

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Sacred Heart Catholic Primary School.
Pupils in school	178
Proportion of disadvantaged pupils	116 pupils 65%
Pupil premium allocation this academic year	£146,484
Academic year or years covered by statement	2020-2021
Publish date	July 2021
Review date	July 2021
Statement authorised by	G M O'Hara
Pupil premium lead	G M O'Hara
Governor lead	T Costello

## Disadvantaged pupil progress scores for last academic year

Measure Year1 –Year 6 116-160 pupils	Score
Reading	72 pupils 62% achieving ARE &+
Writing	62 pupils 53% achieving ARE &+
Maths	68 pupils 59% achieving ARE &+

## Disadvantaged pupil performance overview for last academic year

Measure Year 6 internal data 2021	Score
Meeting expected standard at KS2	45.5%
Achieving high standard at KS2	16.5%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improved English language and maths skills for pupils eligible for Pupil Premium funding resulting in improved progress in reading, writing and maths
Priority 2	Improved English and maths skills for pupils eligible for Pupil Premium funding. Through: 1:1 and small withdrawal group provision with effective feedback and review – teachers' / teaching assistants / SLT Additional Teaching Staff into Additional Targeted Support staff hours directed to identified pupils
Priority 3	Improved self-confidence, self-esteem, social skills, resilience, independence and perseverance for pupils eligible for PP resulting in improved progress in reading, writing and maths. Through:

	1:1 and small group withdrawal provision – nurture/social groups, mentoring / counselling (internal support, e.g. outside agencies Secure Minds Solutions) funding for staffing, training and resources. Leadership roles and phase leader support. External provision purchased.
Barriers to learning these priorities address	Evidence from prior assessment information demonstrated that pupils needed to expand answers and develop vocabulary (e.g. reasoning and inference skills, EAL issues, limited life experiences). EEF Evidence summaries advocating feedback, oral language, reading comprehension and mastery.  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  Small social pastoral support groups and / or 1:1 mentoring have improved self confidence and self-esteem to enable our children to achieve more
Projected spending	<b>£137,484</b>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To ensure all pupils make accelerated Progress from their starting points across the academic year. To close the gaps to achieve as near to the national average progress scores in KS2 Reading	September 2021
Progress in Writing	To ensure all pupils make accelerated Progress from their starting points across the academic year. To close the gaps to achieve as near to the national average progress scores in KS2 Writing	September 2021
Progress in Mathematics	To ensure all pupils make accelerated Progress from their starting points across the academic year. To close the gaps to achieve as near to the national average progress scores in KS2 Maths.	September 2021
Phonics	To ensure all pupils make accelerated Progress from their starting points across the academic year. To close the gaps to achieve as near to the national average expected standard	September 2021
Other	Improve attendance of disadvantaged pupils to be in line with the School Average (96%)	September 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Improved attendance for PP children and effective partnership with their home resulting in higher rates of attainment and progress
Priority 2	Monitoring of attendance, attendance awards and letters and meetings with SLT for children with low attendance. Homework support ie IT support. Travel support where necessary

Barriers to learning these priorities address	Children's regular attendance in school will ensure they do not miss out on curriculum opportunities and widen gaps in their learning.
Projected spending	£4000

### Wider strategies for current academic year

Measure	Activity
Priority 1	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) Once Covid restrictions are lifted.
Priority 2	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.
Barriers to learning these priorities address	Children are able to engage in an inclusive environment and access opportunities of which they may not otherwise have. During social distancing restrictions from Sept 2020 –TA Mr M will be utilised to increase physical activity for all up to 2.5 hours per week.
Projected spending	£5000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Inset and implementation of Teaching and Learning approaches: · Quality First Teaching Inset · Mastery Maths · Reading 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
Targeted support	1:1 and small withdrawal group provision with effective feedback and review – teachers' / teaching assistants meeting time SLT to observe and oversee meetings ensuring focus is correct	Teacher and Teaching Assistant meeting once per week for 30 minutes per week logged to identify impacts and next steps for specific groups
Wider strategies	Monitoring of attendance, attendance awards and letters and meetings with SLT for children with low attendance. Homework support Travel support where necessary	FLAME role used to work closely with families and 3rd parties on outreach support
Wider strategies	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. During social distancing restrictions from Sept 2020 –TA (Mr M) will be utilised to increase physical activity for all up to 2.5 hours per week.

### Review: last year's aims and outcomes 2019-July 2021 (extended due to covid)

Aim	Outcome
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	Continue with this approach as it has had effective impact, although effect and use of teaching Assistants is hindered due to 'bubbles' keeping in isolation from each other.

shown this to be an effective strategy	
Y6 Booster Classes - Maths Staff giving additional time to planned teaching sessions	Continue with this approach as it has had effective impact - Covid lockdown limited this from March 2020
Subsidy for educational visits This can only commence once covid restrictions are lifted. Limited experiences and poor oral skills on entry – chosen to increase these	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.
PSHE Resources in school evidence that the development of emotional resilience has a positive impact	This approach has been effective for individuals. Continue with approach next year – no additional resources needed
Homework Equipment Packs Effective partnership with home	Continue with this approach as it is effectively extending learning into the home – Reintroduce this once covid social distance restrictions allow.
‘Choose Time with Your Child Tuesday’ parent/carer drop-in session into FY. Strengthen partnership with home resulting in increasing pupils’ learning	Continue with this approach – but now embedded in school practice of parental partnership and not just for targeting disadvantaged pupils - Reintroduce this once covid social distance restrictions allow.
Weekly SENCo Drop in for parent/carer. Strengthen partnership with home resulting in increasing pupils’ learning	Continue with this approach – but now embedded in school practice of parental partnership and not just for targeting disadvantaged pupils - Reintroduce this once covid social distance restrictions allow.