

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 RC Primary
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2022-3 to 2025-6
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Martin Johnson, Headteacher
Pupil premium lead	Mike Stubbs, Inclusion Leader
Governor / Trustee lead	Claire Walker, Inclusion Governor

Funding overview

Detail	Amount
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,550

Part A: Pupil premium strategy plan

Statement of intent

At Sacred Heart, we believe that each child is made in the image and likeness of God, and given a special mission to be a 'Change-maker' in the world, whether this be in their own family, their local community or the wider world.

As such, we aim to support all children in developing the values, skills, knowledge and understanding to enable them to fulfil this God-given role. Where children are from disadvantaged backgrounds, it is vital to ensure that the provision we put in place also helps remove any barriers to learning that they encounter due to their circumstance.

In order to do this, it is important that children from disadvantaged backgrounds receive carefully targeted support based on a secure knowledge and understanding of the barriers to learning that they face. Once these are identified, programmes are put in place based on research that clearly shows the possible benefits of such approaches. These programmes are regularly reviewed in order to ensure that they are having the best possible outcomes for the children, and where necessary, changes may be made during the course of the year.

Over the years, we have found that the main barriers to learning have included:

- Poor communication skills and vocabulary
- Low self-confidence and self-esteem
- Poor subject knowledge

This last year we have also found an extra barrier has been highlighted by the lockdowns, namely that of home support for access to learning for a small number of disadvantaged student.

At Sacred Heart, we find that these factors contribute to children having low resilience in their learning – when they meet a problem, they would rather give up than work through. As a result, the interventions and support we provide aim to build resilience, and this has had a positive impact in many cases. Where it has not had a positive impact, we work with parents/carers, using a variety of assessment tools to try to establish what underlying issue needs addressing, and then plan from there.

Challenges

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

Challenge number	Detail of challenge
1	Support from home in accessing learning
2	Poor social and communication skills and vocabulary
3	Low self-confidence and self-esteem
4	Poor subject knowledge

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
Children are better supported in their learning at home and in school	• Children and families will make use of ready access to support from school through their use of ○ Family Liaison Officer (FLO) ○ Website and Online offer • Children will make improved progress due to this support
Children demonstrate improved social and communication skills	• Children will take a more active part in class discussions • Children will show more positive engagement with one another during unstructured times such as break or lunch
Children have a more positive self-image and demonstrate more resilience when they meet problems	• Children will more readily identify themselves as having a positive contribution to make to society • Children will persevere with problem solving activities in a range of subjects
Children demonstrate improved subject knowledge	• Children will show improved progress in end of topic assessments

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: £ 11,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and training programmes to aid delivery of ○ Phonics ○ Specific intervention strategies such as Precision Teaching ○ Areas of need as identified in teachers appraisals, with particular reference to the needs of ECTs	See EEF Toolkit for research evidence for strategies chosen	2, 3, 4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion leader to use specialist assessment tools such as Dyslexia Portfolio, WRAT and WellComm/TALC to ascertain the nature of children's difficulties	Pupil Progress meetings show how teachers have used this information to formulate specific programmes and support	2, 3, 4

Inclusion Leader and TAs to lead small group targeted intervention programmes such as Precision Teaching, ARROW, etc.	See EEF Toolkit	2, 3, 4
Purchase of licenses for online resources such as 'Oxford Owls' reading or 'TTRockstars'	See EEF Toolkit	1, 3, 4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of FLO to ensure better communication and support available for home – on a pro-active basis	See EEF Toolkit	1
Use of FLO to run programmes in school such as Outdoor Learning to build communication and social skills	See EEF Toolkit	2, 3
Subsidising of activities such as school trips, clubs, etc.	To make sure that children have equality of opportunity	1, 2, 3, 4

Total budgeted cost: £ 51,550

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.

Aim	Outcome
Progress in Reading and Writing	Majority of pupils on track or making improvement despite historic lockdowns as shown on our internal tracking systems, and based on a combination of Teacher assessment and standardised tests. Programmes to be put in place for those who are not.
Progress in Mathematics	Majority of pupils on track or making improvement despite historic lockdowns as shown on our internal tracking systems, and based on a combination of Teacher assessment and standardised tests. Programmes to be put in place for those who are not.
Phonics	85% pass for disadvantaged students in Y1 One disadvantaged child in Y2 who has an EHCP for behaviour and engagement failed to pass, but showed big improvements during the second half of the year. A high level of support will continue to be offered in order to build on this.
Other	Improvements in communication and vocabulary evidenced through recorded assemblies, and contributions to projects such as 'Speak Truth 2 Power'. Attendance was carefully monitored, with constant dialogue maintained with families who appeared to be struggling to engage, and support from the FLO offered where necessary. Subject knowledge continues to be worked on through a focus on a more thorough mapping out of the curriculum

	to allow for pre-learning to take place in a structured way.
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Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	80%
Achieving high standard at KS2	20%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting the child with behaviour and safety issues, along with supporting academic engagement.
What was the impact of that spending on service pupil premium eligible pupils?	The child was kept safe and able to engage with learning at the appropriate level.