

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	Sacred Heart Catholic Primary School & Nursery
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	44.4%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£102,715
Recovery premium funding allocation this academic year	£10,150
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	£110,865

Part A: Pupil premium strategy plan

Statement of intent

This Strategic Plan is written in the context of the return to school post COVID and the need to ensure that there is a strong focus on removing any progress or attainment gaps which occurred as a result of the COVID pandemic.

There will be careful and ongoing analysis of the gap in pupils' learning with whole school staff development and targeted bespoke intervention and support.

NFER and PASS data will be used to monitor the progress of each pupil to ensure that appropriate support and challenge is provided.

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress;
- Intend to address these barriers through specific, realistic targets with appropriate time scales;
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium;
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils;
- Will focus on evidence of EEF in relation to metacognition, high quality feedback, mastery approach, reading comprehension and emotional intelligence;
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges;
- Provide appropriate training to teaching and support staff;
- Continuously monitor progress against our set objectives;
- Make use of ability curve plotting to monitor the progress of each individual pupil and ensure speedy intervention where necessary;
- Will work to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils;
- That we are seen to live our key Mission of providing the very best opportunities for all our pupils centred around a curriculum which strives for ambition for all.

Challenges

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

Challenge number	Detail of challenge
1	PP children do not have comparable Phonics and Reading skills to non-PP children.
2	Increasingly lower levels of language and communication skills on entry.
3	Pupils who are eligible for PP do not have as wide a range of educational and enriching experiences as non-PP.
4	Lower self- esteem and self-regulation.
5	Family disengagement in learning processes – reduced opportunities for home learning and curriculum enrichment.
6	Low attendance when compared to local and national

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
Further improve Phonics and Reading skills so the gap between PP and non-PP diminishes.	<p>From clearly established baselines and analysis of identified gaps and pupil NFER, tracking will indicate good levels of progress.</p> <p>All pupils eligible for PP make accelerated progress in Phonics and Reading from their individual starting points by the end of the year.</p> <p>Gap will diminish between PP and non-PP children in end of KS1 Reading assessments as well as Phonics Screening results.</p> <p>Increased number of PP children reaching ARE in Reading KS2 assessment, as well as in</p>

	Years 3, 4 and 5 through analysis of Nfer Summer data.
To raise standards of speaking skills and language development at least in line with similar pupils locally and nationally.	To develop more articulate and confident speakers with a widened, appropriate vocabulary. Assessments and observations will indicate significantly improved oral language amongst disadvantaged pupils.
PP children are exposed to a wide range of educational and enriching experiences to increase curriculum enrichment and wider cultural experiences and make up for the loss of opportunity due to COVID.	Significant increase in number of pupils accessing enrichment opportunities and taking part in a wide range of educational and enriching experiences that they would not otherwise have accessed. Individual access to trips/visits/enrichment opportunities to be recorded and updated regularly. Pupil voice to be gathered at intervals to measure impact.
To significantly improve levels of pupil self-esteem, engagement and self-regulation.	Evidence of increased pupil self-awareness and confidence. Greater levels of engagement, impacting on pupil progress. PP children show greater confidence and speak positively about themselves and their future. Their goals and aspirations are clear.
To increase parental engagement and involvement in their children's learning. To improve home learning opportunities and increase parental skills.	Significant increase in parental attendance at all meetings and school events (attendance/engagement logged and recorded).
Increased attendance rates for pupils eligible for PP. With a particular focus on reduction in PA of PP pupils.	Overall PP attendance improves to at least 97% in line with national and non-PP children. The overall absence rate for all pupils being no more than 5%.

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: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a teacher (0.5) to deliver targeted interventions for disadvantaged children</p>	<p>Tuition 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4 and 6</p>
<p>Whole staff training in Read Write Inc. delivery (consistent approach to teaching and learning)</p> <p>RWI resources to be purchased to support teaching of early reading</p> <p>RWI decodable reading books for home purchased and Phonics parental workshop to be delivered</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>1, 2, 5</p>
<p>Purchase NELI programme (speech and language) and access full training for EYFS and KS1 staff</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>	<p>2</p>
<p>Staff training and support to ensure High Quality Teaching, as well as</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>1, 2</p>

<p>developing a Mastery approach across all subjects</p>	<p><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></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><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p> <p>Teaching for Mastery:-</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</u></p>	
<p>Purchase of standardised assessments and on-going training/guidance for staff to ensure they are administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	<p>1, 2</p>
<p>Drive on creative play to stimulate imagination and encourage cooperation, independence, confidence, resilience and teamwork</p>	<ul style="list-style-type: none"> • Ofsted research on personal development • EEF research relating to importance of capital of culture. 	<p>2, 4</p>
<p>Enrichment opportunities through specialist teaching: Spanish, Music & DT.</p>	<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. 	<p>3, 4, 6</p>

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

Budgeted cost: £27,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with school led tutoring programme with a focus on PP children and those who have been most impacted by the pandemic</p>	<p>Tuition 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>	<p>1, 2, 4 and 5</p>
<p>Delivery of focused interventions by teaching assistants, class teachers (where appropriate), Pastoral Lead and SENDCo:-</p> <p>Additional RWI interventions targeting but not limited to disadvantaged pupils in need of further support</p> <p>Fresh Start interventions for KS2 children – target disadvantaged</p> <p>Daily small group/ individual sessions with teacher and/or TA, in addition to standard lessons</p> <p>Use of Six Week monitoring form to evidence impact of intervention</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>1, 2, 4</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	Impact of increased parental engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,000

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</p> <p>Close monitoring of pupils and follow up quickly on absences (Attendance Lead/SLT)</p> <p>First day response provision</p> <p>Pastoral Lead to support and work with families</p> <p>Implement new behaviour rewards system</p> <p>Attendance rewards</p> <p>Offer free breakfast club</p> <p>Work and meet with target families to</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>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 • NFER briefing for school leaders identifies addressing attendance as a key step. 	6

<p>reinforce value of education</p> <p>EWO to support Attendance Lead to improve attendance, with a particular focus on PP</p>		
<p>PP children with the capability to apply for the top achieving secondary schools identified and from Y3-5 will receive support and access positive experiences to raise aspirations</p> <p>Increased access to support wider sporting activities and key role in the Edible Playground</p> <p>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>Work with parents to reinforce positive Habits of Mind.</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 • Ofsted evidence of need to access wider opportunities through age related reading skills • Enriching and stimulating activities/experiences have a positive impact on rate and depth of learning as well as enjoyment. 	<p>3, 4, 5</p>

Total budgeted cost: £110,865

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.

Our assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.

The reasons for these outcomes points primarily to COVID-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged and disengaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching and live lessons on Google Classrooms, as well as some disadvantaged pupils attending on site for some of this period.

Our assessments using PASS and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue to build on that approach with the activities detailed in this plan.