

# Pupil Premium Strategy

2020-21



## Mission Statement

Guided by truth, respect and compassion; we share in building upon every individual's foundation, nurturing a love of learning in preparation for tomorrow's society, with Jesus at the heart of all we do.

Governing Body with Responsibility	Achievement, Standards and Curriculum
Agreed by Governors on	
Staff member responsible for review	Clare Bennett
Date of review	December 2021

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Sacred Heart
Pupils in school	316
Proportion of disadvantaged pupils	16% (51 Pupils)
Pupil premium allocation this academic year	£57,490
Actual Spend	£ 57, 401.80
Academic year or years covered by statement	2020-21
Publish date	December 2020
Review date	01 December 2021
Statement authorised by	Lorraine Dolan-Walsh
Pupil premium lead	Clare Bennett
Governor lead	Tony Moffatt

## Disadvantaged pupil progress scores for last academic year (Based on National results 2019)

Measure	Score
Reading	-1.3
Writing	-3.4
Maths	-3.5

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	83% 5 children
Achieving high standard at KS2	33% 2 child

  

Measure	Activity	Success criteria	Actual cost
<b>Priority 1</b> <b>Addressing</b> <b>SDP</b> <b>objective 2</b>	Ensure all targeted teaching assistants across the school have received paid –for training to deliver bespoke mentoring and support for mental health and emotional well-being	Targeted support for individual needs through: Social stories Social groups Intervention for positive interactions	PP lead release: £2,600 Subject leads release time: £775

		So that self-esteem and self-worth are valued and more positive relationships formed	FLO: £5, 613 Staffing: £43,958.80
<b>Priority 2 Addressing SDP objective 1</b>	Work from the Maths hub strategies delivered by Maths lead to embed Teaching for Mastery across all year groups including targeted children Work with English lead to embed talk for Writing strategies Work with Early years lead to embed Early reading and focused Phonics teaching including support from volunteers	Ensuring staff use evidence-based whole-class teaching interventions including: Targeted support during lessons so that Pupil access in line with peers Targeted support outside of lessons so that pupil access in line with Peers	Admin cost: £20 Volunteers (6) reading with Early years/KS1 children £0
	Catch-up interventions. Targeted small interventions run prior to and after school hours	Targeted support for those affected by Covid restrictions and lockdown (6 months no schooling)	Staffing and resources: £1,520
<b>Priority 3 Addressing SDP objective 2</b>	Ensure access to wider curriculum through enrichment and additional school trips	All Pupil premium children receive at least one additional school enrichment programme every term  All Pupil premium children offered 50% discounted trips including residential trips	Clubs: £3.315
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>Disadvantaged children not achieving as well as those without Pupil premium funding</li> <li>Attendance whilst it is not significantly below there are still pockets of poor attendance</li> <li>Positive Learning behaviours are often less embedded</li> <li>Additional curriculum activities to promote self-esteem, self-worth and sense of place often inaccessible</li> <li>Expectations are often limiting</li> </ul>		
<b>Funding from PP strategy</b>	£57, 401.80	<b>Funding from School budget</b>	£0

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (50% 2 children Sept 20; 83% 5 children Sept 21)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (50% 2 children Sept 20; 83% 5 children Sept 21)	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score for our Family of Schools: (50% 2 children Sept 20; 83% 5 children Sept 21)	Sept 21
Phonics	Achieve national average expected standard in PSC (Year 1 children: 50% 1 child Sept 20; 83% 5 children Sept 21)	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

**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

Measure	Activity	Success criteria
Priority 1	Work from the Maths hub strategies delivered by Maths lead to embed Teaching for Mastery across all year groups including targeted children	Individual children targeted by support staff as identified with training from Maths lead Support within class at least twice weekly with support staff and twice weekly with class teacher Additional support given outside of lessons
Priority 2	Work with English lead to embed Talk for Writing strategies and introduce whole guided reading to improve both reading and writing  Work with Deputy, Class teachers and HLTAs to introduce and run catch-up programmes for Maths, Reading and Writing.	Teaching staff receive targeted training delivered by English lead Writing support given at least twice weekly by teacher Conferencing opportunities delivered by teacher outside of the classroom Additional support given outside of lessons by Deputy head, Class teachers and teaching assistants

Priority 3	Work with Early years lead to embed Early reading and focused Phonics teaching including support from volunteers	Purchase of progressive and established scheme of books to support Early Reading (Purchased through previous years' funds) Implementation of use of volunteer readers across all EYFS and KS1 classes Phonics lessons taught daily Phonics lessons are progressive and in line with Letters and sounds documentation
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>• Providing catch-up in: mathematics with regard to the four operations; Reading with regard to vocabulary and inference skills and Writing with regard to grammar.</li> <li>• Providing opportunities for development of vocabulary to improve reading and writing – typically an area of weakness</li> </ul>	
<b>Projected spending from PP budget</b>	£45,000	<b>Actual spend</b> £40194.25

### Wider strategies for current academic year

Measure	Activity	Success criteria
Priority 1	Access to enrichment programmes and all trips including residential trips to enhance learning and promote emotional well-being and self esteem	Register of all disadvantaged children and club access Ensuring contact with families to notify them of offer
Priority 2	Providing opportunities to develop self-esteem through mentoring	Small steps in self-esteem addressed to enhance confidence and behaviour for learning
<b>Barriers to learning these priorities address</b>	Improving attendance and readiness to learn for the most disadvantaged pupils	
<b>Projected spending</b>	£8,000	<b>Actual spend</b> £13,267.70

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders

<b>Targeted support</b>	Ensuring enough time for school leads to support small groups	All school leads to train teaching and support staff for targeted groups; school Maths lead to train support staff for targeted groups
<b>Wider strategies</b>	Engaging the families facing most challenges	FLO working closely with the LA and other local schools on cross-school outreach programmes including 'Shine'
	Engaging children facing low self-esteem and access to wider learning	Use of TAHMs training for support staff

### Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>	<b>Next step</b>
Progress in Reading and Writing for Higher achieving pupils	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim. (10% achieving combined; 30% achieving for Reading; 20% achieving for writing)	Ensure through early reading support and consistent support across the school through the use of teaching staff, support staff and volunteers disadvantaged children are given more opportunities to read and comprehend. 2021 aim for 50% achieving for both reading and writing.
Progress in Mathematics	Projected results of disadvantaged pupils were achieved 50% combined for ARE.	As a result, mastery will be embedded across the school, to ensure we meet the aim. (33% achieving greater depth and 83% achieving ARE)
Progress exceeding a Good level of development by the end of EYFS	Projected results of disadvantaged pupils were not achieved.	As a result targeted support in EYFS ensuring consistent teaching and learning to identify potential gaps and address as an early intervention means 55% should achieve or exceed a GLD by the end of Reception.
Other	Increased involvement in enrichment programmes for PP children rising to 60% of disadvantaged children accessing clubs	Increase opportunities for disadvantaged pupils to access clubs and all enrichment