

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	Data
School name	Sacred Heart Catholic Primary School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	29/238 = 12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 - 23/24
Date this statement was published	17.12.21
Date on which it will be reviewed	19.09.22
Statement authorised by	Sean Woods
Pupil premium lead	Sean Woods
Governor / Trustee lead	Louise Liddle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36450
Recovery premium funding allocation this academic year	£1822.50
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	£36450 *Recovery funding shown in covid catch up document

Part A: Pupil premium strategy plan

Statement of intent

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in children's learning in Reading, Writing, Maths and Phonics.
2	Poor fluency in reading with less opportunities for wider reading. Poor xtables knowledge.
3	Attendance and punctuality
4	Access to wider educational experiences and a feeling of inclusivity

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	Achieve national average progress scores in KS2 Reading (0).
Progress in Writing	Achieve national average progress scores in KS2 Writing (0).
Progress in Maths	Achieve national average progress scores in KS2 Maths (0).
Attainment in Reading	Achieve national average expected standard in KS1 & KS2 Reading.
Attainment in Writing	Achieve national average expected standard in KS1 & KS2 Writing.
Attainment in Maths	Achieve national average expected standard in KS1 & KS2 Maths.
Phonics	Achieve national average expected standard in Phonics Screening
Other	Attendance of disadvantaged pupils above national average (96%)
Other	Attendance of disadvantaged pupils in extra curricular activities (clubs, trips etc.) in line with non-disadvantaged

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.

Evidence:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-tool-kit>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27297.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise additional hours for SENDCO and TAs to provide targeted interventions across all year groups.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Small group tuition has an average impact of four months' additional progress over the course of a year.	1 2
Ensure that strong leadership of phonics enables all relevant staff to deliver phonics programme effectively. Subscribe to new Read Write Inc phonics programme and ensure that all relevant staff are trained on this.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1 2
Ensure enough time is given for staff professional development - use of INSET days and additional cover being provided.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6152.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscribe and utilise digital reading subscriptions (Oxford Owl e-library, Letters and Sounds e-library, Reading Plus, Nessy, Self Learn Read Spell) across all year groups to promote reading and increase reading for pleasure.</p> <p>Subscribe to new Read Write Inc phonics programme.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1 2
<p>Lease iPads which can be used across all year groups to develop reading (see above) and xtables knowledge – xtables rockstars / hit the button.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Individualised instruction can be an effective approach to increasing pupil attainment.</p> <p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.</p>	1 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Work in partnership with families to encourage good attendance.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	<p>3</p>
<p>Enable full access to an array of experiences through the wider school curriculum.</p>	<p>One trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. These results have moderate security, and further evaluation would be needed before there can be confidence that the results apply to other schools, but they provide initial evidence that well-supported enrichment activities can improve children's academic and non-cognitive outcomes.</p>	<p>4</p>
<p>Provide access to full school uniforms and PE kits.</p>	<p>The current evidence base on school uniform and academic outcomes is extremely weak. The limited evidence base means that an overall impact in months progress is not communicated. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>4</p>

Total budgeted cost: £36450

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.

The following data is based on internal tracking and assessment. The figures are very positive despite the disruption due to covid.

KS1 (2 children):

100% achieved the expected standard in Reading.

100% achieved the expected standard in Writing.

50% achieved the expected standard in Maths.

KS2 (4 children):

75% achieved the expected standard in Reading.

75% achieved the expected standard in Writing.

75% achieved the expected standard in Maths.

Phonics

100% passed in the Phonics Screening (screening took place in 21-22 autumn term)

Attendance

Attendance was massively impacted for all children due to covid.

Extra-curricular

No extra-curricular activities took place for any children due to covid.

Externally provided programmes

Programme	Provider
Oxford Owl e-library	Oxford University Press
Letters and Sounds e-library	Oxford University Press

Reading Plus	DreamBox Learning
Nessy	Nessy Learning
Self Learn Read Spell	Phillips Education Foundation Ltd
Times Tables RockStars	Maths Circle Ltd

Service pupil premium funding (optional)

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

Further information (optional)