

## Pupil premium strategy statement

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 School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	31 <sup>st</sup> December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Margaret Jackson
Pupil premium lead	Jo Mullin
Governor / Trustee lead	Karl Landrum

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,103
Recovery premium funding allocation this academic year	£14,207
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£150,310</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention for **all pupils**, including those who are disadvantaged, is to fulfil our school's Mission and Vision Statements, and to do this with care, courtesy and commitment.

**Mission Statement:** We grow together in God's family, sharing our learning and love

**Vision Statement:** We aim to inspire our children and families to grow closer to God, turn their dreams into reality, love themselves and others and be confident and prepared for life's journey.

**Our Curriculum:** Sacred Heart Catholic Primary School aims to deliver the National Curriculum in a way that allows pupils to become increasingly proficient in developing lifelong skills, knowledge and understanding. We see the importance of creating lifelong learners who demonstrate an understanding of Catholic Social Teaching. For that reason, Catholic Social Teaching is at the heart of our curriculum. This means that throughout our curriculum we teach our children about:

- Peace and Reconciliation
- Solidarity
- Human Dignity
- Community and Participation
- Care for Creation
- Dignity in Work
- Concern for the Poor
- Rights and Responsibilities.

The intention of our curriculum, for **all pupils** is that, following their primary school journey, they will

- Be inspired to have a love of learning- they will be reflective learners with enquiring mind.
- Communicate effectively through spoken and written forms using rich and varied vocabulary.
- Have an appreciation and understanding of God's diverse and creative world and the people within it.
- Have an awareness of global and national issues and an understanding of the impact they can have.
- Be able to make links between previous learning and new knowledge and skills.
- Be respectful and resilient learners with the confidence to speak out for what is right.
- Think creatively to solve problems independently and collaboratively.
- Be responsible and reflective citizens with an understanding of how to keep themselves and others safe.
- Be able to make active and healthy lifestyle choices.
- Have skills to access their next phase of education and an increasingly diverse world of knowledge.

We do not make assumptions about the impact of disadvantage. We use robust diagnostic assessment to help us to identify the challenges faced by vulnerable pupils in achieving our intentions; including those in receipt of Pupil Premium, Service children, Looked After and Previously Looked After Children and those who have a social worker. Our actions in this statement are therefore designed to provide support to vulnerable pupils, to close the disadvantaged attainment gap.

We recognise that what works well for vulnerable pupils (eg high quality teaching) is proven to improve outcomes for non-disadvantaged pupils. Therefore we will:

- support our children's needs, whether or not they are disadvantaged.
- ensure **all pupils** make good progress, including those who are already high attainers.

Over the next three years we aim to:

- Provide an individual/ small group approach for targeted support through the National Tutoring Programme, for any child who would benefit.
- Provide training for our staff in order to ensure increasingly high quality teaching and intervention for our pupils.
- Provide a well-structured school day which maximises the opportunities for learning for all.
- Provide support for pupil's mental health and well-being so that all are ready to learn in the most effective ways possible.
- Provide greater oversight of the implementation of strategies employed to ensure that all pupils make good progress across all subject areas.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments show that outcomes at end of EYFS in reading, writing, number and Shape, Space and Measure (June 2021) were significantly below previous years, and a lower proportion of disadvantaged pupils met the ELGs in these areas. This negatively impacts pupils' ability to meet the challenges of the Year1 curriculum.
2	Assessments show a lower proportion of disadvantaged pupils met the standard in phonics at the end of Yr1 (44% all, 40% PP) and Yr 2 (93% all, 69% PP) in June 2021. Unless addressed, this will negatively impact pupils' development as readers.
3	Assessments and observations indicate that the education and well-being of many of our pupils have been impacted by partial school closures. This has disproportionately affected disadvantaged pupils; especially in terms of the impact this has had on their attainment. As a result, disadvantaged pupils have significant knowledge and skills gaps, especially in writing and maths.
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment activities. This has disproportionately affected disadvantaged pupils' mental health and wellbeing. Teacher internal referrals for support in September 2021 identified 43 children to prioritise for support with social and emotional needs; 22 of these children are disadvantaged.
5	Attendance data for the last 3 years indicates that attendance for disadvantaged pupils has been between 1.7% and 2.4% lower than the whole school average. 13.7%-22.9% of disadvantaged pupils have been persistently absent, compared to 7.3%-11.1% of their peers during the last 3 years. Our assessments and observations indicate that absenteeism is negatively impacting the progress of disadvantaged pupils.

## 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 outcomes at end of Foundation Stage (FS2) in Reading, Writing, Number and Shape Space and Measure; with difference diminished between disadvantaged and non-disadvantaged pupils	Outcomes in June 2024 for FS2 will demonstrate that the percentage of working within Early Learning Goals (ELGs) in Reading, Writing, Number and Shape, Space and Measure will be above 80%. The difference between disadvantaged and non-disadvantaged pupils will be negligible.
Improved oral language skills and vocabulary among disadvantaged pupils	Triangulated evidence from book scrutiny, ongoing formative assessment and pupil voice meetings demonstrate improved oral language among disadvantaged pupils by June 2024.
Improved phonics and subsequent reading attainment among disadvantaged pupils.	Reading outcomes in June 2024 demonstrate that disadvantaged pupils at end of KS1 and KS2 perform within 10% difference from non-disadvantaged peers.
Improved writing attainment	Writing outcomes in June 2024 demonstrate that disadvantaged pupils at end of KS1 and KS2 perform within 10% difference from non-disadvantaged peers.
Improved maths attainment	Maths outcomes in June 2024 demonstrate that disadvantaged pupils at end of KS1 and KS2 perform within 10% difference from non-disadvantaged peers
Well-being identification and tracking systems are developed which evidence that pupils achieve and sustain improvements in well-being.	Well-being of disadvantaged pupils will be tracked alongside their peers and proportions monitored. Differences will diminish between disadvantaged and non-disadvantaged pupils in terms of well-being.
Improved attendance for disadvantaged pupils.	Absence rates for all pupils will have decreased to below 4%. Attendance records for 2023-2024 will show that the gap between attendance for disadvantaged pupils and non-disadvantaged pupils has diminished from current levels, and will be less than 1% (1.8% gap 2020/2021). By the end of 2023-2024 academic year, the proportion of disadvantaged pupils who are persistently absent will have reduced significantly and will be below 10% (from 18.8% 2020-2021)

## 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: £65,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff in use of Nuffield Early Language Intervention (NELI). Identify pupils who will benefit from NELI in EYFS and Year 1, using diagnostic testing.	In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the NELI intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5-year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale.	1, 2 and 3
Purchase of a DFE validated systematic Synthetic Phonics programme and associated materials (Little Wandle)	A strong evidence base exists to demonstrate that fidelity to a high quality phonics strategy has a positive impact on phonics outcomes, in the short term, and reading fluency, in the long term.  EEF Oral Language interventions Toolkit strand.	2 and 3
Ensure all staff receive high quality training to deliver the phonics scheme (little Wandle) and maths scheme (Maths No Problem) effectively.	Evidence based approaches will be used in line with DfE and NCETM guidance.  The Maths no Problem scheme promotes Maths Mastery. The concept of mastery has its roots in the mastery model developed in the late 1960s by Benjamin Bloom; focus on a uniform degree of learning for all pupils and the desire for students to achieve a deep understanding of mathematical concepts. The core elements of the UK approach to mastery, as succinctly outlined by the National Centre for Excellence in the Teaching of Mathematics, are coherence, representation & structure, mathematical thinking, fluency and variation.	1, 2 and 3

<p>Specialist CPD for English and Maths lead (from English and Maths Hubs), followed by staff coaching and dissemination of knowledge and skills.</p>	<p>Evidence based approaches will be used in line with Maths and English Hub guidance.</p>	<p>1, 2 and 3</p>
<p>To improve teaching and learning by use of Teacher Research Groups (TRGs) to focus on the dissemination of good practice in planning, delivering and assessing lessons.</p>	<p>The EEF's guidance report "Putting Evidence to Work: A school's guide to Implementation" offers comprehensive advice around implementing change in schools. It states in its recommendations that: <i>Effective professional development includes both initial training as well as high-quality follow-on coaching</i>, and that schools should: <i>Carefully structure and monitor peer-to-peer collaboration</i>. TRGs are a coaching tool which support the development of good practice.</p>	<p>1, 2 and 3</p>
<p>Four key senior leaders in school will be given half a day per week Management Time to plan, carry out and follow up training and ensure high quality learning opportunities for all children are monitored and that the differences in attainment diminish between disadvantaged and non-disadvantaged pupils. Pupils.</p>	<p>The EEF's guidance report "Putting Evidence to Work: A school's guide to Implementation" offers the following advice around implementing change in schools: <i>Effective professional development includes both initial training as well as high-quality follow-on coaching. Reinforce initial training with expert follow-on support within school. Carefully structure and monitor peer-to-peer collaboration g. Professional development activities should be appropriately spaced and aligned—avoid one-off inputs</i></p>	<p>1, 2, 3 and 4</p>
<p>SENDCO and Pupil Premium Lead to be released from class duties from October 2021, for 14 weeks to focus on establishing and monitoring actions in this plan. Then a further 2 days per week to be released for SENDCO and PP role for 2 terms Release time will also be used by the SENCO to provide training and oversight to TAs engaged in delivering intervention. This will assure high quality of interventions is established and monitored.</p>	<p>The EEF's guidance report "Putting Evidence to Work: A school's guide to Implementation" offers the following advice: <i>Effective professional development includes both initial training as well as high-quality follow-on coaching. Introduce new skills, knowledge and strategies with explicit up-front training Reinforce initial training with expert follow-on support within school Carefully structure and monitor peer-to-peer collaboration Professional development activities should be appropriately spaced and aligned—avoid one-off inputs</i></p>	<p>1,2,3,and 4</p>

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

Budgeted cost: £51,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic (mostly disadvantaged- including high attainers)</p> <p>18 pupils in KS1 and 38 pupils in KS2 (from Jan 2022)</p>	<p>EEF reports on “One to One Tuition” and “Small Group Tuition” evidence that tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils with low attainment or those falling behind (including high attainers)</p>	<p>3</p>
<p>Ensure teachers follow recommendations of the DfE document: <i>The Reading Framework: teaching the Foundations of Literacy</i>, published July 2021</p> <p>Embed use of Accelerated Reader across KS2. Increase reading for Pleasure- purchase books for higher end readers.</p>	<p>DfE document : <i>The Reading Framework: teaching the Foundations of Literacy</i>, published July 2021 provides a researched, evidence based approach to reading which is accessible for all teachers.</p> <p>A small-scale study of AR by EEF in 2015 found benefits of its use as a catch-up programme for Yr7 pupils. A study by RAND published July 2021 found that children eligible for free school meals who started Accelerated Reader in Year 5 made, on average, no additional progress in reading compared to FSM children in the comparison schools. However, this result has high statistical uncertainty.</p> <p>We have invested in AR following a visit to see this being implemented in a local school who found very positive outcomes, as have we at SH in the first year of its implementation. Combined with a focus on encouraging reading for pleasure, AR forms an integral part of our measured approach to improving outcomes in reading. Our analysis of the research is balanced by our own positive findings so far.</p>	<p>3</p>

Small group phonics and reading interventions for pupils falling behind ARE	EEF Phonics Toolkit Strand provides strong evidence that coordinated phonics approaches have a positive impact on pupils, particularly from disadvantaged backgrounds.	2 and 3
Small group maths interventions for pupils falling behind ARE	EEF reports on “One to One Tuition” and “Small Group Tuition” evidence that tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils with low attainment or those falling behind (including high attainers)	3
Mindfulness sessions for Years 5 and 6 with the intention of providing the children with tools to have higher levels of mindfulness which are associated with an improved ability to regulate emotions, and thus improve cognition.	July 2020 BMC psychology published “Research into Mindfulness in primary school children as a route to enhanced life satisfaction, positive outlook and effective emotion regulation” and concluded that... <i>higher levels of mindfulness as a result of training may be related to effective emotional regulatory and cognitive reappraisal strategies.</i>	4

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

Budgeted cost: £48,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly outdoor well-being sessions for all pupils	The Anna Freud Centre for Children and families which promotes strategies to develop Mentally Healthy Schools states that “Evidence shows that time spent in nature is good for our health and wellbeing”. We have found this to be the case for our pupils following recent lockdown periods, and have therefore timetabled structured outdoor activity time for all pupils.	4 and 5
Targeted financial support for school visits, residential activities, wrap around care and activities.	Child Poverty Action Group produced a report in June 2020 reflecting on the experience of disadvantaged families during the first phase of the pandemic. As a result of this and our own experiences we could see the importance of reducing financial burdens for the families our most disadvantaged pupils. Therefore a scheme to subsidise school visits and	4 and 5



	<p>residential activities has been continued this year.</p> <p>In addition, the barrier to children attending school/ arriving on time has been removed for the most vulnerable, by providing free wrap-around childcare places.</p>	
<p>Pastoral Manager to support disadvantaged families; improving attendance and readiness to learn for the most disadvantaged pupils. Including monitoring of remote learning, supporting SEMH interventions, providing parental workshops.</p>	<p>The school has used recommendations from the following EEF reports to devise strategies for the Pastoral team to implement:</p> <p><i>Working with Parents to support children's Learning</i></p> <p><i>Improving Behaviour in schools</i></p> <p>The school's approach is also informed by the DfE's advice in "Improving School Attendance".</p>	3,4 and 5

**Total budgeted cost: £166,410**

## 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 2020 to 2021 academic year.

We have no end of year data for 2019-20 because school closed in March 2020 after weeks of significant disruption because of the Covid-19 pandemic. Although we remained open and embraced partial reopening opportunities from June 2020, the full offer to pupils was not restored. Therefore, our impact data is not as evaluative or clear as previous years.

We know that our disadvantaged pupils suffered disproportionately during the school closure period. Many of our children could not access remote learning and didn't have the opportunities for high quality learning at home.

The table below summarises the estimated impact of the activities we were able to engage in 2020-2021, and outlines links to our current strategy for 2022-2022

<b>Desired Outcome for 2020-2021 plan</b>	<b>Estimated Impact by June 2021</b>	<b>Impact on new strategy statement for academic year 2021-2022</b>
The attainment gap for pupil premium children will narrow in phonics.	All children had access to quality first teaching, delivered by staff who had phonics training and a consistent approach across the Key Stage has been used. Unfortunately due to Covid restrictions and "bubbles" in school, the children were unable to be taught as planned. All children who were identified as requiring Direct Phonics intervention were taught in small groups/1:1 in addition to the quality first teaching, for the time they were in school. Disruption due to Covid meant that children did not attain the expected levels in phonics, with disadvantaged pupils disproportionately affected.	Phonics continues to be a priority and an increasingly coordinated approach, with fidelity to a DfE approved scheme is to be implemented.
The attainment gap for pupil premium children will narrow in reading and writing across the school. Children will have high quality teaching, within literacy lessons and shared	TRGs for staff were used effectively in 2020-21 as an observation and development tool. This included a focus on English. Teacher assessment was continuous and robust – including year group moderation. A range of	Reading to continue to be a priority for intervention. Interventions to be

<p>reading. Gaps in understanding will be addressed through targeted intervention.</p>	<p>assessment tools were used, for example Salford Reading and AR. Further investigation into suitable assessment tools was undertaken Interventions completed in small groups and 1:1. Training for staff in ACES, Selective Mutism and from the Speech and Language Therapist for TAs has provided CPD opportunities and supported the most vulnerable children.</p>	<p>robustly monitored and timetabled.</p>
<p>High quality interventions will be put into place to support pupil premium children with identified SEND.</p>	<p>In 2020-2021 a range of interventions were used at Sacred Heart to support children with SEND. They were tailored to the specific needs of each child. However, continuity of learning was interrupted by Covid. We have continued to employ a Speech and Language therapist to work in school every fortnight. Wellcomm screening and Speech Sounds assessments have been used for early identification. 1:1 support helped to ensure progress was made and gaps are narrowed. Records of the progress and development were shared with parents. Children with speech sounds difficulties were identified early allowing them to get the therapy they need to reach age related expectations.</p>	<p>High quality interventions will be provided for children who require catch-up support. TAs will be supported in their training and CPD to ensure that they are confident in delivering interventions, and this will all be overseen by the SENDCo, Team Leaders and class teachers.</p>
<p>Attendance for pupil premium children will increase in line with national average</p>	<p>Attendance continued to be a priority in 2020-2021, especially because of time lost due to Covid. The whole school policy on attendance has been implemented, providing a first day response to follow up quickly on absence. The pastoral manager/Deputy Head is responsible for contacting and meeting with parents when attendance falls below 96%, asking them to attend a school panel meeting. This work is supported by the attendance officer from the Local Authority. In 2020-2021 our Pastoral Manager/Deputy Head continued to support families. Offer of funded places at Toast and After School Club for families that have specific barriers to regular attendance.</p>	<p>In this 2021-22 academic year, the children are no longer taught in bubbles and are no longer required to isolate if they are in contact with someone who has tested positive for Covid. Attendance will continue to be a priority for Sacred Heart, with the aim of diminishing the difference between disadvantaged and non-disadvantaged pupils.</p>
<p>Parental engagement for parents of pupils in receipt of pupil premium will increase.</p>	<p>This continued as a priority for the school in 2020-2021 Covid tested us to find innovative ways to engage all of our families. Due to Covid, we have been restricted in our ability to offer alternative solutions to parental</p>	<p>Parental engagement at Sacred Heart has improved greatly. Lots of robust virtual support for</p>

	<p>engagement. Lots of website improvements have helped to promote engagement. Parents were given strategies and confidence to enable them to support their children at home. Children worked from home using Google Classroom. Class emails available for direct contact with the teachers. Sharing the children's work and achievements in a digital format due to Covid restrictions has been successful.</p>	<p>children and parents is now in place and will continue to be available going forward.</p>
--	--	--

## Externally provided programmes

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.*

Sports activity clubs- to keep all pupils active, so that affordability is not a barrier- using Sports Premium funding.