

Pupil premium strategy statement – 2022/23

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	173
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs B Green
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	£ 49,460
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	£ 49,460

Part A: Pupil premium strategy plan

Statement of intent

The Sacred Heart Approach:

At Sacred Heart our intent is 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 will have different needs and these need to be identified to ensure pupils have the same opportunities as their peers.
- Pupils may need additional well-being, mental health and pastoral support, and we will look to ensure these needs are identified and met.
- Literacy and Numeracy– 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, socially and emotionally 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 have 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 reduced language and communication skills which impacts on their learning
7	Evidence that some children from families in receipt of the PPG have reduced language and communication skills, and this impacts on their learning
8	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 in being able to access the full curriculum.	100% of disadvantaged pupils attend school activities and complete their pupil passport for 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 well-being and mental health support.	Thrive Online Profiling and parental engagement identifies pupils in need of support and outcomes from the Thrive Profile can identify key areas of progress.
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.
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
Families to engage with homework with their child and to attend parent consultation evenings	All disadvantaged pupils to be provided with the opportunity to attend weekly home learning club. Home learning completion for disadvantaged pupils to be comparable to non-disadvantaged pupils

	Parental engagement at parents evening to be comparable with non-disadvantaged pupils
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 2022-2023

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: £ 6000

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 CPD for subject leader SIP time Peer to Peer review NELI programme – R Maths mastery programme – R to 2 Assessment packages <p>Anticipated spend: £ 6,000</p>	<p>EF 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, 6, 7

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

Budgeted cost: £ 28,000

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 • Diagnostic Assessments following Pupil Progress meetings re: potential SEND issues <p>Anticipated Spend: £ 28,000</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,000

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 • PSHE Lesson delivery • CPD for staff • Ed Psyc time with staff • Thrive practitioner training • Assessment and planning programme • Thrive sessions <p><i>Lack of resources when outside of school during holidays</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: £16,000</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>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, 5, 8</p>

Total projected cost: £50,000

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2021/2022 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:

- Pupils in receipt of PPG in Years 2, 3, 5 and 6 made better than expected progress and performed better than their peers.
- Most pupils in receipt of PPG in Year 1 and 4 made expected progress or better; however, as a group they did not perform overall as well as the cohort due to specific circumstances.

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 Years 2 to Year 6 made expected or better progress in Mathematics across the year.
- Most pupils in receipt of PPG in Year 1 did make the expected progress or better however, as a group they did not perform as well as the cohort due to specific circumstances.

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 was embedded across the school along with the development of the Relational Approach to behaviour linking the Zones of Regulation, the Thrive Approach, being an Attachment Aware School and the use of the Restorative Approach over the course of 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.
- Thrive online profiling outcomes across the school demonstrated good progress in every year group.
- 80% of the pupils who receive individual Thrive well-being support are in receipt of PPG.
- Behaviour logs demonstrate that behaviour across the year had improved, as compared to previous data, there were fewer incidents of yellow and red cards in the summer term.

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 72 targeted interventions, including phonics, reading, maths and Thrive and Lego Therapy. 92% of the pupils made

at least expected progress in these interventions across the year, with 27% making good or outstanding progress.

5. PPG pupils who are also SEND access targeted support based on individual needs.

- SEND pupils in receipt of PPG were provided with targeted interventions, including phonics, reading, maths and Thrive and Lego Therapy. 93% of the pupils made at least expected progress in these interventions across the year.
- 29% of these 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 which were maintained until the summer, 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.

- 456 sessions were funded at After school club. 190 sessions were funded at breakfast club.
- Pupils provided with school uniform and resources. Verbal thanks given by pupils and parents.

8. Pupils can access enrichment activities and ensure they are represented at various school events and competitions.

- 15 pupils were supported with funding for school trips in the Summer term once they recommenced.

9. Attendance is at least good 95%

- Overall school attendance was 93.93% and those in receipt of PPG was 91.86% however if one child removed from the data (specific needs) the percentage is in line with overall school percentage with 93.56%

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.

In the academic year 2021/2022 19.2% of pupils were in receipt of PPG within the school which was above the borough average of 12.1% and the National of 15.8% in Primary Schools (08/19 figure). Number of PPG pupils with additional needs (10 of 34) 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. These assessment tools have been highly effective in supporting us as a school to target specific interventions and better support our pupils across the different key stages.

PPG Spend across the tiers:

1. Quality Teaching and Learning

Actual Spend 2021/2022

£4186.75

2. Targeted Academic Support

Actual Spend 2021-2022

£27,365.62

3. Wider Strategies

Actual Spend 2021/2022

£12,968.93

Total spend: £44,521.30

Budget: £42,660

Overspend: £1861.30