

Pupil Premium Strategy Statement Sacred Heart Primary

1. Summary information					
School	Sacred Heart Primary				
Academic Year	2018/19	Total PP budget	£74,460	Date of most recent PP Review	October 2018
Total number of pupils	404	Number of pupils eligible for PP	53	Date for next internal review of this strategy	October 2019

2. Current attainment			
KS2	Sacred Heart Pupils eligible for PP (14 pupils)	All Sacred Heart Pupils (60)	National Average of pupils
% achieving expected standard in KS2 reading, writing and maths	64%	75%	64 %
% achieving expected standard in KS2 in reading	79%	87%	75%
Progress score in reading	-0.35	+0.47	
% achieving expected standard in KS2 in writing	64%	78%	78%
Progress score in writing	-2.73	-1.17	
% achieving expected standard in KS2 in Grammar, Punctuation and Spelling	71%	85%	78%
% achieving expected standard in KS2 in maths	86%	87%	76%
Progress score in maths	-0.35	+0.19	

KS1	<i>Sacred Heart Pupils eligible for PP (5 pupils)</i>	<i>All Sacred Heart Pupils</i>	<i>National Average of pupils</i>
% achieving expected standard in KS1 in reading	80%	73%	75%
% achieving expected standard in KS1 in writing	80%	75%	70%
% achieving expected standard in KS1 in Maths	60%	77%	76%
Year 1 Phonics	<i>Sacred Heart Pupils eligible for PP (8 pupils)</i>	<i>All Sacred Heart Pupils</i>	<i>National Average of pupils</i>
% achieving expected standard in Year 1 phonic screening	100%	97%	83%
Foundation Stage	<i>Sacred Heart Pupils eligible for PP (2 pupils)</i>	<i>All Sacred Heart Pupils</i>	<i>National Average of pupils</i>
% achieving expected or exceeding standard in reading	50%	73%	77%
% achieving expected or exceeding standard in writing	50%	72%	74%
% achieving expected or exceeding standard in Maths	50%	79%	76%
% achieving a good level of development	50%	67%	72%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Pupil Premium children are making less progress in writing than other pupils
B.	High Ability Pupil Premium Children are making less progress than other high ability children across the school
C.	Pupil Premium children perform well in Grammar, Punctuation and Spelling tests but do not consistently apply punctuation and grammar skills to their independent writing.
D.	Attainment in reading for Pupil Premium Children
E.	Behaviour of a very small number of Pupil Premium Children impacts on their learning

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Average Attendance of Pupil Premium Children is 95% lower than non Pupil Premium Children (97%). Persistent absence of pupil premium children is 11.4% higher than non Pupil Premium (2.8%) Attendance at after school booster sessions for Pupil Premium children was lower than that of other children so these now take place during school lunchtimes. Home support for some pupils with reading, spelling, aspirations etc.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rate of progress across the school for pupils eligible for Pupil Premium in maths particularly in KS1	Pupils eligible for Pupil Premium meet age related expectations as measured by teacher assessment at the end of each year.
B.	Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium	Pupils eligible for Pupil Premium identified as higher ability make as much progress as other pupils across KS2 in maths, reading and writing.
C.	Improve standard of independent writing for Pupil premium pupils	Pupils eligible for Pupil Premium meet age related expectations as measured by teacher assessment of independent writing across the curriculum at the end of each year.
D.	Improve attainment in reading for Pupil Premium Pupils particularly in KS2 .	Pupils eligible for Pupil Premium meet age related expectations as measured by teacher assessment at the end of each year.
E.	Improved attendance rates for pupils eligible for Pupil Premium	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.

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Higher rate of progress across the school for pupils eligible for Pupil Premium in maths	CPD – Maths no problem-termyly modelled intervention sessions to be delivered by Bernie Westacott – class teachers to observe and discuss after session. Target area for interventions to be identified by teacher. CPD for teachers on Accelerated Progress. CPD on Growth Mindset	Progress across the school has improved and the concrete, visual, abstract process is embedded. There are however where pupils are struggling and teachers need to unpick gaps in learning.	Termly development days led by external advisor (B Wetacott). Lesson observations Spring 2019 Impact in Maths sessions in maths for Year 3 and Year 5 other year groups to also deliver a short input on maths in their year group and the Singapore Maths approach. Peer observation/Lesson Studies in Autumn Term 2018	Deputy Head	Oct 2019
Improve standard of independent writing for Pupil premium pupils	Ongoing CPD on improving writing through teaching skills of proof reading and editing. Moderation of writing in staff meetings focus on Pupil Premium CPD for teachers on Accelerated Progress. Purchase of and CPD on The Day Explorer	In school monitoring and analysis of teacher assessments and test results showed that pupils were not applying their knowledge of grammar and punctuation to their independent writing.	Termly Development Days (N Cannon – Ruth Miskin Team) Impact in Writing parent sessions Year 2 and Year 4 In school and cross school moderation. SLT book scrutinies and monitoring timetable. Visits to local schools to research and purchase of resources to support handwriting and writing stimuli to engage pupils.	Literacy and Language Lead	July 2019
Improve attainment in reading for Pupil Premium Pupils.	CPD on developing reading skills. CPD for teachers on Accelerated Progress. CPD on Growth Mindset 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.	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. Attainment of More Able Pupil Premium children to be monitored to ensure teachers have high expectations. Sources show the impact of teaching reading comprehension skills and the importance of delivering this alongside phonic teaching. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	Staff INSET on developing reading skills. SLT and Year 6 to attend external courses and cascade during in school staff training. Staff training on Accelerated Reader and reports. Data analysis of test results.	Assistant Head Head Teacher	July 2019

Improved Progress and attainment in reading, writing and maths.	CPD on Pupil Premium Passports and implementation across the school. Target Tracker reports to be produced half termly for pupil premium children and discussed with teachers regarding rate of progress and areas for development. CPD Skills Builder Framework – Enabling Enterprise	We wish to sharpen the focus on and awareness of Pupil Premium Children, their progress and barriers to learning on an individual basis. Progress and engagement of Pupil Premium children to be noted during all lesson observations and book scrutinies.	Staff meetings on analysis of data , planning of interventions and impact. SLT time to analyse interventions and their impact on individual pupil level. Staff to be involved in the writing and monitoring of the Pupil Premium Strategy. Dates for review of Pupil Passports to be put in diary. Pupil Passports to be saved on the shared drive. Staff Inset – Whole School Challenge Day	Head Teacher	Half Termly
Total budgeted cost					£15,860
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.Higher rate of progress across the school for pupils eligible for Pupil Premium in maths. B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium. C.Improve standard of independent writing for Pupil premium pupils. D . Improve attainment in reading for Pupil Premium Pupils. E.Improved attendance rates for pupils eligible for Pupil Premium	Assertive Mentoring for pupils. Growth Mindset to be reinforced across the school Skills Builder Framework to be introduced across the school. Year 5 and Year 6 Newspaper Editing Team to include more able PP. Year Group staff to identify a teaching assistant mentor to meet over the course of a week with pupil premium pupils for corrective teaching	Sources show the impact of focused mentoring and feedback anhttps://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit	A day a term to be timetabled for all class teachers. Staff training on effective assertive mentoring and review of recording sheets. Targeted pupils to have weekly mentoring meetings led by designated teaching assistant. Staff training by Osiris on growth mindset. Regular input during staff meetings and assemblies. Growth Mindset sessions for all classes termly.	Assistant Head	July 2019

<p>A.Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.</p> <p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C.Improve standard of independent writing for Pupil premium pupils.</p> <p>D.Improve attainment in reading for Pupil Premium Pupils.</p>	<p>Intervention Groups Singapore Maths RWI Phonic Groups RWI Phonic one to one FS Pinny Time Fresh Start Precision Teaching Corrective Teaching Lunchtime class teacher led fluid subject specific interventions to address difficulties/misconceptions during morning sessions (4 days a week).</p>	<p>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/</p>	<p>Monitoring of interventions both internal and external (Maths and English Development Days, Monitoring timetable, TA timetabled Spring Term observations). Termly Pupil Progress Meetings TAs and teachers to identify pupils for corrective teaching and precision teaching.</p>	Deputy Head	Termly
<p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C.Improve standard of independent writing for Pupil premium pupils.</p> <p>D.Improve attainment in reading for Pupil Premium Pupils.</p>	<p>Digital Technology to support development of reading skills including skimming and scanning and comprehension. Accelerated Reader Sam Learning Education City</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>	<p>Half termly monitoring of pupil progress and use of technology using reports produced by programs. Ongoing assessment of pupil progress by class teachers. Termly Pupil Progress Meetings.</p>	Head Teacher	Half termly

<p>A. Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.</p> <p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C.Improve standard of independent writing for Pupil premium pupils.</p> <p>D . Improve attainment in reading for Pupil Premium Pupils.</p> <p>EImproved attendance rates for pupils eligible for Pupil Premium Higher rates of progress across</p>	<p>Behaviour Support for a small group of pupils. Drawing Therapy, Lego Therapy, Reading Dog . CHUMS</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>One to one support provided by designated teaching assistant or Family Worker.</p> <p>Resources for Lego Therapy</p> <p>CPD for staff –CHUMS, Lego Therapy.</p>	<p>SENCO</p>	<p>Half termly</p>
	<p>Behaviour INSET for all staff January 2019</p> <p>Team Teach Training for identified members of staff</p> <p>The Explosive Pupil Course- Head Teacher to attend.</p>				
Total budgeted cost					<p>£42,660</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance	Family Workers and Attendance Officer to liaise with EWO regarding home visits and support for parents to improve attendance for targeted pupils	<p>Various sources identify the impact of poor attendance on pupil progress. Children can not benefit from the support and teaching if they are not regularly attending school. 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."</p> <p>https://www.nao.org.uk/report/improving-schoolattendance-in-england/</p>	Regular meetings and discussions between attendance officer EWO and Family Workers. Termly reports to governors on attendance.	Attendance Officer	Half termly
Increased aspirations and life experiences for Pupil Premium Children.	<p>Extra curricular activities including:</p> <ul style="list-style-type: none"> Residential trip to Dell Farm (Y4) Young Voices Concert at O2- Year 5 Shakespeare for Schools Festival Greenpower Car Race Piano lessons Multisports Taekwondo Gymnastics Drama Dance Football Club Yes Programme KNEX Challenge for Year 5/6 	<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</p> <p>http://www.nuffieldfoundation.org/news/outschool-activities-improvechildren%E2%80%99s-educational-attainment</p>	<p>Places for PP pupils to be prioritised</p> <p>PP pupils encouraged to attend by class teachers Family workers and safeguarding lead to signpost families</p> <p>Observations</p> <p>Participation levels</p> <p>Feedback from pupils and families</p>	Head Teacher	Half termly

Increased parental engagement .	Impact in Learning Parent Workshops at least one per year group. Themed coffee mornings for parents. Targeted Workshops for invited parents – Phonics, PEEPS. English Linked Texts sent home for children to share with their parents as well as RWI book/Accelerated Reader.	Sources show that parental support is consistently associated with pupils' success at school although studies on how to improve parental engagement are less conclusive. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	Attendance registers to be analysed to monitor attendance of pupil premium children. Parent questionnaires – effectiveness of parent events and suggestions as to how we can increase parental involvement.		Half termly
Total budgeted cost					£16000

6. Review of expenditure				
Previous Academic Year		2017- 2018	Total budget £73,660	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Higher rate of progress across the school for pupils eligible for Pupil Premium in maths	CPD – Maths no problem- termly modelled intervention sessions to be delivered by Bernie Westacott – class teachers to observe and discuss after session. Target area for interventions to be identified by teacher. CPD for teachers on Accelerated Progress. CPD on Growth Mindset	Use of concrete- visual/pictorial methods evident across the school. % of children achieving expected standard in maths at KS2 improved (2018 - 87% achieved the expected standard). 86% of Pupil Premium children achieved the expected. KS1 results also improved and 60% of Pupil Premium achieved expected.	Maths No Problem is used in all year groups it is difficult to complete all of the workbooks in Year 2 and year 6 prior to SATs. Careful consideration needs to be given to adapting planning in these year groups. Ongoing CPD has proved very effective and will continue. Fluid afternoon interventions addressing difficulties identified during the morning maths lesson have been effective and will continue. We will continue to review Maths Meetings to ensure they are used effectively to develop maths skills and maths fluency	£6000
Improve standard of independent writing for Pupil premium pupils	Ongoing CPD on improving writing through teaching skills of proof reading and editing. Moderation of writing in staff meetings focus on Pupil Premium CPD for teachers on Accelerated Progress. CPD on Growth Mindset	Although there is some improvement in writing across the school Year 6 results were lower in Writing Teacher Assessment than in the Grammar Punctuation and Spelling SAT results . In school monitoring and analysis of teacher assessments and test results continue to show that pupils are not applying their knowledge of grammar and punctuation to their independent writing. Impact in Writing parent sessions Year 2 and Year 4 . At KS2 improved in 2018 - 78% achieved the expected standard). 64% of Pupil Premium children achieved the expected. KS1 results also improved and 80% of Pupil Premium achieved expected in writing. This was higher than the 75% for all pupils in Year 2.	Pupils continue to need support with proof reading and editing. Children are often not responding effectively to teacher marking comments The school is reviewing the feedback and marking policy within the school to address this. More emphasis is being placed on verbal feedback. .Links will continue to be made to Growth Mindset.. Writing and Boys Writing in particular continues to be a priority. Handwriting is also a focus area for the next academic year. staff will look at marking and feedback policy and also visit other schools to research different approaches to writing.	£4500

Improve attainment in reading for Pupil Premium Pupils.	CPD on developing reading skills. CPD for teachers on Accelerated Progress. CPD on Growth Mindset 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	Data analysis of test results 100% of Pupil Premium children passed Year 1 Phonic Screening. KS1 80% met expected standard KS2 79% met expected standard	Staff INSET on developing reading skills continues to impact on pupil progress .. Staff are using Accelerated Reader reports. Data analysis of test results. We have decided not to continue with My Book Blog Some link story books have been purchased but further books need to be purchased. We also need to encourage children to read non fiction books. RWI pinny time during afternoon sessions alongside targeted one to ones were successful and will be continued to support pupils in Year 1 and Foundation Stage.	£4000
Improved Progress and attainment in reading, writing and maths.	CPD on Pupil Premium Passports and implementation across the school. Target Tracker reports to be produced half termly for pupil premium children and discussed with teachers regarding rate of progress and areas for development.	Pupil Premium Children now have individual Pupil Premium Passports. Progress Measures for Pupil Premium from KS1 to KS2 improved in Reading -0.36 but not in writing or maths.	Dates for review of Pupil Passports are in diary. These are also reviewed by SLT to monitor pupil progress across the school. Pupil Passports are saved on the shared drive. We will continue to allocate SLT time and staff meeting time to the review of Pupil Passports	£500

ii.Targeted support –

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																														
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<p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium. C.Improve standard of independent writing for Pupil premium pupils. D.Improve attainment in reading for Pupil Premium Pupils.</p>	<p>Digital Technology to support development of reading skills including skimming and scanning and comprehension. Accelerated Reader Nessy Spelling Digismart My Book Blog</p>	<p>Review of programs show that Pupil Premium Pupils are not using programs at home so the impact of these is lower than expected.</p>	<p>Accelerated Reader continues to be used effectively. We have decided not to renew other programs as children were not using them at home and so were not having the full advantage of the program. This year we will encourage the use of Education City and SAM Learning at home and in school.</p>	<p>£11000</p>

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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased aspirations and life experiences for Pupil Premium Children.	Extra curricular activities and clubs.	Ongoing – pupil engagement is good in after school activities.	We would now like to increase the number of Pupil Premium children participating in Young Voices and Shakespeare Festival for Schools. Next year we are running Young Voices with the Year 5 group so that all children will participate.	£6000
Increased parental engagement .	Impact in Learning Parent Workshops at least one per year group. Targeted Workshops for invited parents – Phonics, PEEPS.	Parent engagement has improved.	Attendance sheets for workshops to be analysed so that we can qualify % of Pupil Premium parents who attend. Family Workers to make contact with those parents who do not engage. We have decided to discontinue with the subscription to Families Working Together due to lack of parental use.	£4000
Improved attendance for Pupil Premium Children	Family Workers to work one to one with parents of persistent absentees. Attendance officer and EWO to work with Family Workers to improve attendance of Pupil Premium Pupils.	Family Workers developed a good relationship with the parent of persistent absentee and made frequent home visits. In school data shows that 4 of our pupil premium children have below 90% attendance for 2016-2017 (85%, 87%, 87%, 88%) 2015 Absence for PP 7.2% 2016 Absence for PP 4.8% 2017 Absence for PP is 5%	This continues to be an area for development family workers and EWO 2 of the pupils with below 90% attendance are in the same family .	£5000