

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Sacred Heart Catholic Primary School
Pupils in school	222 (YR-Y6)
Proportion of disadvantaged pupils	15.8% (35ch)
Pupil premium allocation this academic year	£59,180
Academic year or years covered by statement	2021-22
Publish date	November 2021
Review date	July 2022
Statement authorised by	Julia Bramhall
Pupil premium lead	Cath Crook
Governor lead	Ann Silcock

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading 44% (4ch); Writing 67% (6ch); Maths 44% (4ch)
Achieving high standard at KS2	Reading 22% (2ch); Writing 0%; Maths 22% (2ch)

  

Measure	Activity
Priority 1	<p>To improve the progress and attainment of pupils in receipt of pupil premium in English and Maths, with a focus on diminishing the difference</p> <p>To ensure that pupils in receipt of pupil premium reach at least the expected standard in statutory assessments, with a focus on increasing percentages attaining greater depth</p> <p>To support the development of phonics in Reception and Year 1</p>

	To provide curriculum enrichment opportunities (cultural capital) to ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life
Priority 2	To provide counselling, nurturing, 1:1 tuition in order to support children's SEMH through Rainbows, Jigsaw and Healthy Schools Programs To provide support for wellbeing To provide guidance and support to parents on supporting their child's emotional wellbeing To deliver PHSE curriculum across the school to promote good emotional wellbeing - Jigsaw To promote good attendance and to be in line with the wider school
Priority 3	Consideration is given to the following: To support children in their choice of after school sports clubs and other clubs To provide opportunities for enrichment through musical tuition allowing a broad and balanced curriculum To subsidise school trips and residential to ensure fair access for all pupils To subsidise attendance at Breakfast and After School Club care
Priority 4	To ensure the ongoing excellent attainment and progress of pupils
Barriers to learning these priorities address	Attainment and progress gaps between PP and non PP pupils in all year groups Social, emotional and mental health needs or pastoral concerns (ie behaviour, attendance and punctuality) Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils The gap in attendance and punctuality rates between PP and non PP pupils
Projected spending	£61,300

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading	Sept 21-July 22

Progress in Writing	Achieve above national average progress scores in KS2 Writing	Sept 21-July 22
Progress in Mathematics	Achieve above national average progress scores in KS2 Mathematics	Sept 21-July 22
Phonics	Achieve above national average expected standard in Phonics Screening Check in Y1 and Y2	Sept 21-July 22
Other	Monitor attendance of disadvantaged pupils	Sept 21-July 22

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Ensure quality first teaching provided to ensure best possible outcomes for pupils.</p> <p>Maths - Professional development opportunities given to support staff to ensure strategies are followed to promote understanding.</p> <p>Additional 1:1 tutoring support given in Maths with a focus on diminishing the difference</p> <p>Reading - Professional development opportunities given to staff to support and develop reading and early language acquisition with targeted pupils</p> <p>Phonics – To support the development of phonics in Reception and Year 1, additional staff trained in using Read Write Inc (RWI) for phonics across EYFS &amp; KS1. Additional phonics support for those pupils identified in KS2</p>
Priority 2	<p>To implement high quality interventions in reading (Project X, IDL, Nessy) and maths (Power of 2) in order to diminish the difference.</p> <p>To ensure that pupils have the technology to enable them to access the curriculum remotely if needed, including online homework.</p>
Barriers to learning these priorities address	<p>Assessment of the gaps in attainment and progress between PP and non-PP pupils in Reading, Writing and Maths.</p> <p>Access to technology at home to support remote learning and/or online homework and so maintain progress in all areas of the curriculum.</p>

Projected spending	£38,700
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### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To provide nurturing/counselling sessions 1:1 or small group, in order to support children's social and emotional wellbeing</p> <p>To provide support for general wellbeing through physical activity and promoting healthy lifestyles</p> <p>To provide guidance and support to parents on supporting their child's emotional wellbeing, signposting to other agencies and resources as appropriate</p> <p>To deliver PHSE curriculum across the school to promote good emotional wellbeing</p> <p>To promote good attendance and to be in line with the wider school</p>
Priority 2	<p>To provide curriculum enrichment opportunities (cultural capital) to ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life.</p> <p>Opportunities including music tuition, exploring different cultures, key figures in Literacy/History, supplemented topic resources, visiting speakers, workshops etc</p>
Barriers to learning these priorities address	<p>Social, emotional and mental health needs or pastoral concerns (ie behaviour, attendance and punctuality)</p> <p>The gap in attendance and punctuality rates between PP and non PP pupils</p> <p>Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils</p>
Projected spending	£20,480

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that following additional phonics training that staff are confident in the delivery and implementation ensuring	CPD training by RWI and English lead

	<p>consistency of approach across EYFS &amp; KS1</p> <p>Assessment materials are used to address the gaps in key knowledge and skills, making effective use of formative assessment</p> <p>Approach to Guided Reading sessions are organised to incorporate training with particular strategies used across EYFS, KS1 &amp; KS2 as appropriate</p>	<p>Pupil Progress Meetings, monitoring schedule</p> <p>Monitoring of guided reading and reading outcomes by English lead and SLT</p>
Targeted support	<p>Interventions are timetabled and all pupils receive high quality targeted support</p> <p>Results of gaps analysis are used to develop a bespoke learning programme</p>	<p>Monitoring of timetables to ensure interventions consistent</p> <p>Pupil Progress meetings to discuss attainment and impact</p>
Wider strategies	<p>Enrichment opportunities provided through sports, visitors, music tuition, wide reaching curriculum to enhance cultural capital of all learners</p>	<p>Subject leaders to identify and review opportunities throughout the academic year</p>

### Review: last year's aims and outcomes

Aim	Outcome
<p><b>Curriculum – COVID Recovery</b></p> <p><b>Overview:</b> assess pupils' starting points; addressing the gaps in knowledge and skills, making effective use of regular formative assessment</p> <p><b>Resources:</b> Post – COVID recovery curriculum plans; PP action plan</p> <p><b>Overview:</b> To use the NFER assessments for Reading, GPS and Maths to determine a baseline on return to education for PP eligible pupils.</p>	<p>Baseline/entry assessment administered for all year groups in September to determine level of attainment and any losses in learning.</p> <p>COVID recovery interventions took place and robust recovery curriculum plans implemented</p> <p>NFER gaps analysis, Salford Reading tests provided specific information for targeted pupils.</p>

<p>To deliver interventions following analysis of individual pupil results from assessments. In addition, to use the Salford Reading test/IDL diagnostic programmes to develop bespoke learning programmes for pupils</p> <p><b>Resources:</b> NFER, Salford Reading Tests, IDL</p>	<p><b>KS2 Results July 2021 (Non-validated)</b></p> <table border="1" data-bbox="810 241 1407 456"> <thead> <tr> <th></th> <th>Expected Standard</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31% (4ch)</td> <td>62% (8ch)</td> </tr> <tr> <td>Writing</td> <td>62% (8ch)</td> <td>23% (3ch)</td> </tr> <tr> <td>Maths</td> <td>23% (3ch)</td> <td>62% (8ch)</td> </tr> </tbody> </table> <p><b>KS1 Results July 2021(Non-validated)</b></p> <table border="1" data-bbox="810 510 1407 770"> <thead> <tr> <th></th> <th>Expected Standard</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33% (1ch)</td> <td>33% (1ch)</td> </tr> <tr> <td>Writing</td> <td>67% (2ch)</td> <td>33% (1ch)</td> </tr> <tr> <td>Maths</td> <td>33% (1ch)</td> <td>33% (1ch)</td> </tr> <tr> <td>Phonics Y1</td> <td>71% (5ch)</td> <td>-</td> </tr> </tbody> </table>		Expected Standard	Greater Depth	Reading	31% (4ch)	62% (8ch)	Writing	62% (8ch)	23% (3ch)	Maths	23% (3ch)	62% (8ch)		Expected Standard	Greater Depth	Reading	33% (1ch)	33% (1ch)	Writing	67% (2ch)	33% (1ch)	Maths	33% (1ch)	33% (1ch)	Phonics Y1	71% (5ch)	-
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<p><b>Curriculum – Access to the curriculum for all</b></p> <p><b>Overview:</b> Develop remote education so that it is integrated into school curriculum planning in the case of a local lockdown. Use of Google Classroom across KS2 and Seesaw in EYFS/KS1 to supplement learning opportunities online.</p>	<p>IT equipment – iPads, Chromebooks were loaned out to families identified as needing equipment. Pupil Premium pupils prioritised for loan of devices. Printed resource materials available to those that requested alternatives to online resources.</p> <p>Online learning platforms integrated into the curriculum prior to lockdown ensured smooth transition and interaction when used remotely - Google Classroom and Seesaw.</p> <p>Parents supported via weekly check-in phone calls with class teachers.</p> <p>Pupils supported with Google Classroom video calls and group tutorials to ensure access to home learning.</p> <p>Pupils prioritised for places in keyworker/vulnerable pupil provision.</p>																											
<p><b>Curriculum - Provide enrichment opportunities (cultural capital)</b></p> <p><b>Overview:</b> To ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life</p> <p>Resources: visiting speakers; trips, music tuition</p>	<p>Music tuition continued throughout the wider school closure in small group bubbles allowing pupils to continue with developing instrumental skills</p> <p>There were no visiting speakers in school due to restrictions.</p> <p>After school sports clubs provided opportunities for team games, supporting health and wellbeing. Pupil Premium children given priority in attendance.</p>																											
<p><b>Pastoral Care - SEMH COVID Recovery</b></p> <p>Support pupils' wellbeing and emotional and mental health; focus on peer</p>	<p>Weekly Rainbows sessions supported pupils suffering bereavement and loss allowing them time to share experiences and improve their wellbeing.</p>																											

<p>support, stress, fear and trauma and bereavement.</p> <p><b>Overview:</b> To provide access to workshops and sessions for parents on supporting their child's emotional wellbeing following lockdown Signpost parents to links online</p>	<p>Safeguarding lead continued to signpost parents and families to online workshops and support</p>
<p><b>Partnerships</b></p> <p><b>Overview:</b> To focus on developing partnerships with parents in a different way following regulations relating to COVID.</p> <p>To build upon the relationship with parents through regular communication via class email</p>	<p>Engagement of parents and carers was enhanced through regular communication via class emails and phone calls by class teachers.</p> <p>Parents given support in managing remote learning and those pupils not engaging sufficiently were invited to attend school during wider closure as part of Key worker groups.</p>
<p><b>Extra-Curricular Clubs</b></p> <p><b>Overview:</b> Support for pupils in their choice of after school sports clubs and other clubs; music tuition; trips etc</p>	<p>Support given where possible and priority given to children in receipt of PP.</p> <p>Clubs limited due to COVID restrictions.</p> <p>Increased attendance and families felt supported by school.</p>
<p><b>Assessment</b></p> <p><b>Overview:</b> Ensure ongoing good attainment and progress of pupils</p>	<p>Outcome at KS2 show improvement on recent years PP cohorts.</p> <p>Monitoring of progress of pupils in receipt of PP to continue across next academic year.</p>