

Sacred Heart Primary 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 Primary |
| Number of pupils in school | 382 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2023/2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | October 2022(reviewed) October 2023 |
| Statement authorised by | Joan Cullen – head teacher |
| Pupil premium lead | Joan Cullen |
| Governor / Trustee lead | Lynne Driscoll |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £84,485 |
| Recovery premium funding allocation this academic year | £9,135 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £93,620 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide a welcoming, family atmosphere, guided by the values and beliefs of our Catholic faith.

- A community which fosters friendliness, respect and consideration for all.
- An ordered, attractive and stimulating environment encouraging a growth mindset and respect for learning.
- An educational environment which celebrates uniqueness, encouraging and enabling each child to reach their potential.
- A curriculum that introduces pupils to the essential knowledge that they need to be educated citizens. Introducing them to the best that has been thought and said helping to engender an appreciation of human creativity and achievement.

We will consider the challenges faced by our vulnerable pupils, including those who have a social worker and young carers. The focus of our pupil premium strategy is to support disadvantaged pupils so that all of our pupils, irrespective of their individual backgrounds and challenges, make good progress and achieve high attainment across all subjects.

High quality teaching is at the heart of our approach, our intention is that teaching and learning opportunities meet the needs of all the pupils and where pupils have specific needs these are addressed through high quality, evidence based interventions led by appropriately trained staff.

Focus areas are identified through assessment, data analysis, observations and scrutinies to ensure the focus is on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance and Punctuality – 24% (18 pupils) of pupil premium pupils attendance was below 95% (2021 to 2022). Nine of these pupils were persistent absentees (below 90%). Punctuality is also an issue for a few families who are persistently late. |

| | |
|---|---|
| 2 | Teacher assessments show gaps in reading, writing and maths across all key stages. The attainment of disadvantage pupils is below all pupils. Pupil Premium children are not achieving greater depth. |
| 3 | Speech, language and communication |
| 4 | Social, emotional and mental health |
| 5 | Behaviour of a very small number of disadvantaged pupils impacts on their learning. |
| 6 | Home support and parental engagement for some disadvantaged pupils. |
| 7 | Access to wider opportunities |

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 achieve and sustain improved attendance and punctuality for disadvantaged pupils. | Attendance of individual disadvantaged pupils is at least 95%. Persistent absentees among pupils eligible for Pupil Premium reduced to less than 3%. Overall attendance improves from 95% to 98% in line with non Pupil Premium children. 100% attendance at Year 6 booster sessions. |
| Improved attainment in Reading, Writing and Maths | Disadvantaged pupils achieve outcomes in-line with or above national average by the end of KS2. |
| To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils. | Sustained high levels of well being as demonstrated by – student voice, student and parent surveys, teacher observations and pupil observations (School Council, Faith Ambassadors, Anti Bullying Committee). Increase in participation in enrichment activities. |

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: £42,435

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Assessment</p> <p>Staff CPD on diagnostic assessment- hinge questions, quizzing, reading fluency scales and pre topic mind maps.</p> <p>Staff CPD on diagnostic tests used in school – RWI assessments, No More Marking, Star Reader and Accelerated Reader, SAM Learning, 10 Ticks.</p> <p>CPD on Target Tracker statements.</p> <p>CPD on Pupil Premium Passports and implementation across the school.</p> <p>Target Tracker reports to be produced half termly for pupil premium children and discussed with teachers regarding rate of progress and areas for development.</p> <p>CPD Skills Builder Framework – Enabling Enterprise.</p> <p>Year 2 staff to attend New to Year 2 training</p> | <p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> | 2,3 |
| <p>Maths</p> <p>CPD – Maths no problem-termly modelled intervention sessions to be delivered by Bernie Westacott – class teachers to observe and</p> | <p>Early mathematical development is important for children's current achievement and also for their future learning and life success (Duncan et al., 2007; Watts, Duncan, Siegler, & Davis- Kean, 2014). Therefore, as educators, it is important to be aware of the typical development of mathematical skills and concepts in order to understand what may be appropriate for teaching children in the Early Years and Key Stage 1. The evidence shows that the</p> | 2,3 |

| | | |
|---|---|---------|
| <p>discuss after session. Target area for interventions to be identified by teacher.</p> <p>CPD for teachers on Accelerated Progress.</p> <p>Enigma Maths Hub Mastery Project- Embedding Stgae .</p> | <p>quality of teaching makes a difference to student outcomes. The quality of teaching, or instructional guidance, is important to the efficacy of almost every strategy that EEF examined. The evidence also indicates that, in mathematics, teacher knowledge is a key factor in the quality of teaching.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | |
| <p>Writing</p> <p>Ongoing CPD on improving writing through teaching skills of proof reading and editing.CPD on Picture Book planning.</p> <p>Moderation of writing in staff meetings focus on Pupil Premium. CPD for teachers on writing across the curriculum.</p> <p>Purchase of No More Marking</p> | <p>In school monitoring and analysis of teachers assessments and test results showed that pupils were not applying their knowledge of grammar and punctuation to their independent writing.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> | 2,3 |
| <p>Reading</p> <p>RWI Phonic Training for all staff.</p> <p>CPD on developing reading skills.</p> <p>CPD on Growth Mindset</p> <p>CPD for staff on Reading Fluency</p> <p>Fresh Start for Y5/6</p> <p>Linked story books purchased for each year group and shared in class. Regular story time sessions in class KS1 children will also be loaned copies of the shared texts to share at home. .All staff to read regularly to class . Disadvantaged pupils to select a book they would like to read from Amazon.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Attainment for KS1 pupils is low and although pupils perform well in phonic screening in Year 1 they do not meet expectations in reading at end of Year 2.</p> <p>Attainment of More Able Pupil Premium children to be monitored to ensure teachers have high expectations.</p> <p>Sources show the impact of teaching reading comprehension skills and the importance of delivering this alongside phonic teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | 2,3 |
| <p>CPD on use of technology and platforms to deliver remote learning.</p> <p>As far as possible ensure pupils have access to appropriate access to</p> | <p>Ensuring access to technology is key, particularly for disadvantaged pupils Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that</p> | 2,3,6,7 |

| | | |
|--|---|--|
| <p>technology and internet access.</p> <p>Support for pupils to enable them to work independently. Strategies on what they do if they get stuck. Promote their ability to reflect on their own work.</p> | <p>disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf</p> | |
|--|---|--|

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

Budgeted cost: £36,756

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| The Nuffield Early Language Intervention (NELI) programme for children in Reception | Purposeful speaking and listening activities support pupils' language development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 3 |
| Assertive Mentoring for pupils. Growth Mindset to be reinforced across the school Skills Builder Framework to be implemented across the school. Teaching assistants to meet over the course of a week with pupil premium pupils for corrective teaching One to one support for targeted pupils who struggle with behaviour expectations and focus. | Sources show the impact of focused mentoring and feedback an https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit | 2,3,4,5,6,7 |
| School Led Tutoring – one to one up to groups of 3 pupils. Intervention Groups Singapore Maths RWI Phonic Groups RWI Phonic one to one FS Pinny Time Fresh Start | Identified pupils will be supported in small groups during the school day. Sessions are taught by trained teaching assistants or teachers. Focus will be subject specific and bespoke to the pupils' needs. Research EEF recommend Small Group Tuition as an effective strategy (EEF Teaching and Learning Toolkit) https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/smallgroup-tuition/ | 2,3,4,5 |

| | | |
|---|--|---------|
| <p>Precision Teaching</p> <p>Corrective Teaching</p> <p>Lunchtime class teacher led fluid subject specific interventions to address difficulties/misconceptions during morning sessions (4 days a week).</p> <p>One to one support for targeted pupils who struggle with behaviour expectations and focus.</p> <p>.</p> | | |
| <p>Digital Technology to support development of reading skills including skimming and scanning and comprehension. Accelerated Reader Sam Learning Education City 10ticks multiplication</p> | <p>Research recommends that digital technology when used effectively to supplement quality teaching can impact positively on pupil progress. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/ https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</p> | 2,3,6,7 |

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

Budgeted cost: £14,429

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Family Workers and Attendance Officer to liaise with EWO regarding home visits and support for parents to improve attendance for targeted pupils.</p> | <p>Various sources identify the impact of poor attendance on pupil progress.</p> <p>Children can not benefit from the support and teaching if they are not regularly attending school.</p> <p>Improved attendance and punctuality rate impacts upon standards. "Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school." (Supporting the attainment of disadvantaged pupils, DFE, Nov 15) National Audit Office, Improving school attendance in England; "Better attendance at school by pupils improves their educational achievements and, in turn, their lives and prospects. Even a small reduction in Performance management of Attendance Officer Deputy Head Appraisal review (Jan 2017) absence would result in many pupils receiving greater benefit from their education." https://www.nao.org.uk/report/improving-schoolattendance-in-england/</p> | 1,6 |

| | | |
|---|--|------------------|
| <p>Introduction of Zones of Regulation.</p> <p>Behaviour Support for a small group of pupils.</p> <p>Drawing Therapy, Lego Therapy, Reading Dog .</p> <p>CHUMS , My Hidden Chimp, The Explosive Pupil resources.</p> <p>CAMH Tactics Football</p> <p>Lunchtime Hub for selected pupils to help develop social skills.</p> <p>Recovery Curriculum Review to assess sequence and progression and the offer of our wider curriculum.</p> | <p>To develop pupils' resilience, coping skills, confidence, success achievement and relationships Research EEF recommend Social and Emotional Learning as an effective strategy (EEF Teaching and Learning Toolkit) https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-andemotional-learning/</p> <p>Ofsted Review identified - A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices and opportunities.</p> | <p>3,4,5,6,7</p> |
| <p>Extra curricular activities including:</p> <p>Young Voices Concert at O2-Year 5</p> <p>Marvellous Mini Sing for year 2 pupils</p> <p>Shakespeare for Schools Festival</p> <p>Greenpower Car Race</p> <p>Piano lessons</p> <p>Multisports</p> <p>Taekwondo</p> <p>Gymnastics</p> <p>Drama</p> | <p>Some pupils eligible for PP do not have opportunities to experience activities before or after school, or at weekends. It is our intention to provide access to a range of clubs, free to all pupils http://www.nuffieldfoundation.org/news/outschool-activities-improvechildren%E2%80%99s-educational-attainment</p> | <p>3,4,7</p> |

| | | |
|---|--|-------|
| <p>Dance</p> <p>Football Club</p> <p>Yes Programme</p> <p>KNEX Challenge for Year 5/6</p> | | |
| <p>Impact in Learning Parent Workshops at least one per year group.</p> <p>Themed coffee mornings for parents.</p> <p>Targeted Workshops for invited parents – Phonics, PEEPS.</p> <p>English Linked Texts sent home for children to share with their parents as well as RWI book/Accelerated Reader.</p> <p>RWI video clips sent home to parents</p> | <p>Sources show that parental support is consistently associated with pupils' success at school although studies on how to improve parental engagement are less conclusive.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> | 1,6 |
| <p>Skills Builder Project focus on developing Positivity and Resilience skills. Skills Builder Challenge day – Operation Moonbase.</p> <p>Well Being and Mindfulness assemblies/lessons and activities.</p> <p>Support for parents – Skills Builder resources and advice/signposting to resources eg https://parentzone.org.uk/Ollee</p> <p>Family Worker support for children and parents.</p> | <p>Following the National Lockdowns and school closure we recognise that many children need support socially and emotionally.</p> <p>To develop pupils' resilience, coping skills, confidence, success achievement and relationships Research EEF recommend Social and Emotional Learning as an effective strategy (EEF Teaching and Learning Toolkit) https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-andemotional-learning/</p> | 3,4,7 |

Total budgeted cost: £ £93,620

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 2020 to 2021 academic year.

Pupil Premium attendance 2020 to 2021 was 95.5%

Data from teacher assessments evidence that the attainment of disadvantaged children is lower than all pupils.

| 2. Current attainment Teacher Assessments for 2021 | | | |
|--|---|---|---------------------------------|
| KS2 | Sacred Heart Pupils eligible for PP (12 pupils) | All Sacred Heart Pupils (55) | National Average of pupils 2019 |
| % achieving expected <u>standard</u> in KS2 reading, writing and maths | 50% | 66% | 65 % |
| % achieving expected <u>standard</u> in KS2 in reading | 75% | 84% | 73% |
| % achieving expected <u>standard</u> in KS2 in writing | 67% | 75% | 78% |
| % achieving expected <u>standard</u> in KS2 in Grammar, Punctuation and Spelling | | | 78% |
| % achieving expected <u>standard</u> in KS2 in maths | 75% | 80% | 79% |
| KS1 | Sacred Heart Pupils eligible for PP (10 pupils July 2021) | All Sacred Heart Pupils (60 pupils July 2021) | National Average of pupils |
| % achieving expected <u>standard</u> in KS1 in reading | 10% | 57% | 75% |
| % achieving expected <u>standard</u> in KS1 in writing | 10% | 45% | 69% |
| % achieving expected <u>standard</u> in KS1 in Maths | 10% | 47% | 76% |

| Year 2 Phonics | Sacred Heart Pupils eligible for PP (5 pupils Nov 2020) | All Sacred Heart Pupils (56 pupils Nov 2020) | National Average of pupils |
|---|---|---|---|
| % achieving expected <u>standard</u> in Year 2 phonic screening November 2020. We have admitted 5 new pupil premium into Year 2 after March 2021. | 60% | 93% | 82% |
| Foundation Stage | Sacred Heart Pupils eligible for PP (11 pupils) | All Sacred Heart Pupils (56) | National Average of pupils |
| % achieving expected or <u>exceeding</u> <u>standard</u> in reading | 36% | 68% | 77% |
| % achieving expected or <u>exceeding</u> <u>standard</u> in writing | 36% | 61% | 74% |
| % achieving expected or <u>exceeding</u> <u>standard</u> in Maths | Numbers 36% Shape, Space & Measurement 46% | Numbers 68% Shape, Space & Measurement 70% | Numbers 80% Shape, Space & Measurement 82% |
| % achieving a good level of development | 27% | 54% | 72% |

REVIEW OF PLAN OCTOBER 2022

Attendance of all pupils 94.2% Pupil Premium 92.8%
Persistent Absentees of all pupil 14.5% Pupil Premium 24%
Persistent Absenteeism is a concern.

Pupil premium achieved well at KS2 (3 pupils) and KS1 (10 pupils) but not at greater depth.

In Year 1 Phonics pupil premium (10 pupil) achieved below other children but were above National Average.

FS achieved lower than other children (there was only 2 pupil premium)

Assessment for 2022

| KS2 | Sacred Heart Pupils eligible for PP (3) | All Sacred Heart Pupils (58) | National Average |
|--|--|--|-------------------------|
| % achieving expected standard and above in reading, writing and maths. | 100% | 76% | 59% |
| % achieving expected standard and above in reading. | 100% | 85% | 74% |
| % achieving expected+ standard and above in writing. | 100% | 79% | 69% |
| % achieving expected standard and above in GPS. | 100% | 83% | |

| | | | |
|--|---|-------------------------------------|-------------------------|
| % achieving expected standard and above in maths | 100% | 83% | 71% |
| % achieving greater depth in reading, writing and maths. | 0% | 7% | 7% |
| % achieving greater depth in reading. | 0% | 31% | 28% |
| % achieving greater depth standard in writing. | 0% | 14% | 13% |
| % achieving greater depth in GPS. | 33% | 43% | |
| % achieving greater depth in maths | 0% | 17% | 22% |
| | | | |
| KS1 | Sacred Heart Pupils eligible for PP (10) | All Sacred Heart Pupils (60) | National Average |
| % achieving expected standard and above in reading, writing and maths. | 60% | 58% | 53% |
| % achieving expected standard and above in reading. | 70% | 70% | 67% |
| % achieving expected+ standard | 70% | 60% | 58% |

| | | | |
|--|---|-------------------------------------|-------------------------|
| and above in writing. | | | |
| % achieving expected standard and above in GPS. | 75% | 55% | |
| % achieving expected standard and above in maths | 70% | 70% | 68% |
| % achieving greater depth in reading, writing and maths. | 0% | 5% | 6% |
| % achieving greater depth in reading. | 10% | 20% | 18% |
| % achieving greater depth standard in writing. | 0% | 8% | 8% |
| % achieving greater depth in GPS. | 8% | 12% | |
| % achieving greater depth in maths | 0% | 12% | 15% |
| | | | |
| Phonics Year 2 | Sacred Heart Pupils eligible for PP (10) | All Sacred Heart Pupils (60) | National Average |
| Working at expected Standard | 100% | 98% | |
| Average score | 34 | 35 | |
| Phonics Year 1 | Sacred Heart Pupils eligible for PP (10) | All Sacred Heart Pupils (59) | National Average |

| | | | |
|--|--|--------------------------------|-------------------------|
| Working at expected Standard | 89% | 93% | 76% |
| Average score | 35 | 37 | 32 |
| | | | |
| Foundation Stage | Sacred Heart Pupils eligible for PP (2) | All Sacred Heart Pupils | National Average |
| | | (50) | |
| % achieving Good Level of Development | 50% | 70% | 65% |
| % achieving expected in reading. Comprehension- Word Reading - | 50% 50% | 84% 80% | 80% 75% |
| % achieving expected in writing | 50% | 75% | 70% |
| % achieving expected in maths Number- Numerical Patterns- | 100% 100% | 86% 86% | 78% 77% |

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 |
|--|---|
| Read Write Inc including portal | Ruth Miskin |
| Get Spelling | Ruth Miskin |
| Maths No Problem Workbooks and online support | https://mathsnoproblem.com/ |
| Power Maths for FS- workbooks, textbooks and online planning ad resource | Pearson |
| Class Dojo | https://classdojo.com/ |
| Discovery Education/Espresso | https://www.discoveryeducation.co.uk/resources/primary/espresso/ |
| Education City | https://go.educationcity.com/ |
| White Rose Maths- Premium | whiterosemaths.com |
| Sam Learning | https://www.samlearning.com/ |
| Accelerated Reader | https://www.renaissance.com/products/accelerated-reader/ |
| 10 Ticks | 10ticks.com |
| Testbase | https://www.testbase.co.uk/ |
| Maths Whizz | https://www.whizz.com/ |
| Pobble 365 | https://www.pobble365.com/ |
| Come and See-RE | https://www.comeandseere.co.uk/ |

Service pupil premium funding

We did not receive service pupil premium funding.

| Measure | Details |
|---|---------|
| How did you spend your service pupil premium allocation last academic year? | |

| | |
|--|--|
| What was the impact of that spending on service pupil premium eligible pupils? | |
|--|--|