



## Sacred Heart Catholic Primary School

Person: Mr G M O'Hara

### Report: Pupil Premium Spending 2020-21

Current Disadvantaged (Pupil Premium) Numbers: 117

Current FSM Numbers: 101

Provisional Allocation for 2020-21 (20 x £1,345) = £146,484

Date of Last Review:

Next Date for Review:

#### Key Priorities:

Close the progress and attainment gaps between pupil premium and non-pupil premium pupils through:

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)

Improved English language and maths skills for pupils eligible for Pupil Premium funding resulting in improved progress in reading, writing and maths

Improved self-confidence, emotional development self-esteem, resilience, independence and perseverance for pupils eligible for PP resulting in improved attitudes and readiness for learning

Improved attendance for PP children through effective partnerships with home resulting in enhanced pupil learning and higher rates of attainment and progress

#### Barriers:

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

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

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

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

Year	Total	FSM	LAC	PP	EAL
EYS	16	8	0	8	9
1	20	10	0	10	6
2	30	20	0	21	20
3	24	12	0	14	15
4	26	18	1 (guardianship)	21	12
5	30	21	(1 guardianship)	24	17
6	30	12	2 (1 guardianship)	19	14
<b>Total EYS-Y6</b>	<b>176</b>	<b>101</b>	<b>4</b>	<b>117</b>	<b>93</b>

Area of Focus	Allocation	Description of spending	EEF Evidence	Intended Impact
Improved English language and maths skills for pupils eligible for Pupil Premium funding resulting in improved progress in reading, writing and maths	<b>£9,400</b>	Inset and implementation of Teaching and Learning approaches: <ul style="list-style-type: none"> <li>- Weekly release for English lead</li> <li>· Quality First Teaching Inset · 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.	Whole school inset <ul style="list-style-type: none"> <li>· Small group teaching</li> <li>· 1:1 teaching support</li> <li>· Monitoring</li> <li>· Pupil interviews</li> </ul>
Improved English and maths skills for pupils eligible for Pupil Premium funding	<b>£128,084</b>	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 · Pupil interviews</li> </ul>
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		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. Additional Teaching Staff into Leadership roles and phase leader support. Additional Targeted Support staff hours	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 Pupil progress meetings</li> </ul>
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.	<b>£9,000</b>	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 - AM will be utilised to increase physical activity for all up to 2.5 hours per week.	<ul style="list-style-type: none"> <li>· educational visits and clubs' registers</li> <li>· Pupil interviews</li> <li>· SLT monitoring</li> </ul>
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>

## 2019/20 Impact Log

Area of Focus	Allocation	Description of spending	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Impact and lessons learned
Additional staff for targeted support for individual and small group support	£126,960	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 2020 Data available.	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.
Y6 Booster Classes - Maths	£3000	Staff giving additional time to planned teaching sessions	See above	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.	£17,500	Limited experiences and poor oral skills on entry – chosen to increase these	FY CLL 76% Literacy 67% Y2 Reading ARE+ 72% Y2 Writing ARE+ 66%  Y6 Reading ARE+ 47% Y6 Writing ARE+ 69%	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	£2,000	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
Homework Equipment Packs	£2,000	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 – Reintroduce this once covid social distance restrictions allow.
'Choose Time with Your Child Tuesday' parent/carer drop-in session into YR	£0	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 - Reintroduce this once covid social distance restrictions allow.
Weekly SENCo Drop in for parent/carer	£0	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 - Reintroduce this once covid social distance restrictions allow.

EEF Evidence Documents: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)