

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sacred Heart Catholic Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Lucy Scanlon (Headteacher)
Pupil premium lead	Lucy Scanlon
Governor / Trustee lead	Michael Crowther

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,810
Recovery premium funding allocation this academic year	£9,425
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	£95,235

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The costs outlined in this strategy will be covered by the Pupil Premium Grant, the Recovery premium funding as well as from school budget.

Challenges

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

Challenge number	Detail of challenge
1	Language Development Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. Baseline assessments show that a high proportion of children begin Reception with well below average language skills for their age. Although this gap does reduce over time, historical attainment data shows that disadvantaged pupils underperform at the end of KS2 in comparison with their peers in all areas.

Cohort year 2018/19		Number of children 25						
Start of Reception Attainment on entry		Percentage of children working within each Area of Learning & Development						
		Prime			Specific			
		PSED	PD	CL	LIT	MATH	UW	EAD
22 – 36 months								
30 – 50 months		52%	52%	60 %	60 %	44%	48%	48%
40 – 60 months		48%	48%	40 %	40 %	56%	52%	52%
Children working beyond 40 – 60 months								
End of Reception Attainment at the end of the EYFS		Percentage of children working within each Area of Learning & Development						
EYFSP emerging								
EYFSP expected +		84%	84%	84 %	80 %	80%	80%	84%

	Pupil Number	Reading Test		Writing TA		Maths Test	
		Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Greater depth	Expected+ (100-120)	Higher standard (110-120)
FSM 2018/19	11	45.5	18.2	63.6	9.1	54.5	18.2
Not FSM 2018/19	15	66.7	26.7	80.0	6.7	60.0	6.7
GAP	4	21.2	8.5	16.4	-2.4	5.5	-11.5
FSM 2017/18	6	0.0	0.0	0.0	0.0	33.3	0.0
Not FSM 2017/18	17	58.8	11.8	70.6	11.8	58.8	11.8
GAP	11	58.8	11.8	70.6	11.8	25.5	11.8
FSM 2016/17	6	66.7	16.7	83.3	16.7	50.0	16.7
Not FSM 2016/17	15	73.3	0.0	93.3	6.7	86.7	6.7
GAP	9	6.7	-16.7	10.0	-10.0	36.7	-10.0
FSM 2015/16	6	50.0	0.0	0.0	0.0	16.7	0.0
Not FSM 2015/16	12	83.3	33.3	58.3	0.0	75.0	16.7
GAP	6	33.3	33.3	58.3	0.0	58.3	16.7

2

Reading, Writing and Maths

Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the disruption to education during the pandemic. This has resulted in significant gaps in their learning leading to pupils falling further behind age-related expectations in reading, writing and maths.

Baseline assessments show that a high proportion of children begin Reception with well below average skills in literacy and maths. Although this gap does reduce over time, historical attainment data shows that disadvantaged pupils underperform at the end of KS2 in comparison with their peers, particularly in reading and writing. There is a smaller gap in maths performance but still lower for our disadvantaged pupils.

A number of our disadvantaged pupils also have SEND. Historical attainment data shows that SEND underperform at the end of KS2 in comparison with their peers. Pre-pandemic validated data:

	Pupil Number	Reading Test		Writing TA		Maths Test	
		Expected+ (100-120)	Higher standard (110-120)	Expected+ Greater depth		Expected+ (100-120)	Higher standard (110-120)
SEN K 2018/19	5	40.0	20.0	40.0	0.0	40.0	0.0
Not SEN 2018/19	20	65.0	25.0	85.0	10.0	65.0	15.0
GAP	15	25.0	5.0	45.0	10.0	25.0	15.0
SEN K 2017/18	4	0.0	0.0	0.0	0.0	25.0	0.0
Not SEN 2017/18	17	58.8	11.8	70.6	11.8	64.7	11.8
GAP	13	58.8	11.8	70.6	11.8	39.7	11.8
SEN K 2016/17							
Not SEN 2016/17	20	75.0	5.0	95.0	10.0	80.0	10.0
GAP							
SEN K 2015/16	2	50.0	0.0	0.0	0.0	50.0	0.0
Not SEN 2015/16	16	75.0	25.0	43.8	0.0	56.3	12.5
GAP	14	25.0	25.0	43.8	0.0	6.3	12.5

3	Social and Emotional Wellbeing Pupils may lack resilience for learning due to social and emotional pressures. Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social interaction and lack of enrichment opportunities during school closure. These challenges particularly affected disadvantaged pupils, including their attainment. Teacher referrals for social and emotional support for individual pupils have markedly increased during the pandemic- <i>Golden Hill referrals, learning mentor referrals, Boxall assessments</i> Families of our disadvantaged pupils can also struggle to meet the cost of school visits or uniform items
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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
Language Development Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Reading Improved progress and attainment in reading for disadvantaged pupils	KS2 reading outcomes in 2024/25 show that more disadvantaged pupils met the expected standard
Writing Improved progress and attainment in writing for disadvantaged pupils	KS2 writing outcomes in 2024/25 show that more disadvantaged pupils met the expected standard
Maths Improved progress and attainment in maths for disadvantaged pupils	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils met the expected standard
SEND Improved progress and attainment for disadvantaged pupils who have SEND	KS2 outcomes in 2024/25 show that disadvantaged pupils with SEND make at least good progress and attainment is more in line with their peers
Social and Emotional Wellbeing Improved social and emotional wellbeing among disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	• Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • A reduction in referrals from teachers for support for individual pupils, closer to pre-pandemic levels
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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: £36,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 0.5 teacher employed for academic year 2021-22 to teach a group of upper KS2 pupils, reducing class sizes in the morning to allow for focussed teaching and learning better tailored to need	Reducing the number of pupils being taught as a group is proven to be effective in ensuring effective progress or to teach challenging topics or skills	1 and 2
Additional full time, permanent teacher to accelerate progress in KS1 by delivering targeted, timely intervention	Small group tuition enables the teacher to focus exclusively on a small number of learners in a separate working area. Intensive tuition in small groups is often provided to support lower attaining learners or those falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1 and 2

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

Budgeted cost: £86,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA delivering NELI language intervention to targeted pupils in EYFS	The Nuffield Early Language Intervention	1
Additional TA working in EYFS to support those identified as having social and emotional issues. We have a higher than usual number of children affected by this, this year (2021-22).	Social and emotional issues have been worsened and, in some cases, instigated by the school closures during the pandemic. For many pupils, the lack of social interaction and enrichment opportunities, have led to poor mental health and social skills. This is particularly marked in our youngest pupils who have had the earliest stages of their education disrupted.	3
Learning Mentor employed by the school to meet the growing needs of our vulnerable families	Social and emotional interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focussing on the academic or cognitive elements of learning.	3
Disadvantaged pupils with SEND receive additional support in class	Teaching assistants support pupils in class as well as running interventions including 1:1 and small group interventions, 'same day' interventions and TLP work.	2

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

Budgeted cost: £1692

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to subsidise the cost of educational visits for disadvantaged pupils	Meeting the cost of educational visits, particularly residential can be a barrier to pupils attending. By subsidising the cost, we remove this barrier, therefore providing disadvantaged pupils with equal opportunities as their peers. School to subsidise day visits with 50% contribution for disadvantaged pupils (Calculated at £444 for £6 per child per year) School to meet full cost of residential visits for disadvantaged pupils (2021-22 £1248 2022-23 £1728)	3

	2023-24 £2880)	
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Total budgeted cost: £124,464

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 2020 to 2021 academic year.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, and by use of online resources.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was, overall, at least in line with non-disadvantaged pupils and, in some cases, better than their non-disadvantaged peers. This indicates that strategies that the school has put in place are effective and have a positive impact on pupil progress and outcomes.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not funded by pupil premium or recovery premium. This will include:

- Continuing to develop the curriculum so that every pupil makes good progress and thrives throughout their learning journey
- Offering a wide range of enrichment activities to boost wellbeing, behaviour, attendance and aspiration. Disadvantaged pupils will be encouraged and supported to participate

Planning, Implementation and Evaluation

In planning our new pupil premium strategy, we evaluated evidence from multiple sources including assessments, book scrutinies, conversations with parents, pupils and staff in order to identify the challenges faced by disadvantaged pupils.

The senior leadership team will regularly monitor progress of disadvantaged pupils through pupil progress meetings. These are half termly so that progress can be well tracked and identified support implemented. Throughout our three-year approach we will adjust our plan when necessary to secure better outcomes for pupils.