



The Romero Pupil Premium Strategy Statement (2018-2019)

Sacred Heart Catholic
Primary School

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

Financial year	Amount of Pupil Premium funding
2015-16	117,480 – 89 children
2016-17	130,680 – 99 children
2017-18	110,880 – 84 children
2018-19	99,000 - 75 children

	2015-16	2016-17	2017-18	2018-19
Percentage of FSM pupils	21.43% (90 ch)	24% (99 ch)	20% (84 ch)	18% (75 ch)
Number of FSM pupils eligible for the Pupil Premium	89 @ £1320 = £117,480	89 @£1320 = £130,680	84 @ £1320= £110,880	75 @ = £99,000
Number of looked after pupils eligible for the Pupil Premium	1 @£1900 = £1900	0 @£1900 = 0	0 @£1900 = 0	0 @£1900 = 0
Number of service children eligible for the Pupil Premium	0 @£300 = £0	0 @£300 = £0	0 @£300 = £0	0 @£300 = £0
Total	£119,380	£130,680	£110,880	£99,000

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 2019
Low aspirations effecting engagement, confidence and outcomes.	<ul style="list-style-type: none"> • £1,920 	Monitored by Key Stage 2 Leader of Learning	<ul style="list-style-type: none"> • 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 	Aspirations of participating pupils raised. Improved work ethic and confidence in own abilities. Data analysis and pupil interviews. Children have raised self-esteem and feel	Children attended a Graduation Ceremony and passed with either a 2:1 or 1 st Class mark.

	<ul style="list-style-type: none"> • £1600 • £280 • £400 		<ul style="list-style-type: none"> • participate in a university style project. • Artist in residence employed to run 8 sessions with pupil premium children, focusing on art skills, historical knowledge, communication and confidence building • Debating club- children participate in a 6 week programme, culminating in a debating competition. • Vocations Day. Children take part in a variety of workshops in order to learn about different vocations and raise their aspirations. • Pupil premium children chosen to take part in Romero G&T events 	<p>that their skills are valued. Pupil voice to assess impact on confidence and esteem.</p>	<p>Children enjoyed G&T projects across the year with artist in residence. All children felt proud of the final pieces they produced and felt like their skills were being valued.</p> <p>Debating Club came 2nd overall across Romero and presented their arguments at the Council House.</p> <p>Vocations day was extremely successful. All children were able to share ideas for their future careers.</p>
Children entering Reception with poor early language development.	<ul style="list-style-type: none"> • £4,180 • £14,940 • £5800 • £200 	Monitored by Inclusion Leader	<ul style="list-style-type: none"> • Early Intervention Screening. • Speech and language TA works on 1:1 basis. • 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. • Teachers and support staff trained to deliver quality teaching of vocabulary. 	<p>Early intervention in Reception helps children close gaps caused by poor language development. Parents feel supported at home. Children make more rapid progress on the speech and language programme as a result of the TA intervention.</p>	<p>Children received targeted intervention as a result of welcome screening.</p> <p>7 pp children were discharged from speech and language over the last year.</p>
Vulnerable families and children with emotional, social and behavioural needs, directly impacting on learning, attitudes	<ul style="list-style-type: none"> • £29,000 	Monitored by Inclusion Leader and SLT	<ul style="list-style-type: none"> • Pastoral Support Manager employed to support vulnerable families and to work on a 	<p>Improved attendance and reduction in number of lates. Families feel supported</p>	<p>Unauthorised attendance was 0.48%, a huge improvement to the</p>

<p>and attendance.</p>	<ul style="list-style-type: none"> • £1000 • £6000 • £1000 • £1150 • £9,336 		<p>1:1 or small group basis with children to develop home/school relationships, raise attendance and improve behaviour, social skills and attitudes to learning.</p> <ul style="list-style-type: none"> • Fund supporting families in buying school uniform. • Employment of: Family Support Worker (FSW) Attendance Officer (AO) through the Romero Academy. • Before & After School Club. Support for vulnerable pupils in need of before/after school care, due to parental commitments at work. • Breakfast provided for those children who haven't eaten. • Learning Mentor employed for small group, 1:1 sessions based around confidence, social skills and emotional development. • Male teacher delivers after school club, giving children access to cooking experiences etc, providing a positive male role-model. • Homework club, run by Y5/6 staff supports children, who don't access this support at home. 	<p>and feel able to ask for help. Children's well-being is improved having a direct impact on their progress. Children's social skills and relationships on the playground have improved. Data analysis and pupil interviews.</p>	<p>previous year of 0.7%.</p> <p>27 children received 1:1, group, or family support from pastoral team throughout the year.</p>
<p>Children with English as an additional language.</p>	<ul style="list-style-type: none"> • £3,000 		<ul style="list-style-type: none"> • Employment of a polish language specialist to support children with the 	<p>Reception children (and newly arrived), who are polish speaking, will</p>	<p>8 children received 1:1 support from EAL teacher over the year.</p>

			<p>acquisition of basic English skills and to help them settle into the school.</p>	<p>quickly settle in to school and will learn key words and phrases to help them feel confident and safe in school. Children will make accelerated progress in their development of English, impacting all areas of their learning. Data analysis, pupil books, pupil observations.</p>	<p>All children have made progress in their English.</p>
<p>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.</p>	<ul style="list-style-type: none"> • £4,176 • £800 • £1392 		<ul style="list-style-type: none"> • 1st class number programme to identify gaps and support children's progress through a tailored programme of study. • 1:1 tuition for pupil-premium children who need additional support with their maths because of gaps or misconceptions. • Teaching Assistants deliver numicon intervention in Y1. • SATs boosters open to all children to help them develop confidence and close gaps. • 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. 	<p>Children feel more confident in lessons. Gaps in understanding are closed/reduced. Reduced gap between pupil premium and non-pupil premium. Data analysis will show accelerated progress. Books and pupil voice show progress in confidence and understanding.</p>	<p>In year data and end of KS1 shows that gap has been narrowed in KS1. KS2 still needs to be a focus for narrowing the gap, but there has been an improvement in this years data.</p>

			<ul style="list-style-type: none"> • SLT participation in teacher research group to ensure provision for all staff is of a high standard. • Cost of SATs revision guides subsidised so that all children have access to these at home and engage in the revision process. 		
<p>Gap between pupil-premium and non-pupil-premium children in some year groups in reading attainment.</p>	<ul style="list-style-type: none"> • £8,927 • £600 • £1,200 		<ul style="list-style-type: none"> • Teaching Assistants deliver BRP; assess children accurately and identify the areas they need to develop in their reading. • SATs boosters for grammar and reading aimed at targeted pupils. • Reading resources tailored to the needs to reluctant readers. Parent workshops aim to promote reading at home and advise parents on how best to support their children. • Coaching sessions led by SLT across the school to ensure high standards of reading teaching. • Lunchtime library club, run by teacher aimed at promoting 'love of reading' and ensures that all children have opportunities to read more often. • Reading eggs programme used to engage children and provide them with more home-school links. 	<p>Suffolk reading test show accelerated progress in reading age. Children read more fluently and with greater accuracy. Data analysis will show accelerated progress.</p>	<p>BRP continues to have a big impact on pupils reading age.</p> <p>In year data and end of KS1 shows that gap has been narrowed in KS1. KS2 still needs to be a focus for narrowing the gap – progress did improve from last year. Too many children didn't finish the reading paper or missed "at standard" by 1 or 2 marks.</p>

	<ul style="list-style-type: none"> • £200 		<ul style="list-style-type: none"> • Cost of SATs revision guides subsidised so that all children have access to these at home and engage in the revision process. 		
Some children have limited opportunities outside of school to access the arts, museums, outdoor environment.	<ul style="list-style-type: none"> • 1900 		<ul style="list-style-type: none"> • School trips and residential (including Dolymoch and Alton Castle) are subsidised where necessary so that all children have access to valuable learning and experiences. • School trips are planned carefully to ensure all children receive a wide range of life experiences. • All school teams, including eco, chaplaincy team and school council have pupil premium children, who benefit from improved confidence, communication skills and training events. • Children are encouraged to attend after school clubs. 	Children have positive attitudes towards school and learning. All children feel included in learning experiences.	<p>Trips were subsidised for PP children throughout the year.</p> <p>PP children represented groups or teams across the school.</p> <p>After school clubs were reorganised and a better offer and variety, enabling more PP children to access the provision.</p>

Written on: 5/12/18 by Rachel Ellis Vice-Principal. Evaluated by Paul Madia Principal.
Date of next review: July 2019 (Reviewed November 2019 and impact measured).
Shared with the Academy Committee on: December 2018 and December 2019.

Sacred Heart Pupil Premium Review – Evidence Summer 2019

Areas of Strength

The Principal and Senior Leadership Team are clearly passionate about ensuring high quality outcomes for all pupils and this includes those who are eligible for pupil premium. The attainment and progress of PP pupils is correctly identified in the School Improvement Plan and all Teachers are held accountable for the provision that they provide both in daily lessons and throughout the wider curriculum.

The teaching profile across the Sacred Heart is extremely strong. There are many aspects of outstanding practice across the school and staff are supported well to ensure that provision is at least good across the curriculum. Through their effective monitoring systems, knowledge of pupils and staff; the senior leadership team are quick to identify and support staff where required. This support includes: on-going planning surgeries with leaders and year groups, high quality CPD for teaching staff and the use of effective learning conversations for each year group.

The quality of the learning environment across the whole school was outstanding. It was clear from pupil voice that pupils are extremely proud of their school. Pupils are well behaved and are keen to engage in their lessons.

The Principal and Senior Leaders have worked hard to ensure that all staff use the new PIXL Assessment system effectively. Weekly therapies are timetabled for pupils who are falling behind and this includes those who are PP. Observations of therapies show good participation of those pupils who are PP and high quality questioning skills of the teaching staff.

Recommendations

To ensure that pupils who are SEND and/or PP make at least good progress in Mathematics across the school.

To ensure that leaders evaluate the delivery and impact of PIXL therapies across the school.

To ensure that the high level of support and CPD is given to new members of teaching staff in the new academic year and those members of staff who are due to change year groups.

Whole School Overview
Disadvantaged vs Non-Disadvantaged
Summer 2019 - % of Children Achieving End of Year Expectations

Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of Disadvantaged Chn at EXS	50.00%	77.80%	40.00%	60.00%	81.30%	60.00%
% of Non—Disadvantaged Chn at EXS	85.70%	88.20%	49.10%	70.00%	77.30%	79.60%
+/-	-36%	-10%	-9%	-10%	4%	-20%

Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of Disadvantaged Chn at EXS	25.00%	66.70%	60.00%	30.00%	62.50%	90.00%
% of Non—Disadvantaged Chn at EXS	80.40%	78.40%	76.40%	64.00%	75.00%	89.80%
+/-	-55%	-12%	-16%	-34%	-13%	0%

Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of Disadvantaged Chn at EXS	50.00%	55.60%	20.00%	50.00%	56.30%	90.00%
% of Non—Disadvantaged Chn at EXS	85.70%	82.40%	41.80%	74.00%	68.20%	77.60%
+/-	-36%	-27%	-22%	-24%	-12%	12%

Combined

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of Disadvantaged Chn at EXS	25.00%	55.60%	20.00%	30.00%	56.30%	60.00%
% of Non—Disadvantaged Chn at EXS	80.40%	76.50%	27.30%	58.00%	54.50%	69.40%
+/-	-55%	-21%	-7%	-28%	2%	-9%