

Sacred Heart 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 | Information |
|---|--------------------------------------|
| School name | Sacred Heart Catholic Primary School |
| Number of pupils in school | 451 |
| Proportion (%) of pupil premium eligible pupils | 13.7% (55 Pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021-July 2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Paul Madia (Principal) |
| Pupil Premium lead | Rachel Ellis |
| Governor / Trustee lead | Mathew Daniel |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil Premium funding allocation this academic year | £73,975 (55ch) |
| Recovery Premium funding allocation this academic year | £7,975 |
| 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 | £81,950 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours as Sacred Heart, is to provide an academically rigorous curriculum that inspires, empowers and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:

For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Implementation Statement

The structure underlining our actions, to achieve our intent, is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment Fund's Guide to Pupil Premium. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.



([Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](#))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment. During this academic year, we are aware of the lasting impact of COVID on all three areas and research shows that Pupil Premium children have been disproportionately negatively impacted by disruption to learning. As such, our Pupil Premium work has been very closely aligned with our Catch-Up provision and will continue to be so.

High-quality teaching is at the heart of our approach, ensuring that our disadvantaged children receive the very best input in their daily teaching and learning. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. Additional targeted support can take the form of in-class targeting through quality first teaching; additional intervention and therapy groups and additional targeted booster sessions. Our wider strategies centre around the Romero Charter and ensure that the most disadvantaged children have the most access and opportunity to fulfil and experience the elements of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past four years, we have completed our 'Barriers to Learning' assessments for all Pupil Premium children and have identified these areas as current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the impact COVID has had on school and families over the past two years.

| Challenge number | Detail of Challenges |
|------------------|--|
| 1 | <p>Lost learning as a result of covid</p> <p>Summative assessments, observations and Welcomm diagnostic tool indicate that pupils language, vocabulary, early reading and handwriting have been particularly impacted by lost learning. This is more prevalent amongst Early Years and KS1 pupils.</p> |
| 2 | <p>Low outcomes in maths</p> <p>Summative assessments in maths show that in-year data for maths is low compared to reading and writing. Data shows that disadvantaged pupils are particularly underperforming compared to their non-disadvantaged peers.</p> |
| 3 | <p>Lack of Enrichment and low aspirations</p> <p>Barriers to learning documents and discussions show that children have few enrichment opportunities outside of school, particularly due to school closure</p> |
| 4 | <p>Mental Health and Learning behaviours</p> <p>Teacher referrals for mental health and wellbeing support have increased markedly during the pandemic, due to lack of social interactions and domestic circumstances. 38 pupils (18 pupils are disadvantaged) currently receive learning mentor 1:1 or small group support.</p> |
| 5 | <p>Assessments, observations and welcomm/language link diagnostic tool indicates oral language, verbal reasoning and communication skills in EYFS and KS1 are poor, particularly among disadvantaged pupils.</p> <p>Number of sp&l referrals since covid loss of schooling has increased significantly. 22 pupils (5 pp) are currently under sp&l. 9 additional pupils are currently waiting for a referral.</p> |

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to further transparency, we have divided these into outcomes we are aiming to achieve in the next three years (the strategic period) and activities for this academic year.

| Academic Year 2021- 2024 | |
|--|--|
| Intended outcome | Success criteria |
| All children to recover lost learning and close any gaps created by lost learning time. Ensure PP children are able to recover and close gaps at the same rate as non-pp children. | <p>KS1 and KS2 children achieve at least 0 progress scores for reading, writing and maths.</p> <p>Comparisons with 2019 data show 0 or positive progress for key stage 2 by summer 2022. Analysis shows the same progress for pp children.</p> <p>Year 1 phonics data is at national for Summer 2021 and 100% pass rate for academic year 2023/24.</p> <p>Bottom 10% in reading across Early Years and KS1 receive early intervention and make rapid progress.</p> |
| Training and programmes are in place to ensure high quality teaching of maths and maths fluency. | Percentage of children reaching ARE in Maths to increase to above 75% for in year data inc disadvantaged pupils. |
| Provide a broad, balanced and rich curriculum for all children. Ensure additional opportunities for those pp children identified on the barriers to learning document. | <p>Romero charter is embedded across the curriculum.</p> <p>PP children complete as much of the charter as non-pp children.</p> |
| <p>All children have access to mental health support where required.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations</p> <p>Reduced number of red incidents on arbor</p> |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations (inc speech link and welcomm) indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |

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 Budgeted cost: £ 17,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Phonics training | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 2 |
| Coaching training | Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment. On going professional development for all teaching staff and access to a coach will promote and sustain high quality teaching. <i>'Putting Staff First' (Tomsett and Uttley 2020)</i> | 1, 2 |
| MNP training | Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. | 2 |
| Fluency training using Hertforlearning fluency programme in maths. | Evidence shows that explicit focus on recall and retrieval of key facts helps build schema to aid knowledge moving to long term memory. Tom Sherrington's Rosenshine Principles | 2 |
| Reading Resources | Research from the National Literacy Trust shows that 1 in 8 disadvantage children do not have access to books at home. Further evidence shows this is a barrier to reading and vocabulary acquisition. | 1, 5 |
| Covid Catch-up TLR | Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment. | 1 |
| Training on whole class oral language approach | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Research shows that children's vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3. Alex Quigley's Closing the Vocabulary Gap. | 1,5 |

Targeted academic support

Budgeted cost: £ 27,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional phonics groups | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 1 |
| Targeted 1:1 phonics support | Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1 |
| Welcomm and language link diagnostic tools and interventions | The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 5, 1 |
| Speech and language Teaching Assistant | Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 5 |
| Polish language specialist | Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 5,1 |
| PIXL interventions | Standardised tests provide insights into strengths and areas of development for individual pupils and whole cohorts. Diagnostic QLA provide focus for interventions or whole class work. | 1,2,5 |
| One to one tuition | Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1, 2, 5 |

Wider strategies

Budgeted cost: £ 38,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Boomerang training for all staff</i> | Social, emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 4 |
| <i>Junior Duke Award</i> | Daniel Sobel and accompanying barriers to learning. | 3,4 |
| <i>Breakfast Club</i> | As we are ineligible for specific offer, evidence base is underpinning our move to introduce a free breakfast club for all children. Magic Breakfast EEF (educationendowmentfoundation.org.uk) | 4 |
| <i>Learning Mentor Interventions</i> | Social, emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 4 |
| <i>Learning Mentor trained to deliver Triple P</i> | Social, emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 4 |
| <i>Extra-curricular club funding</i> | As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs. Physical activity EEF (educationendowmentfoundation.org.uk) | 3,4 |
| <i>Parental Workshops</i> | Working with parents is proven to be high impact lost cost strategy for closing the gap. Parental engagement EEF (educationendowmentfoundation.org.uk) | 1,2 |
| <i>Brilliant Club</i> | The potential impact of metacognition and self-regulation approaches is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) | 3 |
| <i>Residential trip funding</i> | Research and case study shows residential trips have a positive impact on Primary age children. Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk) | 3, 4 |

Total budgeted cost: £ 82,500

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.

| Aim | Actions Delivered | Outcome Data | Summary |
|---|--|---|--|
| <p>Improve aspirations, engagement and confidence of disadvantaged children.</p> | <p>Brilliant Club Project funded for 5/6 pp pupils, who were more able.</p> | <p>All pp children involved passed the programme.</p> <p>Pupil voice shows children could articulate skills learnt e.g. research and essay writing.</p> | <p>Lockdown and covid restrictions meant that Brilliant Club was online, meaning it didn't have the usual impact on pupil motivation and aspirations.</p> <p>Other initiatives, such as artist in residence, after school clubs etc were unable to take place due to covid restrictions.</p> |
| <p>Improve oral language skills of children in EYFS and disadvantaged children.</p> | <p>Welcomm screening for all EYFS pupils and targeted weekly intervention work.</p> <p>Y2 pupils all assessed using speech link diagnostic tool. Weekly intervention work.</p> <p>Speech and language Teacher work in conjunction with Sp&L TA to provide 1:1 and group support.</p> | <p>All pp children received 1:1 phonics, maths or motor skills intervention as a result of initial screening.</p> <p>Y2 6 PP children received speech link intervention. 33% closed gaps and required no further language intervention.</p> | <p>Vocabulary teaching was identified as a whole school strength during a reading review led by the CESL.</p> <p>Interventions were disrupted this year due to covid lockdown and restrictions. Plan of action is in place for next academic year.</p> |

| | | | |
|--|--|--|--|
| | CPD on vocabulary development for all teaching staff. | | |
| Support children's mental health. | <p>Learning Mentors meet 1:1 children weekly.</p> <p>Groups for Boomerang and rainbows.</p> <p>Go givers and Ten ten training for all staff and schemes introduced in classroom.</p> <p>Staff trained as mental health first aiders.</p> | <p>18 pp children continue to have learning mentor support</p> <p>Qualitative pupil voice data from Boomerang shows children can articulate strategies to help them with resilience.</p> | <p>Address lack of quantitative data.</p> <p>Pastoral support team has had a massive impact in supporting families over the last year, providing food packages, Christmas presents, clothing and toiletries for those in need.</p> |
| EAL children make rapid progress in their English skills, particularly EAL disadvantaged pupils. | EAL TA provide targeted intervention and class support. | <p>In Reception 4 children working with EAL TA reached GLD</p> <p>Y6 2021 data shows that 9/13 pupils in writing and 12/13 pupils in reading, who received support from EAL TA reached expected in KS2 Sats.</p> | 5 pp children will continue to access EAL support in 2021-2022. |
| Reduce the gap between disadvantaged and non disadvantaged pupils in maths. | <p>PIXL data used to break down individual gaps to tailor interventions.</p> <p>1:1 or small group support for pupil-premium children who need additional support with their maths because of gaps or misconceptions.</p> | 75% of pp children reached exp by end of Y6 vs | In year data shows that maths continues to be an area of focus across the school. |

| | | | |
|--|--|--|---|
| | Numicon intervention in Y1. | | |
| Reduce the gap between disadvantaged and non disadvantaged pupils in reading. | <p>PIXL diagnostic QLAs used to identify gaps.</p> <p>BRP for target children</p> <p>Reading resources purchased so all children on phonics programme receive a weekly decodable book.</p> | Y6 data 2021 88.3% of children reached expected in reading. | <p>Inference programme replaced BRP as able to target more pupils (this was in response to summer 2020 data)</p> <p>Events such as pjyamarama and World Book day were tailored for children to access while at home.</p> <p>All pp pupils were heard to read daily via teams during home learning.</p> <p>Y6 data 2021 88.3% of children reached expected in reading.</p> |
| Ensure all pupils have access to a broad and rich curriculum with a range of enrichment opportunities. | <p>School trips and residential are subsidised.</p> <p>Enrichment opportunities link with Romero Charter.</p> <p>Duke of Edinburgh award funded for pp children.</p> | Pupil voice and feedback from staff show enrichment has been positive. | Continuation of Brilliant Club and Junior Duke programme and audit of Romero Charter for PP. |

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 |
|------------------|------------------|
| Maths No Problem | Maths No Problem |

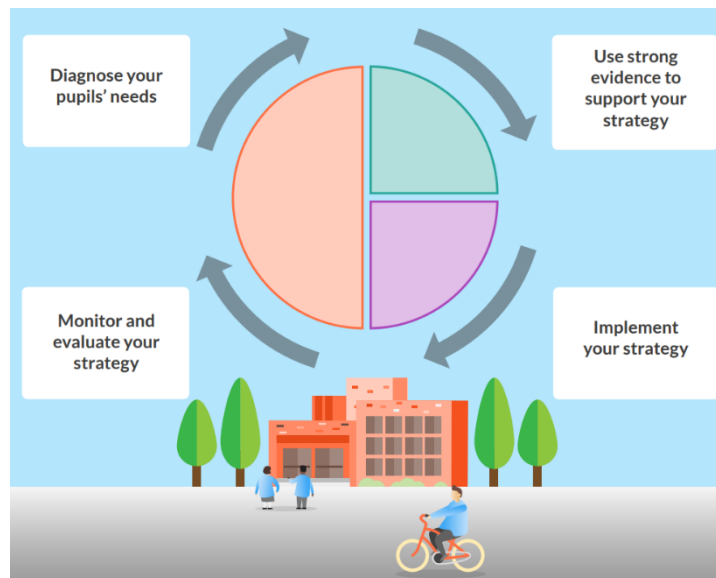
Service Pupil Premium funding (if applicable)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Monitoring, Evaluating and Making Better



(Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk))

With a new framework for recording and the movement towards a more stable period of education in relation to COVID, we have taken this as the first year of our three year strategic cycle. The yearly and three year strategic aims have been set as outlined above. Individual actions will have built in review points and mechanism but at the end of this academic year we will review our current PP offer. This will allow comparisons across schools (within the MAC and externally) to ensure the most efficient use of money and the greatest impact for children. This will be supplemented by MAC level reviews of PP within the 3 year cycle.