



# Overview of Pupil Premium

## Purpose of the Pupil Premium

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their peers in England. The purpose of this document is to identify how English Martyrs' Catholic School will close the gap in achievement between Pupil Premium students and all other students, ensuring that **all** students at English Martyrs' Catholic School meet challenging targets and expected levels of progress. (It is important to note that receipt of the Pupil Premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.)

In line with the school's Catholic ethos Pupil Premium students will not be singled out unnecessarily. Support will be offered to Pupil Premium students and their families as the school decides is fitting and appropriate in order to meet their needs.

## Funding Priorities

To inform our funding priorities we have referred to the Education Endowment Fund's guidance on the most effective use of the Pupil Premium. A tiered approach focussed on Teaching, Academic Support and Wider Approaches has led to the priorities identified below.

- a) Ensure that Pupil Premium students (and others) make expected levels of progress in all subjects, especially English, and Mathematics.
- b) Ensure that Pupil Premium students (and others) are fully engaged in school and have good attendance.
- c) Ensure that Pupil Premium students access an appropriately tailored and flexible curriculum which best meets the individual's needs.
- d) Ensure that Pupil Premium students are able to develop with confidence and self-assurance.
- e) Ensure that Pupil Premium students are able to engage in the wider curriculum of the school through participation in clubs and societies; arts and sports activities including music lessons, visits and trips.

## Long Term Plan - Three year time scale

1. To ensure Pupil Premium students at English Martyrs' achieve at least a Progress 8 score of 0.0
2. To strive to improve the number of Pupil Premium Students leaving English Martyrs' with grade 4 or above in English and Mathematics
3. To ensure that no Pupil Premium student leaves English Martyrs' as Not in Education, Employment or Training (NEET)



# Cohort Information

## Summary

Current Pupil Information 2020 - 2021		Funding Over Time		
Total number of pupils years 7 – 11	1005	2018 – 2019	2019 – 2020	2020 - 2021
Number of pupils eligible for pupil premium	185 (18%)	£187,866	£173,194	£163,017 (est)

## Cohort Information

## PP Key Groups Information

Year	Total Cohort	PP	NPP	% of PP	Characteristic	% of PP in Yr 7	% of PP in Yr 8	% of PP in Yr 9	% of PP in Yr 10	% of PP in Yr 11	% of PP Whole School
7	190	41	149	22	FSM	59	68	49	66	48	57
8	194	37	157	19	Gender M/F	49/51	57/43	49/51	62/38	61/39	55/45
9	240	45	195	19	HPA	-	16	24	21	12	19
10	189	29	160	15	SEN Support	17	22	9	14	12	15
11	192	33	159	17	EHCP	0	3	0	7	0	2
					EAL	54	54	44	38	36	46
Total	1005	185	820	18	White British	24	14	20	24	27	22

## End of Keystage 2 Data

Cohort	Year 7 2020 – 2021						Data for All students previous 3 years		
	EMS ALL	EMS FSM	EMS NFSM	EMS PP	EMS NPP	GAP	Yr 7 17-18	Yr 7 18-19	Yr 7 19-20
Average Reading and Mathematics Scaled Score	N/A	N/A	N/A	N/A	N/A	N/A	107	106	108



# Attainment, Attendance and Barriers

Measure	Attainment								
	2018 Published Results			2019 Published Results			2020 Published Results		
	EMS PP	EMS NPP	Nat Ave NPP	EMS PP	EMS NPP	Nat Ave NPP	EMS PP	EMS NPP	Nat Ave NPP
Progress 8	-0.47	0.07		-0.61	0.16	0.13	N/A	N/A	N/A
Attainment 8	4.0	5.1		3.7	5.0	5.0	4.0	5.3	

	PP vs NPP Attendance by half term 2019 – 2020 compared with 2020 -2021													
	2019 Autumn Term 1	2020 Autumn Term 1	2019 Autumn Term 2	2020 Autumn Term 2	2020 Spring Term 1	2021 Spring Term 1	2020 Spring Term 2	2021 Spring Term 2	2020 Summer Term 1	2021 Summer Term 1	2020 Summer Term 2	2021 Summer Term 2	2019 – 2020 Average	2020 – 2021 Average
PP	95.7	92.6	93.9	94.1	93.9		89.8		N/A		N/A			
NPP	97.5	96.5	95.8	96.6	96.1		93.0		N/A		N/A			
Gap	-1.8	-3.9	-1.9	-2.5	-2.2		-3.2		N/A		N/A			

## Focus for Improved Attainment

### Academic Focus to Improve Attainment

All staff have collective ownership and know their responsibility for the Pupil Premium Strategy, focussing on the needs of the students. Ensuring high expectations for all.

A continued focus on High Prior Attaining (HPA), Pupil Premium students to ensure they achieve in line with their Non PP peers.

Develop learners' literacy skills including oracy to improve the learner in their own right.

Develop Self-Regulated learning (Metacognition and Self-Regulation) to improve the learner in their own right.

### External Focus to Improve Attainment

English Martyrs' to continue to develop parental communication, engagement and relationships.



# Review of Expenditure

Priority	ID	Strategy used to narrow the gap	Budget	Actual	Purpose, Objectives and Success Criteria	Assessed Impact October 2020	Evaluation of Impact and Action Plan
Teaching and Learning		<b>Develop retrieval of knowledge in Science, Staff have embedded the Educake application for routine homework.</b>	1.4%	1.7%	Ensure all students have access to online science homework allowing low stakes quizzing of knowledge and application. Improve rigour of homework Improve staff well-being due to self-marking nature of quizzes	99% of students have accessed homework. Student voice reported in CAR was positive. Develops independent study. Helping to develop literacy by focussing on precise use of key terms.	Since successful implementation of Educake with KS4 this has now be extended to KS3. A large bank of quizzes have been created. This platform should continue to receive funding.
		<b>Let's Think in English</b>			A strategy used to improve critical thinking and communication skills to aid with high order thinking skills. Let's Think in English is taught explicitly on a fortnightly basis.	Attainment in English continues to be strong. Student's cultural capital can be a limiting factor in their ability to make links, however the whole class approach help those students to develop links and increase cultural capital. Out of 40 PP students, 75% achieved their expected grade. 3 students exceeded their expected grade.	The Let's Think in English strategy is well embedded in the department. With the addition of two NQTs this year the continued subscription has been valuable for training purposes.
		<b>Revision Guides</b>			Year 10 PP students are provided with subject specific revision guides to ensure they have access to materials to aid with independent revision and home study.	All students received revision guides appropriate to their curriculum. Year 11 student voice suggested they had not been utilised effectively.	Consider timing for the distribution of the revision guides. This could be synchronised with study skills tutorials to ensure students are confident with skills required to revise effectively. Monitor revision resources students are creating independently.
		<b>Fix Up Crew – You are Amazing Workshop</b>			A cohort of students had demonstrated low motivation, self-esteem and self-efficacy. Action Jackson and the Fix Up Team sourced to deliver motivational assemblies to whole year groups and Revision skills workshop to targeted students. Improved motivation, self-esteem and self-efficacy in students.	The assemblies and workshop were extremely effective and impactful. The presenter made an instant connection with the audience to the point the students were queuing up to thank him and share their experiences with him at the end. The revision skills workshop was extremely useful. 100% of	Whilst the assemblies and the workshop were extremely effective in providing short term impetus and a burst of motivation, it is important to ensure this is sustained throughout the year. We need to look in to strategies to maintain the positive impacts of the strategy in the longer term.

					students stating that they would go away and use the strategies shared.	Look at scheduling alongside Pizza and Progress or similar intervention
		<b>Early Years Teacher Project</b>			The aim of the New Teacher Project is to support new staff in developing relationships with students and integration into the school community, offering feedback and sharing strategies to aid pedagogy leading to a reduction in negative behaviour and sanctions.	Whilst the strategy was enlightening it did not reduce sanctions from a small number of NQTs. Further coaching opportunities would need to be built into the strategy for success.
Targeted academic support		<b>Additional option groups</b> for years 9 – 11	36.7%	36.7%	PP students' progress and attainment in English and Maths is consistently lower than non PP students. Students receive 2 lessons of extra English or Maths in year 9 and 3 in years 10 and 11.  The English option group contained 6 students. 50% achieved their expected grade. Of the 6 students, 3 were PP. 2 PP students achieved a grade 4 pass. 2 option groups in Maths contained 25 students in total. 7 of which were PP. Of those 7, 3 were educated off site.	Observations of classroom learning in the autumn term showed that students had increased their confidence in learning and developed resilience with regards to upcoming examinations. Additional lessons had evidently consolidated student learning and enabled students to undertake more retrieval practice and to apply previous learning in problem solving activities. Parent voice showed that they appreciated the focus on core learning and life skills and felt that their children were well supported to achieve their expected grades.
		<b>Morning Study Group</b>			TJ works with KS3 to develop reading skills.  Up until lockdown, MSG remained effective in helping students to make progress with their chronological reading age. TJ continued this work during lockdown making phone calls to the families of students she would usually work with.	MSG continues to help students make rapid progress in their reading and to develop a passion for reading. This develops their confidence to access texts across the curriculum. Intersectional data shows an increasing number of PP student are also EAL. Therefore this strategy remains a priority.
		<b>SC – 1:1 English Intervention</b>			SC works with predominantly Yr 11 students on strategies to improve English attainment  Up until lock down SC worked with 24 students. 19 were PP. During lockdown, SC communicated with her target students via Teams.	SC has demonstrated consistent success in developing positive relationships, making a positive impact on their progress and confidence in English.

		<b>AW – 1:1 Maths Intervention</b>			AW works with targeted students in Maths on strategies to improve Maths attainment	Up until lockdown AW worked with 27 students, 11 of which were PP. AW met with students over a period of time, working towards targets provided by teachers.	Students continue to appreciate and make progress in Maths under AW tutelage.
Wider strategies		<b>Study Club</b>	5.5%	5.5%	Study club provides a regular, quiet space for homework.	A small number of PP students utilised the quiet space made available to them to complete homework and revision	Continue to encourage students to use the dedicated quiet space to complete homework.
		<b>Pastoral Support through school mentoring programme</b>	12.6%	12.6%	PP students can sometimes lead chaotic lives with little parental support or adult guidance and therefore require more support	Pastoral support was available through the school chaplain, MB and BH.	Extra pastoral support is essential for the well-being of students.
		<b>Early Connexions advisor interview</b>			PP students are often unsure on goals and routes to success Connexions interviews enable PP students to develop an achievable vision and identify steps to success.	All PP students in Year 11 received a careers interview help them make an informed decision on their future. The Connexions advisor would ensure students were aware of a variety of appropriate routes for careers, including apprenticeships develop students aspirations	Students and parents appreciate the expert advice and guidance provided by the Connexions advisor.
		<b>PP Mentors</b>	-	-	Build a community of adults/6 <sup>th</sup> formers to act as mentors for PP students to ensure integration into the English Martyrs' community and act as a critical friend and bridging point.	54 students received a 6 <sup>th</sup> form mentor. Meetings took place for 20 minutes during registration on Fridays. Attendance of 6 <sup>th</sup> form mentors and Year 7 and 8 mentees was excellent. The mentors were able to build a rapport quickly and reported many positive conversations. Mentors were also a valuable go between both academically and pastorally. Unfortunately, lockdown cut this strategy short.	Both Mentors and Mentees gained a lot from the experience. A number of pastoral issues were dealt with sensitively and quickly. Mentors were very proactive in helping students to solve problems. An extremely rewarding experience for all involved.
		<b>PP Allowance</b>	4.1%	0.1%	£30 and £50 for KS3 and KS4 respectively enables students to purchase educational resources to ensure their progress and ready to learn. It also enables students to become more financially aware and practice budgeting.	Students were able to use money for educational resources as required. This promoted financial awareness and budgeting. As lockdown occurred, trips and prom was cancelled which meant the allowance was not fully utilised.	Improve monitoring of students spending the allowance. Ensure they are aware of balance. Link to developing parental engagement.
		<b>Alternative provision</b>	31.2%	31.2%	A small number of PP students attend alternative education	5 PP students attended alternative education provision. I continued to	As a school community we continue to strive to ensure that

	Enables PP students to follow a vocational route to learning includes transport			provision in order to complete key stage 4. This route is an appropriate option for a minority of learners, allowing them to fulfil their long term aspirations. Some students have joined the school via the Fair Access Protocol during Y9 and 10 and are placed in an alternative setting to ensure engagement with learning as recommended by statutory services.	a Level 2 course in Travel and Tourism. 3 continued on to a level 1 course in either construction or motor vehicle mechanics. 1 is NEET a referral for college has been made, traineeships and other training provider courses offered, GCSE/ functional skills, vocational courses and work experience at other providers, job seeking support, CV advice offered and still available.	all students receive an appropriate educational provision which is challenging and relevant. We continue to monitor these placements on a daily basis with regular visits to the alternative providers.
	<b>Pizza N Progress</b>	3.9%	3.9%	This project was aimed at engaging year 11 students who haven't previously met expectations in improving their study habits, organisation, effort, motivation and independence. It will run for 6 weeks Autumn term 2.	Whole school data suggest that the project has been impactful for 40% of students in the focus group. Whilst the gap in Attainment 8 scores slightly increased by 0.01 for the focus group (Non focus group students only decreased the gap by 0.04), the fact that 8 out of 20 students reversed their previous persistent decline and started to make progress according to teacher reported predicted grades can be interpreted as successful. Attendance at the Pizza and Progress parent information evening was extremely pleasing as was the support received from parents. Student's attendance at the Pizza and Progress intervention sessions was on average 85% which was even more significant as it was held on Fridays, afterschool.	On the surface, data suggests the strategy was unsuccessful, however, it did work to halt a persistent decline in students who had previously been hard to reach. It was also successful in raising the status of these students amongst staff. Furthermore, student voice was positive about the strategy, it was a strong starting point to building relationships to enable further progress to be made.
	<b>Students provided with free printing</b>			With the introduction of new printing system students now have to buy a voucher and input it on to the computer. PP students will have their account automatically credited to remove printing issues.	It is difficult to assess the impact of this strategy. No students requested further vouchers.	Although difficult to assess impact, it is important to continue to ensure that barriers for students to submit high quality work are minimised.
	<b>PP students to be provided with cooking ingredients</b>			To give students access to dishes of increased complexity using a range of ingredients and therefore opportunity to achieve higher grades	PP students across the KS3 and 4 have their ingredients paid for, ensuring they are able to access the curriculum and gain important	All students are able to consistently access the curriculum and gain important life skills. The fact that ingredients are paid for

					experience in cooking for themselves and their families.	centrally means students are not singled out.	
		<b>Individual music lessons</b>			PP students typically would not have access to musical instruments in the home. Music lessons allow students the freedom to appreciate music, the relaxation it offers, the fact that practice promotes increased concentration, grit, resilience and the confidence to perform.	12 PP students receive music tuition in a range of instruments. It is pleasing to note the success of the music lessons as they continued online due to lockdown	Continue with provision of music lessons, ensure students continue with progression to performance standard. Thus developing resilience and confidence alongside an appreciation of music.
		<b>Brilliant Club</b>			HPA, PP students are less likely to attend a Russell Group University, not to mention an Oxbridge College. The Brilliant Club offers PP students the opportunity to visit Cambridge University and to write a dissertation with support from the University Post graduate tutor. All students to complete Scholars Programme	100% of students (12/12) submitted the final dissertation. All students achieved a 1 <sup>st</sup> or 2:1. Student voice stated that they enjoyed the tour of the university and would certainly consider attending a “prestigious” university. All students are continuing to study A-levels at English Martyrs’	The continued high success rate and positive student voice means that this project will continue. Future target to increase the proportion of PP students from 25% to 50%
		<b>Management and Administration</b>	4.7%	8.8%	Management and Administration time and sundries	Due to Covid Lockdown, Actual Costs increased from Budget due to postage and communication with PP families via text and phone.	
Total Expenditure			£173,177	£174,016	Total Income 2019 - 2020		£173,194



## Planned Expenditure

Priority	ID	Actions/Strategies to Narrow the Gap	Evidence/Rationale for this approach	Budget	Monitoring	Evaluation – Expected Impact
Teaching and Learning		<b>Let's Think in English</b>	A strategy used to improve critical thinking and communication skills to aid with high order thinking skills. Let's Think in English is taught explicitly on a fortnightly basis.	1.4%	DF at Assessment cycles	85% of PP Students to achieve their expected grade 15% of PP students to exceed their expected grade
		<b>Revision Guides</b>	Year 10 PP students are provided with subject specific revision guides to ensure they have access to materials to aid with independent revision and home study.		RM	Student's use of revision guides through student voice. To be linked with revision skills course.
		<b>Revision skills workshop</b>	Students to develop effective revision skills. Improving self-efficacy, motivation and confidence		RM	Student voice Revision material audit
		<b>Early Years Teacher Project</b>	The aim of the New Teacher Project is to support new staff in developing relationships with students and integration into the school community, offering feedback and sharing strategies to aid pedagogy leading to a reduction in negative behaviour and sanctions.		RM	Reduction in number of sanctions issued to PP students
Targeted support		<b>Additional option groups for years 9 – 11</b>	PP students' progress and attainment in English and Maths is consistently lower than non PP students. Students receive 2 lessons of extra English or Maths in year 9 and 3 in years 10 and 11.	33.3%	HoD	Students attending additional subject group to achieve expected grade
		<b>Morning Study Group for years 7 - 9</b>	Intersectional data demonstrates an increasing number of PP students are also EAL. NGRT tests demonstrate a significant number of students are entering secondary education below age expected levels of reading and comprehension.		TJ	All students attending to improve their reading comprehension age to within 6 months of actual age.
		<b>Pupil Premium Champion</b>	A member of staff to be appointed to act as a point of communication for both students and parents. Liaising between all areas of the school community to ensure PP students are fully engaged in school with excellent attendance		SL/MC	Percentage of parents of PP students attending parent's evenings and other school events to improve. Reduction in sanctions received by PP students.
Wider Strategies		<b>Pastoral Support through school mentoring programme</b>	PP students can sometimes lead chaotic lives with little parental support or adult guidance and therefore require more support	60.2%	MCal	Fewer PP students receiving repeated sanctions. Improved well-being of PP students.
		<b>Breakfast Club</b>	A breakfast club is to be trialled to ensure PP students receive a healthy breakfast to aid diet and concentration throughout the day.		RM/SL	Uptake of the breakfasts to be monitored, student voice regarding

						the impact of the trial to be analysed.
		<b>Early Connexions advisor interview</b>	PP students are often unsure on goals and routes to success Connexions interviews enable PP students to develop an achievable vision and identify steps to success.		JJ/RM	All PP students in year 11 to have accessed careers advice and know their next steps – Register of students receiving interview and student voice
		<b>PP Allowance</b>	£30 and £50 for KS3 and KS4 respectively enables students to purchase educational resources to ensure their progress and ready to learn. It also enables students to become more financially aware and practice budgeting.		RM	Students to budget accordingly to ensure the allowance is spent on appropriate resources and trips to aid development of cultural capital.
		<b>Alternative provision</b> Enables PP students to follow a vocational route to learning includes transport	A small number of PP students attend alternative education provision in order to complete key stage 4. This route is an appropriate option for a minority of learners, allowing them to fulfil their long term aspirations. Some students have joined the school via the Fair Access Protocol during Y9 and 10 and are placed in an alternative setting to ensure engagement with learning as recommended by statutory services.		JJ	Daily monitoring of provision and regular visits to providers. All students to continue on to appropriate level 1 or 2 course. No students to be identified as NEET.
		<b>Students provided with free printing</b>	With the introduction of new printing system students now have to buy a voucher and input it on to the computer. PP students will have their account automatically credited to remove printing issues.		RM	Students to have access to printing and therefore receive fewer sanctions for homework.
		<b>PP students to be provided with cooking ingredients</b>	To give students access to dishes of increased complexity using a range of ingredients and therefore opportunity to achieve higher grades		PH	All students to consistently access the curriculum and gain important life skills
		<b>Individual music lessons</b>	PP students typically would not have access to musical instruments in the home. Music lessons allow students the freedom to appreciate music, the relaxation it offers, the fact that practice promotes increased concentration, grit, resilience and the confidence to perform.		AB	Increase the number of PP students accessing music tuition from 12 in 2019/2020
		<b>Brilliant Club</b>	HPA, PP students are less likely to attend a Russell Group University, not to mention an Oxbridge College. The Brilliant Club offers PP students the opportunity to visit Cambridge University and to write a dissertation with support from the University Post graduate tutor. All students to complete Scholars Programme		MS	All students to submit their dissertation. All achieve 1 <sup>st</sup> or 2:1 honours
		<b>Management and Administration</b>	Management and Administration time and sundries	5.0%	RM/PMC	All policies to be and interventions to be monitored and evaluated.
Total Income 2020 - 2021	£163,017				Total Planned Expenditure	£163,012