

Sacred Heart Catholic Primary Pupil Premium Strategy Statement 2020-21

School overview

Metric	Data
School name	Sacred Heart Catholic Primary, Ilkley, a Voluntary Academy
Pupils in school	162
Proportion of disadvantaged pupils	4.6%
Pupil premium allocation this academic year	11,880
Academic year or years covered by statement	2019-21
Publish date	
Review date	July 2020
Statement authorised by	Claire Gilhooly
Pupil premium lead	Claire Gilhooly
Governor lead	

Disadvantaged pupil progress scores for 2018-2019 academic year (data set not changed due to pandemic lockdown)

Measure	Score
Reading	-1.49
Writing	0.73
Maths	-3.78

Disadvantaged pupil performance overview for last academic year 2019/20 BASED ON FEBRUARY 2020 DATA SET (due to Pandemic lockdown)

Measure	Score
Meeting expected standard at KS2	100% (1/1)
Achieving high standard at KS2	0% (0/1)

Strategy aims for disadvantaged pupils 2019-21

Measure	Activity
Priority 1	Pupil Premium pupils progress has an increasing % in line with or above ARE.
Priority 2	Ensure the gap between the Disadvantaged pupils and other pupils is diminishing through continuous close monitoring of PP interventions.
<i>Priority 3</i>	<i>That all disadvantaged pupils have access to extra curricula provision including clubs, residential and educational visits. (This isn't a current priority due to the pandemic restrictions)</i>
Barriers to learning these priorities address	Further widening of the attainment gap following school closure due to Covid. Difficulties experienced due to attachment/medical issues, Global development Delay, poor fine motor skills, poor oral language skills and poor phonics knowledge and lack of parental support.
Projected spending 2020-21	£11.880

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading.	That all pupils who access this funding will achieve at least Age related expectations by the end of each key stage in Reading	July 2021
Progress in Writing	That all pupils who access this funding will achieve at least Age related expectations in Writing by the end of each key stage.	July 2021
Progress in Mathematics	That all pupils who access this funding will achieve at least Age related expectations in Maths by the end of each key stage	July 2021
Phonics	That all pupils who access this funding will pass the PSC at the end of Y1	July 2021
Attendance	Maintain attendance of disadvantaged pupils above national average 95.3 (18/19)	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year 2020/21

Measure	Activity
Priority 1	Ensure all disadvantaged pupils have access to quality first teaching and effective additional adult support in lessons.
Priority 2	Provide effective intervention programmes where needed to target identified personalised learning action. For example, additional support with phonics, reading, arithmetic skills and reasoning in maths.
Priority 3	Ensure that timely 'catch-up/revisit' sessions are effective and accelerate pupils' learning
Barriers to learning these priorities address	Securing basic Reading, Writing and Maths skills in all pupils' developmental journeys.
Projected spending	£5500 (contribution to overall staffing cost)

Wider strategies for current academic year

Measure	Activity
Priority 1	Support students in their development of self-esteem, aspiration, self-confidence and independence through small group work or 1:1 sessions with trained members of staff.

Priority 2	PP children will be able to access all areas of the curriculum, including educational visits and visitors to school, participate in extracurricular clubs and school residential trips. (As Covid restrictions allow)
Barriers to learning these priorities address	<p>SEMH issues can affect pupils' focus and ability to learn over time.</p> <p>Emotional and social development is delayed for the PP children who have experienced trauma/ personal tragedy/post adoption attachment issues.</p> <p>Possible biological barriers – unknown pre-natal history</p> <p>Limited access to out of school learning</p>
Projected spending	£900

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given to allow staff to focus on training	Inset time, staff training cost and cover
Targeted support	Ensuring time for middle leaders to monitor progress of disadvantaged pupils within their subject.	Training, support and monitoring time for Middle Leaders with EHT.
Wider strategies	Staff confidence and resilience is maintained whilst supporting the children with the highest SEMH needs	Staff meeting time for staff to discuss concerns and responses to strategies. Wider support with SEMH

Review: 2019/20 – REVIEW COMPLETED IN SEPT 2020, BASED ON FEBRUARY 2020 DATA SET (due to Pandemic lockdown)

Aim	Outcome
That all pupils who access this funding will achieve at least Age related expectations in Reading, Writing and Maths by the end of their current year.	<p>Year 5 Pupil – £ 750 additional tutor</p> <p>Reading: 5/8 ARE+</p> <p>Writing: 3/8 ARE+</p> <p>Maths: 4/8 ARE+</p>
That all PP children develop their fine and gross motor skills in line with their peers.	<p>After school club – Y5 and Y1 pupil- £140</p> <p>Sports camp Y5 pupil - £ 50</p>

	Equipment/play resources as replacement for lack of after school clubs due to covid Y5 pupil - £120
That all pupils receiving PP funding will access visits and visitors as their peers (without need to pay).	Y5 pupils - £100 for residential Y5 pupil - £50 on science equipment as replacement for lack of visits due to covid All years - £30 per child for <i>visits/visitors – all visits were before March 2020</i>
Total spending £6,890 between September 2019 until March 2020.	