

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	2022-25 (2022-23 in detail)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	S. Walker
Pupil premium lead	S. Walker
Governor	B. Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,523
Recovery premium funding allocation this academic year	£16,909
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	£206,432

Part A: Pupil premium strategy plan

Statement of intent

Sacred Heart provides a highly inclusive curriculum where all learners, including SEND children and the most vulnerable, can access learning and make the most of their gifts and talents. Children at all levels are encouraged and supported to achieve their full potential in all subjects. We support, nurture and challenge every child from all cultures, socio-economic backgrounds and ethnicity “to have life, and have it to the full” and through Christ, we promote the formation of the whole child.

In order to do this, it is vital that children from disadvantaged backgrounds receive targeted support based on an understanding of any barriers to their learning. At Sacred Heart, we identify these barriers at the earliest possible point and immediately plan and deliver an effective support programme based on our own research and that of the Education Endowment Fund.

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 throughout the whole curriculum so that they become fluent readers, skilled writers and proficient mathematicians.

Our Pupil Premium Strategy is integral to our education recovery of children whose education has been worst affected by the pandemic, including non disadvantaged.

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	<p>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.</p> <p>This has resulted in significant knowledge gaps in reading, writing and maths leading to pupils falling further behind age-related expectations.</p>
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	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 1% lower than for non-disadvantaged pupils.</p> <p>% 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.</p>

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 meet the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that more than 70% in 2022

	<p>74% in 2023 78% in 2024 80% in 2025</p> <p>of disadvantaged pupils met the expected standard.</p>
<p>Disadvantaged 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.</p>	<p>KS2 reading, writing and maths combined outcomes show that more than</p> <p>60% in 2022 65% in 2023 70% in 2024 72% in 2025</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>4.5% in 2022 3.75% in 2023</p>

	<p>3.25% in 2024 3% in 2025 and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1.5% in 2022 1% in 2023 0.75% in 2024 0.7% in 2025</p>
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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: £ 79,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD delivered to vulnerable pupil team (HT, SENDCo, AHT, SBM, Link Governor) on maximising the impact of pupil premium funds.	<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><u>School Implementation Report</u></p>	All
<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><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	1
Purchase of a <u>DfE validated Systematic</u>	Phonics approaches have a strong evidence base that	2, 3

<p>Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</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 developing speech, language and communication. Communication and Language Approaches EEF</p>	1
<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. 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. 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. Improves behaviour with happier playtimes with fewer incidents, making them easier to supervise; quicker and better settling into</p>	5, 6

	<p>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>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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 performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6
<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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 98,300

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:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<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>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge no addressed
<p>Specialist family/social worker in school to support 1:1 and small groups with SEL</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6, 7</p>
<p>Specialist family/social worker employed at school to engage families with Early Help strategies</p>	<p>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&search_term</p>	<p>6, 7</p>
<p>Outdoor Development</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>6, 7</p>
<p>Extra Curricular Activities</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>Embedding principles of good practice set out in the</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p>

<p>DfE's Improving School Attendance advice.</p>		
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>