

## **Pupil Premium Strategy Statement 2018 – 2019**

### **PUPIL PREMIUM GRANT**

All members of staff, governors and support staff accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'Diminishing the Difference' between vulnerable pupils and their peers; the Pupil Premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education;
- Facilitating pupils' access to the curriculum;
- Alternative support and intervention within the school.

### **Reporting Pupil Premium**

It is the responsibility of the governors to explain Pupil Premium expenditure to parents in the form of an annual statement. There is no set format for the Report of Pupil Premium. This report aims to detail information on how Pupil Premium has been used within school. It will detail the attainment and progress of pupils who are covered by the Premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards diminishing the difference and this will be supported by reported data and academic progress. Regular updates will be presented to the Governing Body of Sacred Heart School.

1. Summary Information					
School	Sacred Heart Catholic Voluntary Academy				
Academic Year	2018-2019	Total PP budget	£10860	Date of most recent PP Review	September '18
Total no. of pupils	234	Number of pupils eligible for PP	7	Date for next internal review of this strategy	February '19

2. Current attainment		
End of Key Stage 2	7 pupils eligible for PP	21 pupils not eligible for PP
% achieving expected level in RWM	57% (4/7)	57% (12/21)
% making expected progress from KS1 to KS2 in Reading	71% (5/7)	81% (17/21)
% making expected progress from KS1 to KS2 in Writing	86% (6/7)	86% (18/21)
% making expected progress from KS1 to KS2 in Maths	71% (5/7)	62% (13/21)

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

There were 28 pupils at the end of KS2. Of these:

- 7 children in the cohort (25%) are eligible for the Pupil Premium grant. Of these, 5 children (71%) achieved ARE+ in Reading. 3 of these children (43%) exceeded ARE in Reading. 6 children (86%) achieved ARE+ in Writing. 2 of these children (29%) exceeded ARE in Writing. 5 children (71%) achieved ARE+ in Maths. 1 of these children (14%) exceeded ARE in Maths. 4 children (57%) achieved ARE+ in all three subjects, with 1 child (14%) exceeding ARE in all three subjects.  
School gap (PP/other) in Reading = -10. School gap (PP/other) in Writing = +20. School gap (PP/other) in Maths = +4. School gap (PP/other) RWM = 0.
- 5 children in the cohort (18%) are eligible for FSM6. Of these, 3 children (60%) achieved ARE+ in Reading. 2 of these children (40%) exceeded ARE in Reading. 4 children (80%) achieved ARE+ in Writing. 2 of these children (40%) exceeded ARE in Writing. 4 children (80%) achieved ARE+ in Maths. 1 child (20%) exceeded ARE in Maths. 3 children (60%) achieved ARE+ in all three subjects.  
School gap (FSM6/other) in Reading = -23. School gap (FSM6/other) in Writing = +2. School gap (FSM6/other) in Maths = +15. School gap (FSM6/other) RWM = +3.
- 8 children in the cohort (29%) are from Black and Minority Ethnic backgrounds. Of these, 6 children (75%) achieved ARE in Reading. 5 children (63%) achieved ARE in Writing. 5 children (63%) achieved ARE in Maths. 4 children (50%) achieved ARE in all three subjects.  
School gap (BME/all) in Reading = -4. School gap (BME/all) in Writing = -16. School gap (BME/all) in Maths = -5. School gap (BME/all) RWM = -7.
- No children had a Statement of Special Educational Needs or an EHC Plan. 4 children in the cohort (14%) have Special Educational Needs. All of these children (100%) achieved ARE+ in Reading. 2 children (50%) exceeded ARE in Reading. 3 children (75%) achieved ARE in Writing. 2 children (50%) achieved ARE in Maths. 2 children (50%) achieved ARE+ in all three subjects.  
School gap (SEN/all) in Reading = +21. School gap (SEN/all) in Writing = -4. School gap (SEN/all) in Maths = -18. School gap (SEN/all) = -7.
- 4 children in the cohort (%) have EAL. 3 children (75%) achieved ARE in Reading. 2 children (50%) achieved ARE in Writing. 2 children (50%) achieved ARE in Maths. 1 child (25%) achieved ARE in all three subjects.  
School gap (EAL/all) in Reading = -4. School gap (EAL/all) in Writing = -29. School gap (EAL/all) in Maths = -18. School gap (EAL/all) RWM = -32.

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
<b>A</b>	Some PP children have low prior attainment and/or specific additional needs such as SEN.
<b>B</b>	Specific additional needs including those being supported as SEN.
<b>C</b>	Weaknesses in learning behaviours e.g. lack of independence or resilience.
<b>D</b>	Social, emotional and behavioural problems affecting wellbeing and progress.
<b>External barriers</b>	
<b>E</b>	Absence and lateness.

<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A</b>	Good progress for all children.	All children eligible for Pupil Premium, whatever their prior attainment, make at least expected progress, with some of whose attainment is below ARE diminishing the difference. The use of Quality First Teaching to work with pupils who need the most support, and to train support staff to support children's learning.
<b>B</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. Class teachers audit their knowledge and understanding of how multiple needs can impact upon learning, and seek to fill gaps. The inclusion of dedicated support staff to work with DA children to raise standards and liaise with the SENCo.
<b>C</b>	Improved learning behaviours.	Improvements in the learning behaviours demonstrated by targeted DA children, particularly independence, resilience and responsibility for their own learning, are evident through pupil interviews and reports from class teachers.
<b>D</b>	Good progress in PSED.	Improvements in overcoming barriers for specific children including Emotional Literacy Support and The Sunshine Group.
<b>E</b>	Improved attendance and punctuality.	Attendance and punctuality of target children improves.

<b>5. Planned expenditure – Academic year 2018-2019</b>					
<b>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.</b>					
<b>i. Quality teaching for all</b>				<b>Approx. £7000</b>	
<b>Desired outcome</b>	<b>Chosen approach/ action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation?</b>
Good progress for all children.	Dedicated support staff to work with targeted children to ensure that all children make at least good progress. Staff CPD.	Evidence shows that effective deployment of TAs can help to raise attainment, particularly where there is 1-2-1 work and TAs have a good understanding of individual needs. With one member of staff dedicated to this role, children	Regular monitoring and evaluation of the impact of the targeted work on children's learning. Update meetings with dedicated staff member and class	Ass HT	Half termly

		eligible for Pupil premium will make good levels of progress. This will be either through intervention or in-class support.	teachers. Consider any training needs.		
<b>ii. Targeted support</b>				<b>Approx. £2000</b>	
<b>Desired outcome</b>	<b>Chosen approach/ action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation?</b>
Additional needs are supported effectively.	Children with multiple needs will be identified by class teachers and support staff. Small group and individual interventions/ in-class support will be used. Key transitions will be supported. Staff CPD.	Small groups can aid learning, especially when it is with trained and experienced staff. Multiple barriers faced by some children eligible for Pupil Premium can have a cumulative effect on attainment, progress and wellbeing. After school clubs can help children with their homework, as well as allowing them to discover new experiences and opportunities.	Track the progress of the children identified as having multiple barriers to learning. Provide opportunities for children to attend extra-curricular activities. Ass HT to meet with parents of children eligible for Pupil Premium to discuss attendance, attainment and progress.	Head and Ass HT	Termly
Improved learning behaviours.	Continue Good to be Green and rewards system through assemblies. Refresh the children's knowledge of Learning Powers, and build in opportunities to build resilience, perseverance and responsibility. Use of sports coaches to build teamwork and critical thinking.	Pupil progress meetings have highlighted that some children are not meeting expectations due in part to immature learning behaviours, such as lack of independence and willingness to take responsibility for improving their own learning. Children make progress when they have the opportunity to celebrate their achievements, and have the strength to keep trying more than one approach to a task. It is also evident that children make progress when they take small risks and build independence. Develop the lunchtime activities facilitated by sports coaches to build up teamwork and thinking skills.	Classroom observations. Pupil progress meetings. Evaluation of intervention programmes. Pupil interviews.	Head	Termly
Good progress in PSED.	ELSA training for named support staff to offer targeted sessions. Sunshine group for targeted children.	ELSA is a well-known training programme which has been used in many schools to positive effect. We have a number of children who would benefit from pre-planned sessions, rather than an ad hoc drop-in. By targeting support to overcome emotional barriers to learning, we hope to ensure that the children will continue to make academic progress. Gedling Area Partnership to provide refresher	Named support staff to be ELSA trained. Regular monitoring and evaluation. Support staff to continue receiving ELSA network support. Named support staff to be trained in running a Sunshine Group. Monitoring and evaluation regularly and ongoing	Ass HT	Half termly

		training to two members of staff to run an in-house Sunshine Group. This worked well in the past when run by GAP.	support from GAP.		
<b>iii. Other approaches</b>					<b>Approx. £1000</b>
Desired outcome	Chosen approach/ action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Improved attendance and punctuality.	Continue to liaise with parents/carers to promote the importance of good attendance and punctuality. Offer breakfast club to targeted children.	Without good relationships with parents and carers, and full understanding of the implications of not being at school, children will not progress as expected. It also shows the importance of this as a life skill.	Regular attendance data scrutiny and noting patterns of non-attendance. Invite parents/carers to meet to discuss individual barriers to attendance and punctuality. Offer advice and support to families as needed.	HT	

\*Pupil Premium Grant may also be used in addition to the above to fund a contribution towards uniform costs and cover the cost of educational enrichment activities.

## 6. Review of Academic year 2017-2018

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 teaching for all

Desired outcome	Chosen approach/ action	Estimated impact	Lessons learned (and whether you will continue with this approach)
Good progress	CPD for maths mastery, Talk 4 Writing, Guided Reading, Jason Wade Spelling and Rainbow Grammar, Talk Less Teaching.	Staff are more confident in approaches to teaching maths mastery, including reasoning skills. Children are making demonstrable progress in maths beyond fluency. Non-negotiable timetable built on CPD learning has shown increases in Reading and Writing attainment.	All CPD training has been evaluated and will continue to feed developments in teaching and learning strategies in policy and through the non-negotiable timetable.
	Training and evaluation for support staff on effective intervention.	Support staff provide pre- and post-intervention assessments. They have been refreshed in how to deliver Switch On programmes effectively and have shared all other CPD opportunities to complement the class teachers' approach and maintain consistency. Children make good progress through interventions.	Support staff understand the need for measureable outcomes. Children are making progress following interventions and will likely make better progress now that training has been undertaken. Further training opportunities to be offered to support staff.

	Continue to provide additional support staff in classes with concentrations of PP and other needs.	Support staff deployed either for named children or target groups, either as part of whole-class work or for interventions. Deployment has reflected needs based on the outcomes of pupil progress meetings. Children with needs are supported and make progress.	Support staff will continue to be deployed based on the need of individual cohorts and may be changed during the course of the year in response to pupil progress. Consider a dedicated support assistant to work with children eligible for Pupil Premium to identify and support individual need.
Coaching colleagues	CPD using Governor expertise. Programme of peer observations and visits to other schools.	Staff have begun to work closely in more of a coaching/mentoring model, with more experienced staff working alongside colleagues. The expert governor provided assistance in the initial stages. All teaching staff have visited other schools to observe, moderate and share good practice.	Moving forward, a programme of co-teaching, peer observations and joint planning/assessment will help build positive working practices, support newer staff and contribute to the professional development of more experienced staff. In turn, this will lead to increased progress and attainment in all years.
Improved learning behaviours	Whole school work on Learning Powers. Reward system recognised through assemblies. Focus on children's engagement and responsibility for own learning, self- and peer-assessment, and learning what to do if they are stuck. Responding to verbal feedback.	Older children are aware of 'The four Bs' to promote independence in lessons. Children increasingly respond to verbal feedback. This continues to be developed.	Research needed to look at ways other schools are developing independence, resilience and a sense of responsibility. Carry over to next year.
Additional needs are supported effectively	Small groups in maths, writing and reading. Individualised support at all levels.	Teacher-led book club for able readers was well-received and children had more time for book talk, developing their ability to infer and deduce. Children with additional needs are timetabled across the year to receive additional support as appropriate. Small groups receive pre-reading, pre-teaching or consolidation time to allow classwork to be focused.	These sessions work well in reading to ensure that children are making the most of guided reading book talk, rather than decoding and understanding vocabulary. This also has an impact in maths. Continue to develop this in the future. Requires frequent communication and liaison between teachers and support staff.

## ii. Targeted support

Desired outcome	Chosen approach/ action	Estimated impact	Lessons learned (and whether you will continue with this approach)
Good progress.	Booster classes – Reading and Writing. Different abilities to direct focus to more individual needs. Led by	Boosters focused on specific need including supporting children to meet higher expectations. Some children who were at risk of not meeting ARE did achieve this and made positive progress compared with prior attainment.	Booster classes improved confidence and reduced anxiety before the SATs. They improved the performance of target children, leading to some achieving ARE and some achieving higher passes; making better than good progress. This is

	experienced teachers.		something to continue with in the future.
	Writing groups led by Y5/6 teachers or former teacher.	<p>These groups targeted potentially able writers and matched them up with able writers from the next class up. The aim was peer support, to improve motivation, and to share good work.</p> <p>The older children produced high quality work which, in turn, improved the consistency of the younger children's writing by offering role models and using the teachers' expertise.</p>	<p>This has been a valuable experience, particularly where children are at the higher end of their year group, but not as high in comparison with children in other cohorts – the high are not as high as they think. It has shown them what is possible in their own work and what to aim for. Writing attainment has improved in classes where this has taken place. Consider continuing with this in the future, and also look at using experienced teachers to support newer colleagues.</p>
	One to one and group support within class.	<p>More effective Pupil progress meetings have enabled us to track children and target needs more quickly. Individualised support is then offered in-class through regular support staff with whom relationships have been built in addition to Quality First Teaching.</p> <p>Support staff know the children well, can anticipate areas of difficulty, and can intervene on a more immediate basis.</p>	<p>Class teachers value the presence of support staff in classrooms to target specific needs. The consistency of staff in particular areas of schools builds positive relationships and thorough understanding of the children's needs through the phase. This also means that children are able to access class teaching at a deeper level than they would without the support. Teachers now need to continue developing their practice in terms of deploying adults effectively and responding to needs more immediately as they arise.</p>
	Inference Intervention. Trained support staff (former teacher).	<p>This was taught by a specially trained teaching assistant who is a former teacher, as an intervention, but in support of classroom strategies, using structured materials.</p> <p>Children become more adept at drawing inference from texts. Reading assessment remains good.</p>	<p>All children benefitted from this intervention and made good progress from their starting point as measured at the end, and as observed subsequently by class teachers and relevant support staff. Will continue using this strategy.</p>
	Switch On SENCo trained. Support staff refreshed. Intervention carried out – reading element only.	<p>Intensive reading support in the form of a one to one programme for children who have been identified as slowing progress. It was difficult to follow the prescribed number of sessions due to support staff availability.</p> <p>Children make progress from their starting points in word reading.</p>	<p>Children make good progress from their starting points, generally making one book band progress. Will continue using this strategy and will begin to incorporate the writing element. The strategy only targets word reading and not comprehension, but remains a widely recommended programme.</p>
	1 <sup>st</sup> Class Number Trained support staff following a set programme.	<p>Delivered by a specially trained and experienced support staff member. Small group includes non-PP children as identified by the class teacher. Programme adapted to meet specific needs to support class teacher.</p> <p>Children improved mental arithmetic speed and accuracy.</p>	<p>Most children make improvements in both speed and accuracy of mathematical fluency. The strategy would be more effective if used daily. Need to continue with maths interventions and look for other examples in order to raise future attainment.</p>

Additional needs supported effectively.	Support and monitoring by Assistant HT/SENCo. Support from professionals. Continued support for breakfast club, after school provision and residential trips.	Breakfast club has been offered to a number of children who have multiple barriers to learning in addition to being disadvantaged. This has had an impact upon attendance and punctuality for the children who have taken this up. After-school club attendance has been low amongst disadvantaged children.	Breakfast club remains an important element of our provision. We will continue to suggest this for disadvantaged children who struggle to get to school on time or to improve their attendance. Consider promoting after-school activities further.
Good progress in PSED.	Social-skills sessions with small groups/ targeted individuals.	The Gedling Area Partnership led a small group intervention known as 'The Sunshine Group', which used play and activities to work through some emotional issues. The children involved responded positively and can sometimes put it into practice.	This seemed to be a useful tool to bring in-house and adapt as needed for targeted children, particularly KS1. In the future, this would be facilitated by appropriate support staff in school once trained.
	Targeted support through sports coach at lunchtimes based on teachers' identification of needs e.g. boosting confidence, social skills etc.	The sports coach has put in place structured games during the lunchtime break, as well as facilitating zumba and the daily mile. There have been noticeably fewer friendship and behavioural issues, and participation of children who would benefit socially from adult-led games. The sports coach has also put in place 10 minute workouts mid-afternoon to assist with concentration, physical therapy and children with multiple needs.	The lunchtime structured activities have proven successful. There have been fewer social issues and increased participation. We will consider increasing this to two members of staff in order to either run two separate activities appealing to different groups of children or to help target specific children. The 10 minute workout has received very positive feedback from class teachers. They have observed that children are less fidgety and ready to continue working. This will continue.
	Nurture group led by trained support staff when required.	We have a member of our support staff who ran nurture-style drop-in sessions. This contributed to the diversion of some issues from the playground and provided emotional support more immediately.	A number of children with emotional issues have used the drop-ins. We noticed that some children were using it more than others, sometimes unnecessarily. Moving forward, we would continue providing regular drop-ins but also have some dedicated time as pre-planned sessions to target particular vulnerable children. We will train the support staff member as an Emotional Literacy Support Assistant.
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen approach/ action</b>	<b>Estimated impact</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Improved partnerships with parents and carers.	Liaison with parents/ carers by Assistant HT. developing communication with parents/ carers.	Parents' requests for meetings have been responded to quickly and the Assistant HT has been proactive in contacting families where issues have been raised. Some parents have reported feeling better informed about their child's progress.	Parents value regular communication and knowing that their requests for meetings will be accommodated at a mutually agreed time. Consider a more general meet-the-teacher workshop model in the Autumn term rather than a 1-2-1 5 minute slot.

Improved attendance/punctuality.	Whole school approach to promoting better attendance and punctuality through communication and tightening up of procedures.	Attendance continues to be around 95% with some individual attendance and punctuality issues. Breakfast club was offered to some families where attendance and/or punctuality was an issue. Families were made aware of the amount of school time being missed and the impact it can have on learning in a letter sent home with end-of-year reports.	Some families still find punctuality an issue and we need to work more closely to remove that barrier to learning and understand the issues. Continue to offer breakfast club where this may improve attendance and/or punctuality. Some attendance issues relate to families continuing to take term-time holidays.
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## 7. Additional detail

The school's evaluation of its own performance has been increasingly thorough. Moving forward, tracking the progress of pupils eligible for Pupil Premium will be in line with the more rigorous SEN tracking. Tracking progress over time will be carried out and recorded half-termly in a formal manner in order to quickly identify a slow-down in progress and additional any factors which may be a barrier to learning, and to develop strategies and interventions to promote improvement.

- Information about each child's progress will be collected from a range of sources – achievement data against objectives in the Learning Logs, observations, learning walks, case studies, and staff/parent/pupil voice.
- Assessment data will be collected half termly for a Pupil Progress review with class teachers.
- Assessments are moderated both internally and externally to ensure they are accurate.
- TAs will provide an evaluation of interventions to monitor the impact of each on the children's learning.
- Teaching and support staff will attend and contribute to Pupil Progress meetings to review progress.
- Interventions will be adapted and changed if they are not evaluated to be making an impact.
- Case studies will be used to evaluate the impact of pastoral intervention, such as behaviour or attendance.
- A designated member of the SLT will maintain an overview of Pupil Premium spending and impact.
- A governor has responsibility for monitoring Pupil Premium.