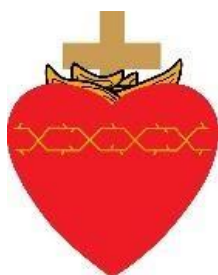


# Pupil premium strategy statement – Sacred Heart Catholic Primary School 2023-2024



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	174 pupils
Proportion (%) of pupil premium eligible pupils	41% to date
Academic year/years that our current pupil premium strategy plan covers.	£143742- 2021-2022 £139885 – 2022-2023 £106296 – 2023–2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Local board of governors)
Pupil premium lead	C. Dalzell/D. Cooper
Governor / Trustee lead	J. Crowhurst (Chair of the local board of governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106296
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£7685

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

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas by providing high quality teaching. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

High-quality teaching as stated previously is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through one to one interventions and small group work for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have social/emotional needs, adverse childhood experiences, family needs and additional needs. Wider strategies and activities outlined in this statement are intended to ensure children are motivated and happy therefore can learn and make individual progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of the disadvantaged. The approaches we have adopted complement each other and help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Children enter school with little knowledge of story and rhyme therefore inhibiting access to the broader curriculum.</p>
3	<p>On exit from to Reception to Year One the gaps are narrowing however attainment is below national average. Whole class achieving early learning outcomes 44%</p> <p>The gaps are narrowing in Year One in terms of phonics and are now disadvantaged children are on track - 6 pupils in relation to a class of 25. There is a need to continue targeted groups to ensure this standard is maintained as it has proved to be effective and whole class data is still below national expectations 62.5%</p> <p>Year 2 SATS data indicate pupils in our current Year 3 class need additional support, this will be a priority for this year in terms of recovery and catch up as well as in terms of providing additional classroom however disadvantaged pupils outperformed the overall cohort demonstrating interventions are effective and need to continue.</p> <p>support. Many disadvantaged pupils also need support socially, emotionally and for learning (SEND).</p> <p>Our current Year 5 cohort has significantly high numbers of disadvantaged pupils, they are also not on track to meet expected attainment at the end of KS2 (17 pupils out of 30). Many of the pupils also have additional needs or social and emotional needs.</p> <p>Our current Year 6 cohort have high disadvantaged numbers (14 out of 30) therefore a priority for providing high quality provision in class.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in all core areas of learning.
5	<p>Our assessments (including wellbeing survey/mental health surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils who are vulnerable, due to a lack of enrichment opportunities outside of school due to social and financial situations and also due to some parents own life experiences and education barriers.</p> <p>If pupils are dysregulated they will not learn therefore school needs to ensure the space and strategies are in place to regulate pupils.</p>
6	Our attendance data is indicating school average is rising and disadvantaged attendance is also improving therefore it is essential to continue to invest in a whole school attendance culture to improve the attendance of the disadvantaged pupils in school even further and maintain high levels of attendance.

## 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
<i>Add or delete rows as needed</i>	
Continue to have a focus on oral language skills and vocabulary.	<p>Pupil voice indicates clear systems are in place to ensure disadvantaged pupils get access and use ambitious vocabulary across the whole curriculum.</p> <p>Oracy skills improve for disadvantaged pupils.</p> <p>Early interventions support the development of spoken language as evidenced through pupil progress.</p>
Phonic groups remain small and focussed to allow high quality early reading skills to be developed fully.	<p>The gap in phonics narrows between disadvantaged pupils and other pupils.</p> <p>Pupils receive catch up to ensure they narrow gaps quickly and make good progress from starting points in phonics.</p> <p>High quality teaching is externally assured for accountability and quality CPD is provided to all staff teaching phonics to enable at least good if not outstanding outcomes.</p>
To ensure disadvantaged pupils make progress from starting points (focus on Y3 and	The effective deployment of staff within classrooms and quality CPD leads to all

6 as identified as cohorts with specific and higher needs)	children making progress from starting points. Where children are identified as not making progress targeted support is given to ensure gaps in learning are narrowed quickly enabling pupils to catch up as evidenced individually through teacher records, pupil voice and pupil outcomes.
To provide support for families to ensure pupils thrive and are emotionally ready and prepared for learning.	Deployment of a pastoral lead in school to support families and children improves attendance, wellbeing and the emotional development of vulnerable pupils.  Evidenced via support with early help rising, attendance improving and pupils happy and ready to learn in school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and in line with other pupils.</li> </ul> the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being less or in line with other pupils.

## 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: £101286

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<i>Invest in high quality texts and resources to support the</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities	£1000 to be spent on quality texts to support home reading.

<p><i>improvement of vocabulary</i></p>	<p>such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Vocabulary word a day books and flip charts £200</p> <p>(ensuring consistency weekly in class – all disadvantaged children)</p>
<p><i>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>£3500 RWI teaching package. £5848 coaching/mentoring</p> <p>£18 914 to provide 4 TAs daily for an hour to take small groups for phonics.</p> <p>(organising groups, assessments, tracking progress for all KS1 pupils)</p>
<p><i>To effectively deploy support in classes for the disadvantaged and those disadvantaged/SEND</i></p>	<p><a href="#">Teaching and learning toolkit:</a>  Teaching assistants provide a large positive impact on learner outcomes, however how they are deployed is key. Where TAs are trained to deliver an intervention to small groups or individuals it has higher impact. TAs if deployed effectively supplement the work of the teacher.</p>	<p>Y5 full time TA to support the most disadvantaged class in school - £25, 235</p> <p>(ensuring the TA is not deployed elsewhere in school and focus is on supporting the teacher)</p> <p>Classroom support across school for interventions and small group work for part of the school day £46 589 TA support</p> <p>(staff absence may disrupt support for children – all classes at least 3 hours a day supporting both one to one, small groups or whole class activities)</p>

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

Budgeted cost: £1539

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	Catch up session with phonics leader daily in a small targeted group - £1539  (Time, organisation, assessments and tracking pupils – approx. 6 pupils in KS1.

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

Budgeted cost: £64320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	CPD for attendance leaders - £1000  (time to track, correspondence and time to meet and carry out early helps to support families)



<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>Cost of a pastoral lead to support families, check in sessions and early help support - £25000 for 3 days per week support</p> <p>(time for work with families and check in sessions with pupils – several families to be supported, absence could be a barrier.)</p> <p>Counselling and mentoring sessions for pupils - £3600 for 20 afternoon sessions.</p> <p>(ensuring at least 6 pupils receive support socially and emotionally)</p> <p>Use of the pastoral lead to support pupils emotionally and socially 2 days per week - £17000 (focussed groups across school for social and emotional interventions).</p> <p>Breakfast club supervision for pupils - £3720</p>
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		30 minutes daily 2 TAs  (main challenge would be staff absence)  Additional TA in Year 1 to support lower attaining disadvantaged pupils 2 days per week - £14000
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**Total budgeted cost: £167 145**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### *Academic outcomes: High Quality Teaching*

- 1. Phonics teaching and focus CPD has led to raised standards in phonics 5% higher than in the previous academic year.*
- 2. KS1 data was lower than national however pupils made progress against starting points. Year 3 will be a focus next academic year for both disadvantaged and catch up funding. The reason for low attainment was due to the high level movement with 6 new pupils joining the cohort and a small cohort of only 18 pupils so percentages were impacted greatly.*
- 3. KS2 data was at national standards for reading and writing, indicating interventions and effective deployment of staff enabled outstanding progress from starting points at the start of the academic year. Mathematics remains a focus for the whole school.*
- 4. In school data demonstrates pupils who received catch up one to one made progress on an individual level (as demonstrated on continuums and via pupil work and intervention outcomes)*
- 5. New home reading methods have been implemented to ensure books are pitched correctly and parents are more engaged with home learning.*
- 6. Mathematics investments have meant gaps in learning are narrowing and evidence in lessons demonstrates progress across the school, this is an area that needs to continue to be a whole school focus.*

#### *Targeted outcomes:*

- 1. Wellcomm was used effectively to develop early language skills as demonstrated in the overall outcomes at the end of the foundation year and the smooth transition into Year One.*
- 2. Phonic catch up and booster sessions in KS2 enabled pupils to make progress and 72% reading outcomes at KS2 which is at a national level.*
- 3. SEND/Disadvantaged pupils made individual progress due to the high quality provision and quality interventions. SEND pupils with specific learning needs on SSP/ECHP.*
- 4. Phonics data was 83.3% for disadvantaged pupils which was significantly higher than national demonstrating small group and targeted one to one support and booster sessions impacted on pupil outcomes.*
- 5. The lowest 20% readers were heard read frequently which has led to all disadvantaged pupils being able to access the curriculum at their own personal level of learning.*

### Wider strategies:

1. A whole school approach to behaviour has been adopted, this needs embedding this academic year but already the impact can be seen as pupils learn well in class as demonstrated via monitoring.
2. CPD for mental health has enabled whole school assessments and interventions for children to ensure wellbeing is pivotal. Vulnerable pupils are tracked and all children gain the necessary interventions to ensure they are happy and ready to learn in school.
3. No pupil missed out on any opportunities e.g. school trips, school events and activities ensuring every child had access to a wider curriculum.
4. Clubs were accessible to all children and disadvantaged were encouraged to attend.
5. Attendance has started to improve, this academic year a whole new approach is being adopted building upon training and CPD from this academic year. We have no children who refuse or do not attend school anymore however we do still need to address and raise attendance data.
6. Families were supported via pastoral care which has led to better attendance across the school and children wanting to be in school.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics	RWI
Wellcomm	GL assessment
Mastery Maths	Maths Hub

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Opportunities are given to all disadvantaged pupils to attend clubs and after school activities.*

*No pupil is excluded from trips due to being disadvantaged.*

*School has provided food, clothing, housing support, booster sessions and Christmas presents for pupils in need. School has supported children so that they can attend fun trips as well as educational trips.*

*Support with forms for transition has been offered e.g. completing forms online for secondary transfer where families have not got access or the ability to fill in the online applications.*