

Pupil premium strategy statement – 2023 - 2024

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 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	181 (including 18 Nursery)
Proportion (%) of pupil premium eligible pupils	21.5% (39)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs B Green (Headteacher)
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	£ 40,165
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	£ 40,165

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 addressed.
- Pupil Context – as a school, we are mindful that some pupils in receipt of the 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	Our assessments show that generally the overall academic outcomes of our PPG pupils tend to be lower than our non-PPG pupils at Key Stage 2.
2	Our data shows that a high proportion of our PPG pupils have additional needs, they may have needs due to SEND or because they are multilingual.

3	Our assessments and observations demonstrate that some of our PPG pupils have weaker language and communication skills, and this impacts on their progress and outcomes across the curriculum.
4	Our data from internal assessments (Thrive®), observations and discussions with pupils and families have identified social and emotional issues for many of our PPG pupils. These challenges have an effect on their general wellbeing and their attainment.
5	Our data demonstrates that there are some PPG pupils whose attendance is lower than that of their non-PPG peers which impacts on their progress and outcomes.
6	Evidence shows that some PPG families may not have the same opportunities as their peers.

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 attainment for PPG pupils in all subjects relative to their starting points as identified through baseline assessments.	Progress of PPG pupils, particularly at KS2, is at least in line with that of their peers to ensure a reduction in the attainment gap.
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 or multilingual PPG pupils is at least in line with that of their peers.
Improved vocabulary and communication skills for PPG pupils.	PPG pupils demonstrate age related language and communication skills at the end of EYFS and Year 6.
PPG pupils have access to Thrive® well-being programme and other external agencies to support their social and emotional needs so they are ready to learn.	PPG pupils have a positive attitude towards themselves and their learning. They are confident, resilient learners. There are fewer behaviour incidents recorded on CPOMS for pupils receiving interventions.
No child faces restrictions on an activity due to family finances. School to provide a minimum of 25% subsidy on all paid-for activities.	ALL PPG pupils facing financial constraints can access paid-for activities such as residential trips, clubs etc...
Where attendance is identified as impacting attainment and progress that this improves	100% of PPG pupils to have attendance judged as good or better; where attendance is a concern, that improvements in attendance levels are demonstrable.

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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>QFT training review for all staff using <u>Rosenshine's principles</u>. Sequencing concepts and modelling Questioning Reviewing material Stages of practice through INSET and staff training meetings across the year.</p> <p>SLT supporting and monitoring of the embedding of these principles to ensure all pupils experience QFT.</p> <p>CPD for staff embedding a systematic approach to language development from EYFS to Year 6</p> <p>Continued CPD for Little Wandle Letters and Sounds.</p> <p>Continued CPD for Maths Mastery</p> <p>Specialist training delivered by external experts: Speech and Language Therapists Occupational Therapists Educational Psychologist and AfC subject specialists.</p> <p>Anticipated spend: £ 7,000</p>	<p>The EEF guide to the Pupil Premium.</p> <p>Tom Sherrington's Principles in Action 2019.</p>	<p>1,2 and 3</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
<p>Assessments: NFER, Stat Sheffield, Tiny Tracker, Diagnostic Assessments: YARC, LASS, Lexplore, Sandwell.</p> <p>Targeted interventions led by SENCo, Teachers and TAs for the following: Little Wandle Catch up Maths pre and post teaching groups Arithmetic groups Spelling groups Comprehension sessions Lego therapy Social skills SPaG groups Fine motor skills Touch typing skills</p> <p>All interventions follow an assess, plan, do approach.</p> <p>Anticipated Spend: £ 33,000</p>	<p>EEF Teaching and Learning Toolkit</p> <p>Teacher and TA interventions either 1:1 or small groups</p>	<p>1,2 and 3</p>

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Assessments:</u> Thrive profiles internally External questionnaires/SDQ.</p> <p><u>Monitoring:</u> Attendance data Thrive Actions plans and profiles CPOMS for attendance concerns and behaviour incidents. Attendance at clubs and trips Uniform adherence</p> <p><u>CPD</u> Ongoing Thrive Practitioner training.</p> <p>Meetings with EWo and families with support offered for improved attendance.</p>	<p>Thrive@ Approach</p> <p>EEF Parental Engagement</p> <p>EEF Improving Behaviour in Schools</p> <p>DfE Working Together to Improve School Attendance</p> <p>EEF Improving Social and Emotional Learning in Primary Schools</p> <p>EEF Teaching and Learning Toolkit</p>	<p>4 and 6</p>

<p>Targeted interventions lead by SENCo, Thrive practitioner and Mental Health Lead Practitioner.</p> <p>Resources for PPG pupils:</p> <ul style="list-style-type: none"> • IT, books, • clubs • clubs during holidays • day trips and residentials • uniform (new and second hand) • classroom equipment <p>Anticipated spend: £10,000</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>Joseph Rowntree Foundation</p>	
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Total budgeted cost: £ 50,000 (potential overspend of £9835)

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.

2022/2023 Evaluation

The evaluation of the impact of the activities has been based upon sources of evidence such as summative assessment data, progress data, intervention outcomes, staff voice, pupil voice, attendance data and external professional feedback and data.

Section 1: Quality of Teaching and Professional Development

6. Impact of intersectionality on learning to be reduced

Support from the School Improvement Partner for school and curriculum leaders embedded the holistic approach to identifying the varying needs in the class and ensuring the reasonable adjustments were made to support all pupils in the school whatever their background and needs.

Whole school CPD of the Rosenshine Principles ensured that teachers using effective modelling, different types of questioning and the review techniques so that all pupils whatever their vulnerability were able to access the learning in the classroom.

97% of PPG pupils receiving group or 1:1 interventions made at least expected progress in these interventions, with 42% making good or outstanding progress.

All PPG pupils in Year 1 made at least expected progress in reading, SPaG and maths from September 2022-July 2023

All PPG pupils in Year 2 made at least expected progress in reading and maths from September 2022-July 2023

All PPG pupils in Year 3 made at least expected progress in reading, SPaG and maths from September 2022-July 2023

All PPG pupils in Year 4 made at least expected progress in reading and maths from September 2022-July 2023

All PPG pupils in Year 5 made at least expected progress in SPaG and maths from September 2022-July 2023

All PPG pupils in Year 6 made at least expected progress in reading and maths although they did not all make ARE at the end of Year 6.

Section 2: Targeted Academic Support

4. and 5.

Progress of non-SEND disadvantaged pupils is at least in line with that of their peers to ensure where necessary parity with their peers.

Pupils in receipt of PPG were provided with 77 targeted interventions, including Little Wandle Phonics, reading, maths and OT interventions. 97% of the pupils

made at least expected progress in these interventions across the year, with 42% making good or outstanding progress.

7. Where identified, PPG pupils to be supported to improved language and communication skills

15 pupils were identified with speech and language needs and were supported in small groups or 1:1 sessions with a variety of interventions including Colourful Semantics, Language for Thinking and Lego Therapy. Just one pupil did not make the expected progress.

Section 3: Wider Strategies

1. and 2.

PPG pupils have the same opportunities as their peers in being able to access the full curriculum

100% of pupils were able to access extra-curricular activities and school trips
100% of pupils completed the first stage of their pupil passport with the support of their class teachers.
Pupils provided with school uniform and resources. Verbal and written thanks given by pupils and parents.

3. Where identified as a need, PPG pupils receive additional well-being and mental health support.

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.

7 PPG pupils received additional well-being and mental health support through Thrive® sessions and Talk about Children sessions. All but one made expected progress.

8. Families to engage with homework with their child and to attend parent consultation evenings

Class teachers provided lunchtime home learning sessions to support pupils with home learning to ensure that they did not fall further behind.
Parent teacher meeting registers demonstrated a good attendance for parent consultation and where there was non-attendance this was followed up by the Class teacher or PPG lead/SENCo.

9. Where attendance is identified as impacting attainment and progress, that this improves

Rigorous monitoring ensured that attendance of PPG pupils was just below that of the non-PPG pupils. Attendance for whole school was up on the previous year at 94.8% from 93.2% and for PPG pupils from 91.9% to 93.2%. Key families were targeted with the support of the EWO.

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.

2022/2023 in receipt of PPG 22.5% within the school which is slightly above the National at 20.8% and well above the borough average of 12.1% . The number of PPG pupils with additional needs (21 of 39) means that 'closing the gap' for these pupils to their peer groups in terms of attainment will become increasingly challenging. In addition, the progress trajectory for pupils with lower starting points and additional needs tends to be lower –our challenge is to ensure that these pupils make more than expected progress in relation to pupils with similar needs.

At Sacred Heart we use a number of assessment tools to identify these gaps and ensure that Quality First teaching or targeted interventions are put in place to ensure that all children can achieve and make good progress.