

**Pupil premium strategy statement - Sacred Heart
Catholic Primary School**

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	Data
School name	Sacred Heart Catholic Primary School
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils *excluding 5 service children	16/226 = 7.1%
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	02.11.22
Date on which it will be reviewed	19.09.23
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	£29925
Recovery premium funding allocation this academic year *Subsidises tuition at £10.80 an hour max. Tuition paid at £25 an hour (Trust standard) - £14.20 paid from school budget. 270 x 1hr sessions can be delivered if full allocation taken	£2916.00 - allocation £3865 - school budget
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	£32841

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions indicate that literacy skills are poorer among disadvantaged pupils; particularly in reading comprehension.
2	Assessments, observations, and discussions indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is particularly the case in number knowledge and fluency.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our attendance data in 21-22 indicates that attendance among disadvantaged pupils was 3.9% lower than the overall school attendance. In 21-22, 28.6% of disadvantaged pupils were 'persistently absent' compared to 10.4% for the overall school persistent absence. * These figures were impacted by covid19.

	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Disadvantaged pupils have less exposure and opportunity for wider life / educational experiences.
6	Families of disadvantaged pupils may struggle to buy appropriate uniforms / clothing / equipment for school.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that a greater proportion of disadvantaged pupils meet the expected standard (compared to the disadvantaged national average).
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes show that a greater proportion of disadvantaged pupils meet the expected standard (compared to the disadvantaged national average).
Improved phonics attainment for disadvantaged pupils.	Phonics Screening Check outcomes show that a greater proportion of disadvantaged pupils meet the expected standard (compared to the disadvantaged national average).
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance for disadvantaged pupils ensuring that the attendance gap and persistent absence gap between disadvantaged pupils and the overall school is reduced.
Disadvantaged pupils are given the same life / educational opportunities as their peers	Good attendance in the proportion of disadvantaged children accessing wider experiences such as school trips, school clubs and residential
Provide financial assistance for families of disadvantaged pupil in purchasing uniforms, clothing and equipment for school	Disadvantaged children will be able to fully engage in school life with full inclusivity.

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.

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and embed 'Accelerated Reader' to ensure that children are reading the correct books and are being assessed on their comprehension. Ensure that comprehension skills are also developed in classes through VIPERS.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>
<p>Purchase and embed 'Winning with Number' in order enhance the maths curriculum and master number knowledge and fluency. Utilise Times Tables Rockstars software in order for children to master their xtables knowledge / recall.</p>	<p>Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2</p>
<p>Fully embedding Read Write Inc (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3</p>
<p>Ensure enough time is given for staff professional development - use of INSET days and additional cover being provided.</p>	<p>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.</p>	<p>1 2 3</p>

	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,925

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.	Small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3
Subscribe to and utilise digital reading subscriptions for targeted interventions (Accelerated Reader, Nessy, Self Learn Read Spell) to improve reading comprehension and increase reading for pleasure.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Lease iPads which can be used across all year groups to develop reading skills (see above) and xtables knowledge – xtables rockstars / hit the button.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Individualised instruction can be an effective approach to increasing pupil attainment. There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology	1 2

	<p>alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work in partnership with families to encourage good attendance using guidance from working-together-to-improve-school-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>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	4
<p>Offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university-re-grant</p>	5
<p>Provide access to full school uniforms, PE</p>	<p>The current evidence base on school uniform and academic outcomes is extremely weak. The limited evidence</p>	6

kits, clothing and equipment.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	
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Total budgeted cost: £29925

Part B: Review of the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged at a national level (although these comparisons are to be considered with caution given the caveats stated above).

EYFS (1 child):

Meeting ELG - School 0% / National 49.1%

*Only one child who joined the school mid year under the Fair Access Panel with attendance issues. Child is also SEN.

Phonics (7 children):

School 71.4% / National 62%

KS1 (5 children):

Reading EXS - School 60% / National 51%

Writing EXS - School 40% / National 41%

Maths EXS - School 80% / National 52%

KS2 (6 children):

Reading EXS - School 66.7% / National 62%

Writing EXS - School 66.7% / National 55%

Maths EXS - School 50% / National 56%

RWM EXS - School 33.3% / National 43%

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 had a mixture of success. Disadvantaged children scored higher than their disadvantaged peers nationally in: phonics, KS1 reading, KS1 maths, KS2 reading and KS2 writing. However, they scored lower in EYFS, KS1 writing, KS2 maths and KS2 RWM combined. It is difficult to establish the main reasons for this given the disruption of covid19. In any case, we have implemented new strategies for the 22-23 academic year (e.g. Accelerated Reader, Winning with Number) in the hope of improving outcomes.

Absence among disadvantaged pupils was 3.9% higher than the overall school absence and persistent absence was 18.2% higher. These gaps are too large which is why attendance continues to be an ongoing focus of our current plan.

Disadvantaged children were able to access a range of school trips, clubs and residential and support in this area will continue in the current plan.

Externally provided programmes

Programme	Provider
Read Write Inc	Oxford University Press
Accelerated Reader	Renaissance
Nessy	Nessy Learning
Self Learn Read Spell	Phillips Education Foundation Ltd
Times Tables RockStars	Maths Circle Ltd
Winning with Number	Winning with Number

How our service pupil premium allocation was spent last academic year
<p>There were six service children across the school in the last academic year. Of these, two children (siblings) had a parent actively working in the armed forces. Time was allocated to the children (as and when required) to provide pastoral support in and out of the classroom setting.</p> <p>Future Plans: Train multiple staff in Rainbows bereavement training. Provide additional pastoral interventions as required.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers observed improvements in wellbeing amongst the service children who received intervention.</p>

Further information (optional)

<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>
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Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.