

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium **for the 2023 to 2024 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	360 (not incl. Nursery)
Proportion (%) of pupil premium eligible pupils	26%
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	September 2023
Statement authorised by	Mrs Amanda Palmer
Pupil premium lead	Mrs Helen Walker
Governor / Trustee lead	Mrs Anne Sanderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,760
Recovery premium funding allocation this academic year	£12,325
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	£139,085

Part A: Pupil premium strategy plan

Statement of intent

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.

We recognise that not all pupils, who may be socially disadvantaged, are registered or qualify for free school meals. Knowing this, we allocate the Pupil Premium funding to support any pupil we identify as socially disadvantaged.

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?

- *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.*
- *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 champion.*
- *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.*

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.

Challenge number	Detail of challenge
1	Attendance of PP pupils. Persistent absenteeism.
2	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.
3	Access to high quality teaching in all lessons, including targeted support and intervention.
4	All disadvantaged children to achieve phonic screening check by end of KS1, unless there is a specific SEND need.

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
Improve attendance of PP pupils to be in-line with non-PP pupils.	Attendance of PP pupils to be below national and local average.
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.

<p>More PP pupils meeting expected standard at end of key stages.</p>	<p>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.</p>
<p>Develop enrichment opportunities within the curriculum offer for each year group. Identified children have access to opportunities within and outside of school, e.g, local community.</p>	<p>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.</p>
<p>Well-being opportunities for PP pupils to support social, emotional and mental health.</p>	<p>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.</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: £8,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonic intervention training for LKS2 T.A.'s Phonic development day for latest training. £3000	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 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.	3
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 academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,711

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 £6,630	T.A. trained to deliver specific interventions.	1-4
Non-school based enrichment for targeted children £1000	A budget for children who may want to join an outside club or 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: £70,703

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
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 £3,500	Provides high quality and expert therapy.	1,3,4
The Bungalow Partnership – Therapeutic support £4000	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.	3
Attendance officer – SLA £3250	Support in the monitoring of persistent absenteeism and the evaluation of attendance rates.	1

PSA support from St Bede's School 1 day per week £4,200 per year	A vital role in developing systems and challenge to our disadvantaged persistent absentees.	1
School to pay for speech and language therapist to attend weekly. £5000	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.	3
Employment of parent support officer £10,778	A crucial role in forming good relationships with vulnerable families and support with attendance.	1
Wrap around care (Breakfast and Munchkin Club subsidy) £20,000	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 £4000	Charged at a low cost and targets the most disadvantaged and 'working poor' families.	1-4
NSM Music lessons and Performing Arts Subsidy £4,375	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

Total budgeted cost: £ 104,487

All funding not allocated.

£22,273 surplus

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.**

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

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Supporting identified children with small, targeted groups, when needed.</p> <p>Access to children chat room/well-being continuing.</p> <p>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.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Children is happy to come to school.</p> <p>Children to access reading interventions.</p>