# Sacred Heart Catholic Primary School Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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 and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Sacred Heart Catholic Primary School |
| Number of pupils in school | 328 (exc. Nursery) |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Mary Tate |
| Pupil premium lead | Mrs Amanda Palmer |
| Governor / Trustee lead | Mrs Anne Sanderson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 1 x £340  80 x £1480  7 x £2570 LAC  2 X £2570 PLAC  £141,870.00 = 90 pupils |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £141,870.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **What are your ultimate objectives for your disadvantaged pupils?**  At Sacred Heart we recognise that Pupil Premium pupils are not necessarily low ability, and we therefore focus on all disadvantaged pupils to achieve the highest outcomes and strive to achieve excellence.  We recognise that not all pupils, who may be socially disadvantaged, are registered or qualify for free school meals. Knowing this, we reserve the right to allocate the Pupil Premium funding to support any pupil we identify as socially disadvantaged.  Sacred Heart makes use of available evidence from both its own experience and that of others, including research-based evidence from the EEF, when allocating funding that is most likely to have an impact on improving pupils’ achievement.  We recognise that there are many barriers to educational achievement that all of our pupils’ face, as well as those in receipt of Pupil Premium. Many of these barriers can relate to Specific Educational Needs, economic hardship, limited life experiences outside of school, communication and language difficulties, physical need, social and emotional well-being and developing and sustaining effective links between home and school.  This strategy is a targeted approach based on assessments of teachers. Identified pupils will be given support to close the gap in attainment and progress. Wider strategies, such as attendance, behaviour, well-being and mental health will impact on the success of a pupil at school and this is why wider strategies are also seen to be important in the overall approach.  **How does your current pupil premium strategy plan work towards achieving those objectives?**   * Our strategy is part of a whole school ethos. The plan is supporting the closing of widening gaps in the attainment and progress of our Pupil Premium children. * Disadvantaged pupils’ attendance to improve so that it is in-line with the national average of all pupils. * Narrow and close the attainment gap between disadvantaged and non-disadvantaged pupils. * Disadvantaged pupils to meet or exceed national expected progress rates. * Disadvantaged pupils are chosen first for after school activities and clubs, including paid activities. Therefore, providing disadvantaged pupils with the same opportunities as non-disadvantaged. * Disadvantaged pupils will learn to play a musical instrument and sit a music exam. * Disadvantaged pupils’ well-being and health are supported through opportunities such as the ‘chat room’, mentoring and well-being activities across the year, enabling them to feel supported in attending school. * Pupil premium funding is used well to support attendance, behaviour, confidence, factors outside of school, profession training for staff to help disadvantaged pupils, effective teaching and learning, targeted support and further enrichment. * Class teachers know which pupils are eligible for Pupil Premium to enable them to assume responsibility for accelerated progress for those pupils. This will be monitored by SLT and PP lead. * Regularly and robustly monitor the achievement data to determine whether interventions and programmes are working effectively. * Planned intervention led by class teacher and/or support assistant. * School take a layered approach to Pupil Premium spending. Teaching is the top approach, then targeted support and wider strategies.   **What are the key principles of your strategy plan?**   * Ensure all teaching is good or better in classrooms thus improving the quality of teaching experiences for all pupils. * Teaching assistants and teachers to carry out intervention in order to close gaps. All intervention is aimed at accelerating progress and supporting pupils to meet, at least age-related expectations. * Improve the attendance of disadvantaged pupils to match national for non-disadvantaged. * Ensure an exciting and full curriculum offer to motivate pupils in attending school, particularly the disadvantaged. * Provide enrichment opportunities, and support payment for activities, such as educational visits, residentials, music lessons and performing arts club. * Every disadvantaged child participates in at least one after school club or activity. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attendance of PP pupils. Persistent absenteeism is above national. |
| 2 | Stabilising emotional behaviours so that children are ready to learn. |
| 3 | All PP pupils leave Reception with a Good Level of Development (GLD) and achieve phonic screening check in Year 1, unless there is a specific SEND need. |
| 4 | Access to high-quality teaching in all lessons, including targeted support and intervention. |
| 5 | Disadvantaged children to perform at least in-line with national average in R/W/M and CR/W/M in Phonics and attainment at end of KS1 and KS2. |

## 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.

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| Intended outcome | Success criteria |
| Attainment outcomes for all pupils but particularly for disadvantaged pupils are at least in-line with national expected standards at the end of KS1and KS2. | The % of PP pupils meeting expected standard or above is in-line with national figures. Gap is closing. Data shows that PP pupils are catching up with non-PP pupils. |
| All PP pupils achieve their phonic screening check by the end of KS1, unless there is a specific SEND need. | All pupils to achieve phonic screening check. Interventions to close the gap |
| Attendance of PP pupils is improved and is in-line with non-PP pupils, against national and local averages. | Attendance of PP pupils to be ­­­below national and local average. Improve attendance of PP pupils to be in-line with non-PP pupils. |
| Develop enrichment opportunities within the curriculum offer for each year group. Identified children have access to opportunities within and outside of school, such as those provided by the local community. | Planned visits and visitors to broaden first hand experiences of PP pupils.  PP pupils are prioritised for wider opportunities. School will heavily subsidise school visits, including residential visits.  Disadvantaged pupils have the opportunity to learn a musical instrument and sit a music exam. |
| Well-being opportunities for PP pupils to support social, emotional and mental health. | Identified PP pupils to receive quality mentoring from in-house trained counsellors. Children attend in-house mindfulness sessions. Children are happy and confident to come to school. |

## 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: £11,406

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for all class-based staff. Phonic intervention training for LKS2 T.A.’s  Phonic development day for latest training.  £3000 | All class-based staff in EY and KS1 will receive latest training updates. LSK2 staff to receive training in fluency and intervention delivery.  Staff delivering phonics will access training and coaching sessions on the development days.  All staff to access the RWI portal to support phonic training within their year group. | 2 |
| Reading Plus intervention delivered x 2 weekly from Year 3 upwards, more able Year 2 to access in the summer term.  £3560 | A reading plan is developed from the initial assessment. The planned suite of work matches the pupil’s reading ability and is continually assessed. Interventions are based on the pupils’ area of need. It is immediate assessment. Pupils also access this at home to develop vocabulary and reading fluency. Teachers are able to use the analysis to identify weaknesses and provide interventions based on need. | 3 and 5 |
| NELi Intervention in Reception. 1 T.A. to carry out intervention on an afternoon.  £2013 | Early intervention is the best approach at reducing the disadvantage gap. | 2 |
| Targeted EYFS KS1 and KS2 interventions carried out by staff. | Early intervention is the best approach in reducing disadvantaged gap. | 1-5 |
| Intervention lead to oversee all interventions, including for disadvantaged pupils.  £2,833 | Monitor impact of interventions.  Work with class teachers to ensure effective intervention and impact.  To have clear oversight of what interventions are being taking place and with who. | 1 and 2 |

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

Budgeted cost: £39,612

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| RWI phonic interventions  2 T.A.’s employed to carry out intervention.  £15,221 | Most studies of phonics show that the effects of one to one tends to be a little higher compared to small group intervention. This needs to be offset by the number of pupils who can receive support. | 1-4 |
| Access to EAL services form the Virtual School to support PP in the classroom.  £2,860 | Removing the language barrier, through the access to interpreters, supports accurate assessment of the pupil’s need. | 1-4 |
| Pre and post teaching carried out by all staff. | Pre-teaching opportunities and addressing misconceptions addressed quickly has a positive impact on the lesson outcome. A school wide strategy to implement. | 1-4 |
| T.A. support x3  £20,531 | T.A. trained to deliver specific interventions.  T.A.’s used to carry out post and pre-teaching activities and delivery of specific interventions. | 1-4 |
| Pre and Post teaching carried out by all staff | Addressing misconceptions quickly and carrying out pre-teaching ensuring a positive impact on lesson outcomes. This is a strategy used school wide and carried out daily. | 3-5 |
| Non-school based enrichment for targeted children  £1000 | A budget for children who may want to join an outside club, society or activity but financial constraints prevent the children from doing this. | 1-4 |

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

Budgeted cost: £75,374

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide enrichment opportunities to pupils to enhance learning.  £1000 | Financial support to ensure pupils are able to attend enrichment activities beyond the classroom. Non-school based. | 1 and 2 |
| Well-Being offer | Targeted pupils receive quality mentoring form in-house trained counsellors.  Pupils attend in-house mindfulness sessions. | 1 |
| Future Steps – occupational therapy programme  £5346 | Ofsted framework highlights expectations for schools to provide wider opportunities and to remove barriers to learning. Sacred Heart recognises the high deprivation index and current pressures on services and NHS. We use PP money to ensure children receive access to opportunities and support/ enrichment quickly.  When it becomes evident that a child needs more support to catch up to their peers. We discuss possible reasons and intervene that goes beyond supporting academic progress.  The providers identified are experts in their fields and have a proven track record in supporting children to be more successful in school. School monist these interventions and measures the impact for each child on attainment and progress.  Provides high quality and expert therapy. Clinical consultation.  We use the EEF model of a tiered approach in supporting PP pupils. | 1,3,4 |
| The Bungalow Partnership – Therapeutic support  Access to child psychotherapist x2 days per week  £9,650 | 3 |
| School to pay for speech and language therapist to attend weekly.  £6200 | 3 |
| Educational Psychologist, termly support  £3700 |  |
| Employment of parent support officer  £10,778 | A crucial role in forming good relationships with vulnerable families and support with attendance. | 1 |
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| Breakfast Club subsidy  £3000 | A commitment to wider experiences in the local area and beyond. This is not cost prohibitive. This is charged at a very low cost and targets our most disadvantaged and “working poor” families. | 1 |
| School visits, residentials, enrichment activities subsidy  £12,000 | Charged at a low cost and targets the most disadvantaged and ‘working poor’ families. | 1-4 |
| NSM Music lessons and Performing Arts Subsidy  £6,500 | All KS2 children will learn a musical instrument. All children will be receiving singing and performing arts sessions taught by a qualified professional. | 1-4 |
| Educational psychologist  £10,600 | The providers identified are experts in their fields and have a proven track record in supporting children to be more successful in school. | 3 |
| Uniform, PE kit and clothing  £4,600 | Allows school to form good relationships with vulnerable families. | 1-4 |
| Specific School activity for PP funded pupils  £3600 | Funding for a range of activities, bringing external agencies to bring subject matter to life. This will be a ‘deep learning day’ drama company and poets to develop whole school oracy. | 1-4 |
| Paid after school clubs funded for PP pupils to attend  £2000 | Provision for PP pupils to attend paid clubs, e.g. pottery club, without charge. | 1-4 |

**Total budgeted cost: £ 141,870.00**

All funding not allocated.

£11,878 surplus currently

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils **in the 2022 to 2023 academic year.**

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| *Please use Key Stage Assessments and any other pupil evaluations undertaken during the 2021 to 2022 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |
| End of year data shows the gap between PP and non-PP pupils had opened. Some PP pupils did not meet age-expected standard. Attendance of PP pupils is poor compared to non-PP pupils.  Planned intervention programmes to be established this year in order to close the gaps. Small group teaching and partnership with external providers. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Therapeutic occupational therapy intervention | Future Steps Occupational Therapy |
| Trauma therapy, psychotherapy, counselling, play therapy | Bungalow Partnership |
| Reading Plus intervention | Reading Plus |
| 20-week language programme for Reception children | Nuffield early language intervention (NELI) |
| Mastering Number | Maths Hub |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure Details

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Supporting identified children with small targeted groups, when needed.  Access to children chat room/well-being continuing.  PSA support to family to improve attendance and to support him coming into school. Class teacher specifically chosen for this academic to build a relationship and role model behaviour. |
| What was the impact of that spending on service pupil premium eligible pupils? | Children is happy to come to school. Children to access reading interventions. |