

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Sacred Heart Catholic Primary School & Nursery
Number of pupils in school (including Nursery)	231
Proportion (%) of pupil premium eligible pupils	32.9% (76/231 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Joy McCallum
Pupil premium lead	Jennifer Jordan
Governor / Trustee lead	Gloria Latham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,580
Recovery premium funding allocation this academic year	£10,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121,160

Part A: Pupil premium strategy plan

Statement of intent

Sacred Heart is a diverse, one-form entry primary school. Our families are from a rich, varied and multi-cultural community and together we aim to build our children's aspirations demonstrating possibilities for their future lives. School life at Sacred Heart is caring, aspirational, inclusive, exciting, challenging and inspiring. We provide for the needs of all of our pupils, regardless of ability, gender or background.

Pupil Premium Grant:	£121160 (Subject to October census)	
Number of pupils entitled to PPG funding	76/231	
% of pupils entitled to PPG funding	November 2023 – 32.9%	
	<i>Due to high levels of mobility within the school community, pupil premium entitlement may vary across the year.</i>	
Entitlement by Year Group	October 2022	November 2023
Nursery	11/25 = 44%	3/24 = 13%
Reception	6/17 = 35%	8/25 = 32%
Year 1	11/30 = 37%	6/24 = 25%
Year 2	9/26 = 35%	11/30 = 37%
Year 3	16/32 = 50%	8/33 = 24%
Year 4	20/31 = 65%	16/32 = 50%
Year 5	8/22 = 36%	15/33 = 45%
Year 6	10/20 = 50%	9/30 = 30%

Mobility:

Due to the high levels of mobility within the school exact percentages will fluctuate across the year and therefore explaining any differences in percentages from external data. The proportion of pupils joining or leaving the school other than at the beginning of the school

year is significantly above average. There are also a significant number of pupils who join the school for a short stay period or return to home countries on a regular basis.

Research:

The Sutton Trust and Education Endowment Foundation (September 2021) and the EEF Toolkit play a key role in our spending plans for Pupil Premium. Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit. The school follows the Implementation process of Plan, Do, Review and believes quality first teaching helps every child.

Sacred Heart Primary continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following...

- 1. Teaching – a focus on professional development ensuring the opportunity for highly skilled teachers to support and develop early career teachers***
- 2. Targeted academic support – close links between intervention support and classroom teaching***
- 3. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school.***

Barriers to Learning:

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development. We have categorised this into 6 key areas which remain a focus of a 3-year plan:

Communication & Language Acquisition (to include Reading & Writing skills)

Limited experiences of life outside immediate environment

Self-Belief and Confidence

Working in partnership with parents

Attendance and Punctuality

Low baselines on entry to school across all areas of development

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading and Writing skills: PP children do not have comparable Phonics and Reading skills to non-PP children. PP children do not have comparable writing skills to non-PP children.</p>
2	<p>Communication & Language Acquisition: Children are entering EYFS with increasingly lower levels of language and communication skills. EAL pupil numbers continue to rise year on year and throughout the school year. New to city and country children numbers are high across all year groups (highest percentiles of instability)</p>
3	<p>Limited experiences of life outside immediate environment: Pupils who are eligible for PP do not have as wide a range of educational and enriching experiences as non-PP. As a diverse school, many children are new to country and have limited knowledge on the local area or the wider context.</p>
4	<p>Self-Belief and Confidence: Delayed social, communication and language skills on entry results in children finding it difficult to express themselves and articulate their views compared to those with a more extensive vocabulary. This leads to lower self-esteem and self-regulation. This also affects SEND pupils so SEND and PP pupils require a great deal of additional support with this.</p>
5	<p>Working in partnership with parents: Effective and efficient support for families experiencing social and emotional difficulties required. Family disengagement in learning processes – many families new to country or with English as an additional language find communicating or supporting their children challenging.</p>
6	<p>Attendance and Punctuality: Support families to place a high value on attending school both academically and socially. The gap between PP and non PP PA needs to close (currently PP – 24.7% and non PP 10.5%) The school has many EAL families and many who are also overseas students. These families often return to the home country for extended periods of time. PA was high last year compared to local and National data.. Attendance must remain a focus.</p>

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
<p>Improve Phonics and Reading skills as well as Writing skills so the gap between PP and non-PP diminishes (Autumn baseline 4% gap in reading; 20% gap in writing).</p>	<p>Embed RWI phonics programme. Clearly established baselines and analysis of identified gaps along with NFER tracking in Reading and Writing across school.</p> <p>At least good levels of progress from individual starting points.</p> <p>Gaps will diminish between PP and non-PP at end of KS1 reading assessment and Phonics screening check.</p> <p>Gaps will diminish between PP and non-PP across the school in phonics, reading and writing.</p> <p>Increased number of PP children reaching ARE in Reading KS2 assessment, as well as in Years 3, 4 and 5 through analysis of Nfer Summer data.</p> <p>Gaps on KS2 PP and Non PP to reduce for equity across all vulnerable groups.</p>
<p>Raise standards of speaking skills and language development at least in line with similar pupils locally.</p>	<p>Through WELCOMM programme, ensure early identification of communication and language needs. Speech and language interventions in place to support social and academic progress in EYFS.</p> <p>Children will leave EYFS with speech and language skills in line with similar pupils locally.</p> <p>More articulate and confident speakers with a widened, appropriate vocabulary across all phases.</p> <p>Assessments and observations will indicate significantly improved oral language amongst disadvantaged pupils.</p>
<p>Expose PP children to a wide range of educational experiences to increase curriculum enrichment and wider cultural experiences.</p>	<p>Educational visits planned termly that enhance the curriculum, supporting understanding of specific topics and promote cultural capital.</p> <p>Whole school enrichment trips planned throughout the year.</p> <p>First-hand experiences which engage and motivate children and enable them to apply their learning in the classroom.</p> <p>Development of practical skills.</p> <p>Individual access to trips/visits/enrichment opportunities to be recorded and updated regularly.</p> <p>Increased PP uptake in a range of afterschool clubs.</p> <p>Pupil voice to be gathered at intervals to measure impact.</p>

<p>Improve levels of pupil self-esteem, engagement and self-regulation.</p>	<p>Evidence of increased pupil self-awareness and confidence. Greater levels of engagement, impacting on pupil progress. Empathetic children able to manage emotions effectively; reduced behaviour concerns.</p> <p>PP children speak positively about themselves and their future. Their goals and aspirations are clear.</p> <p>Pupil voice to be gathered and used at intervals to measure impact.</p>
<p>Increase parental engagement in their children's learning.</p> <p>To improve home learning opportunities and increase parental skills.</p>	<p>Increase in parental attendance at all meetings and school events (attendance/engagement logged and recorded).</p> <p>Due to more effective working in partnership with parents, pupils will make academic progress from individual starting points. This will impact on engagement and confidence/self-esteem.</p> <p>Support for parents new to city/country identified as PP.</p>
<p>Consistent, robust approach to managing attendance.</p> <p>Particular focus on reduction in PA of PP pupils.</p>	<p>Overall PP attendance improves to reduce gap between National attendance rates. It needs to be at closer to National and above City average for Primary.</p> <p>The gap between PP and non-PP PA to reduce significantly.</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: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategic catch-up plan (fast track phonics) embedded to support development of phonics and reading.</p> <p>Whole staff training in Read Write Inc. delivery (consistent approach to teaching and learning) – coaching to continue</p> <p>Staff Development days through RWI</p> <p>RWI resources to support teaching of early reading – further decodable books for home/school</p> <p>SIL to support delivery of English scheme</p> <p>Parental workshops every term</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <ul style="list-style-type: none"> • Develop pupils' fluency through: • guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and • repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. • Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding. <p>Each specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> • prediction (based on text content and context); • questioning; • clarifying; • summarising; and • activating prior knowledge. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 2, 5</p>

<p>Training for EYFS – Positive Handling, ACE’s MHWB</p> <p>EYFS Training for L&C specific development</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>DGT – EYFS – Positive Starts, Understanding ACE’s from Birth, EYFS – Best Start, EYFS – Improving standards Project</p> <p>S&L Training Termly (C McG – SIL)</p>	
<p>Continue to embed WELCOMM programme and access full training for staff new to EYFS</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p> <p>Identifies priorities for improving practice in the support and management of children with delays in early language development.</p>	2
<p>Staff training and support to ensure High Quality Teaching, as well as developing a Mastery approach across all subjects - continuing First4Maths support in Maths mastery approach as well as English support through SIL.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Teaching for Mastery:-</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 2
<p>Planned curriculum which allows for enriched and collaborative learning opportunities outside of the classroom.</p> <p>Multi-sensory approaches to teaching and learning in all classrooms</p>	<p>Enriched cultural and academic learning experiences of pupils across all year groups. Engaged and motivated pupils, working together, with a widening understanding of the curriculum and beyond.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <ul style="list-style-type: none"> • Ofsted research on personal development • EEF research relating to importance of capital of culture. 	2, 4

Enrichment opportunities through specialist teaching: Spanish and Music	<ul style="list-style-type: none"> • Enriching and stimulating activities/experiences have a positive impact on rate and depth of learning as well as enjoyment. 	3, 4, 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions with a focus on PP children and those who are not yet working at ARE.	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4 and 5
<p>Delivery of focused interventions by teaching assistants, class teachers (where appropriate), Pastoral Lead and SENDCo:</p> <p>Fast Track Phonics Pastoral Support Fresh Start KS2 interventions Maths catch-up Lego therapy In class small group and personalised support SEND, EAL and PP support</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Pastoral Support works with individuals and small groups of pupils to develop social and emotional skills and enable them to gain confidence. Mobility of pupils often means they lack confidence. Starting points and EAL are barriers due to lack of experience and understanding and the ability to express feelings.</p>	1, 2, 4

<p>Play therapy x 1 day per week ongoing for the academic year</p>	<p>Opportunities for vulnerable pupils to share their worries and concerns and taught strategies to cope with complex needs on a daily basis. Improved family involvement to develop home/school relationships. Children discover for themselves sustainable ways to develop resilience and life skills</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing, confidence, enrichment)

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker to provide support for welfare of most vulnerable and re-engage families (SLA to be a perm school FSW - Jan 24</p> <p>Close monitoring of pupils and follow up quickly on absences (Attendance Lead/SLT)</p> <p>First day response provision</p> <p>SLT/Attendance Lead to support and work with families</p> <p>Implement new behaviour rewards system</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Supporting families to build relationships, trust and outcomes for whole family.</p> <p>Effective early identification of family needs. Signposting and guidance for next steps. Access to external support facilitated as necessary.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <ul style="list-style-type: none"> • Sutton Trust Toolkit and DfE analysis of impact of absence 	<p>5, 6</p>

<p>Attendance initiatives including working with EWO</p> <p>Effective breakfast club provision in place</p> <p>Purchase school uniform</p> <p>Work and meet with target families to reinforce value of education</p>	<ul style="list-style-type: none"> • NFER briefing for school leaders identifies addressing attendance as a key step. 	
<p>Support and access to positive experiences to raise aspirations – particular focus on PP</p> <p>Increased access to wider sporting activities</p> <p>After school Sports/MHWP Club – Enrichment opportunities planned for each half term by class teachers to help improve attendance and further engage families</p> <p>Seasons for Growth programme and training for 2 key staff members (pastoral)</p> <p>Specialist Music Teacher a& Program</p>	<ul style="list-style-type: none"> • Previous experience that involvement in an enriching range of experiences raises aspirations and levels of engagement • EEF research on importance of capital of culture • Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing due to ignited experiences Improved standards at the end of both Key Stages. All pupils to receive an enriched curriculum with hands-on learning experiences • Enriching and stimulating activities/experiences have a positive impact on rate and depth of learning as well as enjoyment. Part of Liverpool Harrier and Athletics club to enrich wider learning experiences and develop confidence, • Supporting staff to deliver programme that supports loss of any nature – developing positive MHWP, ability to move forward and outcomes socially, confidence and barriers to school/learning. • Music teacher Runs weekly lessons across the school to enhance and enrich learning experiences. - Up skilling (CPD) of staff – violins • Project with AOL – Choir to give all children KS1 and KS2 experiences with Philharmonic 	<p>3, 4, 5, 6</p>

<p>MD Production Project 8 week</p>	<p>performing and experiencing professional performances.</p> <ul style="list-style-type: none"> • Project with MD Productions - Ready, for Work, for Life, for Stage. – Developing engagement, confidence positive MHWB 	
<p>Increased use of social media to raise the profile of curriculum activities and to signpost parents and carers to useful resources in order to support learning at home</p>	<p>Impact of increased parental engagement:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 5</p>
<p>Behaviour CPD for staff to ensure appropriate strategies being used to engage and minimise behaviour incidents</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Ensure equality, positivity,</p>	

Total budgeted cost: £123,500

Please note that any additional spending will come from alternative budget lines.

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 2022 to 2023 academic year.

Teaching –

A range of researched interventions for phonics and reading were delivered. Termly CPD including coaching took place for RWInc. Target pupils identified and progress made for all (some at accelerated rate). Mastery approach to teaching and learning led to improved outcomes for pupils. Gap between PP and non-PP closed – by end of Summer term across school this was 4% gap in reading.

Targeted academic support –

Early identification of needs has ensured accelerated progress for focus pupils. Short, focused interventions implemented. Interventions effectively in Reading and Maths to target Pupil Premium children and continue to diminish the gap between PP and non-PP.

Wider strategies –

‘Team around the Family’ approach in place. Support and effective signposting given to families in need. Family meetings led by school staff. Family support worker in place. Range of enrichment activities in and out of school planned for across school to link to curriculum and help drive attendance, punctuality and engagement. Breakfast club available to all families who need it. Sensory circuits in place to support children who require it. Children starting learning time settled, happy and ready to learn.