

Pupil premium strategy statement – 2021/22

The Pupil Premium Grant is allocated to schools based on the number of pupils on the current roll who have been entitled to Free School Meals at any point during the past six years, have been in the care of a Local Authority ('Looked After') continuously for more than six months, or have parents who are in the regular armed forces.

Schools are charged with using Pupil Premium Grant funding to 'close the gap' between the attainment of those children from disadvantaged backgrounds and those living in families with incomes above the low-income threshold. Some of the funding is used to offer support to those pupils who are at a disadvantage compared to their peers even if they are not eligible for a free school meal. Schools are free to spend the Pupil Premium Grant how they see fit but it must be to the benefit of this group of children.

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
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mrs B M Smith
Pupil premium lead	Mrs C T M Taylor
Governor / Trustee lead	Mrs J Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41, 650
Recovery premium funding allocation this academic year	£ 0
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	£ 41, 650

Part A: Pupil premium strategy plan

Statement of intent

The Sacred Heart Approach:

At Sacred Heart we aspire that all pupils in receipt of the Pupil Premium Grant will:

- make at least expected progress or more in relation to their individual targets and against ARE
- be able to cope with the social, emotional and behavioural expectations at school
- receive financial support for uniform, trips, educational visits as appropriate
- reach an acceptable level of attendance (95% +)

As a school, we are mindful of both the academic and pastoral needs of the children. As a result, when considering the how we spend the school's pupil premium funding, we will consider the following factors:

- Families – support families and we will look to identify the needs that exist to ensure pupils have the same opportunities as their peers.
- Well-being – Pupils may additional pastoral support, and we will look to ensure these needs are met.
- Literacy, Numeracy and Learning – identified gaps in learning within the core areas of literacy and numeracy will be addressed to ensure future success for all. The school believes pupils need a solid foundation in Literacy and Numeracy to ensure they gain a deeper understanding of concepts during their primary education.
- Attainment – as a school, we will be mindful of pupils' prior attainment and will look to ensure that pupils are attaining well and any gap with their peers is being addresses. ,
- Pupil Context – as a school, we are mindful that some pupils within PPG may have a greater need and will utilise internal expertise and the expertise of external agencies to provide this support.
- Secondary Ready – as a school, we want every child to leave us 'Secondary School ready' and we appreciate that the skills required are more than just academic. It is our aim that every pupil is targeted to achieve to the best of their ability. As a school, we will focus on any gaps academically or pastorally to ensure they develop the necessary skills to be effective learners when they move on to secondary school.

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

1. Quality Teaching (including professional development)
2. Targeted Academic Support (for example interventions and one to one support)
3. Wider Strategies (for example behaviour approaches, breakfast clubs, trips and attendance)

Challenges

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

Challenge number	Detail of challenge
1	Evidence shows that some PPG families may not the same opportunities as their peers.
2	Evidence shows that some PPG pupils may need additional pastoral support

3	Evidence shows that some PPG pupils have identified gaps in learning within the core areas of literacy and numeracy
4	Evidence shows that PPG pupils' prior attainment may be lower than their peers and that they may not attain as highly as their peers as some families lack confidence in their own abilities in these areas, which in turn impacts on the learning of their children
5	Intersectionality may be present for some PPG pupils, and this will impact their learning
6	Evidence shows that some PPG pupils have accessed limited learning during lockdown due to COVID-19
7	Evidence shows that some PPG pupils have reduced language and communication skills which impacts on their learning
8	Evidence that some children from families in receipt of the PPG have reduced language and communication skills, and this impacts on their learning
9	Evidence shows that attendance for some PPG pupils is lower than their peer group, which can impact on learning

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
PPG pupils have the same opportunities as their peers	100% of disadvantaged families attend at least one school event over the course of the year
No child faces restrictions on an activity due to family finances. School to provide a minimum of 25% subsidy on all paid-for activities.	100% of disadvantaged children facing financial constraints can access paid-for activities such as residential trips, clubs etc...
Where identified as a need, PPG pupils receive additional pastoral support	Proportion of disadvantaged pupils accessing Thrive based sessions is in line with those of non-disadvantaged pupils
Staff to identify PPG pupils, plan for their gaps in learning within the core areas of literacy and numeracy	Progress of non-SEND disadvantaged pupils is at least in line with that of their peers to ensure where necessary parity with their peers
Staff to be aware of PPG pupils' prior attainment and provide additional support around this, including access to home learning clubs, additional internal targeted support	Progress of non-SEND disadvantaged pupils is at least in line with that of their peers to ensure where necessary parity with their peers
Impact of intersectionality on learning to be reduced	Utilisation of internal expertise and the expertise of external agencies to support so that progress of SEND disadvantaged pupils is at least in line with that of their peers
Use catch-up funding with a specific focus on implementing interventions and boosters for PPG and low-middle attainers who have been significantly impacted by lockdowns.	Progress and attainment of non-SEND disadvantaged pupils is in line with that of their peers
Where identified, PPG pupils to be supported to improved language and communication skills	Progress and attainment of non-SEND disadvantaged pupils is in line with that of their peers

<p>Families to engage with homework with their child and to attend parent consultation evenings</p>	<p>All disadvantaged pupils to be provided with the opportunity to attend weekly homework clubs Homework completion for disadvantaged pupils to be comparable to non-disadvantaged pupils Parental engagement at parents evening to be comparable with non-disadvantaged pupils</p>
<p>Where attendance is identified as impacting attainment and progress that this improves</p>	<p>100% of PPG pupils to have attendance judged as good or better; where attendance is a concern, that improvements in attendance levels are demonstrable</p>

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Staff confidence and expertise in supporting attainment and progress in Maths, Reading Skill, writing skills and spelling</u></p> <ul style="list-style-type: none"> Continued focus on remote learning provision Identified CPD for staff Identified COD for subject leaders SIP time Peer to Peer review NELI programme – R Maths mastery programme – R to 2 Assessment packages <p>Anticipated spend: £ 5,000</p>	<p>EEF Teaching and Learning Toolkit</p> <p>EEF Attainment Gap Report (2018) - Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school.</p> <p>EEF Teaching and Learning Toolkit</p>	3, 4, 5, 7, 8

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

Budgeted cost: £ 33,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Progress/Attainment in Reading, Writing, Mathematics</u></p> <ul style="list-style-type: none"> Lexplore programme subscription Training session Reading Analysis – Years 2 to 6 Termly Assessments Analysis of data Devise individual provisions – SEND Deliver individual provisions - SEND Deliver interventions and review Termly review – Pupil Progress meetings Additional reading resources Analysis of Data 	<p>EEF Teaching and Learning Toolkit – One to one tuition</p>	3, 4, 5, 6, 7, 8

<ul style="list-style-type: none"> • Support of external professionals • Training by external professionals on suggested strategies • Home learning club • Cycle repeats termly <p>Diagnostic Assessments following Pupil Progress meetings re: potential SEND issues as opposed to Catch-up</p> <p>Anticipated Spend: £ 33,900</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Social and Emotional issue – friendships, separation, anxiety,</i></p> <ul style="list-style-type: none"> • Attendance at DST forums • Coaching sessions • Documentation and Evidence • Training for staff • Impact monitoring • Review • PHSE Lesson delivery • CPD for staff • Ed Psyc time with staff • Thrive practitioner training • Assessment and planning programme • Thrive session <p><i>Lack of resources when outside of school during holidays or lockdown periods or self-isolation periods</i></p> <ul style="list-style-type: none"> • additional resources: IT, books, • clubs • clubs during holidays • day trips and residentials • uniform • equipment <p><i>Attendance is at least 95%</i></p> <ul style="list-style-type: none"> • Monitoring • Review • EWO meetings • Meetings with families • Support for attendance <p>Anticipated spend: £14,000</p>	<p>EEF Parental Engagement</p> <p>EEF Improving Social and Emotional learning in Primary Schools</p> <p>PPG monitoring indicates improved attendance for children who have received FSW intervention, and significantly improved outcomes</p> <p>Throughout Covid 19 the school has supported the Mental health and wellbeing of families through regular updates from the HT and signposting of support e.g. Thrive activities</p> <p>EEF Improving Social and Emotional Learning in Primary Schools EEF Teaching and Learning Toolkit</p> <p>Purchase of books and resources for low-income families to have at home to enrich the home environment with learning resources has led to greater family engagement in learning.</p> <p>Financial hardship does not hinder inclusion – full access to the wider school offer and increased take-up.</p> <p>Support for pupils with Breakfast and After School club attendance supports low income working parents ensuring improved outcomes for pupils</p>	<p>1, 2, 6, 9</p>

Total budgeted cost: £ 52,900

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

2020/2021 Evaluation

Section 1: EEF Based plan – Quality of Teaching and Professional Development

- 1. Pupils read well, with accuracy, confidence and comprehension skills are at ARE or beyond, depending on their starting point.**
 - Progress measures in reading for pupils in receipt of PPG:
 - All pupils in receipt of PPG in Y1 made at least expected progress
 - All pupils in receipt of PPG in Years 2, 3, 5 and 6 made better than expected progress.
 - Most pupils in receipt of PPG in Year 4 made expected progress or better; however, as a group they did not and this was due to specific circumstances within this cohort.
 - Progress measures in maths for pupils in receipt of PPG:
 - Pupils in receipt of PPG in all year groups (Y1 to Y6) made good or better progress in Mathematics across the year.

- 2. Pupils develop an increasing knowledge and understanding of maths skills to make better than expected progress and reach ARE or beyond – set against own starting points.**
 - Progress measures in maths for pupils in receipt of PPG:
 - Pupils in receipt of PPG in all year groups (Y1 to Y6) made good or better progress in Mathematics across the year.

- 3. Pupils to have the tools to cope with their emotions to access learning. Pupils social and emotional needs are met**
 - Whole school Zones of Regulation rolled out over the year. Thrive class profiles identified areas of need for each class. Thrive progress in each class measured – each class made at least 9% progress on the profile across the year.
 - Outcomes for individual pupils from their profiling demonstrate that 89% of pupils made better than expected progress.
 - Behaviour logs demonstrate that behaviour across the year had improved, as compared to previous data, there were fewer incidents of yellow and red cards across the year.

Section 2: EEF Based plan – Targeted Academic Support

- 4. PPG pupils are supported to attain to the best of their ability at key points – EYs, Y1 phonic screening, Y2 and Y6**
 - Pupils in receipt of PPG were provided with 53 targeted interventions, including phonics, reading, maths and Thrive and Lego Therapy. 94% of the pupils made at least expected progress in these interventions across the year, the 6% represented the interventions for one pupil.
 - 48% of pupils in receipt of PPG who attended these interventions made good or better progress.
- 5. PPG pupils who are also SEND access targeted support based on individual needs.**
 - Pupils in receipt of PPG were provided with 53 targeted interventions, including phonics, reading, maths and Thrive and Lego Therapy. 94% of the pupils made at least expected progress in these interventions across the year, the 6% represented the interventions for one pupil.
 - 48% of pupils in receipt of PPG who attended these interventions made good or better progress.
- 6. Pupils complete home learning to a high level.**
 - Due to the impact of Covid and the implementation of the KS bubbles, the provision was revised from the pre-Covid model – rather than an after-school homework provision, class teachers gave up their lunchtimes to support pupils with home learning to ensure that they did not fall further behind.

Section 3: EEF Based plan – Wider Strategies

- 7. Pupils are happy and that their basic needs are met.**
 - 136 sessions were funded at After school club. 44 sessions were funded at breakfast club.
 - Pupils provided with school uniform and resources. Verbal thanks given by pupils and parents.
- 8. Pupils have equal access to learning in the event of another lock down.**
 - 8 laptops were provided to families for them to access the online live learning on Google Classroom from January to March. Staff provided contact with parent throughout the lockdown to ensure pupils were safe, supported, able to access learning and felt supported.
- 9. Pupils can access enrichment activities and ensure they are represented at various school events and competitions.**

Due to the Covid restrictions across the year there were no trips.
- 10. Attendance is at least good 95%**
 - On paper, there appears to be a concern around the attendance of the pupils in receipt of PPG.
 - Below 90% 6 pupils are in receipt of PPG
 - Of these 6 pupils with below 90% attendance, who are in receipt of PPG, had attendance below 85%. However, in all of these cases the school was in close contact with the families and there were significant reasons for the absence rates in 83% of these cases.

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.

Funding Allocations: 2020 to 2021		PPG Spend 2020 to 2021
PPG Allocation	£ 42,980	£ 42,980
Catch-up Fund*	£ 13,600 paid to school, and a portion of this was used to support PPG Catch-up strategies which are in line with the COVID Catch-up strategy.	£ 6,224.32 (46%)
		£ 49,204.32

Additional Information from SIP Reports 2020/2021

Interesting to see how different year groups have responded when returning to school in September:

- Years 5 and 6 'hit the ground running'
- Years 3 and 4 completely different - an obvious step back in learning, teachers noticing this
- Year 2 - phonics needs catch-up
- Year R and Year 1 appear well

The Spring Term SIP visit took place in person on Tuesday 16 March. The visit focused on the school's return to full opening; the three key priority areas; meetings involving 6 staff and one lesson observation.

- The Headteacher reported that the return from lockdown on 8 March has gone smoothly. Prior to the return on 8 March the school had excellent remote provision in place with live streamed lessons each morning until lunch and a host of activities in place for the afternoon provision.
- It is worth noting that the six staff who engaged with the SIP meeting all reported that the Headteacher had done a superb job throughout the pandemic and had been incredibly supportive, always placing the well-being of children and staff first.

The Summer Term SIP visit took place in person on Tuesday 29th June 2021.

- Current attendance is over 95% in every class. The recovery curriculum is still a priority and school leaders are closely monitoring a very small number of pupils with the support of the Education Welfare Officer.

Disadvantaged Pupils

- Disadvantaged pupils benefit from a bespoke programme of support based on their individual need whether that be through short, focused intervention and catch-up sessions; finance support to provide items of uniform; attendance at breakfast or after-school clubs or emotional and well-being support.
- Once pupils have been identified through pupil progress meetings, the catch-up premium is used through an Assess, Plan, Do, Review approach.
- Sacred Heart leaders and staff engage pupils in a whole range of 'cultural capital' opportunities including for example the virtual Junior Citizen and the Globe tour,

although some of the events and activities are currently under review due to current COVID-19 restrictions.

- The school website is compliant re. PPG spend and strategy documents.
- Generally, disadvantaged pupils achieve well at Sacred Heart. During Lockdown, engagement with learning was good for this group. The school ensured that all pupils had access to resources and live online learning.
- School leaders have now completed all documentation for the Attachment Aware School Award. School leaders are passionate about the benefits of the Thrive programme and it is clear to see how this work is embedding and is having a very positive impact on the wellbeing, behaviours and personal development of the whole school community.
- The Accessibility Plan has been reviewed and will be shortly uploaded to the website.
- Assess, Plan, Do, Review model is fully embedded across the school.
- School leaders have undertaken a complete review of the inclusion policy. The termly pupil progress meetings continue to take place and the school knows precisely which pupils need which support and what type of 'catch-up' is required. Pupils action plans are specific and focus well on the precise needs of each child.
- The school produces a class inclusion provision map as well as an individual inclusion map.
- The Sandwell Key Stage 2 Diagnostic tool is arriving in school which will add additional benefit to finding precise needs.
- Leaders report that the EHCP, PPG, SEND and SEND support pupils who were in school during lockdown benefited significantly but some children have then found it more difficult (emotionally) with other pupils arriving back at school.
- The observation of a Thrive training session was great to see. Team development and focus on such an important area of the school's work was superb. The excitement watching the group make tangible connections between the training material and individual pupils was a joy and undoubtedly will have a significant impact on wellbeing, learning and achievement.

	% Of	% of total school population (170)		% Of in school population	
	Total School Population	Diverse ethnic heritage pupils as a % of school population	Non-Diverse ethnic heritage pupils as a % of school population	Diverse ethnic heritage pupil groups as a % of the in-school population (% of 42 pupils)	Non-Diverse ethnic heritage pupil groups as a % of the in-school population (% of 128 pupils)
		24.7% (42)	75.3% (128)		
SEND	14.7 %	4.7% (8)	10% (17)	19%	13.4%
EHCP	5.3%	1.1% (2)	4.1% (7)	4.8%	5.5%
Disadvantaged	18.8%	5.9% (10)	12.9% (22)	23.8%	17.1%
EAL	37.6%	10% (17)	27.6% (47)	40.5%	36.7%