

Pupil premium strategy statement updated for 2022-2023

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	332
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	15.9.22
Date on which it will be reviewed	July 2023
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	£106,659
Recovery premium funding allocation this academic year	£11,165
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£117,824

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 at the start of this strategic plan. Progress towards overcoming these challenges is detailed in Part B, Review of Outcomes.
1	<p>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.</p> <p>Progress towards overcoming these challenges is detailed in Part B, Review of Outcomes.</p>
2	<p>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.</p> <p>Progress towards overcoming these challenges is detailed in Part B, Review of Outcomes.</p>
3	<p>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.</p> <p>As a result, disadvantaged pupils have significant knowledge and skills gaps, especially in writing and maths.</p> <p>Progress towards overcoming these challenges is detailed in Part B, Review of Outcomes.</p>
4	<p>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.</p> <p>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.</p>

	Progress towards overcoming these challenges is detailed in Part B, Review of Outcomes.
5	<p>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.</p> <p>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.</p> <p>Progress towards overcoming these challenges is detailed in Part B, Review of Outcomes.</p>

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.

<p>Improved attendance for disadvantaged pupils.</p>	<p>Absence rates for all pupils will have decreased to below 4%.</p> <p>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).</p> <p>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)</p>
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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: £43,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train new staff in use of Nuffield Early Language Intervention (NELI). Identify pupils who will benefit from NELI in EYFS and Year 1, using diagnostic testing.</p> <p>Monitor delivery of the NELI programme to Quality Assure this.</p>	<p>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.</p>	<p>1, 2 and 3</p>
<p>Purchase of additional resources to support the DFE validated systematic Synthetic Phonics programme and</p>	<p>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.</p> <p>EEF Oral Language interventions Toolkit strand.</p>	<p>2 and 3</p>

associated materials (Little Wandle)		
Ensure new staff receive high quality training to deliver the phonics scheme (little Wandle) and maths scheme (Maths No Problem) effectively. Staff already trained must also have access to the training to refresh as needed	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
Specialist CPD for English and Maths lead from high quality providers, including Maths Hub), followed by staff coaching and dissemination of knowledge and skills.	Evidence based approaches will be used in line with Maths and English Hub guidance.	1, 2 and 3
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.	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.	1, 2 and 3
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 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.</i> <i>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>	1, 2, 3 and 4

the differences in attainment diminish between disadvantaged and non-disadvantaged pupils. Pupils.		
<p>SENDCO and Pupil Premium Lead to be released from class duties 2 days per week to focus on establishing and monitoring actions in this plan as well as SENDCo and PP roles.</p> <p>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:</p> <p><i>Effective professional development includes both initial training as well as high-quality follow-on coaching.</i></p> <p><i>Introduce new skills, knowledge and strategies with explicit up-front training Reinforce initial training with expert follow-on support within school</i></p> <p><i>Carefully structure and monitor peer-to-peer collaboration</i></p> <p><i>Professional development activities should be appropriately spaced and aligned—avoid one-off inputs</i></p>	1,2,3,and 4

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

Budgeted cost: £44,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring Programme to provide an Academic Mentor	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
Ensure teachers follow recommendations of the DfE	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.	3

<p>document: <i>The Reading Framework: teaching the Foundations of Literacy</i>, published July 2021</p> <p>Embed use of Accelerated Reader from Year 2 to Year 6.</p> <p>Increase reading for Pleasure-purchase books for higher end readers.</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>Small group phonics and reading interventions for pupils falling behind ARE</p>	<p>EEF Phonics Toolkit Strand provides strong evidence that coordinated phonics approaches have a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	2 and 3
<p>Small group maths interventions for pupils falling behind ARE</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>	3
<p>Drama workshops to improve oral language skills.</p>	<p>Amongst the wealth of evidence for drama to have the impact of supporting pupil well-being, Billesley Research School (2020) summarises their findings that drama can be used “to develop children’s creativity and resilience in nearly all aspects of teaching and learning”</p>	4

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

Budgeted cost: £41,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mindfulness sessions for Years 5 and 6 with the intention of</p>	<p>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</p>	4

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.	that... <i>higher levels of mindfulness as a result of training may be related to effective emotional regulatory and cognitive reappraisal strategies.</i>	
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 residential activities has been continued this year. 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.	4 and 5
Pastoral Manager to support disadvantaged families; improving attendance and readiness to learn for the most disadvantaged pupils. Including monitoring and supporting SEMH interventions, providing parental workshops.	The school has used recommendations from the following EEF reports to devise strategies for the Pastoral team to implement: <i>Working with Parents to support children’s Learning</i> <i>Improving Behaviour in schools</i> The school’s approach is also informed by the DfE’s advice in “Improving School Attendance”. The Pastoral Manager role is now undertaken by the SENDCo and PP lead for 2 days per week.	3,4 and 5

Total budgeted cost: £130,136

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.

The table below summarises the estimated impact of the 2021-2022 plan, and measures progress towards the intended outcomes detailed in the three year plan. The table also outlines links to our current strategy for 2022-2023

Desired Outcomes for three year plan.	Progress towards these outcomes by July 2022, indicating the impact of the 2021-2022 plan	Impact on new strategy statement for academic year 2022-2023
Improved Outcomes at the end of FS2 in Reading, Writing, Number and Shape, Space and Measure; with difference diminished between disadvantaged and non-disadvantaged pupils	FS2 Reading at 76.9% is above national, but for disadvantaged pupils is lower than national at 40%. FS2 Writing at 71.8% is above national and for disadvantaged pupils is above at 60%. FS2 Maths at 82.1% is above national, but for disadvantaged pupils is slightly below national at 60%.	Outcomes at FS2 have improved and differences are diminishing, but the strategies need to be further embedded, with boys writing a particular area for focus in 2022-23, and reading for disadvantaged pupils to be an area for development.
Improved Oral Language skills and vocabulary among disadvantaged pupils.	NELI has had a very positive impact on all pupils. Disadvantaged pupils have been particularly positively impacted with 80% meeting GLD in communication, significantly higher than local and national, and having closed the gap, with the school's outcome being 82.1% in Communication.	NELI will continue this year in order to embed the success of this programme. At upper KS2 drama workshops and after-school opportunities will support disadvantaged pupils to develop oral language skills.
Improved phonics and subsequent reading attainment among disadvantaged pupils.	Following staff training in Little Wandle, and organising resources the scheme was implemented, with fidelity from March 2022. As a result all children had access to quality first teaching, delivered by staff who had phonics training and a consistent	Phonics continues to be a priority and the increasingly coordinated approach, with fidelity to the DfE approved scheme (Little Wandle) is to

	<p>approach across the Key Stage was implemented.</p> <p>All children who were identified as requiring Direct Phonics intervention were taught in small groups/1:1 in addition to the quality first teaching.</p> <p>In Years 1 and 2, the children made good progress in phonics, and this was accelerated following the introduction of Little Wandle. The school aspires to higher phonics outcomes in year 1. (67.4% met the standard in year 1. 1 of the 7 disadvantaged pupils was taught in a Base in another school. Taking this pupil out of the statistics, 67% disadvantaged pupils met the standard, putting the school above National and Local for disadvantaged pupils.</p> <p>In year 2, of the pupils re-taking the check, 75% of disadvantaged pupils met the standard, much higher than the 39.4% nationally.</p> <p>KS1-In Reading, 44.1% of disadvantaged pupils in KS1 met ARE, but 33.3% achieved Greater Depth, much higher than the National 8.3%.</p> <p>At KS2 63.2% of disadvantaged pupils achieved ARE in reading, and 31.6% at Greater Depth- Much higher than national of 17.4 for disadvantaged pupils.</p> <p>These outcomes indicate strategies used in 2021-2022 for reading can be built on to good effect.</p>	<p>be monitored and quality assured.</p> <p>Reading- continue with strategies as 2021-2022</p>
Improved Writing Attainment	<p>FS2 outcomes for GLD in writing for disadvantaged pupils (60%) are above local and national.</p> <p>KS1 outcomes in meeting ARE in writing for disadvantaged pupils (55.6%) are significantly above local and national, and the gap is narrowing as 60.5% of all pupils in Yr2 met ARE.</p> <p>KS1 results were moderated by the LA this year so confidence in the accuracy of these outcomes is high.</p> <p>KS2 outcomes in meeting ARE for disadvantaged pupils (68.4%) are significantly above local and national and the gap is narrowing as 75.9% of all pupils in Yr6 met ARE.</p>	<p>Writing to continue to be a priority, as writing at Greater Depth is an area for development for disadvantaged pupils and for all pupils.</p> <p>.</p>
Improved Maths Attainment	<p>FS2 outcomes for GLD in maths (60.0%) for disadvantaged pupils is in line with local national outcomes.</p>	<p>Maths to continue to be a priority to increase the number of pupils</p>

	<p>KS1 outcomes for meeting ARE in maths for disadvantaged pupils (77.8%) is significantly above local and national, and is slightly above all pupils (76.3), which indicates the gap is closed.</p> <p>KS1 results were moderated by the LA this year so confidence in the accuracy of these outcomes is high.</p> <p>KS2 outcomes in meeting ARE in maths for disadvantaged pupils (63.2%) is higher than local and national.</p>	reaching Greater Depth.
Well-being identification and tracking systems are developed which evidence that pupils achieve and sustain improvements in well-being	<p>Well-being questionnaires for pupils highlighted areas for consideration (particularly at KS2) and follow-up work to assess the progress made in well-being, will take place this year.</p> <p>The tracking system has been developed and individual pupils identified for support, received intervention to support well-being and the longer term impacts are being monitored this year.</p>	Continue as 2021-2022
Improved attendance for disadvantaged pupils	<p>Attendance for disadvantaged pupils continues to be a focus for development. The proportion of disadvantaged pupils with persistent absence is high and remains an area for development.</p> <p>As a result, the school has reviewed how this area of development is resourced and staffing changes have been made in order to ensure families are supported to understand the impact of low attendance and to overcome the barriers to good attendance for their children.</p>	Continue as priority for the School Development Plan

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.