

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	<b>English Martyrs Catholic School and Sixth Form College</b>
Number of pupils in school	1510
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22-2024/25
Date this statement was published	Sept 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Sara Crawshaw
Pupil premium lead	Amy Savage
Governor / Trustee lead	L. Dawkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,135
Recovery premium funding allocation this academic year	£50,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£393,450

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to ensure that economic disadvantage does not impede access to a broad and balanced curriculum and that our school provides a culturally and academically vital yet nurturing environment that enables all young people to become successful learners, confident individuals and responsible citizens. We recognise that individual starting points and life experiences are not always equal and our goal is to level up the position of our disadvantaged students to remove any barriers they face in achieving excellent academic outcomes as well as high quality functional skills, including key literacy, numeracy and computing skills.

Our plan focuses on achieving this by ensuring that our curriculum offer and approach to its delivery is rooted in sound disciplinary and pedagogical research meaning that our students experience extremely high quality first teaching which offers support and challenge and fosters a love of learning. Our curriculum is planned to be brain friendly by interleaving knowledge and retrieval practice and teaching meta-cognition and self regulation (strategies outlined by the EEF as having significant impact in improving PPG students' chances of educational success).

We believe that developing a love of reading for pleasure, the strategic teaching of vocabulary and systematic attention to literacy skills are central to enabling our disadvantaged students achieve these goals which is why literacy and reading are at the heart of our school development aims. These skills are fundamental to accessing disciplinary knowledge and successful engagement with the world beyond school.

Frequent, regular attendance is crucial in achieving academic success and feeling a sense of belonging in the wider school community which is why closing the attendance gap and developing habits of engagement is central to our strategy.

### Challenges

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

Challenge number	Detail of challenge
1	Ensuring consistent high quality first teaching that challenges all students according to their needs and individual starting points including addressing gaps post-Covid.
2	Improving communication between home and school and within school about the needs of PP students and developing parental engagement.
3	Habits formed in individual families that have enabled poor attendance need to be challenged and changed.
4	Embedding and augmenting a positive culture of behaviour for learning and involvement in wider school life.
5	Strengthening literacy skills across the school by developing a meaningful reading culture that is embedded in all curriculum areas and ensuring all students take a full and active part and ensuring effective literacy interventions can take place.

## 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
1. <i>Improved academic outcomes for PP students and improved engagement in learning beyond the curriculum.</i>	<p>Academic Outcomes For Year 11</p> <p>A8 - achieve at least national average for attainment for all students.</p> <p>P8 – Achieve top quartile for progress made by disadvantaged pupils amongst similar schools.</p> <p>English and Maths % 5+ - achieve at least average scores for English and Maths at 5+ for similar schools.</p> <p>EBACC – Better than national average Ebacc scores for all pupils.</p> <p>For Year 7-10</p> <p>Most PP students make progress that is inline with their non-PP peers in terms of point scores at assessment points and that successful support is in place where students are not at target.</p> <p>Enrichment</p> <p>A strengthened enrichment offer that is accessed by PP students at least in proportion with non-PP students.</p>
2. Improved communication between staff in school and between school	Increased attendance of PP students' parents at information evenings and parents' evenings.

<p>and home about the needs of PP students so that a targeted, tiered and personalised response to individual needs can be implemented expediently.</p>	<p>Improved sharing of information to support teachers in their support of individual needs.</p>
<p>3. Improved attendance</p>	<p>Improve attendance so that it moves into line with the national average and is above average for all students within the local area.</p> <p>Student voice reflects an increased desire to be in school as a consequence of enhanced enjoyment and improved relationships.</p> <p>Improving outreach to specific groups like young carers to better serve their needs.</p>
<p>4. Students enjoy and actively engage in their learning.</p>	<p>Student voice demonstrates greater enjoyment of a greater range of lessons.</p> <p>Positive engagement and enjoyment is witnessed in lesson observations and learning walks.</p> <p>Fixed term exclusion numbers reduce.</p> <p>Other types of recorded poor behaviour are reduced</p>
<p>5. Instilling a lifelong love of reading and learning.</p>	<p>Accelerated reader shows improvement over time for Y7, 8 &amp; 9 reading scores.</p> <p>Students with identified literacy concerns are successfully supported through Read Write Inc &amp; other interventions.</p> <p>Significantly improved English progress scores in comparison to last exams (2019) for PP students.</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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>GL testing for Y7 and Y8</i>	Lack of the SATS as a baseline means that the initial data received about students is less rich than usual. Having previously trialled CEM we found this provider to be the best equipped to deliver a nuanced breakdown of literacy and numeracy capability.	1
<i>SIMPLE pedagogical approach and CPD to support it.</i>	EEF PP Guide – importance of quality first teaching. Rosenshine’s Principles.	1
<i>Spending on subject specific wider reading to develop love of subject.</i>	EEF Improving Literacy in Secondary Schools	1,5
<i>Curriculum development with a focus on wider reading and specific tier 2 and 3 vocabulary development.</i>	EEF Improving Literacy in Secondary Schools Mary Myatt – The Curriculum	1,5

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

Budgeted cost: £ 150,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of My Tutor</i>	EEF PP Guide – importance of quality first teaching. Government recommendation	1, 2
<i>Targeted deployment of LSOs for literacy and numeracy interventions</i>	EEF PP Guide – targeted support.	1, 2

<i>Financial support for music lessons.</i>	<a href="https://nafme.org/advocacy/what-to-know/music-education-and-academic-achievement/">https://nafme.org/advocacy/what-to-know/music-education-and-academic-achievement/</a>	1,2,4
<i>Financial support for after school clubs.</i>		1,2,4
<i>Employment of a specific intervention teacher to support Maths and English growth.</i>	EEF PP Guide – targeted support.	1, 2

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

Budgeted cost: £222,970

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Deployment of attendance officer</i>	EEF Tiered support model	2,3,4
<i>Employment of full time, non-teaching Pastoral Leaders</i>	EEF Tiered support model	2,3,4
<i>Targeted mental health and well being support.</i>	EEF Tiered support model.	3,4
<i>Uniform contributions</i>	Maslow's hierarchy of needs.	2,3
<i>ICT support including: provision of ICT equipment; student and parental support in accessing Teams; access to in school ICT equipment through staffed homework clubs.</i>	A factual need to access blended learning.	1,2
<i>Accelerated Reader</i>	Research into effective reading programmes has been carried out by our MAT.	5

**Total budgeted cost: £ 393,450**

## 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 2020 to 2021 academic year.

TAGs 2021
A8 – 4.56
36% 5+ English & Maths
59.6% 4+ E&M
56.1% 5 strong passes inc English & Maths
15.8% achieving 5+ EBACC
24.6 % achieving 4+ EBACC

### 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
Brilliant Club	The Brilliant Club at Durham University
My Tutor	My Tutor Web
Shine	York University
Tailored enrichment programme – Endeavours in Academia	Teesside university
Latin GCSE	Private tutor

### 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)**

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