



Pupil Premium Strategy Statement 2022 - 2023

Sacred Heart Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 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
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	16% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers	September 2022 – July 2025
Date this statement was published	November 20 th 2022
Date on which it will be reviewed	January 1 st 2022
Statement authorised by	Paul Madia (Executive Principal)
Pupil Premium lead	Rachel Ellis
Governor / Trustee lead	Matthew Daniel

Funding overview

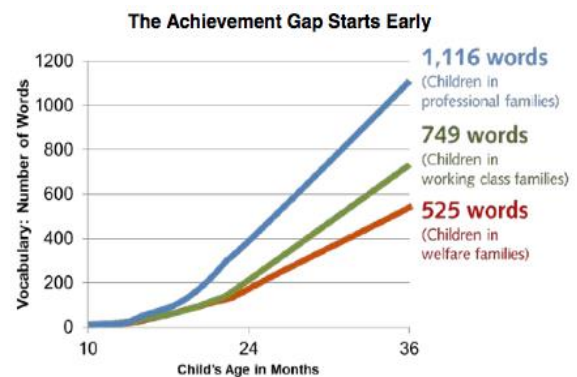
Detail	Amount
Pupil Premium funding allocation this academic year	£78,238
Recovery Premium funding allocation this academic year	£8,410
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,648

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours as Sacred Heart, is to provide an innovative yet 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 face additional challenges in reaching their potential and that this starts from a very early age (see Word exposure graph). Even more worrying is the impact COVID has had on making disadvantaged children even more disadvantaged as shown by the growing gap at KS2 SATS (Disadvantaged Gap Index growing by 0.28 from 2019) 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:

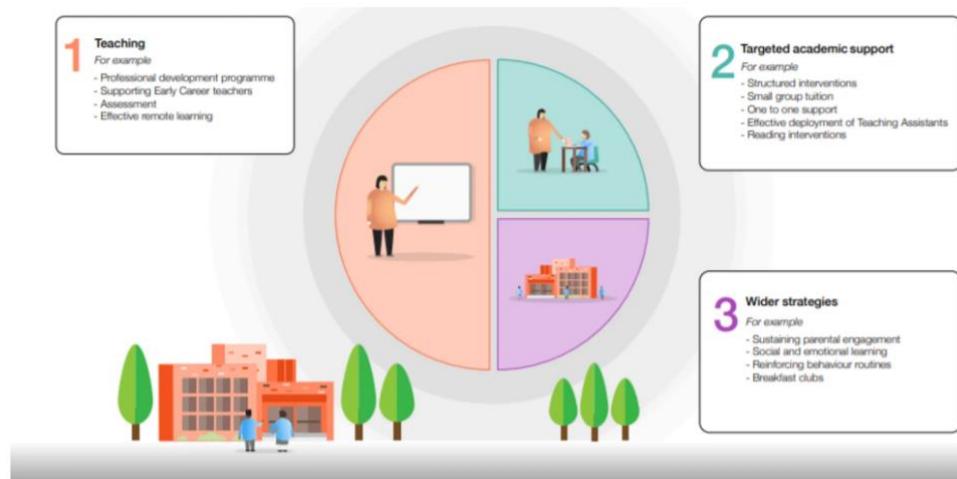


For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Implementation Statement

The structure for aligning our action 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, high-quality teaching is at the heart of our approach, with ensuring that our disadvantage children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. This year, we have placed increased emphasis on the overlap between SEN and PP and are therefore placing the EEF 'Five-a-Day' principle as the key teaching and learning tool. 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 and homework. Our wider strategies centre around the Romero Charter and ensuring that the most disadvantage children have the most access and opportunity to fulfil the 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 five years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the Academy Improvement Plan

Challenge number	Detail of Challenges	
	Focus Area	How Need Was Identified
1	Mental Health and Learning Behaviours	Increase in teacher referrals for mental health and wellbeing support have increased significantly.
2	Outcomes in Maths	Summative Maths assessments show that in year data is lower than Reading and Writing particularly for disadvantaged children.
3	Communication Skills	Welcomm assessments, Reception baseline, and wider assessments and observations show a disparity between disadvantaged children and their peers.
4	Lack of Enrichment	Barriers to learning assessment and wider discussions highlight need.
5	Low aspirations	Barriers to learning assessment and wider discussions highlight need.
6	Remaining lost learning	Summative assessments, specific intervention data and teachers' in class observations show that some gaps are still evident.

Intended Outcomes

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

Academic Year 2022- 2023	
Intended outcome	Success criteria
<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>Student and parent voice metrics show school values mental health and supports this well for PP children.</p> <p>Reduced number of red incidents on Arbor for PP children and closing gap.</p>
<p>Every child accesses high quality teaching for Maths and maths fluency every day.</p>	<p>Percentage of PP children reaching ARE in Maths to increase to above 75%</p> <p>Increase in the percentage of PP pupils achieving 80% and 100% in MTC.</p> <p>Focused lesson observations show to show depth of reasoning for PP children.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations (inc speech link and welcomm) indicate significantly improved oral language among disadvantaged pupils.</p> <p>Triangulation (book looks, pupil voice and lesson observations) to show PP children applying language skills and using age-appropriate and topic-specific vocabulary correctly.</p>
<p>Provide a broad, balanced and rich curriculum for all children.</p>	<p>PP children to have strong evidence in books (or padlet) across all subjects</p> <p>Pupil voice to show that whole curriculum is valued</p>
<p>Ensure additional opportunities for those PP children identified on the barriers to learning document.</p>	<p>Romero charter is embedded across the curriculum.</p> <p>PP children complete as much of the charter as non-pp children.</p> <p>Percentage of PP children attending extra-curricular activities to increase</p>
<p>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>	<p>KS1 and KS2 children achieve at least 0 progress scores for reading, writing and maths.</p> <p>Increase in percentage of PP children achieving ARE in every year group.</p> <p>Year 1 phonics data to at least match pre-pandemic levels.</p> <p>Bottom 10% in reading across Early Years and KS1 receive early intervention and make rapid progress.</p>

Strategic Period (Sep 2022 – Jul 2025)	
Intended outcome	Success criteria
Ensuring every pupil premium child has the best possible start to Early Reading	Achieving 100% pass rate in Phonics Screening Check for all (including PP) children.
Wider enrichment for PP	Every PP child to attend a club Every PP child to represent the school at a sporting fixture
PP children make rapid gains in their oral language skills	Triangulation (book looks, pupil voice and lesson observations) to show PP children applying language skills and using ambitious and topic-specific vocabulary correctly. Children receiving Sp&L intervention to make rapid progress. Embedded vocabulary programme across the school provides daily opportunities for vocabulary development.
Provide a broad, balanced and enriching curriculum offer.	PP children have the opportunity to fulfil every aspect of the Romero Charter, PP pupil voice and low stakes assessment shows that children are enjoying, learning and retaining more across a wide range of curriculum subjects. Strong evidence in PP books etc to support wide curriculum offer.
Promote a love of reading for all children.	Pupil voice show that children have a love of reading and are immersed in a strong reading culture in school.
Ensure first quality teaching of maths closes the gap between PP and non PP.	KS1 and KS2 children achieve at least 0 progress scores for maths. Increase in percentage of PP children achieving ARE in every year group. Bottom 10% across year groups receive pre-teaching and early intervention to aid rapid progress.

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 (e.g. CPD)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching model to support teaching of maths fluency	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>	2, 6
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.	3,6
<i>Investment in new take home books, matched to phonics scheme</i>	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	6
<i>Investment in reasoning resources and CPD</i>	Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils.	2,6
<i>Metacognition training</i>	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future	1,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
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Targeted academic support

Budgeted cost: £ 30,500

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	6
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	6
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	3,6
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	3
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	3

Intervention and targeted support	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.	2,5,6
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Wider strategies

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Boomerang and emotional regulation training</i>	Social, emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
<i>Junior Duke Award</i>	Daniel Sobel and accompanying barriers to learning.	5
<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)	1
<i>Pastoral Team Interventions</i>	Social, emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
<i>Mental Health training with thrive and mental health champions</i>	Social, emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
<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)	4,5
<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)	2,3,5,6

<p><i>Residential trip funding</i></p>	<p>Research and case study shows residential trips have a positive impact on Primary age children.</p> <p>Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)</p>	<p>4</p>
<p><i>OPAL</i></p>	<p>Instrumental value of interventions to improve playtimes can be found in children's greater engagement in a range of movements and MVPA; in increased prosocial behaviour and reduction in conflicts and the development of social and emotional skills; better problem-solving skills, self-regulation and self-confidence; reduced stress, boredom and injury.</p> <p>Institutional value: schools that have introduced measures to improve playtimes consistently report happier playtimes with fewer incidents, making them easier to supervise; quicker and better settling into class after playtimes; better attention and on-task behaviour in class; and positive parent reactions.</p> <p>Research and Evidence - Outdoor Play And Learning (Sport England in Association with Gloucester University)</p>	<p>1,3,4</p>

Total budgeted cost: £ 86,500

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 2021 to 2022 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Recover lost learning for PP children	Quality first teaching Pupil progress meetings Targeted interventions In-class focus groups Additional parental support	KS2 data showed positive progress	Huge progress has been made. Identified groups and children to be targeted for further, continued support
Ensure high quality teaching of maths and maths fluency.	MNP training Introduction of supplementary fluency scheme Triangulation monitoring	KS2 data: 91% KS1 data: 70% EYFS data: 77% GLD	Statutory data was very strong but in-school data shows Maths needs to remain as a priority area
Provide a broad, balanced and rich curriculum	Involvement in Romero curriculum development Additional school specific events (Science Week) Timetable allocation to all subjects Use of subject specialisms (MFL, Music and PE)		Significant strides taken in the subjects focused on last year. Continuation of drive to ensure all subjects are as developed- e.g. D&T
Ensure additional opportunities for those pp children identified on the barriers to learning document.	Delivery of extensive range of clubs Trips subsidising	Analysis of club registers show good uptake PP included in all trips (inc residential)	Huge progress and can now work with identified target children and 100% aims
All children have access to mental health support where required.	Barriers document directly impacts interventions All PP children have access to LM, Boomerang, Rainbows, friendship groups as required.	Interventions analysis show that high number of PP children are accessing learning mentor support and Social/behavioural support groups	This is having high impact on wellbeing of both PP and non PP across the school however there is continued high needs for mental health and social development across school. This continues to be a huge area of need.
Improve oral language skills and vocabulary among disadvantaged pupils.	Welcomm assessments Specific language interventions Language and vocabulary training throughout school Vocabulary focus throughout the curriculum	Learning Walks and planning show that vocabulary development is included in every lesson across the curriculum.	Children make good progress with SP&L TA and leave programme generally by end of KS1. Y2 Speech Link Assessment and Welcomm show that

	Vocabulary mapping in identified subjects		children still have gaps in their language development
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Externally Provided Programmes

Programme	Provider
Maths No Problem	Maths No Problem
Read Write Inc	Oxford University Press

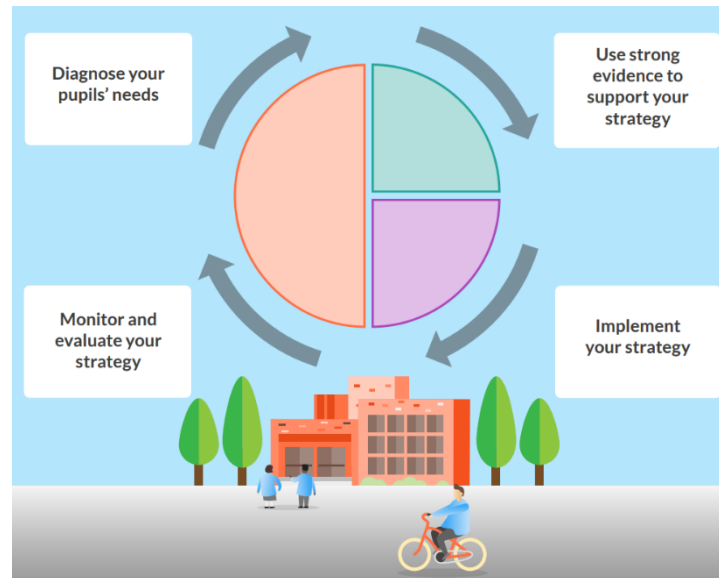
Service Pupil Premium funding (if applicable)

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 the movement towards a more stable period of education in relation to COVID, we have placed increased emphasis on 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.