

Pupil premium strategy statement 2017 to 2018

1. Summary information					
School	Sacred Heart Catholic Voluntary Academy				
Academic Year	2017/18	Total PP budget	£23160	Date of most recent PP Review	July 2017
Total number of pupils	207 + 25 F1	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Dec 2017

Vulnerable Pupils Groups *(note that caution should be taken when comparing small cohort sizes)*

There were 30 pupils at the end of Key Stage 2. Of these, 2 (6.7%) were eligible for free school meals in the past 6 years; 8 (26.7%) were from Black and Minority Ethnic (BME) backgrounds and 2 (6.7%) have a learning difficulty and/or disability. No pupils at the end of KS2 had a statement of Special Educational Needs or were on an EHC plan.

6.7% (2) of the pupils in the cohort are eligible for free school meals in the last 6 years (FSM6). Of these 50% (1 pupil) achieved the required standard in Reading, Writing and Maths compared to 50% of pupils who are not eligible for FSM6. The FSM6 gap for Sacred Heart Primary Academy is 0%. Nottinghamshire's FSM6 gap is 23.5.

6.7% (2) of the pupils in the cohort have a Special Educational Need (SEN). 0% (0 pupils) achieved the required standard in Reading, Writing and Maths compared to 53.6% of pupils with no SEN. The SEN gap for Sacred Heart Primary Academy is 53.6%. Nottinghamshire's SEN gap is 50.5.

6.7% (2) of the pupils in the cohort are eligible for free school meals in the last 6 years or are children who are looked after (FSM6 & CLA). Of these 50% (1 pupils) achieved the required standard in Reading, Writing and Maths compared to 50% of pupils who are not eligible for FSM6 & CLA. The FSM6 & CLA gap for Sacred Heart Primary Academy is 0%. Nottinghamshire's FSM6 & CLA gap is 23.5.

2. Current attainment

End of Key Stage Two	2 Pupils eligible for PP	Pupils not eligible for PP
% achieving Level Expected in Reading, Writing and Maths	50%	
% making expected progress from KS1 to KS2 in Reading.	50%	
% making expected progress from KS1 to KS2	50%	

in Writing.		
% making expected progress from KS1 to KS2 in Maths.		50%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some PP premium children have low prior attainment, in some cases resulting from gaps in schooling.	
B.	Specific additional needs including those being supported as SEN.	
C.	Weaknesses in learning behaviours, e.g. lack of independence or resilience.	
D.	Social, emotional and behavioural problems affecting wellbeing and progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Parents/ carers and school not working together effectively enough to overcome barriers.	
F.	Absence and lateness.	
4. Desired outcomes		Success criteria
A.	Good progress.	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations diminishing the differences. The use of a high quality teacher to work with pupils who need the most support and to train TA to support pupil's learning.
B.	Additional needs are supported effectively.	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that DA children face. The inclusion of a specific LSA (former teacher) to target DA children in Yr6 to raise standards and liaise with the new SENCO
C.	Improved learning behaviours.	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers.
D.	Good progress in PSED.	Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, reduction in friendship/ social issues, increased social integration and opportunities to widen their social experiences. Nurture support, extra-curricular provision and Homework club.
E.	Improved partnership with parents/carers.	Increased attendance by parents/carers at school meetings and events. Increased parental support for learning at home, e.g. hearing children read.
F.	Improved attendance	Attendance/ punctuality issues diminished.

	and punctuality.	
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5. Planned expenditure

Academic year	2017/2018
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Good progress	<p>CPD – whole staff CPD on maths for greater depth. Training and evaluation for TAs on effective intervention. Coaching Colleagues- Programme of peer observations and visits to other schools Continue to provide additional Teacher/LSA support in the classes with concentration of PP needs Yr6 Booster group support for PP children after school. New teachers provided with CPD on Talk4writing, Josie Coles GR, Jason Wade Spelling & Rainbow Grammar.</p>	<p>Need to raise expectations for all pupils to achieve ARE and progress in line with starting points. CPD training and coaching college observation of good practice in house and across the trust. Continue with non-negotiable timetable which includes daily GR, spelling, HW, mental maths etc. Developing whole class Reading approaches, problem solving and investigation in Maths and structured spelling programme have been chosen to tackle under attainment and ensure children's learning is secure and ready to build on.</p> <p>High quality teacher/LSA intervention for those children who are PP to ensure support for the class teacher and to ensure PP progress.</p> <p>Small group high quality teacher/LSA support has ensured that children have made progress from their starting points. Evidence suggests that this is effective.</p>	<p>Ongoing monitoring programme by subject leaders, head, Asst HT/SENDCo and governors.</p> <p>Intervention tuition monitored and report to look at progress over 8-10 week session.</p>	Head	A monitoring report to be produced every term as part of the Head Teacher report. The governors have requested an up to date PPG report to ensure progress and best value for money.
Coaching colleagues	CPD using Governor expertise	<p>To ensure all teachers have the same knowledge and expertise in teaching reading/inference, spelling, GR etc which have been whole school foci in recent years.</p> <p>All staff will learn from each other experiencing different teaching styles and expertise to impact on their practice.</p>	<p>Knowledge is transferred across the teaching team</p> <p>Attainment raised in KS1/2</p> <p>PP children making good progress from their starting point.</p> <p>Need to ensure that Non-PP children make good progress alongside their peers.</p>	SLT	Termly

Improved learning behaviours	Whole school work on learning behaviours (Learning Powers), Reward system through assemblies. Focus on children's engagement in and responsibility for own learning – self and peer assessment, learning what to do if they are stuck with their work, Verbal Feedback 121 with teachers.	Pupil Progress meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence or are easily distracted). Children make good progress from their starting points but intervention with lead teacher/LSA will help support and VF 121 with class teacher.	Ongoing monitoring of school behaviour records. Pupil interviews (as part of ongoing monitoring programme). Observations and drop in visits to observe learning behaviours in the classroom. Assistant Head teacher to work with PP children to help develop positive behavioural attitudes.	Head	Pupil interviews completed and progress evaluated by July 2017. Termly report to governors as part of the HT report.
Additional needs are supported effectively.	Small groups in maths, writing and reading – HA, LA and SEN Individualising support at all levels Small group work to extend children's reading, writing and maths skills.	Small groups aid learning, especially from quality staff. Ensuring that children can progress at a greater rate. CB Book Club – HA PP + HA readers to extend their love of reading, their reading diet and promote in depth discussion	That children make good or better progress over time. Monitor books – linked to the monitoring timetable. Ensure that children are making progress from their starting point. Ensure that children are making progress at the same rate as other children from the same starting points.	Asst HT	Asst HT reports to HT, who in turn reports to the Governors. During the summer term the Asst HT to present at gov meeting full report of progress over the year of all PP children.
Total budgeted cost					£18339.50

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Good progress	Intervention groups with teacher / LSA aimed at boosting progress.	Continue to address under attainment and boost progress. Intervention will be time limited, more focused and tightly tracked by the Assistant HT for PP children. Teacher & LSA (former teacher) to support the class teacher to ensure that progress is being made.	Track targeted outcomes of intervention groups. Individual planning sheets to track the progress and time allocations for each PP child across school.	Head & Asst.HT	Termly review meeting with the Asst.HT lead. Report to governors.
Additional needs supported effectively	Support and monitoring by Assistant HT/SENDCO Support from professionals Continued support for breakfast club, after school clubs & residential trip for PP children to support transition into school	Multiple barriers faced by some PP children with cumulative effect on progress and/or wellbeing Breakfast club can aid parent in getting child into school on time, after school club can assist with opportunity to complete homework and extend their opportunities for further activities.	Track progress of these children. Enable more children to attend clubs before and after school. Asst HT teacher to meet with PP parents to look at attendance and attainment.	Head Asst.HT	Termly review meeting with the Asst.HT. Report to governors.
Good progress in PSED	Thrive / social skills sessions with small groups/individuals Targeted support by sports coach in lunchtime clubs etc. based on teachers' identification of needs (e.g. boost confidence, social skills, etc.) Nurture Group led by LS when required	Build on success last year. PE has been a strength both in terms of the rates of participation and the attainment of individuals and teams. We want to trial using PE to break down barriers to learning. Mid-afternoon 10min fitness with sports LSA Use PP money to fund after school clubs and external providers to develop PE in school – additional to the Sport's Premium.	Feedback from class teachers, observations Teacher & LSA rating on targeted area at beginning and end of programme. Sports LSA working alongside FGS & class teachers during PE lessons, lunchtime activities, Fun-fit 10 mins workout. Nurture TA availability and reporting to Pastoral Assistant HT	Head Asst.HT	Termly review meeting with the Asst.HT. Report to governors.
Total budgeted cost					£2500
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved partnerships with parents and carers Improved attendance / punctuality	Liaison with parents/carers by Assistant Head. Whole school approach to developing communication with parents/ carers and promoting better attendance and punctuality through communication and tightening up procedures.	School attendance hovers around 96.5%, with some individual attendance/ punctuality issues. Some children would benefit from more support with their learning at home. We feel that we could improve our communication and support so that we help parents to help their children and communicate more clearly what we are doing at school through Parent Workshops & Parent Guides for each year group at Oct Parent Consultation evenings.	Monitor attendance. Informal feedback from parents. Parent group through GAP Autumn term. Promote Breakfast Club and after school provision for PP Children.	Head	Attendance – weekly.
Total budgeted cost					£2,320.50

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve teaching across school to ensure at least good teaching is in place	CPD	Quality daily teaching and sharing expertise: <ul style="list-style-type: none"> • Setting high expectations • Developing teachers' practice • Ensuring consistent implementation of school initiatives • Facilitating sharing good practice • Improving quality of assessment • Planning for and delivering interventions • Covering absence • Quality assurance • Data analysis • Monitoring and evaluation 	CPD has been effective across school; LA Guided Reading training, LA Inference Training, Jason Wade Spelling & Rainbow Grammar, Dyslexia & ADHD training. Teaching is at least good. New staff to be coached in certain CPD areas and attend Talk for writing with Pie Corbett Non negotiables included a KS timetable, handwriting/pen licence and presentation in books. Reviewed timetabling to include mental maths & arithmetic Inset training in Mathematics teaching Focus on getting teaching from good to outstanding over the next two years.	£2300

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure greater percentage of children achieve ARE by the end the year.	Boosters HA - Reading One to one tuition Small Groups in writing and maths - HA, LA and SEN Booster for all in Spring term Reading & Maths	Extending learning opportunities Lunchtime programme of support Drawing in expertise: Extending provision for higher attaining children through Book Club & Booster classes in smaller groups than previously Individualising support at all levels: Target support for children to address misconceptions, gaps and weaknesses Individualising support at all levels; small group work to extend children's writing and maths skills Individualising support at all levels Small group work to extend children's writing and maths skills.	Small group support and after school provision has enabled children to diminish the differences. Individualised support needs to be more focused with a regular teacher/LSA in order to be more effective. Pupil Progress meetings have enabled us to track children and target effectively. Moving forward the monitoring will be more frequent by the Assistant HT. Maths attainment was 57% 2016/17 9% lower than 2015/16 - hence more work needed on whole school Maths, primarily linked to problem solving with specific emphasis on the use of comprehension skills in understanding the questions. PP children showing good progress from their starting points at the beginning of the year in Reading, further work being targeted in writing. In maths 4 out of 6 are on track in maths and the two are receiving targeted support. Lessons learned to track from KS1 old levels to new expectations and all information provided to each teacher showing year on year tracking for all children. Whole school focus on mental maths & times tables and CPD in maths teaching for greater depth.	£5850.50
Inference Intervention inc materials	Former Teacher/LSA	Taught by a specially trained teaching assistant (supported by the class teacher) in small groups using scripted, structured materials.	All children on this intervention made good progress from their measured starting and end point. This also impacted on their work in class as noted by the class teacher and the LSA.	£3930
Switch On Reading & Writing	LSA & trained parents	Intensive reading support in the form of a one-to-one programme for children who have been identified as having specific support needs.	SEN children in KS1 & KS2 make better progress. PP children making good progress from their starting points.	£2640
First Class Number KS1 & KS2	Trained LSA Small group intervention for a set programme	Taught by a specially trained teaching assistant (also adapted to meet specific needs/gaps in maths- confirmed by the class teacher) in small groups using scripted, structured materials.	Most children increase in attainment, using assessments at the start and finish of the programme.	£3276
iii. Other approaches				
Desired outcome	Chosen action	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this	Cost

	/ approach	not eligible for PP, if appropriate.	approach)	
Improve attendance for PP as priority.	Targeted Extended School Places linked to PP children	Overcoming barriers - improving attendance and punctuality: Places provided in Breakfast club and in after school provision.	Children have a good start to the school day with a healthy breakfast (Discussion / Observations) Children take part in a range of enrichment activities (Discussion, Observations, Attendance register) FSM attendance improved.	£5320.50
Ensuring PP children have the same opportunities as non-PP children.	Residential trip school subsidy	Extending school hours and building belief: Children offered residential place in Hathersage. Increase self-confidence Greater independence Better team-working, collaborative Skills Opportunities to represent the school in both sports and other activities to raise self-esteem and provide greater life experience opportunities. Additional visits to chosen secondary school to support smooth transition into year 7.	Children attend and are part of the school	£1000

7. Additional detail

The school's evaluation of its own performance has been more thorough however moving forward PP tracking will be in line with SEN rigorous tracking. Tracking of progress over time for each PP pupil whilst thorough, will be half termly rather than termly and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data will be collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT will maintain an overview of pupil premium spending and impact
- A governor is given responsibility for pupil premium

We have used Raise Online, KS2 KS1, Phonics, EYFS and the performance handbook (Local education authority data summary) as well as whole school data (using Learning Logs) to evaluate impact in terms of attainment and progress.