

# Sacred Heart Catholic Primary School

## Pupil Premium Statement and Impact Report

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  | 176  |
| Proportion (%) of pupil premium eligible pupils   | 57.6%                                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025                     |
| Date this statement was published   | November 2022                              |
| Date on which it will be reviewed   | November 2023                              |
| Statement authorised by   | C. Dalzell<br>Acting Executive Principal   |
| Pupil premium lead  | C. Dalzell/D. Cooper (Head of School).     |
| Governor / Trustee lead   | T. Costello, lead for disadvantaged pupils |

### Funding overview

| Detail   | Amount                                 |
|--|--|
| Pupil premium funding allocation this academic year                                    | £139885 22-23<br>£143742 21-22         |
| Recovery premium funding allocation this academic year                                 | £15225                                 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                                     |
| <b>Total budget for this academic year</b>   | £155110, the academy ring fences pupil |

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

premium for schools so they keep their own allocations for their own pupils.

# 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching 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 the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to 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                | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and |

|   |   |
|---|---|
|   | <p>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.</p>   |
| 3 | <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last academic year only 11% entered at expected levels in mathematics, Year 6 left this academic year 22 with a gap of 4% between whole school and disadvantaged data. Year 2 differential in 2022 was 5% however our disadvantaged pupil numbers equate to high percentages of pupils.</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> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. Children found it hard to access some lessons at home due to lack of manipulatives to learn maths out of school.</p>                     |
| 5 | <p>Our assessments (including wellbeing checks), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure and a lack of permanent homes/poor housing. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>School has identified at least 67 vulnerable pupils in school. This number could be even higher demonstrating the difficulties pupils have hence impact on attainment.</p> |
| 6 | <p>Our attendance data indicates that attendance among disadvantaged pupils has been in line with other pupils due to having high numbers of disadvantaged attending school.</p> <p>66% with persistent absences are disadvantaged compared with 34% non disadvantaged.</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 oral language skills and vocabulary among disadvantaged pupils.                                       | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.   |
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes in 2024/25 show that 90% plus of disadvantaged pupils meet the expected standard.  |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2024/25 show that more than 90% plus of disadvantaged pupils met the expected standard.   |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no less than 95% on average over the school year and in line with all other pupils.</li> <li>• the percentage of all pupils who are persistently absent being better than they are previously therefore below 66% and more in line with 34% which is the persistent absence of pupils at present (based on 6 pupils only).</li> </ul> |

## 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: **£139885**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed  |
|---|--|--|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> | <p>£3000 for new more accurate assessments in core subjects.</p> <p>Time for staff to analyse tests – £3000</p> <p>Time to train TAs weekly - £2000</p> <p>Total £8000</p> |
| <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | <p>£3500 for the phonic website.</p> <p>£6726 to release phonic lead</p> <p>£2000 to cover leaders time.</p> <p>£1000 for resources</p> <p>£1000 for training.</p>         |

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|---|--|---|
|   |  | <p>Small intervention groups daily for pupils<br/>£22815</p> <p>Total =<br/>£37041</p>  |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:<br/><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | <p>Release for maths lead management time and training with maths hub<br/>£4329<br/>£1000</p> <p>Maths programmes for learning =<br/>£500</p> <p>Support in maths lessons for pupils -<br/>£5625 TA support</p> <p>Leaders time to mentor and support =<br/>£1000</p> <p>Total =<br/>£12454</p> |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educa-</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>Pastoral lead employed to support with social needs</p>  |

|   |  |   |
|---|--|---|
| <p>tional practices and supported by professional development and training for staff.</p> | <p><a href="https://www.eef.org.uk/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>   | <p>£25000</p> <p>Transport costs to support families.</p> <p>£200</p> <p>Support with uniforms and clothing</p> <p>£500</p> <p>Total = £25700</p> |
| <p>Improve reading in KS2</p>   | <p>One to one reading with vulnerable children lowest 20% daily which includes majority disadvantaged pupils. In school data demonstrates impact as pupils reached national attainment levels in 2022 following an intensive reading programme.</p>  | <p>£2250</p>  |
| <p>Support for the broader taught curriculum.</p>   | <p>Pupils need support to attend to the wider curriculum in class. Many children need support to ensure they access tasks fully and are engaged in a broad and balanced curriculum.</p> <p>Books in school demonstrate progress last academic year due to quality deployment of staff to support in class both academically as well as socially and emotionally.</p> | <p>£67500</p> <p><b>152 945</b></p>   |
|   |  |   |



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

Budgeted cost: **£15225**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed                                  |
|---|---|--|
| Identify gaps in learning for individual pupils in core areas of learning and use funding to address these.   | Use of a one to one support to help narrow gaps in learning.<br><br>Using school attainment data, identify where gaps are and priority pupils to catch up to support recovery. By identifying gaps you are focussing on the key areas therefore targeting support effectively.  | £13000   |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | Afternoon one to one sessions for pupils to catch up.<br>£2250 |

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

Budgeted cost: **£7000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed                    |
|--|--|--|
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> | Trauma training for all staff in Jan 23<br>£3000 |
| Embedding principles of good practice set out in the DfE's   | The DfE guidance has been informed by engagement with  | Leadership dedicated                             |

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|---|---|--|
| <p><a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | <p>schools that have significantly reduced levels of absence and persistent absence.</p>  | <p>time to track pupils, home visits and transport costs – half a day per week – £4000</p> |
| <p>Contingency fund for acute issues.</p>   | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>£ 500</p>   |

**Total budgeted cost: £175, 695**

## 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.

Pupil premium impact is evident especially by the end of KS2 – data has risen and progress data is high especially in reading and writing. Mathematics progress has also improved but not at the same level hence a focus on mathematics this year for pupil premium spending.

Recovery funding was used effectively alongside pupil premium in order to release a leader from class to do one to one work daily with pupils. All pupils who worked one to one made progress from starting points September 2021-2022.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2019/20), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2021/2022 was lower than in the preceding years it was still in line with national averages for the year. At times when all pupils were expected to attend school, absence among disadvantaged pupils was in line with their peers. Attendance is a focus this academic year as persistent absence on return to school is higher for a group of non disadvantaged pupils (4 pupils).

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Safeguarding me programme was used to effectively support pupils socially and emotionally – this allowed children to learn how to safeguard themselves whilst having

trained staff to support them with their social and emotional wellbeing. Impact evident via pupil voice and outcomes for whole families in some instances.

## Externally provided programmes in 2021-2022

| <b>Programme</b>                            | <b>Provider</b>                               |
|---|---|
| Phonics support from February               | RWI   |
| Early reading and phonic support from March | Little Sutton English Hub – DFE approved hub. |
| Safeguarding                                | Safeguarding Me – private company             |

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. All children had the opportunity to attend a sports club.
- All children went on a trip or visit last academic year to improve their life experiences whilst supporting their learning.
- School provided family support – school has a lot of families in temporary housing, homeless or new to the country. School helped with paperwork, forms and documents to support families to be safe and settled.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Our key focusses are laid out as above mainly:

Embedding phonics and early reading for all disadvantaged pupils.

Reading to improve vocabulary and English language. School has high EAL alongside disadvantaged who need support to access the curriculum.

Improving mathematics learning.

Recovery and catch up with a particular focus on Y2 and 3 due to gaps being identified from lockdown.