



# **Sacred Heart Catholic Primary School**

Pray, Reflect, Learn and Grow to Mirror the Love of Jesus

# **Pupil Premium Strategy Statement (2019-2020)**

On the following pages are tables showing information for our Pupil Premium Strategy. As a school, we have used these to inform discussions between the Leadership and our Academy Committee, and help to shape future strategic planning for the use of the Pupil Premium funding.

<b>Financial year</b>	<b>Amount of Pupil Premium funding</b>			
<b>2016-17</b>	<b>£130,680 - 99 children</b>			
<b>2017-18</b>	<b>£110,880 - 84 children</b>			
<b>2018-19</b>	<b>£99,000 - 75 children</b>			
<b>2019-20</b>	<b>£80,520 - 61 children</b>			
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	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Percentage of FSM pupils</b>	24% (99 ch)	20% (84 ch)	18% (75 ch)	15% (61 ch)
Number of FSM pupils eligible for the Pupil Premium	89 @ £1320 = £130,680	84 @ £1320 = £110,880	75 @ £1320 = £99,000	61 @ £1320 = £80,520
Number of looked after pupils eligible for the Pupil Premium	0 @ £1900 = 0	0 @ £1900 = 0	0 @ £1900 = 0	2 @ £1900 = £3,800
Number of service children eligible for the Pupil Premium	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0
<b>Total</b>	<b>£130,680</b>	<b>£110,880</b>	<b>£99,000</b>	<b>£84,320</b>

## Romero Priorities

### Areas of Pupil Premium success

- 1) Excellent collection, analysis and use of data relating to individual pupils and groups.
- 2) Relentless focus on the quality of teaching.
- 3) Identification of the main barriers to learning for PP eligible pupils.
- 4) Frequent monitoring of the progress of every PP eligible child.
- 5) When a pupil's progress slows, interventions are put into place rapidly.
- 6) Every effort is made to engage parents, carers in the education and progress of their child.
- 7) Evidence is used to decide on which strategies are likely to be the most effective in overcoming barriers to learning.
- 8) Staff are trained in depth on the chosen strategies.
- 9) All staff convey positive and aspirational messages to PP eligible pupils.
- 10) Performance management is used to reinforce the importance of PP effectiveness.
- 11) Effectiveness of TAs is evaluated, and, if necessary, improved through training and deployment.
- 12) Academy Committee Representatives are trained on PP.

### Strategy outline Pupil Premium spend

Presenting issue Main Barriers	Amount allocated to intervention/ Action (£)	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Autumn 2020
Low aspirations effecting engagement, confidence and outcomes.	£1,920	Monitored by Key Stage 2 Leader of Learning	Brilliant club intervention for pupil premium children in Year 5 and 6. This award-winning non-profit organisation aims to widen aspirations and give children whose families haven't attended universities the opportunities to participate in a university style project.	Aspirations of participating pupils raised.  Improved work ethic and confidence in own abilities.	Brilliant Club cancelled due to lockdown
	£1,600		Artist in residence employed to run 8 sessions with pupil premium children, focusing on art skills, historical knowledge, communication and confidence building	Data analysis and pupil interviews.	
	£280		Debating club- children participate in a 6 week programme, culminating in a debating competition.	Children have raised self-esteem and feel that their skills are valued.	

	£400		<p><b>Vocations Day.</b> Children take part in a variety of workshops in order to learn about different vocations and raise their aspirations.</p> <p><b>Pupil premium children chosen to take part in Romero G&amp;T events</b></p>	<p><b>Pupil voice to assess impact on confidence and esteem.</b></p>	<p><b>Y4 sleep over for PP children. Children enjoyed outdoor skills.</b></p>
<b>Children entering Reception with poor early language development.</b>	<b>£4,180</b> <b>£14,940</b> <b>£5,800</b> <b>£200</b>	<b>Monitored by Inclusion Leader</b>	<p><b>Early Intervention Screening.</b></p> <p>Speech and language Teacher train Nursery Nurse to deliver 1:1 intervention for EYFS.</p> <p>SALT working half a day each week, targeting specific children on 1:1 basis. TA and SALT meet parents to advise on how to support children best at home.</p> <p><b>Teachers and support staff trained to deliver quality teaching of vocabulary.</b></p>	<p><b>Early intervention in Reception helps children close gaps caused by poor language development.</b></p> <p><b>Parents feel supported at home.</b></p> <p><b>Children make more rapid progress on the speech and language programme as a result of the TA intervention.</b></p>	<p><b>SALT and TA continued to support children and families during lockdown through TEAMs.</b></p> <p><b>Some training around vocab development took place but teachers still feel like more training is needed for this.</b></p>
<b>Vulnerable families and children with emotional, social and behavioural needs, directly impacting on learning, attitudes and attendance.</b>	<b>£14,319</b>  <b>£1,000</b>  <b>£6,000</b>  <b>£1,000</b>  <b>£1,150</b>  <b>£9,336</b>	<b>Monitored by Inclusion Leader and SLT</b>	<p><b>Pastoral Support Managers employed to support vulnerable families and to work on a 1:1 or small group basis with children to develop home/school relationships, raise attendance and improve behaviour, social skills and attitudes to learning.</b></p> <p><b>Fund supporting families in buying school uniform.</b></p> <p><b>Employment of an Attendance Officer (AO) through the Romero Academy.</b></p> <p><b>Before &amp; After School Club.</b> Support for vulnerable pupils in need of before/after school care, due to parental commitments at work.</p> <p><b>Breakfast provided for those children who haven't eaten.</b></p> <p><b>Learning Mentor employed for small group, 1:1 sessions based around confidence, social skills and emotional development.</b></p> <p><b>Homework club, run by Y5/6 staff supports children, who don't access this support at home.</b></p>	<p><b>Improved attendance and reduction in number of lates.</b></p> <p><b>Families feel supported and feel able to ask for help.</b></p> <p><b>Children's well-being is improved having a direct impact on their progress.</b></p> <p><b>Children's social skills and relationships on the playground have improved. Data analysis and pupil interviews.</b></p>	<p><b>Vulnerable families really value the support from learning mentors. 1:1 identify issues and put children in appropriate interventions. Learning mentors were particularly supportive during lockdown, phoning vulnerable families daily and delivering food packages and vouchers</b></p> <p><b>Unauthorised attendance is 1.3%. Slightly above Coventry average. 1222 lates. 95.3% overall</b></p>

					<p>attendance.</p> <p><b>Boomerang and rainbows provided mental health support and support for children going through a bereavement. Assessments show children's improved understanding of their emotions.</b></p> <p>All children had access to breakfast club.</p>
<b>Children with English as an additional language.</b>	£3,000	<b>Monitored by SLT</b>	<b>Employment of a polish language specialist to support children with the acquisition of basic English skills and to help them settle into the school.</b>	<p>Reception children (and newly arrived), who are polish speaking, will quickly settle in to school and will learn key words and phrases to help them feel confident and safe in school.</p> <p>Children will make accelerated progress in their development of English, impacting all areas of their learning.</p> <p>Data analysis, pupil books, pupil observations.</p>	<p>Language specialist continues to support 4 pupil premium children. 2 children are now working at E1</p>

<p><b>Children do not make enough progress in maths in KS2. The gap widens for some children in KS1, who do not reach early learning goal.</b></p>	<p>£4,176 £800 £1,392</p>	<p>Monitored by SLT</p>	<p><b>1<sup>st</sup> class number programme to identify gaps and support children's progress through a tailored programme of study.</b></p> <p><b>1:1 tuition for pupil-premium children who need additional support with their maths because of gaps or misconceptions.</b></p> <p><b>Teaching Assistants deliver numicon intervention in Y1.</b></p> <p><b>SATs boosters open to all children to help them develop confidence and close gaps.</b></p> <p><b>Weekly coaching sessions delivered across school with a member of SLT to ensure that teaching is of a high quality and meets the needs of all learners, ensuring the gap between pupil premium and non-pupil premium closes.</b></p> <p><b>SLT participation in teacher research group to ensure provision for all staff is of a high standard.</b></p> <p><b>Cost of SATs revision guides subsidised so that all children have access to these at home and engage in the revision process.</b></p>	<p><b>Children feel more confident in lessons. Gaps in understanding are closed/reduced.</b></p> <p><b>Reduced gap between pupil premium and non-pupil premium.</b></p> <p><b>Data analysis will show accelerated progress.</b></p> <p><b>Books and pupil voice show progress in confidence and understanding.</b></p>	<p><b>No end of year data.</b></p> <p><b>TA Y6 assessment</b> <b>Reading = 85%</b> <b>Writing = 83%</b> <b>Maths = 88%</b></p> <p><b>Coaching sessions were well-received by staff.</b> <b>Staff report greater confidence in the planning and teaching of reading and maths.</b></p>
<p><b>Gap between pupil-premium and non-pupil-premium children in some year groups in reading attainment.</b></p>	<p>£8,927 £600</p>	<p>Monitored by SLT</p>	<p><b>Teaching Assistants deliver BRP; assess children accurately and identify the areas they need to develop in their reading.</b></p> <p><b>SATs boosters for grammar and reading aimed at targeted pupils.</b></p> <p><b>Reading resources tailored to the needs of reluctant readers. Parent workshops aim to promote reading at home and advise parents on how best to support their children.</b></p> <p><b>Coaching sessions led by SLT across the school to ensure high standards of reading teaching.</b></p> <p><b>Lunchtime library club, run by teacher aimed at promoting 'love of reading' and ensures that all children have opportunities to read more often.</b></p>	<p><b>Suffolk reading test show accelerated progress in reading age.</b></p> <p><b>Children read more fluently and with greater accuracy.</b></p> <p><b>Data analysis will show accelerated progress.</b></p>	<p><b>Phonics workshops provided early support for EYFS/KS1</b></p> <p><b>Dyslexia workshop via TEAMs for families. Excellent feedback from parents.</b></p> <p><b>Supported 2 children</b></p> <p><b>12 children received BRP intervention</b></p> <p><b>Pupil voice shows</b></p>

	<b>£1,200</b>  <b>£200</b>		<p><b>Reading eggs programme used to engage children and provide them with more home-school links.</b></p> <p><b>Cost of SATs revision guides subsidised so that all children have access to these at home and engage in the revision process.</b></p>		<b>library club was well-received by children.</b>
<b>Some children have limited opportunities outside of school to access the arts, museums, outdoor environment.</b>	<b>£1,900</b>	<b>Monitored by Office Managers and SLT</b>	<p><b>School trips and residential (including Dolymoch and Alton Castle) are subsidised where necessary so that all children have access to valuable learning and experiences.</b></p> <p><b>School trips are planned carefully to ensure all children receive a wide range of life experiences.</b></p> <p><b>All school teams, including eco, chaplaincy team and school council have pupil premium children, who benefit from improved confidence, communication skills and training events.</b></p> <p><b>Children are encouraged to attend after school clubs.</b></p>	<p><b>Children have positive attitudes towards school and learning. All children feel included in learning experiences.</b></p>	<p><b>Rainforest trip</b></p> <p><b>Trips cancelled because of lockdown.</b></p>

Written: November 2019 by Paul Madia Principal.

Date of next review: November 2020

Shared with the Academy Committee: December 2019.

Reviewed November 2020 by Rachel Ellis (Vice Principal) & Paul Madia (Principal)