

Review of Pupil Premium Funding – 2017/18

Summary information			
English Martyrs' Catholic Voluntary Academy			
Academic Year	2017/18	Total PP budget	£46,050.36
Total number of pupils	286	Number of pupils eligible for PP	39

End of Key Stage Two Attainment Data 2017/18						
Attainment		English Martyrs' Catholic Voluntary Academy 2018		National 2018		Gap Between School PP 2018 and National Non PP 2018
		PP Pupils (7)	Non PP Pupils (33)	PP Pupils	Non PP Pupils	
% ARE + in Reading, Writing & Maths		71%	94%	70%	64%	+7%
% ARE +	Maths	86%	97.1%	76%	81%	+5%
	Reading	86%	97%	75%	80%	+6%
	Writing	71%	94%	83%	78%	-7%
	SPAG	86%	100%	82%	78%	+8%
% GDS in Reading, Writing and Maths		0%	28%	12%	10%	-10%
% GDS	Maths	14%	36%	33%	28%	-14%
	Reading	14%	33%	33%	28%	-14%
	Writing	0%	36%	24%	20%	-20%

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End of Key Stage One Attainment Data 2017/18						
Attainment		English Martyrs' Catholic Voluntary Academy 2018		National 2018		Gap Between School PP 2018 and National Non PP 2018
		PP Pupils (3)	Non PP Pupils (37)	PP Pupils	Non PP Pupils	
% ARE +	Maths	100%	89%			
	Reading	100%	83%			
	Writing	100%	78%			
% GDS	Maths	0%	29%			
	Reading	0%	27%			
	Writing	0%	21%			

Phonics Screening Check 2017						
Attainment		English Martyrs' Catholic Voluntary Academy 2018		National 2018		Gap Between School PP 2018 and National Non PP 2018
		PP Pupils (3)	Non PP Pupils (37)	PP Pupils	Non PP Pupils	
% Attaining required Mark	Year 1	66%	92%			

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Review of expenditure				
i. Quality of teaching for all				
	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Chaplaincy	To allow pupils the opportunity to build self-esteem and self-belief through worship and collaboration with peers.	In line with Education Endowment Fund research, small groups of mixed ability children were able to work collaboratively towards a common overall aim. Qualitative data including pupil voice shows that self-esteem and self-belief were raised.	EEF research suggests approaches which promote talk and interaction between learners tend to result in the best gains. Therefore chaplaincy provision will continue with this focus.	£6300
Education Welfare Officer	To support families who have poor attendance or late issues to ensure that pupils have full access to the curriculum.	Attendance issues were addressed promptly to ensure children had full curriculum access.	EEF research suggests that parental engagement can have an impact of +3 months. Therefore this provision will continue as needs arise to support parents in their engagement with their children's education.	£1700
Training for Teaching Assistants	Training specifically focused on the current needs of the pupils such as emotional well-being, literacy skills, sensory diet, precision teaching	CPD for teaching assistants and teachers has improved the standard of provision across school. EEF research shows that teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average and these findings have been replicated through internal monitoring.	Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Therefore, provision for training will continue to support needs of the cohort as they arise.	£350

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ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Individual and small group sessions in English and mathematics for pupils in Years 3, 4, 5 and 6	To engage children in tailored interventions to close gaps and secure understanding of ARE	Progress in English and mathematics has continued to remain high as a result of tailored interventions in the key skills in these areas.	EEF research strongly indicated that three highly effective interventions focus on Collaboration, Feedback and Metacognition. Therefore, interventions in 2018/19 will be planned delivered and monitored against these criteria.	£20,550
Individual and small group sessions in phonics and mathematics basic skills for pupils in Years 1 and 2	To close the gaps in learning phonics to ensure reading and writing becomes fluent and to secure mathematical knowledge	Progress in phonics and mathematics has continued to remain high as a result of tailored group delivery in the key skills in these areas.	EEF research shows Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. This is in line with school monitoring and will therefore continue.	£12,000
Gross motor skill sessions preparing pupils for writing in years Reception and Year 1	Delivered by specialist coach, developing children's early writing habits. To improving mobility and coordination and improving team working skills	Children's mobility and coordination improved on an individual sessions alongside improved group work skills.	EEF research shows that when a sporting activity is used as a means to encourage young people to engage in additional learning activities, the impact can be substantial. Therefore, this provision will continue with a greater focus on teamwork.	£400
Physical maths sessions for pupils in years 1, 2 and 3	To engage pupils in maths. To develop their subject knowledge along with improving their physical well being	Maths was supported well through tailored intervention that supported maths skills alongside teamwork.	Recent EEF evidence shows that sports participation can have a larger effect on mathematics learning when combined with numeracy when the 'participation' acted as an incentive to undertake additional instruction. This will drive continued provision.	£400
Maths booster sessions for Year 6 pupils	To secure and practice math skills in preparation for SATs	This had a dramatic effect on results giving children the confidence from working in a smaller group which allowed them to discuss misconceptions. The feedback approach was used to areat effect.	Feedback based approaches will lead this provision to ensure its continued success.	£450

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Intervention projects including school trip/visit	To ensure that all pupils have full access to the range of extra-curricular activities that are available	School trips and visits allowed children to participate fully in the curriculum and supported their understanding of the topic and foundation skills.	EEF research indicates that trips and visits have more impact if they are planned collaboratively with the students. Therefore this approach will lead future trips and visit plans.	£1000
Rainbows bereavement and loss sessions x 2	To help children through loss and bereavement	Children were able to process emotions in a safe and supportive environment which ensured they could access the curriculum unhindered.	This provision will continue as needs arise.	£500

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Music Lessons	Individual or small group sessions delivered by a specialist teacher of music from local secondary school	Specific children benefited hugely in raised confidence from this intervention. They were able to perform in front of large groups.	This intervention will not be continued unless an individual is identified who would benefit.	£300
Resources for specific interventions	To allow staff to purchase specialist resources to promote engagement	Dynamic interventions, such as the year 3 Book Publishing project were hugely supported through resource purchasing.	EEF research strongly indicated that three highly effective interventions focus on Collaboration, Feedback and Metacognition. Therefore resources that support the delivery of these are essential.	£500
Magazines and newspapers	To ensure pupils have a range of texts that are available to them for discussion	EEF research supports the use of high quality texts when used in reading comprehension strategies. This needs to be more utilised to ensure the impact of these texts is measurable.	This provision will continue as a support for reading comprehension interventions.	£300