

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2023 to 2024 academic year) funding to help improve the attainment of our Pupil Premium 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	457
Proportion (%) of pupil premium eligible pupils	16% (68 pupils)
Academic year the current pupil premium strategy plan covers (strategic plan coverage)	September 23 – July 25 (September 22- July 25)
Date this statement was published	November 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Paul Madia (Executive Principal)
Pupil Premium lead	Rachel Ellis
Governor / Trustee lead	Nina Babbage

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£86,459
Recovery Premium funding allocation this academic year	£9,135
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	£95,594

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours as Sacred Heart School 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). Therefore vocabulary is placed at the core of all learning. Even more worrying is the sustained impact that COVID has had on making Pupil Premium children even more disadvantaged. The national KS2 SATS Disadvantaged Gap Index was 3.2 in 2023. This represents only a 0.03 improvement from the previous year and remains 0.28 points greater than pre-pandemic levels. 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. High-quality teaching continues to be 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. We are finding a growing number of children with both Pupil Premium and SEN barriers to their development. We are mindful of this overlap and place increased emphasis on supporting this in teaching and learning. 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/or lack of self Confidence/Self Esteem	Barriers to learning assessments, Learning Mentor and Mental Health Lead discussion, Staff Professional Conversations
2	Limited/restricted vocabulary	Welcom Early Years assessment, EYFS data measures, KS1 Language Link assessment, Barriers to Learning document
3	Reducing PP gaps in Reading, Maths and Writing	Termly data report, on-going teacher assessments, Pupil Progress Meetings
4	Lack of enrichment opportunities	Barriers to learning assessments
5	Lack of engagement with and/or issues within family	Barriers to learning assessments, Learning Mentor Discussion
6	Persistent lates and associated lost learning	Attendance report, feedback from Romero Attendance Officer, Pupil Progress meetings

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 2023- 2024	
Intended outcome	Success criteria
Effective support for pupils with mental health needs/low confidence/self esteem through early assessment and targeted intervention.	<ul style="list-style-type: none"> - Referral, assessment and intervention pathway in place - Mental Health in Schools Practitioner used effectively to support children most in need. - Pupil voice show children feel supported
Wider opportunities for Pupil Leadership to support self-esteem and personal development	<ul style="list-style-type: none"> - Barriers to learning assessment directly links into Pupil premium intervention Tracker - 90% of Y6 PP have a Leadership Role - Pupil Voice shows impact of Leadership role
Increased Enrichment opportunities	<ul style="list-style-type: none"> - All pupil premium children attend residential trips. - All pupil premium children have a yearly external trip and school visitor - All pupil premium children attend a club - All pupil premium children represent the school in competition by Y6. - Tracking of pupil premium children using Romero Child Charter
Reduction in number of lates	<ul style="list-style-type: none"> - Improved punctuality - Reduction in number of pupil premium who are persistently late
Embed a reading culture across the school	<ul style="list-style-type: none"> - Evidence of rapid, targeted intervention for bottom 20% of readers - Improved end of year outcomes - Pupil voice shows enjoyment of reading
Improved family engagement with learning	<ul style="list-style-type: none"> - Increased attendance for PP parents at parent evenings and curriculum events - Parent survey demonstrates impact of curriculum events
Improved oracy and vocabulary learning	<ul style="list-style-type: none"> - Phonics tracker shows rapid progress in Reception for PP children - Reduced gap for Y1 phonics Assessment - Welcom Intervention in Reception enables all children to move from 'red' by end of year - Vocabulary mapped across the curriculum

Strategic Period (Sep 2022 – Jul 2025)	
Intended outcome	Success criteria
Ensuring every pupil premium child has the best possible start to Early Reading	<ul style="list-style-type: none"> - Achieving 100% pass rate in Phonics Screening Check. - All children leave KS2 able to read fluently - Pupil voice shows a strong reading culture
Ensure a wide enrichment offer is available to every pupil premium child	<ul style="list-style-type: none"> - All PP children to attend at least one extra-curricular club - All PP children to represent the school in competition by the end of Y6 - All children (including PP) learn to play a musical instrument by end of KS2 - Achieve Platinum status in OPAL and use it to provide extensive opportunities for outdoor learning and learning behaviours.
Pupil Premium children make rapid gains in their oracy and vocabulary development	<ul style="list-style-type: none"> -Triangulation (book looks, pupil voice and lesson observations) to show PP children applying language skills and using ambitious and subject-specific vocabulary correctly. -Children receiving Sp&L intervention to make rapid progress. -Vocabulary development embedded in every subject -Curriculum knowledge checkers demonstrate PP children have secure knowledge of curriculum key vocabulary -Writing moderation shows evidence of higher-level vocabulary in PP children's writing
Provide a broad, balanced and enriching curriculum offer	<ul style="list-style-type: none"> -PP children have the opportunity to fulfil every aspect of the Romero Charter. Pupils are tracked from their entry into school -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
Ensure first quality teaching of maths closes the gap between PP and non-PP	<ul style="list-style-type: none"> -KS1 and KS2 children to be 'on track' for progress (using our own progress tracking system. -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.
Raise Self-confidence, self-esteem and learning behaviours to ensure children are able to fully engage in learning and succeed.	<ul style="list-style-type: none"> - Decrease in behaviour incidents involving PP children - Pupil voice articulates increased self confidence and self-esteem - High resilience and excellent behaviour for learning is evident in the classroom

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: £17,291

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 EEF (educationendowmentfoundation.org.uk)	2, 3
<i>Team Teach model for Phonics and Maths</i>	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. Putting Staff First' (Tomsett and Uttley 2020)	2, 3
<i>Fresh start Training</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 EEF (educationendowmentfoundation.org.uk)	2, 3
Metacognition training	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and selfregulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and selfregulatory 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 Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,3
<i>Rosenshine's Principals of Instruction</i>	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. Putting Staff First' (Tomsett and Uttley 2020) Rosenhine offers 10 key principals on instruction based on research into cognitive science, classroom practise and cognitive supports.	1,3

Targeted academic support

Budgeted cost: £34,583 (plus £9,135 recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted phonics groups	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 EEF (educationendowmentfoundation.org.uk)	2, 3
Intervention for bottom 20% of readers - Phonics 1:1 - Freshstart	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition EEF (educationendowmentfoundation.org.uk)	2,3
<i>Welcomm, Language Link and Flash Academy – diagnostic tools and intervention</i>	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 Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,3
<i>Additional Intervention therapy support</i>	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
<i>Speech and Language TA</i>	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,	2,3
<i>Polish Language Speaking Teaching Assistant</i>	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition EEF (educationendowmentfoundation.org.uk)	2,3

Wider strategies

Budgeted cost: £34,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Mental Health Lead	Evidence shows that both universal support for all pupils and targeted work for specific groups and individuals can be very effective, and connected school systems lead to sustained positive impacts. PPIW-Report-Promoting-Emotional-Health-Well-being-and-Resilience-in-Primary-Schools-Final.pdf (wcpp.org.uk)	1,5
Boomerang Intervention	Evidence shows that both universal support for all pupils and targeted work for specific groups and individuals can be very effective, and connected school systems lead to sustained positive impacts. PPIW-Report-Promoting-Emotional-Health-Well-being-and-Resilience-in-Primary-Schools-Final.pdf (wcpp.org.uk)	1,5
Learning Mentor Family Support	There is an established link between the home learning environment at all ages and children's performance at school EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,5,6
Breakfast Club offer	As we are ineligible for specific offer, evidence base is underpinning our move to introduce a free breakfast club for PP. Magic Breakfast EEF (educationendowmentfoundation.org.uk)	1,5,6
Parental workshops	Working with parents is proven to be high impact low cost strategy for closing the gap. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	5
Extra-Curricular club funding	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
OPAL	Sport England research corroborates many other findings that OPAL is beneficial in making children more active, increasing their problem-solving skills, self-confidence and social emotional regulation. Research and Evidence - Outdoor Play And Learning play - a report by the all-party parliamentary group on fit and healthy childhood corrected 1.pdf (outdoorplayandlearning.org.uk)	1,4

Total budgeted cost: £86,459 (plus £9,135 recovery premium)

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 2022 to 2023 academic year.

Aim	Actions Delivered	Outcome Data	Summary
All children have access to mental health support where required. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> - Mental Health Lead appointed - Bid made to have a Mental Health practitioner linked with school - Rise Parent Workshops delivered - RISE staff CPD - Boomerang CPD - Rainbows CPD 	Pupil voice metrics and qualitative data shows variable results.	The growing need the key is to develop our PSHE curriculum and mental health support offer further and to unpick specific areas of concern.
Every child accesses high quality teaching for Maths and maths fluency every day.	<ul style="list-style-type: none"> -Fluency progression document mapped out -Fluency CPD -NCTEM Materials used to support fluency. -Regular Teach teaching with ECTs -Performance management linked to maths through inquiry questions 	<ul style="list-style-type: none"> -Progress measure IN KS2 SATS was 2, putting school in top 25% nationally for progress. -83% at exp and 40% GD at end of KS2 -KS2 70% PP EXP vs 83% Non dis -In 2021 50% PP at exp so increase of 20% and gap closing from 25% to 13% -.MTC 45% PP achieved 20+ vs 73% non dis 	<p>There has been a lot of success in overall improvement in teaching standards, particularly around fluency. This is evidenced in learning walk and team teach feedback. KS2 results show an upward trend.</p> <p>More focus needed on targeted specific PP children with preteach</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> -CPD for all staff on vocabulary development -Welcomm baseline and intervention is Reception. - -Language Link used in KS1 -Sp&L TA targeted specific children -both Sp&L TA and Polish speaking TA supported with 1:1 phonics to help pupils make rapid progress. Vocabulary spines developed across the curriculum and key vocabulary taught every lesson 	<ul style="list-style-type: none"> -Reading KS2 87% expected. PP 80% vs 88% non-dis -gap narrowed from 2021 from 27% to 8% gap in 2023. -Phonics screening 83% up from 73% in 2022 	There has been huge progress in vocabulary teaching however Reception baseline and Welcomm assessments show that children are entering Reception with poor language and communication skills so this continues to be an important focus.
Provide a broad, balanced and rich curriculum for all children.	<ul style="list-style-type: none"> -Subject leader investment – all subject leaders receive time to drive their subjects and have had CPD -CPD for computing, Art, DT to develop staff subject knowledge and pedagogy 	- Internal monitoring of books, subject coverage and enrichment shows PP development.	Improvements made but still an area to focus upon improving and ensuring a real breadth of experiences mapped against Charter.

	-Romero Child Charter used to ensure all children having broad range of cultural opportunities. -Curriculum quizzes used to assess progress		
Lost Learning Recovery	-Pupil progress meetings -Planning support -QLA to identify gaps and corrective steps -Additional targeted therapies and boosters,	KS2 PP data Reading 80% Writing 70% Maths 70%	Gap has narrowed in Reading, writing and maths.
Further Reflections			
<p>The Year 6 data for Pupil Premium children is particularly pleasing this year and shows the academic rigour and progress. The cohort are articulate, confident learners, who are prepared for their transition to KS3.</p> <p>Throughout school, we have a strong system for curriculum for all and academic rigour. We focus on the importance of reading and this threads throughout the curriculum.</p> <p>We are seeing increased mental health needs for some of our Pupil Premium children as well as an overlap with SEN and high levels of family support. This is reflected in the Pupil Premium Report for 2023-2024.</p>			

Externally Provided Programmes

Programme	Provider

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Monitoring, Evaluating and Continuous Improvement

We place the EEF guidance on Pupil Premium at the forefront of our work, thinking and approaches. The guide signposts the need for correct identification of needs, using evidence and research to support our actions and then developing a strategy. The implementation element of our strategy draw on the wider EEF implementation model that we use in our wider school improvement practice. Step 5 has become a key step this year as we enter the second year of our strategic period. Here we have carefully and forensically monitored and evaluated the previous year and the path ahead. This has highlighted many successes, key learning points and where adjustments have been required. A significant action this year has been sharing this with the other schools within the Romero MAC and other schools in and around Coventry and North Warwickshire.

Our five point plan can help you plan, implement, monitor, and sustain an effective Pupil Premium strategy.

Step 1	Diagnose your pupils' needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Implement your strategy
Step 5	Monitor and evaluate your strategy

[Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/Pupil-Premium-Guidance-iPDF.pdf)