

Sacred Heart Catholic Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	122
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	CGilhooly
Pupil premium lead	CGilhooly
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,700
Recovery premium funding allocation this academic year	£ 2,000
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	£18,700

Part A: Pupil premium strategy plan

Statement of intent

Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.

At Sacred Heart Primary School, we want every child to reach their full potential in all areas of the curriculum. When making decisions about using Pupil Premium funding, it is important to consider the context of the school, current challenges faced, individual knowledge of the child and their family and up to date research into supporting disadvantaged children.

Ultimate objectives for Pupil Premium Spending

- Curriculum is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.
- Pupils are ready for the next stage of education.
- Children are mentally and physically healthy.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- Children meet aspirational targets and progress is in line with that of other pupils.
- Attendance for disadvantaged pupils is in line with that of other pupils and above national.
- A strong uptake of opportunities provided by the school to ensure the most disadvantaged pupils consistently benefit from these.

The current pupil premium strategy plan works towards achieving these objectives through using a tiered approach to Pupil Premium spending as recommended by EEF.

Teaching - Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted Academic Support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium strategy.

Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and

emotional support through support from the learning mentor and Horsforth Children Services.

Key principles of the strategy plan

Building belief – We will provide a culture where:

- Staff believe in ALL children.
- There are no excuses for underperformance.
- Staff adopt a solution focussed approach to overcoming barriers.
- Staff identify strengths of all children and use these in their learning.
- Staff support children to develop positive mindsets towards learning.
- We will use research (Such as the EEF) to support us in determining the strategies that will be most effective.

Identification of Pupils – We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils.
- All staff are aware of who disadvantaged children are and what they need.

Quality Teaching and Learning – We will ensure that:

- We employ teachers who are good or better.
- We provide teachers with high quality CPD to ensure their needs are met.
- All children across school receive at least good teaching, with an increasing percentage of outstanding teaching to share the best features of teaching from within school and between schools.

As a school we will;

- Diagnose our pupils' challenges and needs.
- Use strong evidence to support our strategy.
- Implement our strategy.
- Monitor and evaluate our strategy.

Challenges

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

Challenge number	Detail of challenge
1	Some of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
2	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited
3	Poor oral language and communication skills
4	Well-being of children.

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
<p>1. To ensure our vulnerable children with additional special educational needs make progress from their starting points.</p>	<ul style="list-style-type: none"> • Quality First Teaching • Targeted interventions • BSquared used to track and highlight small steps progress • SENCO to liaise with parents of children with additional needs at least termly • Staff CPD on specific needs • Pupil progress meetings- with a focus on disadvantaged children/SEND • Pre-teaching, catch up and intervention sessions are evidenced and their impact seen in class work.
<p>2. For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Sacred Heart Catholic Primary School</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered. • School to ensure no financial barrier, and pupils have access to a wide curriculum. • Opportunities for diversity in the curriculum. • Ensure interventions do not disrupt the learning through the rotation of the timetable. • Provide visits that are beyond their immediate experiences in their locality. • Ensure the curriculum includes current affairs relevant to all groups.
<p>3. Develop early communication and language</p>	<ul style="list-style-type: none"> • CPD for staff on the focus on language and vocabulary. • Time to be taken to talk to children and work/play alongside them in EY - modelling language. • Specific 1:1 interventions looking at speech sounds or understanding of language

	<ul style="list-style-type: none"> • Phonics programme to taught rigorously throughout school. The accredited scheme chosen by school values the importance of language comprehension through weekly session. • Parent information meetings. • Pupils to be read to regularly one to one and whole class. • Pupils to the opportunity to read a wide variety of books and speak about them one to one with an adult. • Songs, rhymes and poetry to be used frequently to support listening skills and communication. • SENCO to liaise with S&L therapist for children whose speech clarity or expressive language understanding meets threshold. • Speech and language programs used within school such as Black Sheep • Pupils are able to communicate in line with peers. • Improvements in oral language impact written work.
<p>4. Ensure disadvantaged children are physically and mentally well.</p>	<ul style="list-style-type: none"> • School to ensure no financial barriers prevent pupils attending educational visits or visitors. Children have opportunities to take part in all clubs. • Monitor those pupils not accessing extra-curricular clubs and provide financial support where needed. • iPads and laptops loaned to pupils to ensure they can complete homework or remote learning. • Children receive the care they require for their wellbeing. • Families are supported to ensure their child is physically and mentally well.

	<ul style="list-style-type: none"> Intervention measures show an improvement in SEMH.
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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: £16,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff through NCTL, BWCAT CLG group, 2VLC and other providers.	Evidence in EEF guide to pupil premium “Using the pupil premium to improve teaching benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (p4)	1, 2, 3 & 4
Experienced support staff in the two classes with disadvantaged pupils with SEND	EEF – making the best use of teaching assistants	1, 2 & 3
SENCO will identify any staff who would benefit from further CPD e.g. in speech and language or dyslexia.	Staff who feel skilled and confident leading an intervention will see better progress from the children.	1 & 3
Early Years CPD for early phonics, speech, language and communication	EEF – communication and language approaches	1 & 3

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group interventions	EEF – pupil premium and catch up strategies	1 & 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to extra-curricular activities (WVA)	EEF – pupil premium and catch up strategies	2 & 4
Monitoring of club attendance and accessibility.	EEF guide to pupil premium	4 and 5
Monitoring of attendance and lateness.	Maslow's hierarchy of needs Attendance monitoring in school DfE attendance	4 and 5
Financial support to low-income families to support school trips – including residential	Outdoor adventure learning EEF	2 & 4
Purchasing school uniform	EEF – pupil premium and catch up strategies	2 & 4

Total budgeted cost: £18, 700

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.

Reading ARE or above	Writing ARE or above	Maths ARE or above	PSC
58% (7/12)	42% (5/12)	50% (6/12)	0%
Teaching priorities for academic year 2022 - 2023			
Aim	Target	Impact	
Progress in reading	That all pupils who access this funding will achieve or exceed their target by the end of the academic year in reading.	All children met their individual target and made progress from their starting point. Children on the SEND register made progress evidenced on BSquared as small steps.	
Progress in writing	That all pupils who access this funding will achieve or exceed their target by the end of the academic year in writing.	All children met their individual target and made progress from their starting point. Children on the SEND register made progress evidenced on BSquared as small steps.	
Progress in maths	That all pupils who access this funding will achieve or exceed their target by the end of the academic year in maths.	All children met their individual target and made progress from their starting point. Children on the SEND register made progress evidenced on BSquared as small steps.	
Phonics	Achieve national average expected standard in PSC	One child did not achieve the pass mark in phonics.	
Increase in parents requesting support financially for trips and uniform ensuring 100% of children accessed trips and had the correct uniform.			

50% of children have accessed funded extra-curricular clubs either after school or in the school holidays.

Clear progress is measured for children identified as pupil premium across school via data analysis by all subject leaders and through pupil progress meetings, book looks, pupil interviews.

100% of children accessed all trips/residentials/activities.

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.