

# Pupil premium strategy statement – Sacred Heart Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sally Robertshaw
Pupil premium lead	Corinne Dalton
Governor / Trustee lead	Larry Binns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44320
Recovery premium funding allocation this academic year	£2490
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46810

# Part A: Pupil premium strategy plan

## Statement of intent

**At Sacred Heart Primary Catholic School, we know through experience and through research that common barriers to learning for disadvantaged children, can be:**

Less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from reaching their potential. The challenges are varied and there is no “one size fits all”.

**Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level and enable them to reach their potential.

**We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils across the school
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

**Achieving these objectives:**

**The range of provision the Governors consider making for this group include:**

- Ensuring all provision is good or better thus ensuring that the quality of teaching experienced by all children enables them to achieve their potential
- To allocate an experienced HLTA to work in each Year Group - providing small group and 1:1 work focussed on overcoming gaps in learning
- A majority of our work through the pupil premium grant will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.

**The rest will focus on:**

- Well-being
- Supporting pupils and parents with attendance issues
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Continued CPD for staff

**See further detail in the extra information section at the bottom of this document.**

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths, RE and Science
2	To develop Well Being opportunities to support Social, emotional and Mental Health needs across the school
3	Parental Engagement of some PP children
4	Limited life experiences and low aspirations beyond their home and immediate community
5	Low attendance or repeated lateness

## 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
<p>All children to maintain at the very least, the standard of attainment they achieved at their last key assessment point.</p> <p>For those children who are not yet at expected to try to close the gap by making accelerated progress and exceed their prior attainment.</p>	<p>All classes to have consistently good/outstanding teaching and classroom provision. All staff working with PP children to know who they are and their individual needs and targets.</p> <p>HLTA support to be targeted to PP children and lower achieving children in classes. To work alongside the class teacher to ensure provision for them is good. Data will show children are maintaining their level of attainment or even achieving higher than their previous year's assessment.</p> <p>This will lead to combined data for each year group in Expected and Greater depth to be improved.</p>
<p>KS2 to maintain their progress from KS1 and for the GD children to remain GD.</p>	<p>Data tracking and analysis will show children have maintained or even improved their KS1 data. Termly Pupil Progress meetings will enable teachers, alongside SLT, to analyse their PP children's data, check interventions and strategies are effective and make targeted adjustments accordingly.</p> <p>Continued CPD for teachers / TAs on reading, writing and maths.</p> <p>PIXL resources used to support and further develop learning.</p>
<p>Pupils and their parents feeling supported emotionally and socially as well as academically. Children feeling emotionally and socially in a positive position to learn.</p>	<p>Further work with staff on developing effective relationships with children/ parents. YMCA Play therapist to work with particularly vulnerable children who have been identified by school staff.</p> <p>Learning mentor to work weekly with children also identified to have SEMH difficulties and those that need 'extra TLC' above and beyond what their relationship with class teachers/ adults can provide.</p> <p>Learning mentor/ Pastoral team/ Play therapist to support staff and to engage parents that are struggling emotionally or socially. Children knowing there is</p>

	always someone there to listen to them and help/support them.
All PP children to be offered and encouraged to attend all opportunities available to them ensuring they have broad educational experiences	PP children will be offered (and in some scenarios 'directed' to) the opportunity to eat breakfast at our daily Breakfast Club in school. PP children will attend all day trips (supported funding). All children offered and encouraged to attend after school clubs with PP children having the first allocation of places. Children to be offered and encouraged to attend the well-being club previously known as Thursday club). Children will be offered resources to support them in school such as uniform, water bottles, learning resources (e.g. items of stationery etc).
Absence and repeated lateness to reduce	Attendance Lead, administrative, pastoral staff and Head Teacher to support families to improve attendance and reduce the number of late registrations.  Use of reward certificates and positive praise used for improvements in attendance/ lateness. Parents will be encouraged to use the breakfast club to help get their children to school consistently and on time in the morning.

## 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: £28560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part fund wage of PP lead and Deputy Head-teacher.</p> <p>Drive and lead Pupil Premium across the school.</p> <p>Own CPD and other CPD for staff. Ensure staff are up to date with PP in school.</p> <p>Deputy Head to teach intervention/ catch-up groups of year two and year six children in school</p>	<p>Continued research into various educational research, best practice models and up to date resources. Part 1 one of the three-tiered approach as suggested in the EEF toolkit (Autumn 2021) – High quality teaching, spending on developing high quality teaching which may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>Research and CPD alongside our MAT on adaptive teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a></p> <p><a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p>	1
PP HLTA	<p>PP HLTA</p> <p>In every year group with a focus on PP and disadvantaged children.</p> <p>After school targeted small group work with a current focus on:</p> <p>Year 2</p> <p>Year 4</p> <p>Based on EOY data and identifying gaps within these cohorts</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-</a></p>	1

	<a href="#">group-tuition&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP HLTA	Talkboost Intervention	1
Class teachers/ SENCo	Nessy Reading support programme	1
HLTA	Targeted intervention of Year 6 children	1

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

Budgeted cost: £16,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded breakfast club places £5000	Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many	1,2,3,4,5
Well-Being club £1000		1,2,3,4
		2,3,4,

Money to subsidise trips and visits for children eligible for Pupil Premium Funding £1500	challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year	
Ensure PP children are prepared for school and not 'disadvantaged' to any of their peers £500	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	2,3,4
Maintain positive attendance system to reward children eligible for Pupil Premium Funding for being on time and achieving a 100% weekly attendance. £250	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	3,4,5
YMCA Play therapist £5000	As above	1,2,3,4,5
Learning mentor £3000	As above	1,2,3,4,5

**Total budgeted cost: £46,810**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

COVID 19 had a huge impact on schools across the country. We have identified gaps in year groups based on their end of year data and provisioned accordingly this academic year. The provision above makes reference to this.

Below data taken from FFT.

fftaspire FFT KS1 Early Results Service 2022

#### Pupil groups compared with 'Like-for-Like' FFT national average

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	Attendance
All Pupils	30	101.2	-0.2	101.6	+0.1	100.9	-0.9	● 98.0%
Female	16	100.8	-0.5	101.4	-0.6	100.3	-0.8	● 98.4%
Male	14	101.7	+0.2	101.8	+0.8	101.5	-0.7	● 97.6%
EHCP	2	86.5	● -8.5	88.0	● -6.5	85.0	● -10.5	● 98.5%
Support	1	86.0	● -9.1	86.0	● -8.7	86.0	● -9.9	● 100.0%
Not SEND	27	102.3	+0.3	102.6	+0.8	102.0	-0.3	● 97.9%
FSM6	6	97.5	-0.9	97.8	-0.7	97.2	-1.7	● 98.0%
Not FSM6	24	102.2	-0.2	102.5	+0.1	101.8	-0.8	● 98.0%
Autumn	14	104.4	+1.6	105.3	● +2.4	103.5	+0.4	● 98.0%
Spring	8	101.2	-0.2	100.6	-0.9	101.9	+0.2	● 98.1%
Summer	8	95.6	● -4.4	95.9	● -4.2	95.4	● -4.9	● 97.9%

## 2022 KS2 Extended School Dashboard

### KS2 Pupil groups performance 2022

	Pupils	Actual results			Pupil progress			
		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	% Higher standard (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	
<b>Summary</b>	All Pupils	30	106.3	80% <span style="color: green;">+</span>	17%	+2.3 <span style="color: green;">+</span>	+21% <span style="color: green;">+</span>	+11% <span style="color: green;">+</span>
<b>Gender</b>	Male	11	106.5	73%	9%	+1.9	+13%	+6%
	Female	19	106.2	84%	21%	+2.6	+25% <span style="color: green;">+</span>	+14% <span style="color: green;">+</span>
<b>DFE Prior Attainment</b>	Higher attainers	10	111.1	100%	50% <span style="color: green;">+</span>	+2.0	+12%	+35% <span style="color: green;">+</span>
	Middle attainers	14	105.9	93% <span style="color: green;">+</span>	0%	+1.9	+32% <span style="color: green;">+</span>	-1%
	Lower attainers	5	98.9	20%	0%	+4.2	+8%	-0%
<b>Pupil Premium</b>	FSM (in last 6 years)	7	103.7	71%	0%	-0.6	+10%	-2%
	Not FSM (in last 6 years)	23	107.0	83%	22% <span style="color: green;">+</span>	+3.3 <span style="color: green;">+</span>	+24% <span style="color: green;">+</span>	+16% <span style="color: green;">+</span>
<b>FSM</b>	FSM	5	101.5	60%	0%	-1.3	+5%	-2%
	Not FSM	25	107.2	84% <span style="color: green;">+</span>	20%	+3.1 <span style="color: green;">+</span>	+24% <span style="color: green;">+</span>	+14% <span style="color: green;">+</span>
<b>FSM Ever</b>	FSM (ever)	7	103.7	71%	0%	-0.6	+10%	-2%
	Not FSM (ever)	23	107.0	83%	22% <span style="color: green;">+</span>	+3.3 <span style="color: green;">+</span>	+24% <span style="color: green;">+</span>	+16% <span style="color: green;">+</span>

### Well-being/ SEMH

In school, our assessments and observations have indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over the last two years due to the pandemic and associated difficulties involved. The impact has been particularly evident for disadvantaged pupils. We use our pupil premium funding to provide wellbeing support for our pupils, and targeted interventions where required. Through this plan we will continue to build on this and continue to support well-being and SEMH.

Our Learning Mentor and Play therapist remain an integral part of our support of children's emotional wellbeing across the school. Our learning mentor is used both on an 'as required' basis as well as for timetabled sessions for those in need. Our Play therapist focuses on identified pupils. Over the past year, our play therapist has been a crucial part of our school team enabling the sharing of support strategies with members of staff, particularly our learning mentor, when supporting children with SEMH needs. Our learning mentor has also played a key role in supporting parents/ families and the feedback regarding this has been excellent.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PIXL	Primary PIXL
Nuffield Early Language Intervention (NELI)	Nuffield
Third Space maths tuition	Third Space

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

### 1-Introduction

Sacred Heart Catholic Primary School aim to use the Pupil Premium funding to ensure that no child is left behind and that every child is given the chance to reach their potential. We have consistently high aspirations and ambitions for our children and believe that presenting them with opportunities to succeed will ensure they do their best and in a safe and happy environment. Although we do not have a high percentage of pupil premium children, we use the money effectively to benefit families and children for whom we receive the funding for.

In June 2019, the Education Endowment Foundation published a new guide on the Pupil Premium. The EEF Guide to the Pupil Premium aims to support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends schools take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support

### 2- Context

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

### 3- Potential barriers to future achievement / attainment for pupils eligible for PPG

When deciding how to spend the Pupil Premium Grant (PPG) it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of Sacred Heart.

The reasons for underachievement are many and varied and could include:

- Social, emotional and behavioural difficulties
- Poor emotional resilience and self-regulation skills impact on many pupil's ability to work collaboratively and to accept a degree of challenge in their learning

- Mental/ emotional health difficulties
- Sensitivity when extending and enriching the curriculum and clubs that no child is excluded due to financial family need
- Mid-year or Key Stage casual admission

When making decisions about using pupil premium funding it is important to consider the context of our school and the subsequent challenges faced. Common barriers for FSM children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no one-size fits all. Through our tailored support, using the PP funding- we aim to minimise as many of these barriers as possible.

#### **4- Individualising support**

We will ensure that the additional support we provide is effective by:

- Looking collaboratively at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Working with other agencies to bring in additional expertise
- Using the school's learning mentor where appropriate
- Providing extensive support for parents
- to support their children's learning within the curriculum
- Tailoring 1:1 support to meet the needs of the child- providing this within school and after school
- Recognising and building on children's strengths to further boost confidence

#### **Pupil Premium Spending Plan 2022/2023**

##### **Tier One = Teaching**

Teaching Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending

##### **Tier Two = Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of

achievement. Considering how classroom teachers and teaching assistants can provide

targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

### **Tier Three = Wider strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

#### **1 Teaching**

Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all. Using the Pupil Premium funding to improve the quality of teaching benefits all students not just those who are disadvantaged.



#### **2 Targeted academic support**

We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.

#### **3 Wider strategies**

Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.