

Pupil premium strategy statement – Sacred Heart Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2024
Date this statement was published	21.12.22
Date on which it will be reviewed	November 2023
Statement authorised by	Barbara Brown
Pupil premium lead	Hannah Rutledge
Governor / Trustee lead	Liz McLellan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80, 464
Recovery premium funding allocation this academic year	£8,120
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£88, 584

Part A: Pupil premium strategy plan

Statement of intent

At Sacred Heart Primary School, we have extremely high expectations of all our pupils and believe that every child has the potential to reach their goals irrespective of their background or personal barriers. At the heart of our Pupil Premium strategy is the determination to support, nurture and encourage children to have high aspirations and make good progress.

Intent

In partnership with home we aim to:

- Provide a place where all children can grow and develop spiritually and academically
- Close the attainment gap between disadvantaged and non-disadvantaged
- Provide experiences outside of school which children can learn from and raise ambitions

Implementation

At school we will:

- Provide quality first teaching to ensure gaps in learning are identified and closed.
- Support pupils to learn more, know more and remember more
- Identify children who have gaps in learning and through early intervention try to close those gaps and for these children try through pre-teaching to not allow for further gaps
- Ensure high attainers are challenged and continue to excel
- Work with parents to establish a good home-school relationship to support children and parents with attendance and well-being

Impact

We strive to:

- Close attainment gap between disadvantage and non-disadvantaged pupils
- Have more disadvantaged children reaching greater depth at the end of Key Stage Assessments
- Families feel well supported and attendance is high

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between PP children and non-PP children
2	Address curriculum gaps from school Covid closure.
3	Attendance for disadvantaged pupils is still low.
4	Engaging the families facing most challenges
5	Expanding children's cultural capital

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
PP children catch up from school closure and are able to make progress in line with peers.	Children are able to make the same progress or more than non-pp peers.
Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work.
PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%
Communication with home is consistent and regular	Parents are happy to message teachers on Class Dojo Parents attend achievement days and are aware of the progress of their child

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 (for example, CPD, recruitment and retention)

Budgeted cost: £33, 984

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to address gaps in learning and through pupil progress meetings make SLT aware. Interventions to be planned following this.</p>	<p>EEF guide to supporting school planning</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p>	<p>1 and 2</p>
<p>All staff to be trained on the RWI strategies so the teaching of spelling is embedded and strong across school.</p>	<p>RWI evidence and research</p> <p>https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</p>	<p>1 and 2</p>
<p>Subject leads to plan engaging and relatable lessons for pupils. This should include hands on experience where children can see their learning come to life and see the purpose of it in the real world.</p>	<p>EEF guide to supporting school planning</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p>	<p>1, 2 and 5</p>

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to tutors in school through National Tutoring Programme increases capacity for key interventions to take place, regular and often.	EEF research – +4 months, when organised into short, regular sessions over a set period of time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
Support staff to be working with class teachers in able to carry out high quality intervention in small groups or 1:1 support.	EEF research – +4 months, when organised into short, regular sessions over a set period of time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 and 2

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

Budgeted cost: £ 21, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential to be planned for each year group to raise Cultural Capital, curriculum enrichment and build resilience.	Life skills and enrichment EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3 and 5
Trips to be planned to ensure curriculum enrichment, Tips to not cost families and look for opportunities to use school mini buses and free visits so no	Life skills and enrichment EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3 and 5

pressure on families and all can attend. E.G visiting local forests, beaches, city centre, museums to raise cultural capital.		
Encourage our disadvantaged children to partake in after school clubs to encourage them to try something new or be part of a team.	Social mobility commission. An unequal playing field. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	5
Parental work shops on “how best to support my child at home.” Support with academic progress and behaviour management strategies.	Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Support with mental health and wellbeing through a whole school approach to behaviour management, self-esteem and engagement.	Research behind Thrive https://www.thriveapproach.com/impact-and-research/research-behind-thrive	1, 3 & 4

Total budgeted cost: £ 88, 584

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p><u>Points to note from 2021-2022</u></p> <ul style="list-style-type: none"> • Intervention were most successful when TA’s and teachers worked collaboratively to plan out programmes so everyone understood the outcomes and how to meet them • Mastery maths through NCETM has been introduced across early years and KS1 to help children learn the basics. KS2 are now using this as an intervention to address gaps in maths • Children were identified as having gaps in learning due to Covid-19 we used the National Tutoring Programme and employed a tutor to work with the identified children
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- We were successful in offering residential to all year groups and were able to support and help children from disadvantaged backgrounds who wouldn't have been able to attend without the support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWI phonics	Ruth Miskin RWI
Thrive	Thriving minds

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.