

Pupil premium strategy statement: Sacred Heart Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	222 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	20.7% (46ch)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Governing Body
Pupil premium lead	Cath Crook
Governor / Trustee lead	Ann Silcock (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,710
Recovery premium funding allocation this academic year	£5,111
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	£ 68,621

Part A: Pupil premium strategy plan

Statement of intent

Sacred Heart Catholic Primary School is committed to ensuring that all pupils are given the best possible opportunity to achieve their full potential through Quality First Teaching, focused support, pastoral care and provision of curriculum enrichment activities.

Our Pupil premium (PP) Allocation will be used to support the progress and raise the standards of achievement for disadvantaged pupils across the school by:

- Continuing to improve their reading and writing in all year groups
- Continuing to improve achievement in mathematics
- Continuing to improve attendance and punctuality
- Increasing participation in the school's wider curriculum including extra-curricular opportunities

We believe that the additional provision delivered through the Pupil Premium funding should be available to all pupils within school whom we know to be disadvantaged regardless of eligibility for funding, in line with guidance from the EEF. A range of intervention programmes will be used to target specific disadvantaged children and this will be reviewed through regular Pupil Progress meetings. Analysis of termly progress data will allow us to consider the best strategies to allocate Pupil Premium funding in addition to careful consideration of the needs of the pupils within the whole school.

The recovery funding premium allows for weekly extra-curricular 1 hour, 1:1 Maths and English tutoring through the National Tutoring Program delivered by teaching staff and other tuition partners. As a whole school approach to supporting disadvantaged learners through Quality First Teaching, gaps in learning are identified and personalised learning delivered through extra-curricular support sessions. These regular sessions allow for understanding and fluency to be further developed.

Mental Health and Wellbeing is prioritised and parents, carers and pupils are supported in order that pupils build resilience, self-esteem and achieve a good sense of wellbeing.

We will also look at attendance data and develop strategies to improve attendance and punctuality through regular tracking of attendance. We will monitor progress to ensure all pupils are given the opportunities to engage in a full and wide curriculum.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of our pupils enter school with low attainment on entry especially in communication, language and literacy.
2	Lower attainment at the end of EYFS for pupils achieving a Good Level of Development and Y1 Phonics
3	Following the pandemic, gaps in early reading and phonics have been identified
4	Internal and external assessments indicate that maths attainment for disadvantaged pupils is below that of non-disadvantaged pupils in KS1 and in reading, writing and maths in KS2
5	Some of our families face many social and economic challenges and for some families attendance and punctuality has become an increasing problem
6	Many pupils need wider opportunities through school to raise self-esteem, develop social skills and boost mental health and wellbeing
7	To ensure the personal development of all pupils including those eligible for PP is of a high quality, providing varied opportunities leading to aspirational pupils

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
Continuing to improve the achievement of disadvantaged pupils in reading and writing across all year groups	<p>In KS1, the % of disadvantaged pupils passing the Phonics Screening Check is at least in line with the National Average</p> <p>In each year group at least a large majority of disadvantaged pupils reach the expected standard in reading, writing and maths in July 2023</p> <p>All pupils make good progress from their starting points</p>
Continuing to improve the achievement of disadvantaged pupils in maths in all year groups	Outcomes at the end of all key phases indicate an improvement in the number of disadvantaged pupils achieving at least the expected standard in maths

Continue to improve the teaching of phonics to ensure all lessons are consistently taught across the school	All pupils, including PP make good or better progress in phonics and early reading from their starting points. Assessment and observation indicate significantly improved oral language among disadvantaged pupils. This is evidenced through regular formative assessment, engagement in lessons and pupil's work
Continuing to improve attendance and punctuality of disadvantaged/vulnerable pupils across all year groups	Attendance rates for disadvantaged pupils is improved and to be at least in line with National average Punctuality rates improve and an increased number of PP pupils are present for morning learning activities
Increasing the participation of pupils in a wide range of activities including extra-curricular	All disadvantaged pupils attend trips The % participating in after school/extra-curricular activities is good and increasing Disadvantaged pupils with SEMH needs show good progress and access suitable support

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: £39,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA in EYFS	SEND/SEMH support and some 1:1 interventions	1,2,3
Additional TA in KS1	Targeted interventions across phase supports early identification of gaps and reduce the gaps with non-disadvantaged pupils	1,2,3,4
Additional TA in KS2	Targeted interventions across phase supports early identification of gaps and reduce the gaps with non-disadvantaged pupils	3,4
English lead to provide CPD and coaching for all Early Reading Teachers on the delivery of systematic phonics	Phonics approach using Read Write Inc has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantage pupils Parents are equipped with strategies to support early reading in the home environment	1,2,3,4

English Lead to provide phonic workshops for parents		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,606

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to provide support with 'daily reading' with identified pupils across KS1 & KS2. These are disadvantaged pupils who may not have the opportunity to read at home to an adult.	Pupils will be supported with developing their reading fluency and comprehension skills through daily reading and questioning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,4
Teaching Assistants to provide support with small group Guided Reading sessions (4 x TAs 30mins per day)	Targeted reading support using the Project X Guided Reading scheme will support pupils with comprehension and inference skills	1,2,3,4
Occupational Therapy	Early identification of needs is the key factor in breaking down the barriers to learning. With the support of specialists, pupils have been identified and referred to OT through the SENDCo. Individual intervention plans allow for tailored support to be delivered. This will impact on the pupil's ability to access the curriculum when effective intervention takes place.	4
Speech and Language identification and support	Early identification and targeted support is key to reducing gaps in understanding. Training of TAs on specific interventions which are linked to EHC plans and IEPs will effectively support pupils needs	4
Engaging with the National Tutoring Program to provide tuition in English and Maths for pupils in KS2 whose education has been most impacted by the gaps as a result of the pandemic. Disadvantaged pupils will be targeted for support.	Tuition targeted at specific gaps in learning can be an effective method in supporting lower attaining pupils or those not making expected progress, both in 1:1 and small groups	3,4

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

Budgeted cost: £9,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching staff Attendance Officer in place (DSL lead)</p> <p>DSL lead to arrange attendance meetings with parents each half term</p> <p>Release time required for staff member to attend meetings</p> <p>A system of interventions and rewards delivered each half term</p>	<p>DfE guidance – Working Together to Improve School Attendance provides guidance which encourages parents and schools to work collaboratively to understand barriers to attendance and to help facilitate strategies to support the whole family.</p> <p>Good attendance and punctuality are key factors in improving outcomes for pupils. Parents feel supported and also challenged to ensure their child attends school and is on time each day</p>	5
<p>Extra-curricular enrichment activities</p>	<p>Pupils to have opportunities to participate in a wide range of enhancement activities which will develop their cultural capital.</p> <p>Participating in wider aspects of the curriculum allows pupils to widen their opportunities and life aspirations.</p> <p>Pupils feel empowered in their achievements which will develop confidence in other areas of the curriculum.</p> <p>PP pupils encouraged to participate in enhancement activities.</p>	6,7
<p>Higher level TA to support pupils who are having difficulties accessing learning through behavioural issues or social and emotional issues to support their management of their own behaviour and feelings</p> <p>(daily nurture provision)</p>	<p>Social and emotional interventions seek to improve pupils' interaction with others and enable self-regulation of emotions, rather than focussing on the academic elements of learning.</p> <p>Staff trained to deliver specific targeted programmes of support for those pupils with particular social and emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	6,7

Higher level TA to support pupils who are having difficulties due to bereavement or loss	Pupils who are known to have suffered loss or family bereavement are supported through the Rainbows program	6,7
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Total budgeted cost: £68,621 (£39,212 + £19,606 + £9,803)

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 2021 to 2022 academic year.

To achieve above national average progress scores in KS2 Reading, Writing and Maths

Using our internal and external data we have been able to track the performance of our disadvantaged pupils in reading, writing and maths.

KS2 Results July 2022 (provisional)

	Expected + Standard	National 2022
Reading	67% (6ch)	62%
Writing	67% (6ch)	55%
Maths	77% (7ch)	56%

Summary for KS2:

From July 2021 results, most pupils made progress with disadvantaged pupils achieving better than 2022 National in Reading, Writing and Maths. Pupils were marginally above National in Reading, however the results in Writing and Maths are much stronger when compared to National PP performance.

High quality interventions that have been in place throughout this academic year have had a positive impact on our disadvantaged pupils resulting in better than National attainment for this group of pupils.

To achieve above national average progress scores in KS1 Reading, Writing, Maths and Phonics

KS1 Results July 2022 (provisional)

	Expected + Standard	National 2022
Reading	70% (7ch)	51%
Writing	80% (8ch)	41%
Maths	50% (5ch)	52%
Phonics Y1	71% (5ch)	62%

Summary for KS1:

From July 2022 results, disadvantaged pupils performed better than National average in Reading, Writing and Phonics and were marginally below that of 2022 National for Maths.

High quality first teaching and interventions across the younger age groups with small group activities and targeted reading support has resulted in excellent attainment by our disadvantaged pupils, especially in Reading, Writing and Phonics.

To provide support for attendance and punctuality

Attendance data 2021-22

	National	School	PP/Disadvantaged
Attendance	Not available	95.2%	94.5%

Summary

Whilst overall attendance has dropped following the impact of the pandemic, in general the school attendance and punctuality remains high. Where issues relating to attendance were found with specific families, school worked with parents and carers to understand the barriers to attendance and punctuality.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NONE	