



Sacred Heart Catholic Primary School

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

Pupil Premium Strategy Statement

(2020-2021)

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.

Financial year	Amount of Pupil Premium funding
2017-18	£110,880 - 84 children
2018-19	£99,000 - 75 children
2019-20	£80,520 - 61 children
2020-21	£77,880 - 59 children

	2017-18	2018-19	2019-20	2020-21
Percentage of FSM pupils	20% (84 ch)	18% (75 ch)	15% (61 ch)	14% (59 ch)
Number of FSM pupils eligible for the Pupil Premium	84 @ £1320 = £110,880	75 @ £1320 = £99,000	61 @ £1320 = £80,520	59 @ £1320 = £77,880
Number of looked after pupils eligible for the Pupil Premium	0 @ £1900 = 0	0 @ £1900 = 0	2 @ £1900 = £3,800	3 @ £1900 = £5,700
Number of service children eligible for the Pupil Premium	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0
Total	£110,880	£99,000	£84,320	£83,580

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 2021
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.	
	£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.	
	£400		Vocations Day. Children take part in a variety of workshops in order to learn about different vocations and raise their aspirations.	Children have raised self-esteem and feel that their skills are valued.	

			<p>Pupil premium children chosen to take part in Romero G&T events</p> <p>Pupil premium children chosen to participate in debating club.</p> <p>Children identified and chosen for: school council, eco squad, chaplaincy, library club.</p>	Pupil voice to assess impact on confidence and esteem.	
Children entering Reception with poor early language development.	<p>£4,180</p> <p>£14,940</p> <p>£5,800</p> <p>£200</p>	Monitored by Inclusion Leader	<p>Early Intervention Screening and weekly intervention work.</p> <p>Speech and language Teacher work in conjunction with Sp&L TA to provide 1:1 and group support. TA to support across Nursery and Reception to address any issues early.</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>More training provided on vocabulary development and T4W strategies to promote strong language skills.</p>	<p>Early intervention in Reception helps children close gaps caused by poor language development.</p> <p>Parents feel supported at home.</p> <p>Children make more rapid progress on the speech and language programme as a result of the TA intervention.</p>	
Vulnerable families and children with emotional, social and behavioural needs, directly impacting on learning, attitudes and attendance.	<p>£14,319</p> <p>£1,000</p> <p>£6,000</p> <p>£1,000</p> <p>£1,150</p> <p>£9,336</p>	Monitored by Inclusion Leader and SLT	<p>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.</p> <p>Fund supporting families in buying school uniform.</p> <p>Employment of an Attendance Officer (AO) through the Romero Academy.</p> <p>Before & After School Club. Support for vulnerable pupils in need of before/after school care, due to parental commitments at work.</p> <p>Breakfast club provides food for those children who haven't eaten.</p> <p>Learning Mentor employed for small group, 1:1 sessions based around confidence, social skills and emotional</p>	<p>Improved attendance and reduction in number of lates.</p> <p>Families feel supported and feel able to ask for help.</p> <p>Children's well-being is improved having a direct impact on their progress.</p> <p>Children's social skills and relationships on the playground have improved.</p> <p>Data analysis and pupil interviews.</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>	<p>£4,176 £800 £1,392</p>	<p>Monitored by SLT</p>	<p>PIXL used to provide interventions to those children who assessment data has identified. PIXL data breaks down individual gaps to tailor interventions.</p> <p>1:1 tuition for pupil-premium children who need additional support with their maths because of gaps or misconceptions.</p> <p>Teaching Assistants deliver numicon intervention in Y1.</p> <p>SATs boosters open to all children to help them develop confidence and close gaps.</p> <p>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> <p>Staff receive fluency training as this has been an area that needs additional development.</p>	<p>Children feel more confident in lessons. Gaps in understanding are closed/reduced.</p> <p>Reduced gap between pupil premium and non-pupil premium.</p> <p>Data analysis will show accelerated progress.</p> <p>Books and pupil voice show progress in confidence and understanding.</p> <p>Monitoring of fluency focusing on numbers bonds and rapid calculating.</p>	
<p>Gap between pupil-premium and non-pupil-premium children in some year groups in reading attainment.</p>	<p>£8,927 £1,900 £600</p>	<p>Monitored by SLT</p>	<p>Teaching Assistants deliver BRP/PIXL therapies, assess children accurately and identify the areas they need to develop in their reading.</p> <p>SATs boosters for grammar and reading aimed at targeted pupils.</p> <p>Reading resources tailored to the needs of reluctant readers.</p> <p>Parent workshops aim to promote reading at home and advise parents on how best to support their children.</p> <p>Coaching sessions led by SLT across the school to ensure high standards of reading teaching.</p> <p>Lunchtime library club, run by teacher aimed at promoting 'love of reading' and ensures that all children have opportunities to read more often.</p>	<p>Suffolk reading test show accelerated progress in reading age.</p> <p>Children read more fluently and with greater accuracy. Data analysis will show accelerated progress.</p>	

<p>Some children have limited opportunities outside of school to access the arts, museums, outdoor environment.</p>	<p>£1,900</p>	<p>Monitored by Office Managers and SLT</p>	<p>School trips and residential (including Dolymoch and Alton Castle) are subsidised where necessary so that all children have access to valuable learning and experiences.</p> <p>School trips are planned carefully to ensure all children receive a wide range of life experiences.</p> <p>Children participate in Romero Pupil Premium events.</p> <p>Children are encouraged to attend after school clubs.</p> <p>Duke of Edinburgh award funded for pp children.</p>	<p>Children have positive attitudes towards school and learning. All children feel included in learning experiences.</p>	
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Written: November 2020 by Rachel Ellis (Vice-Principal)

Date of next review: November 2021

Shared with the Academy Committee: December 2020

Money carried over from previous budget.