

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year

School overview

Sacred Heart RC Primary School	
Number on roll	327
Proportion (%) of pupil premium eligible pupils	46.5
Academic year that our current pupil premium strategy plan covers	2021-24
Date this statement was published	17.12.21
Date on which it will be reviewed	01.12.22
Statement authorised by	S. Walker
Pupil premium lead	S. Walker
Governor / Trustee lead	B. Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,127
Recovery premium funding allocation this academic year	£17,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,817,496

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding at Sacred Heart aims to address the main barriers to learning that some pupils face and ensure that the gap in attainment between disadvantaged and non-disadvantaged pupils is narrowed. The funding is used to enable the school to support children and their families from disadvantaged backgrounds to have hope, be happy, and confident and “to have life, and have it to the full” (John 10:10).

We have adopted a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Through early identification, first quality teaching, targeted support and rigorously tracked high quality reading, writing and maths interventions, we provide disadvantaged pupils with opportunities to enjoy academic success and become fluent readers, skilled writers and proficient mathematicians.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have little opportunities to read and be read to at home than their peers. This impacts negatively on their development as readers
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps in reading, writing and maths leading to pupils falling further behind age-related expectations.

5	Our assessments and observations indicate that many of our disadvantaged children have limited life experiences and access to a variety of opportunities beyond school
6	The 2020/21 pandemic and national school closure has had a negative impact on the social, emotional wellbeing and health of many of our disadvantaged families.
7	Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils. X - Y% of disadvantaged pupils have been 'persistently absent' compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increased phonics skills amongst disadvantaged pupils	KS1 phonics check outcomes in 2022 and beyond show that more than 78% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that more than in 2022 in 2023 in 2024 of disadvantaged pupils met the expected standard.
Pupils that have fallen behind in attainment of reading, writing and maths during the pandemic make accelerated progress and 'catch up' or exceed prior attainment standards.	KS2 reading, writing and maths combined outcomes show that more than in 2022

	<p>in 2023</p> <p>in 2024</p> <p>of disadvantaged pupils met the expected standard.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning and enhance 'cultural capital'.</p>	<p>Pupil questionnaires will show that children enjoy school and are enthused to learn more. Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable.</p> <p>Children with a passion or talent in a particular area of the curriculum are encouraged to excel and are targeted to engage in additional learning opportunities.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Family support worker, SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to therapy play sessions with support staff. - Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers. - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <p>the overall absence rate for all pupils being no more than</p> <p>in 2022</p> <p>in 2023</p> <p>in 2024</p> <p>and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by</p> <p>in 2022</p> <p>in 2023</p> <p>in 2024</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 58,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD delivered to vulnerable pupil team (HT, SENDCo, AHT, SBM, Link Governor) on maximising the impact of pupil premium funds.</p>	<p>Evidence from Education Endowment Foundation indicates that key members of school team securing successful implementation of pupil premium funding strategy plan resulting in positive outcomes.</p> <p>School Implementation Report</p>	<p>All</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>
<p>SALT deliver CPD to all EYS and KS1 staff on developing speech, language and communication skills</p>	<p>Speech, Communication and Language approaches have a strong evidence base that indicates a positive impact on the</p>	<p>1</p>

	<p>developing speech, language and communication.</p> <p>Communication and Language Approaches EEF</p>	
<p>Assistant Headteacher (Reading Recovery Teacher) coach teachers and TAs in delivering first quality teaching of reading and reading interventions. Identify and source relevant CPD opportunities for staff</p>	<p>Evidence from Education Endowment Foundation indicates that skilled leader coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes.</p> <p>Teaching and Learning Toolkit EEF</p>	1, 3
<p>CPD for all teaching and support staff focusing on diagnosing challenges in reading, writing and maths attainment and implementing evidence based strategies.</p>	<p>Skilled teachers are able to diagnose challenges in reading, writing and maths attainment and implement strategies to accelerate progress of basic skills.</p> <p>Diagnosing Challenges EEF</p>	2, 3, 4
<p>OPAL to deliver CPD to all staff, including support staff on developing outdoor play and learning opportunities.</p>	<p>Research indicates that outdoor play and learning increased prosocial behaviour and reduction in conflicts and the development of social and emotional skills; Develops better problem-solving skills, self-regulation and self-confidence; reduces stress, boredom and injuries.</p> <p>Improves behaviour with happier playtimes with fewer incidents, making them easier to supervise; quicker and better settling into class after playtimes; better attention and on-task behaviour in class; and positive parent reactions.</p> <p>Outdoor Play and Learning Research and Evidence</p>	5, 6
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	6

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Assistant Headteacher to coach upper KS2 teachers and support staff in delivering first quality teaching of whole classes, groups and individuals. Identify and source relevant CPD opportunities for staff</p>	<p>Evidence from Education Endowment Foundation indicates that skilled leaders coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes. Teaching and Learning Toolkit EEF</p>	4
<p>Deputy Headteacher to coach lower KS2 teachers and support staff in delivering first quality teaching of whole classes, groups and individuals. Identify and source relevant CPD opportunities for staff</p>	<p>Evidence from Education Endowment Foundation indicates that skilled leaders coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes. Teaching and Learning Toolkit EEF</p>	4
<p>Assistant Headteacher (JVB)to coach EYS teachers and support staff in delivering first quality teaching of whole classes, groups and individuals. Identify and source relevant CPD opportunities for staff</p>	<p>Evidence from Education Endowment Foundation indicates that skilled leaders coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes. Teaching and Learning Toolkit EEF</p>	1, 4
<p>Deputy Headteacher coach teachers and support staff in delivering first quality teaching of pupils with SEND. Identify and source relevant CPD opportunities for staff</p>	<p>Evidence from Education Endowment Foundation indicates that skilled leader coaching staff can support and monitor throughout delivery of intervention providing continuous feedback and cpd resulting in positive outcomes. Teaching and Learning Toolkit EEF</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 98,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured reading, writing and maths interventions (1:1 and small groups) across whole school.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Specialist Speech and language therapist employed by in school to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22127

Activity	Evidence that supports this approach	Challenge no addressed
Specialist family/social worker in school to support 1:1 and small groups with SEL	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6, 7
Specialist family/social worker employed at school to engage families with Early Help strategies	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search_h&search_term	6, 7
Outdoor Development	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	6, 7
Extra Curricular Activities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 162,127