



English Martyrs' Primary School; Pupil Premium Action Plan 2020 – 2021

English Martyrs' Primary School: Pupil Premium Action Plan 2020-2021			
Date of Review July 2021			
Head Teacher	Mrs H Appah	Chair of Governors	Mr P Gillespie

Pupil Premium Profile (2020-2021)	
Total number of pupils	339
Number of pupils eligible for P.P.	87
Total Pupil Premium Budget	2020-2021 PP - £114,325.00 2019-2020-PP-£120,420.00 2018-2019-PP-£149,460.00

Achievement Summary 2019-2020

Due to Covid-19 no national tests conducted in 2020 therefore no national data available

Common Barriers to Future Attainment for Pupil Premium Children	
<p>In School – Areas to be addressed by school such as poor language skills and Parental involvement</p> <ul style="list-style-type: none"> • Low attainment upon entry to school – CLL speaking and listening – oral communication skills are poor, which slows early progress • Link between phonics and reading and writing in the EYFS to KS1 • Inference in comprehension • Lack of opportunities to read at home to develop fluency and understanding of quality texts • Low levels of resilience and self – belief in their learning due to poor social, emotional and mental health needs linked with challenging barriers. • Involvement of parents needs to be increased in their children’s learning and development • Increase the number of higher achieving pupils who are eligible for Pupil Premium <p>Additional Barriers (issues which also require action outside of school)</p> <ul style="list-style-type: none"> • Improve attendance and punctuality of Pupil Premium Pupils to ensure they do not fall behind academically • Limited parental support in learning development at home due to unawareness of the British system. 	
Desired Outcomes For Pupil Premium Children	Success Criteria
<ul style="list-style-type: none"> • Children to make better than expected progress in reading, writing and mathematics to diminish the difference both locally and nationally • Levels of engagement and participation of pupil premium children will be maintained across the school • Pupils well-being is supported effectively to ensure they are ready for learning and develop a passion for learning, especially after Covid-19 • Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life 	<ul style="list-style-type: none"> • The % of children achieving at or above age related expectations is in line with non-pupil premium children especially in Writing and Maths • Rates of progress at or above expected • Pupils are engaged and increasing participation in after school activities • Where appropriate PP children are prioritised at cultural, sporting and other external activities • Aspirations of PP children for later life are evident • Quality first teaching and targeted interventions ensure gaps are addressed

<ul style="list-style-type: none"> • High quality curriculum initiatives are targeted to address the poverty of vocabulary • Parents and carers are encouraged to play and active role in their child’s education • Children and families believe they can do well in the future • All pupils are in receipt of good or better teaching • Pupils will leave the school with higher levels of spoken and written language 	<ul style="list-style-type: none"> • and % of children achieving at or above ARE increases • Number of parents/carers attending events increases & support by Home School Support Partnership ensures greater number of parent/carers involvement • Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority
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Teaching and Learning

Objective/intervention	Rationale	Expected outcome	Detailed Provision	Cost	Rag rating and Impact
All children to be in receipt of good or better teaching	<p>Due to the school closure during Spring 2 and summer term 2020, this will increase the gap between PP and non pp children, therefore research evidence highlights good or better teaching impacts significantly on pupils outcomes</p> <p>All children have the right to a broad and balanced education</p> <p>Progress in certain groups was below expected, particularly in writing</p>	<p>Quality of teaching contributes to improved pupil outcomes</p> <p>Pupil and teacher well-being is high</p> <p>Points of progress for all year groups is at or above expected</p>	<p>Additional CPD opportunities to increase teachers subject knowledge within key year groups.</p> <p>Book scrutiny to monitor progress and implementation</p> <p>Use of destination reader and library resources.</p> <p>External CPD opportunities</p> <p>Coaching from experienced members of staff for identified staff</p>	No cost from PP budget, but PP pupils will be closely monitored like all pupils.	Quality of teaching has improved with no R.I. teaching and thus ensuring good outcomes for pupils.
Early speech and language intervention to narrow vocabulary gap on entry to school	<p>Evidence and historic school data shows that children from disadvantaged backgrounds are affected by a poverty of vocabulary</p> <p>Nationally recognised PP vocabulary gap (30 million words by 4)</p>	<p>Narrowing of vocabulary gap to have positive impact on reading and writing</p> <p>Establishing good learning behaviour</p>	All pupils screened on entry for S and L deficit SALT intervention TA led S and L intervention programs	£27,970.00 (speech and Lang. Therapist)	<p>Early identification & interventions for pupils</p> <p>Pupils make good progress</p>
<p>Learning Mentor with ELSA – Emotional Literacy to champion PP children learning and encourage more parental engagement. Working with Home – School Partnership</p> <p>Evolve Mental Health Mentor to support pupils.</p> <p>Mental and physical wellbeing</p>	<p>PP children often need additional confidence boost and encouragement.</p> <p>ELSA to support children through a number of approaches – mentoring Lego therapy, Play-therapy.</p> <p>Parents not always aware of the attainment gap and need ways and encouragement to</p>	<p>PP children attain in line with their peers nationally by the end of year 6</p> <p>Children ready to learn after 6 months stay at home.</p> <p>Post Covid-19 support for pupil’s physical and mental wellbeing.</p>	<p>Learning mentor and HSS teacher work with PP children and families supporting reading, writing and maths and ICT</p>	<p>Learning Mentor - £24,927.00</p> <p>Evolve LM £10,000.00</p>	PP pupils attainment improved due to children’s behavioural issues being addressed immediately

	support their children				
Teaching of reading to be systematic and high quality – Destination Reader introduced	Targeted teaching groups with clear focus on specific groups and needs have provided an effective strategy for the school in raising attainment.	PP children not only attain in line with peers nationally but develop a love of reading and books Good levels of reading comprehension and build on vocabulary	Whole class high quality texts to be read and discussed by PP pupils Teaching assistants daily read with children in early years Structured comprehension teaching	£39,243.00	Interventions and daily reading conducted by TA's which has improved Reading
PP children to receive additional support in class and in after school clubs	To ensure that PP children make accelerated progress in order to diminish the difference with non PP children	Gap diminished and greater level of engagement in lessons	Teaching assistants support children in class. Tutoring company to support Yr 6 pupils 1:1 or 1:2	£2,304.00	ASC have improved children's learning and self-esteem
Pastoral Support					
Attendance in line with National (96%) and above and punctuality	Attendance for PP pupils' continues to be below national Good attendance improves outcomes All children and especially PP children are ready to learn	Good attendance and punctuality figures	Pressure on Punctuality initiative Exciting and engaging curriculum to encourage good attendance	No costs from PP budget	Attendance good but punctuality to improve
Removal of social and emotional barriers to learning	Evidence shows that pupil premium children may lack resilience for learning due to social and emotional pressures	PP pupils' barriers for learning removed allowing them to flourish in school	Home School Support Teacher working with parents. Learning Mentor ELSA training- Mentoring groups, Lunchtime provision for counselling	£7,381	Pupils' low level behaviour improving
Enrichment/Engagement					
To improve the cultural capital of our PP children	Trips and visits offer an opportunity to broaden children's experiences. (year 6 school journey)	Attendance at cultural and external opportunities attend trips and visits	All children attend trips and visits	£2,500	Children's confidence and self esteem has improved
Pupil premium children are prioritised to attend cultural and external opportunities	The cost of visits should not prohibit children taking part				
Total Spend:	£114,325.00				
Total (Under spend/overspend)					