

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 students.

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' Catholic School
Number of students in school	995 (yr 7-11)
Proportion (%) of Pupil Premium eligible students	17%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Marius Carney Principal
Pupil Premium lead	Rob Manger
Governor / Trustee lead	Eileen Waldron

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£169,722
Recovery premium funding allocation this academic year	£24,513
Pupil Premium funding carried forward from previous years	£62,397
Total budget for this academic year	£256,632

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in Mathematics and English.

As a Catholic school we believe that each person will experience a community based on Gospel values where each child has an opportunity to explore their faith and where their talents are nurtured and fostered to enable them to achieve their personal best.

The focus of our Pupil Premium Strategy is to support disadvantaged students to achieve good outcomes at GCSE, including raising the aspirations and attainment of HPA (High Prior Attaining) students. We also consider the challenges faced by all disadvantaged students by using robust internal data to identify their specific needs. Our strategy is designed based on attendance data, teacher feedback, information on behavior and wellbeing, as well as levels of participation and achievement.

To maximize the impact of the Pupil Premium Strategy, it is based on the three-tiered EEF Pupil Premium Model and therefore we are making a significantly high investment in teacher development around Metacognition and Self-Regulated Learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students and through one-to-one and small group academic tuition.

The strategy is driven by guided research and based on feedback from Quality Assurance of the learning experience of Pupil Premium students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified

- adopt a whole-school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Based on our internal Quality Assurance data, our disadvantaged students struggle to engage with metacognitive / self-regulatory strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly mathematics and science. Our evidence from pupil voice and teacher feedback shows that many of our disadvantaged students and particularly our High attaining Pupil Premium students lack the deep learning study habits required to be successful at GCSE and A Level and often do not have quiet study facilities at home.
2	Baseline assessments in year 7 have highlighted a learning deficit on entry to school particularly gaps in knowledge in Reading, comprehension, and Numeracy. This has been significantly widened by COVID-19 and has particularly impacted disadvantaged students with 40% of disadvantaged students with a reading age lower than expected compared to 20% for their non-disadvantaged peers.
3	Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are supported by several national studies. Significant knowledge gaps have resulted in students falling further behind age-related expectations, especially in Mathematics.
4	KS4 year 11 students in English and Mathematics have lost significant learning time in years 9 and 10 accounting for a significant proportion of their GCSE courses. Multiple lockdowns and isolation bubbles have had a significant impact on the outcomes of disadvantaged students, particularly in English, Mathematics and Science.
5	Our wellbeing survey observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. The increase in unemployment during the pandemic has affected some

	<p>families. These challenges particularly affect disadvantaged students with a resulting impact on their attainment.</p> <p>During the pandemic, there was a marked increase in the number of students reporting anxiety and mental health issues, including self-harming as a result of prolonged isolations and missed learning time.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged students has been between 2.5 - 3% lower than for non-disadvantaged students.</p> <p>45% (80) of disadvantaged students have attendance below 95% of their peers during that period. The majority of these cases are due to Covid isolations and mental health issues. Our assessments and observations indicate that such absence is negatively impacting disadvantaged students' progress.</p>

Intended outcomes

The following table outlines the intended outcomes and how these will be measured **by the end of our current strategy plan.**

Intended outcome	Success criteria
Improved metacognitive and self-regulatory skills of all disadvantaged students across all subjects, including focus on low ability disadvantaged students.	<p>Year 1 - Introduction to James Mannion Learning to Learn CPD Programme. All staff to be trained in metacognition strategies for the classroom.</p> <p>Year 2 - Strategy roll out to focus groups, including year 7.</p> <p>Year 3 - To explicitly teach metacognitive skills within each subject area to all year groups.</p> <p>Learning walks and quality assurance will report that disadvantaged students will develop their own independent learning skills by planning, monitoring and evaluating their approach to learning. This evidence will be supported by scrutiny of extended writing and approaches to problem-solving in mathematics.</p>
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on Mathematics and English	<p>Effective use of modelling and clear, worked examples during lessons.</p> <p>All teachers to use effective scaffolding techniques and be aware of when to withdraw these to avoid overreliance.</p> <p>Teachers promote inclusivity in classrooms by using cold calling questioning techniques.</p>
Improved reading comprehension and Numeracy Skills among Disadvantaged students	Introduction of daily morning ACCELERATE Programme in Numeracy and Literacy to be delivered online across all year groups by subject experts in Mathematics and English.

	To improve confidence in spelling, problem-solving and arithmetic of disadvantaged students.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Promote the importance of wellbeing through workshops and tutor time in all year groups • qualitative data from student voice, student and parent surveys and teacher observations. • Students have a better understanding around exam anxiety and methods/ techniques that can be used to help overcome this anxiety.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students being no more than 2%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 2%. (Currently the gap is 3% between PP & NPP) • Reduction in the percentage of disadvantaged students who are persistently absent
Improved Outcomes for Disadvantaged students English, Mathematics and Science	<p>70% of disadvantaged students will achieve their Expected Attainment Grade in Mathematics, English and Science.</p> <p>National Average of PP achieving 5+ in English and Mathematics in 2019 was 24.7% (EM: 11%)</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: **£23,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>In the classroom ALL students will receive QFT. As Rowland (2021) states it is essential 'to be relentless in improving the learner.'</p> <p>Teachers and support staff must know their students, know their knowledge gaps and use effective strategies to address the gaps and improve students as learners. In line with the English Martyrs' Teaching and Learning Policy pages 6 – 10, teachers will plan effective, sequenced lessons which build on prior knowledge, use targeted questioning, effective modelling with clear well thought examples, check for understanding (formative assessment) and feedback strategies as appropriate in the classroom.</p>	1, 2, 3
Morning Literacy and Numeracy programme	<p>All teachers are responsible for developing the literacy and numeracy of their students. weaknesses in literacy, most notably extended writing, have been identified. As a result, in line with the literacy guidance, Appendices 6 – 8, pages 19 – 24 of the Teaching and Learning Policy, teachers and support staff will use strategies (appositives, because, but, so conjunctions) adapted from The Writing Revolution to develop extended writing. Sequenced tasks from sentence level to multi paragraph expositions will develop high quality written answers.</p> <p>ACCELERATE time provides 2 literacy and 2 numeracy session per week for years 7 – 10. The sessions are led by Mathematics and English experts and are focused on developing fluency and basic skills in Numeracy and improved comprehension, reading and spelling. Short regular burst of Numeracy and literacy ensure that regular retrieval practice leads to embedded knowledge.</p> <p>Improving Literacy in Secondary Schools</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	2 4

	educationendowmentfoundation.org.uk) Reading comprehension strategies EEF educationendowmentfoundation.org.uk)	
Metacognition and Self-Regulated Learning	The EEF Toolkit identifies Metacognition and Self-Regulated Learning as the approach with the greatest impact on students for very low cost. Secondary students can make +7 months of progress when the approach is well implemented. Furthermore, the EEF states that “There is some evidence to suggest that disadvantaged students are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such students to practise and use these skills more frequently in the future.” Therefore, following his impressive success at Seaview, Dr James Mannion, author of ‘Fear is the Mind Killer’ will work closely with staff and SLT on a long term project to implement SRL strategies across the school. James Mannion - Fear is the Mind Killer Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	4
Lead Teacher for Pupil Premium	The lead teacher for Pupil Premium Students will work strategically with the SLT lead to develop consistently good and outstanding outcomes for the most disadvantaged students in receipt of the Pupil Premium by leading and developing the teaching practices of all members of staff at the school and therefore improving the quality of teaching and learning for disadvantaged students.	1, 3, 4

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

Budgeted cost: **£61,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mathematics and English Academic Intervention Tutor	Studies in England have shown that students eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining students are particularly likely to benefit. Short	2 4

	<p>regular weekly sessions of up to 10 weeks provide optimum impact, especially when the tutors are highly experienced with excellent subject knowledge. This has a particularly high impact with Pupil Premium students and can result in an average of 5 additional months of progress.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>National Tutoring Programme to provide tuition, for students whose education has been most impacted by the pandemic.</p>	<p>Disadvantaged students: Pupil Premium, Free School Meals, (Previously) Looked After Children, those with English as an Additional Language and SEND are disproportionately affected by economic, environmental, academic and wider pastorally based issues influenced by Covid-19. Following the successful implementation and positive impact of the NTP programme last year, a further cohort of students will receive tutoring.</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2 4
<p>Praise and Recognition Board</p>	<p>As discussed in 'Boys don't try? Rethinking masculinity in the classroom' by Matt Pinkett and Mark Roberts along with 'A Quiet Education: Challenging the extrovert ideal in our schools' by Jamie Thom; Some students, particularly males, do not respond well to public praise from teachers, 'it is not cool'. Therefore, staff will identify students to receive praise. This will be shared with staff during weekly briefings. At appropriate opportunities members of staff to praise those students covertly.</p>	5,6
<p>Alternate Provision</p>	<p>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 with a range of specific needs that include behaviour and mental health issues, 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.</p>	1,4,5,6
<p>Individual Music Lessons</p>	<p>All PP students are given the opportunity to take up free music/instrument lessons.</p> <p>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 the constant retrieval practice promotes increased concentration, resilience, and the confidence to perform.</p>	5

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

Budgeted cost: **£67,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to digital devices and Internet Access</p>	<p>Some disadvantaged families are likely to have less space and fewer resources</p> <p>During the pandemic, access to IT, and regular internet access has proved a barrier to learning for disadvantaged students and their families, therefore, it is important that this barrier is tackled to ensure that ALL students can gain from the progress made in using technology to deliver the curriculum.</p> <p>Coronavirus has intensified the UK's digital divide (cam.ac.uk)</p>	<p>5</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>The British Psychological Society sets out how to take a long term approach in 2017 Report Behaviour Change: School attendance, exclusion and persistent absence BPS</p> <p>Which identifies 4 categories that need to be identified and addressed:</p> <ol style="list-style-type: none"> 1. Mental Health related Absence 2. Physical Health Related absence 3. Attitudinal/systemic 4. School behaviour 	<p>6</p>
<p>Parental Engagement and keep parents informed</p>	<p>Strong parental involvement is often associated with positive outcomes for students (Rowland, 2021). A key priority for schools is to develop working partnerships with families which are rooted in mutual respect and understanding of why some families feel less able to engage with school. There is little evidence that disadvantaged students have lower aspirations than other families Parents and children living in poverty have the same aspirations as those who are better off (theconversation.com)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>

<p>Pastoral Care and mentoring</p>	<p>In some instances, form tutors may be the first adults that students see in the morning. It is important that tutors positive relationships in order to ensure students' needs are met. With reference to Maslow's Hierarchy of Need, form tutors will check in regularly with their students, checking on their well-being and ensuring they are ready to learn during the day ahead. Where students are experiencing challenges, the form tutor should work with the student to develop self-regulation and practical solutions.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Breakfast Club</p>	<p>A breakfast club is to be implemented to ensure PP students receive a healthy breakfast to aid diet and concentration throughout the day.</p> <p>Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p>	<p>1, 3, 6</p>

Total budgeted cost: £169,722

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 students in the 2020 to 2021 academic year.

Internal assessment data during 2020/21 suggested that the performance of disadvantaged students was lower than in the previous 2 years. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised due to the impact of COVID-19 and a return to a National Lockdown in January 2021.

Whole-school CPD was disrupted by school closures which had a significant impact on the development of our Newly Qualified Teachers, some of whom had a disrupted training year. Switching our provision to 100% online remote provision meant that providing targeted coaching and mentoring to NQT's proved to be difficult. However, the training providers and mentors did a resolute job in ensuring that all NQT's received excellent support which enabled them to pass their NQT year.

As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students. Despite significant school support with accessing school, hardware and connectivity, they were not able to benefit from many of our Pupil Premium funded strategies which included improvements to quality of teaching. Targeted interventions that would have taken place in school were switched to remote interventions, with our Academic tutors able to provide 1-1 tuition online in Mathematics and English to disadvantaged students. Tutors were given visualisers and software to deliver sessions remotely. Overall impact in Mathematics showed that disadvantaged students improved by 10 raw marks as a result of online tutoring which is the equivalent of one third of a grade over a 6 week period.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure with key worker/vulnerable student provision in school and with the use of visualisers and Microsoft Teams. All teachers taught live lessons every day including creating voiced over PowerPoints which were published on the school's homework VLE, Satchel One. This ensured that even students with limited connectivity could still access the work later. Independent work was set in Mathematics and Science using Hegarty Mathematics and Educake, with teachers being able to provide live feedback on tasks being completed at home.

Over sixty laptops were provided to families of disadvantaged students and dongle devices were provided by the school to mitigate the issues caused by lack of connectivity.

Records from our pastoral team have evidenced that pupil behaviour, absence, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues.

We used Pupil Premium funding to provide an enhanced pastoral structure that included a dedicated wellbeing team of 17 teaching staff making weekly phone calls to 70 PP students to ensure the well-being of students and their families and encourage academic progress. Coaches successfully supported students by ensuring their attendance in online lessons and supporting with home learning questions, routines and motivation.

Further information (optional)

Additional activity

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium or recovery premium. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new Pupil Premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a Pupil Premium review to gain further external perspective.

We triangulated evidence from multiple sources of data, including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in schools similar to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

We looked at a number of reports and studies about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.