



## Sacred Heart Catholic Primary School 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	178
Proportion (%) of pupil premium eligible pupils	102 pupils 57%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Continuing from Academic Year 2020-2021 as the aims and activities are part of the school's long term strategies. Main focus is 2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	G M O'Hara Principal
Pupil premium lead	G M O'Hara Principal
Governor / Trustee lead	T Costello

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,880
Recovery premium funding allocation this academic year	£15,225
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	£155,105



## Part A: Pupil premium strategy plan

### Statement of intent

To ensure any gaps in learning or social development due to the challenges outlined below and faced by the global pandemic on the children's' education are reduced.  
A significant proportion of the funding is utilised to ensure every year group has the support of a Teaching Assistant for the vast majority of every lesson to support all pupils; pastorally, with their self-esteem, behaviourally and or course academically.

### Challenges

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

Challenge number	Detail of challenge
1	Many pupils are in the UK for the first time and have EAL barriers They lack the experience and knowledge required to fully expand answers and develop vocabulary e.g. reasoning and inference skills, EAL issues, limited life experiences when faced with language acquisition, phonics, reading and text across all curricular areas.
2	1:1 / small group support required regularly to assist pupils in their learning as their EAL barriers require constant support in learning activities
3	Evidence from prior assessment information demonstrated that pupils needed to expand answers and develop vocabulary (e.g. reasoning and inference skills, EAL issues, limited life experiences). EEF Evidence summaries advocating feedback, oral language, reading comprehension and mastery.  Some pupils are not achieving expected outcomes or making enough progress and small groups based on areas of need / gaps will be beneficial to aid progress Individual and small group support has previously enabled our children to achieve more
4	Attendance for many is an issue as funding bus passes or living with no access to public funds, or on low income. School is a low priority as funds are needed to live, eat and be warm.
5	Assessments, observations and monitoring indicate that disadvantaged pupils have greater difficulties with phonics, reading and vocabulary than their peers. This negatively impacts their development as readers.
6	Assessments, observations and monitoring indicate that education and well-being of some of our disadvantaged pupils has been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations in English and maths. 24% of our disadvantaged children are also on the SEND register with learning delay / difficulties.
7	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during the lockdowns. These are having a knock on effect to children's well-being and attainment.



**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
<p>To ensure all pupils make accelerated Progress from their starting points across the academic year. Have the strategies to sound, blend and decode words- but more importantly can understand what they read. To close the gaps to achieve as near to the national average progress scores in KS2 Reading</p>	<p>Pupils able to read independently. Improved self-confidence, self-esteem, social skills, resilience, independence and perseverance</p> <p>Teaching Assistants deployed appropriately in all lessons to ensure that adaptations to learning are appropriate and pupils learning is showing progress.</p>
<p>To ensure all pupils make accelerated Progress from their starting points across the academic year. Can draw upon their learning experiences and present these in coherent ways in their writing. To close the gaps to achieve as near to the national average progress scores in KS2 Writing</p>	<p>Standards of writing are being seen across all curriculum subjects. Pupils are applying their vocabulary and reading developments into their writing.</p>
<p>To ensure all pupils make accelerated Progress from their starting points across the academic year. To be able to apply reading ability to understand ‘worded’ problems. To close the gaps to achieve as near to the national average progress scores in KS2 Maths</p>	<p>Pupils are applying their vocabulary and reading understanding in their maths lessons.</p> <p>Children are able to locate their own resources to aid their learning and appropriately solve number problems</p>
<p>To achieve and sustain improved mental well-being for all pupils in school, particularly disadvantaged pupils</p>	<p>Sustained high levels of well-being demonstrated by qualitative data from student voice, parent surveys and teacher observations.</p>
<p>Improved attendance. When intervention/ meetings has taken place, improvements are evident without further follow up. Incentives in place to encourage attendance and punctuality.</p>	<p>Attendance for all pupils increases across the year to be as near to 96% as possible. Families feel supported and able to attend school. Number of late arrivals in the morning have reduced.</p>



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: £ 120,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salaries for Teaching Assistants	Continue to ensure every class from FY to Year 6 having their own Teaching Assistant for targeted support for individual and small group support to enable learning and pastoral issues as they arise limiting the effects on teaching and learning for the rest of the cohort	Whole school supported

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

Budgeted cost: £ 5,000 (when Covid restrictions allow)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy for educational visits	Class trips to support each Year Groups Curriculum. This can only commence once covid restrictions are lifted and all other contributions are made by other families to make the trip viable.	Families on Pupil Premium who require subsidy.

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

Budgeted cost: £ 29,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and well being	Raffle and reward for pupils who improve their attendance each term	All children PP children
Share of the salary costs towards the Family Liaison and Mental Health and Emotional Worker (FLAME)	Working with families dealing with external family support agencies and benefit agencies to help support issues external to school that impact on the children's wellbeing and emotional state.	All children PP children

Total budgeted cost: £ 155,105



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.

Aim	Outcome
<p>Additional staff for targeted support for individual and small group support To deploy teaching assistants to provide support and lead focused intervention groups and increase pupil / adult ratios. Previous evidence within school has shown this to be an effective strategy</p>	<p>Continue with this approach as it has had effective impact, although effect and use of teaching Assistants is hindered due to ‘bubbles’ keeping in isolation from each other.</p>
<p>Y6 Booster Classes - Maths Staff giving additional time to planned teaching sessions</p>	<p>Continue with this approach as it has had effective impact - Covid lockdown limited this from March 2020</p>
<p>Subsidy for educational visits This can only commence once covid restrictions are lifted. Limited experiences and poor oral skills on entry – chosen to increase these</p>	<p>Although this approach has been effective this will not be continued next year as there is more direct impact from targeted interventions. Enrichment experiences will be created on site/in local area to develop experiential learning without cost. In future years it may be useful to return to this action.</p>
<p>PSHE Resources in school evidence that the development of emotional resilience has a positive impact</p>	<p>This approach has been effective for individuals. Continue with approach next year – no additional resources needed</p>
<p>Homework Equipment Packs Effective partnership with home</p>	<p>Continue with this approach as it is effectively extending learning into the home – Reintroduce this once covid social distance restrictions allow.</p>
<p>‘Choose Time with Your Child Tuesday’ parent/carer drop-in session into FY. Strengthen partnership with home resulting in increasing pupils’ learning</p>	<p>Continue with this approach – but now embedded in school practice of parental partnership and not just for targeting disadvantaged pupils - Reintroduce this once covid social distance restrictions allow.</p>
<p>Weekly SENCo Drop in for parent/carer. Strengthen partnership with home resulting in increasing pupils’ learning</p>	<p>Continue with this approach – but now embedded in school practice of parental partnership and not just for targeting disadvantaged pupils - Reintroduce this once covid social distance restrictions allow.</p>