

**What is pupil premium funding?**

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2020. PPG provides funding for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Pupil premium provides funding for pupils in the following categories:

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) (£1345 per child)
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (£2,345 per child)
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) (£2,345 per child)
- Pupils in year groups reception to year 6 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence (£310)

Sacred Heart Catholic Primary School's Pupil Premium Profile 2020-2021 (current on role)**Total number of pupils in the school: 210+ (4-11)****Number of PP-eligible pupils: 56****Percentage of whole school total: 26%****Total pupil premium budget: £77,831 (This budget runs from April to April)****Focus of Funding allocated 2020-21**

The aim of our Pupil Premium (PP) funding at Sacred Heart Catholic Primary School is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects, we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research such as the Educational Endowment Foundation. We are committed to using a range of measures to evaluate the impact of the funding as an ongoing process throughout each academic year. The focus for 2020-2021 will be on mitigating the learning loss for disadvantaged pupils following COVID 19 and supporting wellbeing.



The school allocates its funding in the following key areas.

- **Curriculum** – to have a particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps between PP and non PP pupils in all year groups
- **Specific need** – to support pupils who are identified with a specific need including communication and language, SEND pupils and low attaining pupils on entry in order to ensure that the gap between PP and non PP pupils with these needs narrows
- **Pastoral needs** - to support pupils with social, emotional and mental health needs or pastoral concerns (ie behaviour, attendance and punctuality) thorough targeted intervention strategies, strengthening the pastoral systems, structures and personnel, working with external agencies and a CPD programme for staff on understanding mental health and attachment needs, health and wellbeing.
- **Teaching and Learning** – to develop the whole child by offering enhancements and enrichment in a broad and balanced curriculum; empowering pupils to be engaged and creative lifelong learners, including children accessing grammar school education and narrowing the gap in attainment and progress between PP and non PP pupils.
- **Cultural capital** – to offer 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
- **Attendance and punctuality** - to implement strategies to address the gap in attendance and punctuality rates between PP and non PP pupils

The effect of the expenditure on eligible and other pupils

Statutory primary assessments did not take place this year due to COVID 19 and lockdown regulations. Spring assessments took place and can be seen below. Spring data is as follows:

	2019-2020	Pupil Premium Ever 6 % ARE +		All % ARE +	
		KS1	KS2	KS1	KS2
	Reading - Spring	57	74	74	74
	Writing - Spring	57	58	75	67
	Maths - Spring	71	74	73	76
	Phonics Screening Y2 Autumn 2020	100	-	82	-

Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:



Phonics screening check – Y1 Key stage 1 tests and teacher assessment Year 4 multiplication tables check Key stage 2 tests and teacher assessment Statutory trialling
--

Pupil premium objectives for 2019-2020 How the pupil premium allocation was spent Review 2019-2020 Total pupil premium allocation for 2019-20 - £80,673	
Curriculum	To improve the progress and attainment of pupils in receipt of pupil premium in English and Maths, with a focus on diminishing the difference 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 To support the development of phonics in Reception and Year 1 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
Pastoral Care	To provide nurturing sessions, 1:1 tuition in order to support children’s PHSE Support for wellbeing during the COVID pandemic 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, through Rainbows, Jigsaw and Healthy Schools Programs To promote good attendance and to be in line with wider school
Finance	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 access for all pupils To subsidise attendance at Breakfast and After School Club care
Assessment	To ensure the ongoing excellent attainment and progress of pupils



Pupil premium objectives for 2020-2021 How the pupil premium allocation will be spent Total pupil premium allocation for 2020-21 - £77,831	
Curriculum	Recovery Curriculum - To use the NFER assessments to determine a baseline on return to education for PP eligible pupils To deliver interventions following analysis of individual pupil results from the assessments Access to the curriculum for all pupils in the event of future lockdown To provide additional tutoring support through the National Tutoring Program
Pastoral Care	To support pupils on their return to education To continue focus on wellbeing and promoting good mental health – use of Healthy School initiatives, Achieve Lifestyle Programme To continue high attendance and to be in line with wider school
Partnerships	To focus on developing partnerships with parents in a different way following regulations relating to COVID
Finance	To continue to support pupils to access enrichment and cultural capital To support disadvantaged families in accessing technology at home through purchase of IT equipment To subsidise attendance at After School Club care (during COVID)
Assessment	To ensure excellent attainment and progress of pupils

Pupil Premium Plan 2019-2020 Summary of the main barriers to educational achievement faced by eligible pupils at the school 2019-2020																																	
Objective 1: Curriculum																																	
Actions: How pupil premium money is spent to overcome barriers	Success criteria - How we'll measure the effect of the pupil premium	Timescales	Person responsible	Review																													
<p>Curriculum – English and Maths Overview: to improve the progress and attainment of pupils in receipt of pupil premium in English and/or Maths Resources: Quality first teaching, TA support; PP intervention plans</p> <p>Overview: 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>Increased confidence in English and Maths and ensuring that pupils reach their potential; diminishing the gap and seeking to ensure that all pupils achieve at least ARE Pupils attain at least the expected standard in statutory assessments and a good percentage achieve greater depth</p>	<p>Reviewed termly</p>	<p>AHT All teachers teaching assistants</p>	<p>Focus continued on ensuring that pupils reach at least age related expectation in statutory assessments. Spring data as follows:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Pupil Premium Ever 6 % ARE +</th> <th colspan="2">All % ARE +</th> </tr> <tr> <th>KS1</th> <th>KS2</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td>Reading - Spring</td> <td>57</td> <td>74</td> <td>74</td> <td>74</td> </tr> <tr> <td>Writing - Spring</td> <td>57</td> <td>58</td> <td>75</td> <td>67</td> </tr> <tr> <td>Maths - Spring</td> <td>71</td> <td>74</td> <td>73</td> <td>76</td> </tr> <tr> <td>Combined RWM</td> <td>62</td> <td>69</td> <td>74</td> <td>72</td> </tr> </tbody> </table>		Pupil Premium Ever 6 % ARE +		All % ARE +		KS1	KS2	KS1	KS2	Reading - Spring	57	74	74	74	Writing - Spring	57	58	75	67	Maths - Spring	71	74	73	76	Combined RWM	62	69	74	72
	Pupil Premium Ever 6 % ARE +		All % ARE +																														
	KS1	KS2	KS1	KS2																													
Reading - Spring	57	74	74	74																													
Writing - Spring	57	58	75	67																													
Maths - Spring	71	74	73	76																													
Combined RWM	62	69	74	72																													



				<p>Combined ARE is below for PP compared to ARE for all children.</p> <p>Largest gap as identified is in writing which remains the main focus for class teachers along with reading at KS1.</p>
<p>Curriculum – Phonics Overview: to support pupils in receipt of pupil premium in phonics acquisition</p>	<p>Secure knowledge of phonics</p> <p>Achievement of threshold score in Y1 Phonics Screening Check</p>	<p>Start Autumn term</p>	<p>AHT Year 1 class teacher/TA</p>	<p>Pupils given additional support and when assessed in Jan 2020, 100% of PP children were on track to meet the threshold in the screening check.</p>
<p>Curriculum - enrichment Overview: 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 Resources: visiting speakers; trips, resources</p>	<p>To secure outstanding outcomes for pupils in all areas through curriculum enhancement</p>	<p>Start Autumn term</p>	<p>AHT Subject Leaders</p>	<p>Enrichments opportunities - Cookery Club, subsidised participation in extra-curricular sports competitions and music tuition experiences promote high attendance and punctuality of children.</p>
Objective 2: Pastoral Care				
Actions	Success criteria	Timescales	Person responsible	Review
<p>Overview: To support families during the COVID pandemic leading up to and during the partial school closure</p>	<p>To enable families to access support networks for financial and wellbeing support.</p>	<p>Spring term onwards</p>	<p>HT/AHT DSL</p>	<p>Pastoral Care/Wellbeing – continues to be a strength during time of partial school closure; regular contact from DSL/AHT; support with FSM vouchers and lunches; food parcel deliveries; focus and follow up with teachers to support Home Learning; focus on wellbeing and mental health.</p> <p>Whole school focus on emotional strength and wellbeing through weekly sessions using the Jigsaw programme.</p> <p>TA focus on supporting children’s wellbeing following bereavement. Rainbows programme followed with children feeling more confident with talking about experiences and in supporting each other.</p> <p>Healthy Schools programme followed which encouraged children to become more active in and</p>
<p>Overview: Funds available used to respond to additional needs eg 1:1 nurturing sessions and tuition in response to pupil needs</p>	<p>Promotion of a positive learning culture within school where all children are able and ready to tackle the learning of each and every day and manage social situations with increasing confidence. Improved wellbeing for pupils and families</p>	<p>Ongoing</p>	<p>AHT DSL Class teacher</p>	
<p>Overview: To work with families and children to support those experiencing bereavement and general mental health and wellbeing</p>	<p>To improve outcomes for children experiencing bereavement by strengthening communication and providing support to families</p>	<p>Ongoing</p>	<p>AHT Dedicated TA</p>	



				around school. Increasing numbers of children attending school by cycling or using a scooter. Additional bike racks purchased as numbers of users increased across the school.
Overview: Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.	Overall PP attendance to be in line with 'other' pupils.	Ongoing	HT/AHT	Whole school attendance figures (part year) for 2019-20 was 96.5%. PP attendance is slightly below at 95.4%. Maintained rate of attendance by continuing to entice parents through child participation in enhancement activities and incentives.
Objective 3: Finance				
Actions	Success criteria	Timescales	Person responsible	Review
Extra-Curricular Clubs Overview: Funds available to support children in their choice of After school sports clubs and other clubs	Provision of a range of opportunities and equal access for all children and promotion of healthy active lifestyles. Equal opportunities for pupils with no financial barrier	Ongoing	HT/AHT	Financial support – we continue to offer support for families with resources, uniform, trips, subsidised club places, music tuition. Additional support from government initiatives including laptops.
Music lessons Overview: Pupils have the opportunity to take part in musical tuition allowing a broad and balanced curriculum	Provision of a range of opportunities to children who would not otherwise be able to partake in them.	Ongoing	AHT	
Subsidised Trips Overview: School trips and residential subsidised to ensure access for all pupils	Raised aspiration, motivation and engagement. Improved behaviour.	Ongoing	HT/AHT	
Subsidised After School Care Overview: Funds available to support families needing to access breakfast and after school care	Improved parental engagement. Reduce the number of occasions children are late arriving into school, which will impact on their attainment. Reduce the number of occasions parents are late in collecting children at the end of the day.	Ongoing	HT/AHT	
Objective 4: Assessment				



Actions	Success criteria	Timescales	Person responsible	Review																													
Overview: Ensure ongoing good attainment and progress of PP pupils	Excellent progress and outcomes for pupils	Reviewed termly – pupil progress meetings	All staff HT/AHT	<p>Statutory primary assessments did not take place this year due to COVID 19 and lockdown regulations. Spring assessments took place and can be seen below. Focus continued on ensuring that pupils reach at least age related expectation in statutory assessments. Spring data as follows:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Pupil Premium Ever 6 % ARE +</th> <th colspan="2">All % ARE +</th> </tr> <tr> <th>KS1</th> <th>KS2</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td>Reading - Spring</td> <td>57</td> <td>74</td> <td>74</td> <td>74</td> </tr> <tr> <td>Writing - Spring</td> <td>57</td> <td>58</td> <td>75</td> <td>67</td> </tr> <tr> <td>Maths - Spring</td> <td>71</td> <td>74</td> <td>73</td> <td>76</td> </tr> <tr> <td>Combined RWM</td> <td>62</td> <td>69</td> <td>74</td> <td>72</td> </tr> </tbody> </table> <p>Combined ARE is below for PP compared to ARE for all children. Largest gap as identified is in writing which remains the main focus for class teachers along with reading at KS1.</p>		Pupil Premium Ever 6 % ARE +		All % ARE +		KS1	KS2	KS1	KS2	Reading - Spring	57	74	74	74	Writing - Spring	57	58	75	67	Maths - Spring	71	74	73	76	Combined RWM	62	69	74	72
	Pupil Premium Ever 6 % ARE +		All % ARE +																														
	KS1	KS2	KS1	KS2																													
Reading - Spring	57	74	74	74																													
Writing - Spring	57	58	75	67																													
Maths - Spring	71	74	73	76																													
Combined RWM	62	69	74	72																													

Pupil Premium Plan 2020-2021

Summary of the main barriers to educational achievement faced by eligible pupils at the school 2020-2021

Objective 1: Curriculum

Actions: How pupil premium money is spent to overcome barriers	Success criteria - How we'll measure the effect of the pupil premium	Timescales	Person responsible	Review
Curriculum – COVID Recovery Overview: assess pupils' starting points; addressing the gaps in knowledge and skills, making effective use of regular formative assessment Resources: Post-Covid recovery plans; PP action plan	Formative assessments provide specific information for targeted pupils. Meetings held with class teachers during Pupil Progress to document starting points and action required. PP Progress meetings show progress made and gap closing.	Summer 2020/ September – first 4 weeks	AHT Class teachers	



<p>Overview: To use the NFER assessments for Reading, GPS and Maths to determine a baseline on return to education for PP eligible pupils. To deliver interventions following analysis of individual pupil results from assessments In addition to use Salford Reading Test/IDL diagnostic programmes to develop bespoke learning programme for pupils Resources: NFER, Salford Reading Tests, IDL</p>	<p>NFER gaps analysis, Salford Reading Test/IDL diagnostic provides specific information for targeted pupils.</p>			
<p>Curriculum – Access to the curriculum for all Overview: 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>Use a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations. Access to high quality remote education resources. Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use – Google Classroom and Seesaw. Provide printed resources, such as CGP workbooks, for pupils who do not have suitable online access. Survey carried out identified needs of individual families at the time of school reopening. Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with</p>		<p>AHT IT Subject leader Class teachers</p>	



	families to deliver a broad and ambitious curriculum.			
Curriculum Overview - Provide curriculum enrichment opportunities (cultural capital) To ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life. Resources: visiting speakers; trips, resources, music tuition	Pupils benefit from an ambitious and broad curriculum in all subjects		AHT Class teachers	
Curriculum Overview – To provide additional tutoring support through the National Tutoring Program for KS2 pupils with a focus on Reading and Maths	Excellent outcomes for pupils across Reading and Maths	Starting January 2021 for 15 sessions per class group	AHT	
Objective 2: Pastoral Care				
Actions	Success criteria	Timescales	Person responsible	Review
PHSE COVID Recovery: Support pupils’ wellbeing and emotional and mental health; focus on peer support, stress, fear, trauma and bereavement.	Pupils able to share experiences and through support experience improved wellbeing and mental health	Starting September 2020 and ongoing	DSL/AHT Class teachers	
Overview: To provide access to online workshops and sessions for parents on supporting their child’s emotional wellbeing following lockdown. Signpost parents to links online	Parents able to support their children’s wellbeing/emotional health; ask questions; share experiences	Starting September 2020 and ongoing	DSL	
Objective 3: Partnerships				
Actions	Success criteria	Timescales	Person responsible	Review
Overview: To focus on developing partnerships with parents in a different way following regulations relating to COVID. To build upon the relationship with parents through regular communication via class email	Enhanced engagement of parents and strengthened communication. Engagement of pupils during periods of isolation/lockdown	Autumn term onwards	AHT Admin Class teachers	



Objective 3: Finance				
Actions	Success criteria	Timescales	Person responsible	Review
Extra-Curricular Clubs Overview: support for children in their choice of after school sports clubs and other clubs; music tuition; trips	Increased attendance, support for working families. Raised aspiration, motivation and engagement.	Starting September 2020 and ongoing	HT/AHT	
Objective 4: Assessment				
Actions	Success criteria	Timescales	Person responsible	Review
Overview: Ensure ongoing good attainment and progress of pupils	Improved outcomes for pupils	Reviewed termly	AHT Class teachers	