

English Martyrs RCP School

Pupil premium strategy statement



This statement details our school's use of pupil premium 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 (2025/2026) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	17.0% (35 children)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Catherine Thacker (Headteacher)
Pupil premium lead	Catherine Thacker (Headteacher)
Governor / Trustee lead	Philip Campbell (LGC Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53,025.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 53,025.00

Part A: Pupil premium strategy plan

Statement of intent

English Martyrs' is a community based on Gospel values and the teachings of the Catholic Church which aims to develop each person spiritually, intellectually, physically, culturally and socially. We aim to give each child within our school the opportunity to gain a good educational experience. Our curriculum is intended to inspire our children to become independent and thoughtful individuals. Consequently, anybody working with us accepts responsibility for all of our children, including those who may be socially 'disadvantaged' and are committed to meeting their pastoral, social and academic needs within a caring environment. Expectations are high for all groups and individuals. All teaching and learning strategies are designed to meet the needs of all learners. Additional support is integrated into 'quality first teaching'. In providing support we will not socially isolate pupils, therefore, it is likely that all groups receiving support will be a mix of FSM and non-FSM pupils. Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils. We will ensure that the pupil premium funding is used for the children who need it most and that it makes a significant impact on their education and lives. The Headteacher, in consultation with other key staff such as the SENCo, Home School Support Worker and class teachers, closely monitors the progress made by these pupils so that the impact and effectiveness of these strategies and interventions can be evidenced.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by PP/disadvantaged children. Increasing the attainment gap across reading, writing and maths while ensuring that the broad curriculum is also fully inclusive for all children
2	Some children and their families have social difficulties
3	Pupils have limited experience beyond their home life and immediate community
4	The level of parental engagement/completion of home learning tasks is lower for our disadvantaged learners compared to their peers which negatively impacts on their attainment and progress.
5	Our attendance data, both current and historical, indicates that punctuality among disadvantaged pupils is lower than for non-disadvantaged pupils. Disadvantaged pupils also have higher levels of persistent absenteeism.

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
Pupils who have “fallen” behind receive targeted high-quality intervention monitored by SLT. Those who have fallen behind make accelerated progress and “catch-up” or exceed prior attainment standards.	End of summer data will show that 10-20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Home School support Worker, SENCo, Headteacher identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Lego Therapy, Draw and Talk sessions, social groups, ELSA etc. Vulnerable disadvantaged children are also allocated a PP mentor (support staff, SLT), who will meet with them regularly and support/alleviate barriers. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
Pupils will have a breadth of experience that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. Teachers will plan a wide range of visits, events, experiences to inspire/enhance learning and make it memorable.
The parents/carers of disadvantaged pupils are more engaged with the school.	Improved parental engagement as demonstrated by: • improved attendance & punctuality • partnership approach to working with external agencies (such as speech and language therapists) ensuring targets are worked upon consistently between home and school, reinforcing good practice in both settings

	• greater support with homework and reading at home resulting in improved pupil outcomes
To achieve and sustain improved attendance for disadvantaged pupils	The attendance of disadvantaged pupils increases Persistent absence rates for disadvantaged pupils decreases.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra support staff to read with identified pupils 1:1 daily.	www.Gov.uk/publications/thepupil-premium-how-schools-are-spending-the-funding-successfully . EEF implementation recommendations.	1
Allocation of funding for LSAs to carry out language interventions (NELI etc.)	www.Gov.uk/publications/thepupil-premium-how-schools-are-spending-the-funding-successfully .	1
Extra support staff for Wellbeing Wednesday, Sanctuary etc.	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Curriculum enhancement	Subsidise enrichment opportunities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Utilise formative assessment techniques to provide timely and constructive feedback, helping children understand their learning progress and areas for improvement.	Source: EEF - Teacher Feedback	1
Foster a culture of high expectations through regular training and professional development for staff, focusing on effective instructional strategies that promote engagement and understanding.	Source: EEF - High-Quality Teaching	1

Use cooperative learning strategies: Encourage group work and peer collaboration in lessons to foster social interaction and teamwork skills. This approach helps children learn from each other and develop a sense of belonging.	Source: EEF Blog on Evidence-Based Strategies	
Develop personalised messages that encourage positive dialogue about learning between teachers and parents. This can help parents understand their child's progress and how they can support learning at home.	Source: Education Endowment Foundation.	4
Organise regular events such as 'stay and play' sessions, workshops, and open days where parents can engage directly with the curriculum and see their children's learning in action. This can foster a stronger connection between home and school.	Source: Teacher Toolkit.	4
Establish clear expectations for attendance and punctuality, ensuring that all staff understand and enforce these standards. This can include regular reminders and discussions about the importance of attendance in class. Use lessons to highlight the importance of attendance and punctuality, linking it to personal responsibility and future success. This can be done through storytelling or role-playing scenarios that emphasise these values.	GOV.UK	5
Create a welcoming and engaging classroom atmosphere that encourages children to attend regularly. This can include celebrating attendance milestones and recognising improvements in punctuality.		5

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

Budgeted cost: £ 20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Booster groups by qualified intervention teacher one day per week (reading, writing and maths) Implement targeted small group sessions focusing on literacy and numeracy skills for children who are falling behind. This personalised attention can help bridge gaps in learning.	Provision of QFT and effective challenge for children identified as needing to catch-up. www.Gov.uk/publications/thepupil-premium-how-schools-are-spending-the-funding-successfully.	1 3
Use diagnostic assessments to identify gaps in knowledge and skills, allowing for personalised learning plans that target specific areas for improvement.	Source: EEF - Targeted Academic Support	1
Extra afternoon support by TAs for catch-up and pre-teaching	Provision of QFT and effective challenge for children identified as needing to catch-up. www.Gov.uk/publications/thepupil-premium-how-schools-are-spending-the-funding-successfully.	1
Offer small group interventions focused on social skills: Implement targeted sessions that teach specific social skills, such as communication, conflict resolution, and empathy, to help children develop better interpersonal relationships.	Source: EEF Guidance Report on Improving Social and Emotional Learning	2
Utilise parental engagement strategies: Involve parents in workshops that focus on supporting their children's social development at home, reinforcing the skills learned at school. Offer workshops that educate parents on the importance of home learning and provide them with strategies to support their children's academic progress. These workshops can focus on literacy and numeracy skills, which are crucial for academic success. Organise workshops for parents to discuss the importance of attendance and how they can support their children in being punctual. This can strengthen the home-school connection and encourage parental involvement.	Source: EEF Blog on Five Evidence-Based Strategies Source: Education Endowment Foundation.	2 4 5

Implement structured reading recovery programmes for children who are not meeting expected reading levels. Early intervention can significantly improve literacy skills and foster a love for reading		
Implement lunchtime homework clubs where children can receive support in completing their tasks. This can also serve as a platform for parents to learn how to assist their children with homework effectively.	Source: GOV.UK.	4
Establish a system for providing regular feedback to parents about their child's progress and areas for improvement. This could be through newsletters, phone calls, or parent-teacher meetings, ensuring parents are informed and engaged in their child's learning journey.	Source: Education Endowment Foundation.	4
Identify children with poor attendance and implement specific support strategies, such as mentoring or additional academic help, to address their individual needs.	Education Endowment Foundation	5
Set up a buddy system: Pair children with attendance challenges with peers who have good attendance records. This can help motivate them to attend school regularly and develop positive relationships.		5

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

Budgeted cost: £ 15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
One member of staff ELSA trained (funding for training/provision/resources etc.)	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1

Purchase of school uniforms, school trips/visits, everyday essentials for PPG families that are struggling	Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/thepupil-premium-how-schools-are-spending-the funding-successfully. Education Endowment Trust Toolkit	3 4
Funding for PPG children to attend after school clubs	www.Gov.uk/publications/thepupil-premium-how-schools-are-spending-the funding-successfully. Education Endowment Trust Toolkit	4 5
Recruit a HSSW, with particular responsibility for attendance. Embed principles of good practice as set out in the DfE's 'Improving School Attendance'. Continue to develop and implement bespoke attendance strategies (See Attendance Strategy doc.)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities Research shows that those students who have good punctuality are better prepared for their day and are higher achievers. Research conducted by Ofsted showed that college teachers felt a stronger link might exist between punctuality and attendance for younger learner, where poor punctuality often heralds the beginning of poor attendance. There is little data to support this hypothesis. https://assets.publishing.service.gov.uk/media/5a74924d40f0b61938c7e872/Improving_20attendance_20and_20punctuality.pdf	
Targeted approaches which encourage parents to support their children including: Phonics workshops Lesson drop-ins 'Stay and Play' Mid-year progress report Award ceremonies and whole school events Coffee mornings PTA involvement	There is extensive evidence on the positive impact of parental engagement approaches. Positive effects have been detected for early reading outcomes as well as early language and number skills. https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement	
Direct HSSW to provide more intensive support and to access programmes for families in crisis, helping to reduce barriers to learning.	Research has found that preventative and early intervention activities will help to enable all children to have full access to educational opportunities.	

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement	
Subsidise trips, clubs, and breakfast. Fruit, as a healthy snack, available throughout the day	Research has shown that children who skip breakfast perform less well academically, socially and emotionally. https://healthyeating.sfgate.com/benefits-eatingbreakfast-students-7697.html Research has shown the wider benefits from regular physical activity in terms of physical development, health and wellbeing. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity	
Strengthen partnerships with parents and the wider community to foster a supportive learning environment at home, including workshops that educate parents on how to assist their children's learning. Develop partnerships with local organisations and community groups to create a support network for families. This can include resources for parents to help them engage more effectively in their child's education. Collaborate with local organisations and the parish to create programmes that encourage attendance, such as after-school clubs or community events that promote school involvement.	Source: EEF - Wider Strategies Source: GOV.UK	1 4 5
Promote attendance and punctuality through incentives and support systems that encourage regular school attendance, recognising its impact on academic success. Create a rewards programme that recognises and celebrates improved attendance and punctuality among children. This can include certificates, special privileges, or recognition in school assemblies.	Source: EEF - Wider Strategies Source: Education Endowment Foundation	1 5

Promote a culture of attendance: Use school assemblies and newsletters to regularly communicate the importance of attendance and punctuality, celebrating successes and sharing strategies for improvement.		
Organise community events and family engagement activities: Host events that bring families together, fostering a sense of community and belonging while providing opportunities for social interaction among children and parents.	Source: EEF Blog on Five Evidence-Based Strategies	2
Develop partnerships with local organisations to provide children with experiences outside their immediate environment, such as field trips, workshops, and community service projects. This can broaden their perspectives and enhance their social skills.		3
Utilise various communication methods (e.g., text messages, social media, and apps) to reach parents where they are most comfortable. This can help ensure that all parents receive important information and feel included in the school community.	Education Endowment Foundation	4
Conduct surveys or discussions with families to identify specific barriers to attendance, such as transportation issues or health concerns, and work collaboratively to find solutions.		5

Total budgeted cost: £50,000.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The following outlines the performance of our disadvantaged pupils in the previous academic year <i>Please note: pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling. This will have affected individual pupils and schools differently</i>		
National Assessments (disadvantaged pupils) 50% met expected standards in Year 1 Phonics Screening Check No disadvantaged pupils needed to retake their Phonics Screening Check in Year 2 100% of disadvantaged pupils achieved expected standard in Reading, Writing and Maths combined (KS2). This is higher than local and national (47%) Attendance Attendance for disadvantaged pupils was 96.2%, authorised absence 2.7%, unauthorised 1.0% National data for the academic year 2024/2025 showed that attendance for pupils eligible for free school meals was 88.9% The percentage of disadvantaged pupils who were persistently absent was 27% (nationally)		
As last year marked the end of a previous pupil premium strategy plan, an assessment of how successfully the intended outcomes of the plan were met are shown below:		
Intended outcome	Success criteria	(PP) Outcomes September 2025
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Home School support Worker and SENCo identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Lego Therapy, Draw and Talk sessions, social groups, ELSA etc. Vulnerable disadvantaged children are also allocated a PP mentor (support staff, SLT), who will meet with them regularly and support/alleviate barriers. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.	A variety of interventions were implemented, with children identified as needing support through pupil progress meetings, the raising of concerns by pupils, families and/or school staff. Although formal questionnaires were not collated, positive feedback from parents was received. Barriers were alleviated resulting in improved outcomes for some of our disadvantaged children.
Pupils who have “fallen” behind receive targeted high-quality intervention monitored by SLT. Those who have fallen behind make accelerated progress and “catch-up” or exceed prior attainment standards.	End of summer data will show that 10-20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has	Targeted intervention was implemented according to needs identified during pupil progress meetings. Interventions were high quality, delivered by well-trained and experienced staff and were carefully monitored using entry and exit data. National assessment of

	helped in accelerating their progress.	our disadvantaged pupils showed achievement above local and national levels
Pupils will have a breadth of experience that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. Teachers will plan a wide range of visits, events, experiences to inspire/enhance learning and make it memorable.	All school trips/visits with associated costs had funding provided for our disadvantaged families – this included our Year 6 residential trip. A variety of school activities were arranged throughout the school year, including sporting, musical and local history trips. No child was omitted from any school activity due to their 'disadvantaged' status.
The intensive support provided to our disadvantaged pupils helped to reduce barriers to learning by improving attendance and wellbeing; consequently, outcomes improved.		

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	Not Applicable

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
No service pupil premium children
The impact of that spending on service pupil premium eligible pupils
Not applicable

Further information (optional)

English Martyrs' RC Primary School is committed to addressing the barriers faced by disadvantaged children through evidence-based strategies implemented across three tiers: high-quality teaching, targeted support, and broader initiatives. These approaches aim to:

- Close the attainment gap while fostering a nurturing environment.
- Address social challenges and support holistic development, helping children become caring and respectful individuals.
- Provide enriching experiences to support well-rounded growth and prepare students for future success.
- Enhance parental engagement to strengthen the community and promote shared responsibility for children's education.
- Improve attendance and punctuality, creating a culture of inclusivity and academic success.

Aligned with the school's vision and values, these strategies ensure every child can thrive, grow, and reach their full potential.