

# Pupil premium strategy statement

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 Voluntary Academy
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	9.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2021 – December 2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022 October 2023
Statement authorised by	Miss C Hornsby
Pupil premium lead	Miss J Owens
Governor / Trustee lead	Mr C Heatley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,880
Recovery premium funding allocation this academic year	£3,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 42,880

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is for **all** pupils attending Sacred Heart Catholic Primary School to have the same opportunities, irrespective of their background or the challenges they face. In everything that we do, our Heart values will be instilled. These values are:

Hardworking,

Enthusiastic

Aspirational

Respectful

Together

Our plan works towards this aim by identifying:

1. Challenges that disadvantaged children who attend Sacred Heart face
2. What we hope to achieve for all our children at the end of each key phase of education within our school
3. How we will use funding to support teaching, targeted academic support and wider strategies.

High quality teaching is the main focus for our education philosophy, supporting both disadvantaged and non-disadvantaged pupils. We know that this has the greatest impact on closing the disadvantaged gap, whilst benefiting all pupils. Our rigorous monitoring programme, ensures that no child is left behind. All children are challenged to do the very best they can and additional support is offered to those who require it. Our holistic approach to all the children's education ensures that:

All pupils will have equality of access to all curriculum and extra-curricular enrichment activities.

Pupil premium pupils will have access to additional support, where needed to meet end of year expectations and beyond.

All staff through quality first teaching and research lead strategies, will support the development, attainment and achievement of disadvantaged pupils.

Governors will make the attainment and progress of all disadvantaged children a priority in their scrutiny and monitoring of school policies, procedures and outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils who receive Pupil Premium don't always achieve as well as non – pupil premium pupils in the phonics, reading and writing KS1 and KS2 data.
2	Maths has been below national expectations for 3 years according to in school data and comparing to 2019 National statistics.
3	ECT teachers in Foundation 1 and year 5. These teachers will need support in identifying gaps in pupils learning and develop a bank. 2 teachers currently on maternity will be returning the start of the Pentecost Term.
4	Some children as well as those eligible for PP have complex and challenging home lives requiring continual nurture and support
5	Some children as well as those eligible for PP have complex and challenging SEND needs.
6	Impact of Covid pandemic on all pupils including many eligible for PP on mental health, wellbeing and support from home to access remote learning consistently has impacted on learning widening gaps particularly in reading.
7	Some PP eligible pupils do not have access to the instrumental lessons due to their cost.

## 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
To improve Phonics outcomes for all pupils eligible for PP	<p>Proportion of disadvantaged children achieving the PSC is broadly in line with the National Average. (Nat Non-Disad 2018/19: 82%)</p> <ul style="list-style-type: none"> <li>• PP children will achieve in-line with non-PP children.</li> <li>• Termly data will include analysis of PP children.</li> <li>• Data shared with Governors, identifying PP attainment and progress.</li> <li>• Half-termly monitoring by SLT through book looks and learning walks.</li> </ul>

<p>To improve the outcomes for PP children in KS1 (RWM Combined)</p>	<p>By July 2024, the proportion of disadvantaged children achieving RWM combined is broadly in line with the National Average.</p> <ul style="list-style-type: none"> <li>• PP children will achieve in-line with non-PP children.</li> <li>• Termly data will include analysis of PP children.</li> <li>• Data shared with Governors, identifying PP attainment and progress.</li> <li>• Half-termly monitoring by SLT through book looks and learning walks.</li> </ul>
<p>Improve higher rates of attainment in each year group for PP eligible pupils</p>	<ul style="list-style-type: none"> <li>• All pupils are challenged with 70% achieving expected standard in reading, writing and maths.</li> <li>• Year 6 to be in line with 2022 end KS2 national attainment at Reading 73% Writing 78% maths 79% and at least 20% achieving more than expected by the end of the year</li> <li>• Termly data will include analysis of PP children specifically those whose targets are higher rates.</li> <li>• Data shared with Governors, identifying PP attainment and progress.</li> </ul>
<p>To ensure all disadvantaged children make at least expected progress in Mathematics KS2 Achieve national Average Maths Scores in KS2.</p>	<p>To ensure all disadvantaged children make at least expected progress in Mathematics by July 2024. In KS2 Achieve national Average Maths Scores in KS2.</p> <ul style="list-style-type: none"> <li>• Termly data will include analysis of PP children.</li> <li>• Data shared with Governors, identifying PP attainment and progress.</li> <li>• Half-termly monitoring by SLT through book looks and learning walks.</li> </ul>
<p>To ensure all disadvantaged children attend school on a regular basis and at least in line with non-disadvantaged children.</p>	<p>Improve attendance of disadvantaged pupils to National Average.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p>

	<ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 15%.</li> <li>the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 4% lower than their peers.</li> </ul>
To ensure all disadvantaged children have access to an enriched curriculum.	<ul style="list-style-type: none"> <li>Disadvantaged children have 100% access to all curriculum opportunities and are able to access sports clubs and instrumental lessons.</li> <li>A wide range of extra-curricular activities will be offered to develop our children's interests with them included on the decisions.</li> <li>Free of charge provision will apply for PP children for all enrichment opportunities to include; educational visits, music lessons (1 instrument group lesson) and residential will be subsidised.</li> </ul>
To ensure all disadvantaged children have access to appropriate support and reduce barriers to learning	<ul style="list-style-type: none"> <li>Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning.</li> <li>Termly assessment meetings with SLT and interventions identified and planned for.</li> <li>ELSA support provided.</li> <li>Staff are well trained, highly skilled and appreciate their responsibility to provide quality first teaching.</li> <li>Early academic intervention through speech and language, high quality SEND provision and phonics.</li> <li>After school/breakfast provision supports the smooth transition into school as well as nurture provision at lunch time to help with social anxiety/misinterpretations</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <ul style="list-style-type: none"> <li>• PP children will be encouraged to join pupil voice groups.</li> <li>• Their attendance will remain high in-line with non-PP children.</li> <li>• Ongoing monitoring and communication with staff.</li> <li>• Pupil voice reports that our children feel safe and happy in school.</li> <li>• Curriculum supports wellbeing, through mindfulness/ meditation session, PSHE and the RE curriculum.</li> </ul> </li> </ul>
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## 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: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Cover for PP Champion, Phonics and Maths to be out of class equivalent to 1 day per half term to monitor PP Progress, needs, teaching and strategies that are used.</i></p> <p>£185 x 9 = £1665</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>Leaders need to ensure that interventions and strategies implemented are ensuring good progress and outcome for pupils.</p> <p>Regular monitoring of the impact of the interventions and QFT ensures that all interventions and strategies are pertinent to the pupil accessing them.</p> <p>Leaders get to know the pupils who they are working with which develops a relationship between them.</p> <p>High impact for low cost based on very extensive evidence</p>	1,2,3,4,5 and 6
<p><i>Attachment training for all staff to understand the complex needs of our pupils.</i></p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>ELSA approaches will be embedded into routine educational practices and supported by professional</p>	<p><a href="https://researched.org.uk/2019/02/28/attachment-theory-what-do-teachers-need-to-know/">https://researched.org.uk/2019/02/28/attachment-theory-what-do-teachers-need-to-know/</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Parent and pupil voice has suggested the need for these groups to run in school, to settle children in transitional periods and provide space to work on emotional literacy.</p>	3,4,5 and 6

development and training for staff		
Continue the use of standardised diagnostic assessments.  Further training for staff and new staff to ensure assessments are interpreted and administered correctly.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="https://thirdspacelearning.com/blog/third-space-diagnostic-assessment-ks2-maths-primary-school/">https://thirdspacelearning.com/blog/third-space-diagnostic-assessment-ks2-maths-primary-school/</a></p> <p>Star Assessment and No More Marking</p>	1, 2, 3, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>High impact for low cost based on very extensive evidence</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,4,6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	1,5,6



pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	
TA directed time in the morning and afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths.	Internal data and data from 2019 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others for RWM particularly boys and disadvantaged. <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5
1:1 reading support for disadvantaged pupils who aren't being supported at home with reading-particular focus on KS1.	Internal data and 2019 SATs results show that for EYFS, KS1 & KS2 pupils there is a gap between those pupils achieving at the expected standard. <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5,

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing nurture group session before school, and during lunchtimes to help pupils with wellbeing and social skills</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life <a href="https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	4,6,5

<p><i>Wrap around care subsidy to allow pupils to attend sports, arts and other afterschool activity clubs.</i></p> <p><i>Percentage of allocation made from PP funding – topped up by school budget</i></p>	<p>Pupils who are eligible for PP often do not have access to extra curricular activities.</p> <p>This will allow pupils to have an enriched experience and participate in the arts, sports and well being activities after school.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<p><i>Music tuition lessons to those who wish to take advantage of the service – group lessons on instrument of choice.</i></p>	<p>Research has shown that both listening to music and playing a musical instrument stimulate your brain and can increase your memory.</p> <p>The results showed that pre-schoolers who had weekly keyboard lessons improved their spatial-temporal skills 34 percent more than the other children. Not only that, but researchers said that the effect lasted long-term.</p> <p><a href="http://brainconnection.positscience.com/topics/?main=fa/musiceducation2#A1">http://brainconnection.positscience.com/topics/?main=fa/musiceducation2#A1</a></p>	7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £ 42, 880**

## 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.

A provision to support PP children's interventions utilising very experienced TA to support KS2 in achieving expected standard in RWM. Utilising Switch On Reading and Writing, Inference intervention, Basic Skills Maths intervention.

Ensure all teachers and TA's have up to date training to meet the needs of their class e.g. phonic training, Maths Hub, White Rose & Jane Gill training

Utilise Star Assessments from Yr2-Yr6 to assess gaps in learning in reading and maths and pinpoint interventions required to bring children back on-track to where they were pre-lockdown, March 2020. Teacher and TA to provide quality whole class teaching and 1 to 1 individualised support/ small group support within the bubble to meet the needs of the children in class

Impact in Progress and Attainment

	Pupil Premium at ARE				Non Pupil Premium at ARE			
Class	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined
Whole School	72.3%	52.3%	59%	47%	76%	70%	72%	64%
2	100%	100%	50%	50%	69%	73%	73%	61%
3	51.1%	42.9	42%	42%	65%	65%	60%	60%
4	50%	50%	50%	50%	85%	57%	66%	52%
5	83.3	60%	83%	60%	76%	76%	76%	71%
6	100%	33%	66%	33%	84%	80%	84%	76%

Teachers and TA access training through the Our Lady of Lourdes Catholic Multi Academy Trust, attend moderation for writing and maths to compare and learn from others. Training was also attended for the use of Star Assessments and how to reap full benefit of the data they produce for our pupils.

## 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
Star Assessments	Renaissance
White Rose Maths	White Rose Maths Hub
Times Tables Rock Star	Maths Circle Limited
Mathletics	Mathletics
Classroom Secrets	Classroom Secrets

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group intervention Music Tuition lessons 1 term
What was the impact of that spending on service pupil premium eligible pupils?	100% of these pupils attained EXP in all areas for their year group.