



## Sacred Heart Catholic Primary School Pupil Premium Strategy Summary 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 – Up to 31 <sup>st</sup> August 2020					
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 No 2020 data available	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)	
<b>A</b>	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>B</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.
<b>C</b>	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
<b>D</b>	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
<b>A</b>	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"> <li>Analysis of educational visits and enhanced curriculum opportunities evidencing increased pupil participation</li> <li>Analysis of participation in after school and extra curricular clubs</li> </ul>

<b>B</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"> <li>Pupils eligible for PP to make rapid progress to achieve the expected standard at the end of the year (Tracker, TAF sheets, intervention records)</li> </ul>
<b>C</b>	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"> <li>Pupils demonstrating more self-confidence, self-esteem and resilience evidenced through problem solving and reasoning (class work / staff observations and reports)</li> <li>Using strategies to cope with different situations effectively</li> </ul>
<b>D</b>	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"> <li>Notes from attendance meetings demonstrating strategies for parents and staff working together to improve attendance</li> <li>Children's attainment and progress (tracker and class work)</li> </ul>

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"><li>Quality First Teaching Inset</li><li>Mastery Maths</li><li>Reading Comprehension Focus and basic skills</li></ul> 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"><li>Whole school inset</li><li>Small group teaching</li><li>1:1 teaching support</li><li>Monitoring</li><li>Pupil interviews</li></ul>	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"><li>Intervention progress tracker sheets to be regularly reviewed</li><li>Monitoring</li><li>Pupil progress meetings</li><li>Pupil interviews</li></ul>	SLT	Half termly reviews
Improved self-confidence, self-esteem, social skills, resilience, independence and perseverance for pupils eligible for PP	1:1 and small group withdrawal provision – nurture/social groups, mentoring / counselling (internal support, e.g. outside agencies Secure	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"><li>Timetable for group interventions to be regularly reviewed</li><li>Impact overseen by SLT</li><li>Pupil conferencing</li></ul>	SLT	Termly reviews and as and when programmes / interventions are completed

resulting in improved progress in reading, writing and maths	Minds Solutions) funding for staffing, training and resources. Additional Teaching Staff into Leadership roles and phase leader support. Additional Targeted Support staff hours		<ul style="list-style-type: none"> <li>Pupil progress meetings</li> </ul>		
<b>Total budgeted cost</b>					<b>£134.060</b>
<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
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"> <li>educational visits and clubs registers</li> <li>Pupil interviews</li> <li>SLT monitoring</li> </ul>	GO'H, GE, DC, AM	Termly review of participation registers and regular review of other curriculum opportunity registers Many trips cancelled due to covid lockdown from March 2020.
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"> <li>Weekly monitoring of pupil attendance and awards</li> <li>Termly interviews with parents</li> </ul>	GO'H GE, DC	A regular agenda item at SLT meetings – Attendance figures changed from March 2020 due to Covid lockdown.
<b>Total budgeted cost</b>					<b>£10,000</b>

5. Review of Expenditure						
Previous Academic Year	2018-2019	a) 103 pupils x £1320 = £149.160 b) 1 pupil x £2300 = £2300 £151.460				
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  No Data available for 2020			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.  Hindered due to covid lockdown from March 2020	£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						