

# Sacred Heart Catholic Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	128
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	CGilhooly
Pupil premium lead	CGilhooly
Governor / Trustee lead	Janet Sheehan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,080

# 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. Our key objective in using the pupil premium grant is to narrow the gap between all pupil groups. Through quality teaching and learning experiences and targeted interventions we aim for all groups to achieve at least in line with national expectations.

We have identified some key principles which we believe will maximise the impact of our disadvantaged pupil spending and outline our intent:

At Sacred Heart School we provide a culture where:

- Staff believe in ALL children
- There are no excuses for underperformance
- Staff adopt a solution focussed approach to overcoming barriers

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 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.

As a school we will;

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

## Challenges

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

Challenge number	Detail of challenge
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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	Some of our pupil premium children have poor communication and language skills.
4	Some of our pupil premium children do not have the same opportunities as their peers because of limited finances

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

	<ul style="list-style-type: none"> <li>• Ensure the curriculum includes current affairs relevant to all groups.</li> </ul>
<p>3. Develop communication and language within the Early Years and Key Stage One</p>	<ul style="list-style-type: none"> <li>• CPD for staff on the updated EYFS including the focus on language and vocabulary.</li> <li>• Time to be taken to talk to children and work/play alongside them.</li> <li>• Specific 1:1 interventions looking at speech sounds or understanding of language</li> <li>• Phonics programme to taught rigorously throughout school. The accredited scheme chosen by school values the importance of language comprehension through weekly session.</li> <li>• Parent information meetings.</li> <li>• Pupils to be read to regularly one to one and whole class.</li> <li>• Pupils to the opportunity to read a wide variety of books and speak about them one to one with an adult.</li> <li>• Songs, rhymes and poetry to be used frequently to support listening skills and communication.</li> <li>• SENCO to liaise with S&amp;L therapist for children whose speech clarity or expressive language understanding meets threshold.</li> </ul>
<p>4. Pupils to have access to school uniform, educational visits and extracurricular clubs. They access any resources they do not have, removing the barrier to learning.</p>	<ul style="list-style-type: none"> <li>• School to ensure no financial barriers prevent pupils attending educational visits or visitors.</li> <li>• Monitor those pupils not accessing extra-curricular clubs and provide financial support where needed.</li> <li>• iPads and laptops loaned to pupils to ensure they can complete homework or remote learning.</li> </ul>

## 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: £9,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	<a href="https://royalfoundation.com/early-years/">https://royalfoundation.com/early-years/</a> EEF – communication and language approaches	1 & 3

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

Budgeted cost: £3,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions	EEF – pupil premium and catch up strategies	1 & 3

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

Budgeted cost: £900

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
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: £13,080**

## 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 2021 to 2022 academic year.

<p><b>Year 2 data 2022</b>            Reading - 55% (pupil premium) 75% (non-Pupil Premium)            Writing - 46% (pupil premium) 67% (non-Pupil Premium)            Maths - 57% (pupil premium) 76% (non-Pupil Premium)            Combined - 42% (pupil premium) 63% (non-Pupil Premium)</p> <p><b>Year 6 data 2022</b>            Reading - 63% (pupil premium) 77% (non-Pupil Premium)            Writing - 56% (pupil premium) 72% (non-Pupil Premium)            Maths - 59% (pupil premium) 75% (non-Pupil Premium)            Combined - 48% (pupil premium) 66% (non-Pupil Premium)</p> <p><b>Teaching priorities for academic year 2020 - 2021</b></p>		
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	All children apart from one met the PSC in Year 1 (93%). 50% of the Year 2 PSC retake passed.

**Externally provided programmes *Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England***

Programme	Provider



## 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.*