

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	174
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	31 st October 2023
Date on which it will be reviewed	30 th September 2024
Statement authorised by	Bronagh Nugent
Pupil premium lead	Bronagh Nugent
Governor / Trustee lead	Amy Winkelgrund

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,885.00
Recovery premium funding allocation this academic year	£0.00
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	£66,885.00

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that all pupils receive quality first teaching to enable them to reach high standards of attainment and make good progress.

Quality first teaching is provided for all pupils and especially those who are disadvantaged. Our team of SEND support staff included three teachers and two teaching assistants who are deployed to support our disadvantaged pupils.

Our strategic plan is to track pupils' progress in Reading, Writing and Mathematics and identify gaps in skills and knowledge.

We complete Pupil Progress reports to identify pupils' needs and signpost appropriate intervention programmes and resources to accelerate their attainment

We aim to ensure that all staff are aware of those pupils who are disadvantaged and have high expectations for their learning outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Pupils social and emotional needs impact on their ability to concentrate on learning
2	Pupils have poor speech, language and communication skills including poor oracy skills and gaps in vocabulary which hinder their reading and writing skills
3	Predicted outcomes in KS 2 in Reading, Writing and Mathematics 2024 indicate poor attainment for disadvantaged pupils
4	Reading fluency is underdeveloped due to limited reading time in school and home
5	Attendance and punctuality

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>SEND teaching staff deployed to support Literacy and Numeracy in KS 1 and 2 to ensure pupils achieve expected standards in Reading Writing and Mathematics</p> <p>Increase reading materials in all classes particularly reading schemes that link directly to Phonics acquisition and posters for Early Years</p> <p>Teachers explicitly teach language and sentence structure to improve pupils' fluency in oracy, reading and writing</p> <p>SALT intervention for EYFS</p>	<p>Pupil progress indicates increased attainment in Reading Writing and Mathematics</p> <p>Pupils show increased confidence in learning</p> <p>EYFS pupils demonstrated increased Good Level of Development for Speech and Language</p>
<p>Increase pupils' oral skills through a language rich curriculum in EYFS</p> <p>SALT deployed to support the EYFS teachers with the NELI and Talking Time programmes</p>	<p>Pupils show increased language skills and are able to communicate with peers and adults</p>
<p>Parents are confident in supporting their childrens' learning</p>	<p>Parents attend workshops for Phonics, Mathematics and Reading so they can support their children at home</p>
<p>Pupils have increased confidence and resilience towards their learning and achievement and are supported by parents at home to achieve well</p>	<p>Parents who find home learning difficult are supported with technology and resources</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: £ 25,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and development through Tower Hamlets Education Partnership and Speech Therapist	Teachers attend training relevant to their specific year group and to avail of resources and strategies from LA SALT trained staff in Shape Coding	3
Allocate SEND support staff to KS 1, Lower KS 2 and Upper KS 2 to support Reading , Writing and Maths in the classes and deliver intervention programmes as appropriate	Quality First teaching by teachers and TA support staff Small group intervention lessons by teachers and support staff Support teachers meet parents regularly to update them on pupils progress and provide support to parents for work at home.	3
<i>Zones of Regulation strategy implemented in all classes</i> <i>Learning Mentor timetable increased to facilitate support for Social and Emotional Learning across the school.</i>	Whole school approach to managing behaviour in class and around school Pupils are supported in the school and are able to manage their emotions and control their behaviour thus reduce risk of exclusion	1

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching support for small group intervention	Direct teaching in small groups enables pupils to process information at pace suited to their needs Teachers are able to target gaps in skills and knowledge and reinforce prior learning	3
Nessie support for dyslexia	Intervention programme develops pupils confidence in writing	3
<i>Times Table Rock Stars to develop maths skills and strategies and recall facts</i>	Trackable Maths toolkits to help parents engage in their child's learning Maths homework books to support learning at home	3
<i>Reading activities in school and at home to develop fluency</i>	Staff training for Reading strategies and techniques ie Echp	3
<i>Oracy Intervention through NELI for EYFS and Y1 group and Oral language Intervention programme</i>	Pupils will be immersed in language that is relevant to their learning experiences	2
<i>Therapeutic Story Writing</i>	Intervention programme to improve pupils emotional resilience to learning , develop their social skills and improve writing	1,2 and 3

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff redeployed to meet additional needs in EYFS and KS 1	Targeted support to pupils most in need Precision teaching by teacher Regular parental engagement	2 & 3 & 4
<i>Consistent use of assessment tools to measure attainment and progress</i>	Measured teaching and learning approach	2 & 3 & 4

<i>Review attendance policy and practices - offer breakfast club attendance to encourage early arrival to school</i>	Whole school consistent approach to raising attendance	5
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Total budgeted cost: £66,885.00

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 2021 to 2022 academic year.

Pupils fall into one or more of the categories listed in the table below and receive support from several of our specialist staff including; 3 SEND teachers, Learning Mentor, Speech Therapist and 2 Teaching Assistants specialising in Language support;

	Special Educational Needs	English Additional Language	Speech, Language & Communication	Behaviour Support	Emotional Needs	Physical development
EYFS	3		1	1	2	
KS1	3	1	2	3	6	
KS2	11	18	2	7	6	1

Disadvantaged pupils' performance 2022 - 2023

Reception 0% PP pupils achieved the Good Level of Development

Year 1 100% FSM pupils the Phonics Screening Assessment

Percentage of disadvantaged pupils working at the expected standard.			
	Reading	Writing	Maths
KS 1	66%	56%	56%
KS 2	73%	63%	63%

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
Times Tables Rock Stars	Maths Circle
Maths Seeds	3P Learning Ltd
Mathletics	3P Learning Ltd
Spagtastic	Cumbria Educational Software Ltd
NESSIE	Nessie Dyslexia Learning 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We encourage disadvantaged pupils to join after school club to avail of resources for homework

We provide opportunities for disadvantaged to participate in enrichment activities and ensure they all attend Residential Trip in Year 6 by reducing costs