groups of children.
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- Parents have been supported with payments for trips, residential, music and drama opportunities.
- All PP children attended school trips and residential.
- All children watched a visiting theatre company perform at school.
- This year we have worked more closely with our services families having a better understanding of when and where personnel are travelling to and providing opportunities for children to talk about their feelings in connection with this. We have celebrated more widely the work of the armed forces and linked to the hub on Kendrew Barracks for further resources.

To provide targeted support for individual children in mental health and well-being across the school.

- A clear action plan is in place for this area coordinated and reviewed regularly by the mental health and wellbeing group of staff.
- Extensive CPD in this area has been provided for teachers and teaching assistants.
- ELSAs have worked with children weekly identifying clear scaling as an entry and exit route. All children have completed the set programme. Children not making progress in this area have then been referred to the NHS practitioner or other avenues of external support including the schools support partnership.



- Implementation of OPAL led to a decrease in behaviour incidents at lunchtimes.
- There has been a significant reduction in referrals to ELSA at the beginning of the new academic year.
- Attendance across the school at the end of last year was 6 % and attendance of PP children 95.8 % compared to 96.77% of non PP.

Externally provided programmes.

Programme	Provider
Numicon	Oxford Owl
Lexia	Lexia UK

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?	<p>We identified any gaps in service children's education which we addressed with small group support. We also identified any wellbeing needs amongst this small group of children and provided ELSA support.</p> <p>A club for service children supported them to share their experiences of being a forces child and explore their emotions, supporting their overall wellbeing. We raised the profile of service children with creating a leadership role.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers observed an improvement in wellbeing amongst service children. Internal assessments demonstrated progress academically in subject areas where extra support was required. Parents of service children positively commented on the support for their children and the understanding of staff to any specific needs.</p>



Further information