



Sacred Heart Catholic Primary School Pupil Premium Strategy Statement 2019-2020

Children who are in receipt of Pupil Premium funding are:

- a) Pupils in Year Groups FY to 6 recorded as Ever FSM
- b) Children adopted from care, children who have left care under a Special Guardianship Order or a Child Arrangements Order, children who have been in local-authority care for one day or more
- c) Service children pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence

| 1. Summary Information | | | | | |
|------------------------|---------|----------------------------------|---|-------------------------------|--|
| Academic Year | 2019-20 | Total PP Budget | 113 pupils x £1320 = £149,160 1 pupil x £2300 = £2,300 £151,460 | Date of most recent PP review | |
| Total Number of Pupils | 190 | Number of Pupils Eligible for PP | 114 | Date of next internal review | |

| Current Attainment for PP Children based on KS2 Data 2019 | All Pupils | Pupils eligible for PP | National Average |
|---|------------|------------------------|------------------|
| % achieving Expected or Above in Reading | 47% | 50% | 73% |
| % achieving Expected or Above in Writing | 69% | 66% | 78% |
| % achieving Expected or Above in Maths | 56% | 55% | 78% |
| Progress Measure for Reading | -1.9 | +0.8 | |
| Progress Measure for Writing | +0.6 | +1.5 | |
| Progress Measure for Maths | -2.0 | +1.0 | |

| 2. Barriers to Future Attainment (for pupils eligible for PP) | |
|---|--|
| A | Financial - where pressures on parents mean that the school assists to ensure children have equal access and opportunities to access the wider curriculum and extra-curricular activities |
| B | Academic – where children have additional needs in their learning or barriers to new learning, for example: limited imagination, paucity of language, lack of basic skills, short term concentration. |
| C | Emotional – when the strain on a family as a result of their family’s position or circumstances, has had a detrimental impact on their health and emotional wellbeing, impacting on resilience, independence and self esteem |
| D | Physical- where children or their parents have physical or significant medical needs which impact on their ability to be at school or access school and impacts on a child’s attendance |

| 3. Desired Outcomes (and how they will be measured) | | Success Criteria |
|---|--|---|
| A | Pupils in receipt of Pupil Premium funding to participate and continue with enhanced opportunities, trips and support for wider curriculum school clubs. (in line with the school Charges and Remissions Policy) | <ul style="list-style-type: none"> Analysis of educational visits and enhanced curriculum opportunities evidencing increased pupil participation Analysis of participation in after school and extra curricular clubs |

| | | |
|----------|--|---|
| B | Improved English language and maths skills for pupils eligible for Pupil Premium funding resulting in improved progress in reading, writing and maths | <ul style="list-style-type: none"> Pupils eligible for PP to make rapid progress to achieve the expected standard at the end of the year (Tracker, TAF sheets, intervention records) |
| C | Improved self-confidence, emotional development self-esteem, resilience, independence and perseverance for pupils eligible for PP resulting in improved attitudes and readiness for learning | <ul style="list-style-type: none"> Pupils demonstrating more self-confidence, self-esteem and resilience evidenced through problem solving and reasoning (class work / staff observations and reports) Using strategies to cope with different situations effectively |
| D | Improved attendance for PP children through effective partnerships with home resulting in enhanced pupil learning and higher rates of attainment and progress | <ul style="list-style-type: none"> Notes from attendance meetings demonstrating strategies for parents and staff working together to improve attendance Children's attainment and progress (tracker and class work) |

| 4. Planned Expenditure | | | | | |
|--|---|---|---|------------|--|
| Academic Year | | 2019-20 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium funding 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? |
| Improved English language and maths skills for pupils eligible for Pupil Premium funding resulting in improved progress in reading, writing and maths | Inset and implementation of Teaching and Learning approaches: <ul style="list-style-type: none">Quality First Teaching InsetMastery MathsReading Comprehension Focus and basic skills Regular monitoring and pupil progress meetings to track progress and ensure staff are aware of their responsibility to accelerate learning. | Evidence from prior assessment information demonstrated that pupils needed to expand answers and develop vocabulary (e.g. reasoning and inference skills). EEF Evidence summaries advocating feedback, oral language, reading comprehension and mastery. | <ul style="list-style-type: none">Whole school insetSmall group teaching1:1 teaching supportMonitoringPupil interviews | SLT | Regularly - Pupil progress meetings, performance management meetings, phase meetings, staff meetings |
| Total budgeted cost | | | | | £7,400 |
| 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? |
| Improved English and maths skills for pupils eligible for Pupil Premium funding | 1:1 and small withdrawal group provision with effective feedback and review – teachers / teaching assistants / SLT as well as increasing pupil / adult ratios. Additional Teaching Staff into Leadership roles and phase leader support. Additional Targeted Support staff hours | Some pupils are not achieving expected outcomes or making enough progress and small groups based on areas of need / gaps will be beneficial to aid progress Individual and small group support has previously enabled our children to achieve more | <ul style="list-style-type: none">Intervention progress tracker sheets to be regularly reviewedMonitoringPupil progress meetingsPupil interviews | SLT | Half termly reviews |
| Improved self-confidence, self-esteem, social skills, resilience, independence and perseverance for pupils eligible for PP resulting in improved progress | 1:1 and small group withdrawal provision – nurture/social groups, mentoring / counselling (internal support, e.g. outside agencies Secure Minds Solutions) funding for staffing, | Small social pastoral support groups and / or 1:1 mentoring have improved self-confidence and self-esteem to enable our children to achieve more | <ul style="list-style-type: none">Timetable for group interventions to be regularly reviewedImpact overseen by SLTPupil conferencing | SLT | Termly reviews and as and when programmes / interventions are completed |

| in reading, writing and maths | training and resources. Additional Teaching Staff into Leadership roles and phase leader support. Additional Targeted Support staff hours | | • Pupil progress meetings | | |
|--|---|---|--|---------------------------|---|
| Total budgeted cost | | | | | £134,060 |
| 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? |
| Pupils in receipt of Pupil Premium funding to participate and continue with enhanced opportunities, trips and support for wider curriculum school clubs. (in line with the school Charges and Remissions Policy) | Fund educational visits and enhanced curriculum opportunities evidencing increased pupil participation to give children wider opportunities to succeed. Provision of increasing after school and extracurricular clubs to foster increased self-belief and attendance. | Children are able to engage in an inclusive environment and access opportunities of which they may not otherwise have. | <ul style="list-style-type: none"> educational visits and clubs registers Pupil interviews SLT monitoring | GO'H, GE, DC, AM | Termly review of participation registers and regular review of other curriculum opportunity registers |
| Improved attendance for PP children and Effective partnership with home resulting in higher rates of attainment and progress | Monitoring of attendance, attendance awards and letters and meetings with SLT for children with low attendance. Homework support Travel support where necessary | Children's regular attendance in school will ensure they do not miss out on curriculum opportunities and create gaps in their learning. | <ul style="list-style-type: none"> Weekly monitoring of pupil attendance and awards Termly interviews with parents | GO'H GE, DC | A regular agenda item at SLT meetings |
| Total budgeted cost | | | | | £10,000 |

| 5. Review of Expenditure | | | | |
|--|---|--|--|----------|
| Previous Academic Year | 2018-2019 | a) 110 pupils x £1320 = £145,200 b) 1 pupil x £2300 = £2,300 c) 1 pupil x £300 = £300 £147,800 | | |
| 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 |
| Additional staff for targeted support for individual and small group support | To deploy teaching assistants to provide support and lead focused intervention groups and increase pupil / adult ratios. Previous evidence within school has shown this to be an effective strategy | Average scaled scores for Reading 100 PP reading 108 national 104 Maths 101 PP Maths 100 national 105 SPAG 103 PP SPAG 102 national 106 | Continue with this approach as it has had effective impact | £123,200 |
| Y6 Booster Classes - Maths | Staff giving additional time to planned teaching sessions | See above | Continue with this approach as it has had effective impact | £,1500 |

| | | | | | | |
|--|---|--|--------------------------|---|---|---------|
| | | | | | | |
| 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 | |
| Subsidy for educational visits | Limited experiences and poor oral skills on entry – chosen to increase these | | Communication & Language | Literacy | Although this approach has been effective this will not be continued next year as there is more direct impact from targeted interventions. Enrichment experiences will be created on site/in local area to develop experiential learning without cost. In future years it may be useful to return to this action. | £17,500 |
| | | YR | 76% | 67% | | |
| | | | Reading Secure+ | Writing Secure+ | | |
| | | Y2 | 72% | 66% | | |
| | | Y6 | 47% | 69% | | |
| PSHE Resources | In school evidence that the development of emotional resilience has a positive impact | Increase in confidence and perseverance | | This approach has been effective for individuals. Continue with approach next year – no additional resources needed | £2,000 | |
| 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 | |
| Homework Equipment Packs | Effective partnership with home | Pupil and parent/carer evaluation have stated how useful this is. Increased return rate of homework set | | Continue with this approach as it is effectively extending learning into the home | £2,000 | |
| ‘Choose Time with Your Child Tuesday’ parent/carer drop-in session into YR | Strengthen partnership with home resulting in increasing pupils’ learning | Parent/carer feedback has stated how useful this is | | Continue with this approach – but now embedded in school practice of parental partnership and not just for targeting disadvantaged pupils | £0 | |
| Weekly SENCo Drop in for parent/carer | Strengthen partnership with home resulting in increasing pupils’ learning | Parent/carer feedback has stated how useful this is | | Continue with this approach – but now embedded in school practice of parental partnership and not just for targeting disadvantaged pupils | £0 | |
| 6. Additional detail | | | | | | |
| Breakdown of PP expenditure generated per year group 2018-19 | | | | | | |
| YR 40% £ 10,560 | | | | | | |
| Y1 42% £ 13,200 | | | | | | |
| Y2 34% £ 23,760 | | | | | | |
| Y3 34% £ 23,760 | | | | | | |
| Y4 55% £ 23,420 | | | | | | |
| Y5 73% £ 33,000 | | | | | | |
| Y6 56% £ 23,760 | | | | | | |