

Sacred Heart Catholic Primary School: Pupil premium strategy statement

1. Summary information					
School	Sacred Heart Catholic Primary School				
Academic Year	2017/18	Total PP budget	£85,800	Date of most recent PP Review	Sept 2017
Total number of pupils	253	Number of pupils eligible for PP	65	Date for next internal review of this strategy	Jan 2018

Pupil Premium pupils for 2017 to 2018 will include pupils recorded in the April 2017 census who are known to have been eligible for free school meals (FSM). The Pupil Premium grant is additional funding given to schools to address current underlying inequalities between children eligible for (FSM) and their wealthier peers by ensuring that funding reaches children that need it the most. It is for schools to decide how the additional funding is spent and they are held accountable for this and must publish spending and its impact on the school's website. Local authorities are responsible for looked after children (LAC) and make payments to schools where an eligible LAC is on roll.

At Sacred Heart Catholic Primary School, we ensure that all teachers are aware of and accountable for their pupil premium children. Rigorous monitoring and tracking of these children's progress allows us to provide suitable interventions and opportunities that best match the needs of the individual child.

Impact: Pupil Premium Funding is used to support the following priorities:

- To ensure that pupils continue to make substantial and sustained progress
- To continue improving standards of achievement in English and Maths, including closing the gaps in achievement between groups
- To ensure that teaching and learning is at least good or outstanding
- To provide a stimulating and engaging curriculum that allows opportunities to transfer skills across other curriculum areas
- To continue to invest in highly effective Pastoral support
- To support the provision of extra-curricular and enrichment opportunities for eligible pupils.

Interventions:

All children eligible for Pupil Premium Funding receive at least one intervention each week, have targeted support in class or have access to a free breakfast club and a subsidised after school club or trips. Examples of current interventions are listed below;

- Guided reading sessions
- Phonic groups – Reception, Year 1 and Year 2, including KS2 children as appropriate
- Gross motor skill development for concentration and improvement of fine motor skills

May 2016

- Intervention group – social, emotional and mental health needs through Rainbows, play therapy
- Additional staff supporting the needs of individuals/groups or in-class support
- P.E coach providing lessons in years 1 and 2 (Reception in Spring term)
- Reading intervention – volunteer helpers – focused on children who are not listened to regularly at home
- Family support – attendance benefits and incentives
- Music Tuition
- Enrichment activities

Impact of Interventions for the academic year 2016 – 2017

Pupil progress meetings are held half termly and review and evaluate interventions that pupils receive as well as identifying gaps in their learning. Interventions are monitored to ensure gaps in learning are reduced and are adapted when appropriate.

Pupil progress meetings ensure that provision is planned and delivered to accelerate children’s learning and allow us to narrow the attainment gap. Our school ethos is to support all children to experience all opportunities open to them regardless of their background.

2. Current attainment KS1		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the standard or above in mathematics	75%	75%
% achieving the standard or above in reading	75%	92%
% achieving the standard or above writing	75%	95%
% achieving the standard in phonics screening	78%	91%

3. Current attainment KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the standard or above in reading, writing & maths	64%	60%
% achieving the standard or above in mathematics	82%	75%
% achieving the standard or above in reading	64%	71%
% achieving the standard or above writing	64%	79%
% achieving the standard or above in GPS	89%	78%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Language skills in Reception and KS1 are lower for pupils eligible for PP than for other pupils. A higher percentage of children enter school with little or early development of English language. 24% of the current Reception cohort are recording as EAL.	
B.	PP pupils working at greater depth in reading, writing and maths by the end of KS2. Although a high number of children reached the standard in 2017, across the board in Reading, Writing and Maths we were at 64% and no child met the standard in all subjects at greater depth.	
C.	Low aspirations – high levels of deprivation are engrained within the locality. Attendance in school can be an issue.	
D.	Pupils deemed to be disadvantaged in Reading, Writing and Mathematics are not <u>ALL</u> achieving age related expectations of attainment in <u>ALL</u> year groups.	
E.	Poor engagement and concentration of some PP children. Some children have difficulty in maintaining concentration for sustained periods.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Low attendance of a number of PP children. Parental expectations, engagement and commitment. Enrichment opportunities – children have less access than their more affluent peers to cultural and social experiences which would otherwise enrich their vocabulary, knowledge and understanding.	
G.	Poor punctuality at drop off and pick up times. Some PP children are repeatedly late arriving at school and/or being collected by parents.	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language skills of pupils eligible for PP in Reception. To close the gender gap and improve language skills of KS1 children to ensure pupils make age related expectations of attainment by the end of KS1.	Early identification of pupils eligible for PP in Reception, who do not have the on-entry level for speech and language, and KS1 pupils who require S&L secure effective intervention to catch up. To ensure they make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations.
B.	Higher percentage of high ability PP pupils to be worker at greater depth in reading, writing and maths by the end of KS2.	Reduce the attainment gap between pupils eligible for PP identified as high ability and ‘other’ pupils identified as high ability who are working at greater depth by the end of KS2. Measured half termly by teacher assessments and successful moderation practices established across the partnership.
C.	Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.	Pupils eligible for PP make more progress than ‘other’ pupils to reduce the attainment gap. Measured termly by teacher assessments and successful moderation practices established across the partnership.
D.	Improve parental engagement, expectation and understanding for PP pupils.	An increase in the number of parents who attend termly parent’s meetings and parent learning workshops through the year. Ultimately, impacting upon attainment.

E.	Improve concentration and participation of PP pupils during lesson activities.	PP pupils who have difficulty in maintaining concentration can complete an appropriate task without intervention. To ensure that they meet age related expectation.
F.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.
G.	Increased punctuality of children and prompt collection by parents/other family members.	Reduce the number of occasions children are late arriving into school, which will impact on their attainment. Reduce the number of occasions parents are late in collecting children at the end of the day.

6. Planned expenditure

Academic year **2017/18**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved language skills in Reception and KS1.	Staff training on developing oracy/ EAL strategies for pupils in EYFS and KS1. PP children to be a focus for all monitoring visits.	A case study identified that speech and language was a barrier to learning within KS1 and EYFS. There are some new staff across KS1.	Early identification of pupils in reception and KS1 who require S&L intervention. Additional support will be reviewed, and the impact monitored. Course selected using evidence of effectiveness. Use INSET and coaching to disseminate training throughout EYFS and KS1. Lessons from training embedded throughout EYFS and KS1.	HT/ AHT/ SEND	Jan 2018

<p>B. Increased % of PP pupils working at greater depth for reading, writing and maths by the end of KS2.</p>	<p>Higher attainment of high ability PP pupils to be a focus throughout all year groups and for monitoring visits.</p> <p>Staff training for prior MA writing strategies.</p> <p>Early identification of pupils eligible to take part in 'Able Writing' and 'Able Maths' master class teaching sessions.</p> <p>Early identification for specific teaching for most able pupils.</p>	<p>Less high ability pupils eligible for PP are working at greater depth in reading, writing and maths by the end of KS2.</p> <p>We want to ensure that PP pupils achieve high attainment as well as simply 'meeting expected standards'.</p> <p>We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils.</p>	<p>Provide opportunities for peer observation and team teaching to improve teacher practice, ensuring quality time is provided for reflection. Teacher 'drop in' observations to be carried out half termly by SLT.</p> <p>Use INSET to provide training for all staff. Outcomes reviewed through 'book looks' during staff meetings, pupil meetings and 'Flick Friday'.</p> <p>Lessons from training embedded throughout the whole school.</p> <p>Weekly planning to be annotated and uploaded onto school network. Planning to be used alongside book scrutiny to analyse how HA are being stretched and supported where needed.</p>	<p>HT/ SLT</p>	<p>Jan 2018</p>
<p>C. Reduce the attainment gap for pupils deemed to be disadvantaged.</p>	<p>PP children to be a focus for all monitoring visits.</p> <p>Staff training for the whole school approach to teaching reading, writing and maths.</p>	<p>Compared to the previous year, more PP pupils are not achieving age related expectations of attainment when compared with 'other' pupils in reading and writing.</p> <p>We want to ensure that all PP pupils achieve age related expectation of attainment by the end of KS2.</p> <p>We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils.</p>	<p>Use INSET to provide training for all staff. Provide staff with time to reflect on their own practices with peered observations.</p> <p>Lessons from training embedded throughout the whole school.</p>	<p>HT/ AHT</p>	<p>Half termly</p>

Teaching to never be less than good for all children	All staff to receive regular feedback through drops ins. CPD opportunities are provided to all staff.	Where teaching is consistently good or better, children make better progress. Improved practice leads to improved outcomes. CPD will be focussed on improving pupil outcomes and supporting key school priorities.	SLT, Subject leaders given sufficient release time to support and develop members of staff. Robust and regular systems for the appraisal and monitoring of teaching. Comprehensive timetable of CPD	SLT	Half termly
Pupils make at least expected year on year progress and meet/exceed national year group expectations	Differentiated marking/feedback to challenge pupils thinking and understanding. Data tracking and gap analysis to inform intervention and support timetable.	Children who interact with targeted feedback and goals for development show greater progress over time. Targeted intervention for underperforming groups embeds learning and impacts upon the quality of teaching and learning.	By ensuring that teaching assistants are highly trained, understand and use effective strategies to support accelerated progress. Opportunities for progressive development are well planned and frequent. Scrutiny and feedback systems are regular and robust.	SLT	Half termly
To raise children's achievement in reading and encourage children to read for their own pleasure and development	Continue and develop range of texts used to stimulate children. Additional daily reading for groups in Reception, Year 1 and 2.	Children who read more regularly make more progress in fluency and comprehension Raising our attainment in Reading in Year 6 both at expected and greater depth. Raising our attainment in Reading at greater depth in Year 2 and maintain expected levels.	Gap analysis of half termly tests. Rigorous monitoring of guided reading KS2 and phonics sessions KS1.	SLT English lead	Ongoing

Total budgeted cost £25,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved language skills in Reception and KS1.	<p>Targeted specific intervention for pupils requiring S&L.</p> <p>Parental consultation to set and agree termly progress targets to improve parental accountability and provide support for parents.</p>	<p>Some pupils need targeted support to catch up. These interventions will help to support children make improved progress.</p>	<p>Early identification of pupils in reception and KS1 who require S&L intervention.</p> <p>Increase parental engagement at meetings by enticing parents through child participation.</p>	AHT/ SEND	Jul 2018
B. Increased % of PP pupils working at greater depth for reading, writing and maths by the end of KS2.	<p>Targeted early interventions.</p> <p>Additional 'Able writing and 'Able maths' sessions.</p>	<p>FFT Aspire/IDS end of key stage data tells us that we have no children achieving greater depth in writing or in RWM combined.</p> <p>If we can identify potential children early we can offer targets to support and ensure appropriate intervention is put in place.</p>	<p>Identification of HA pupils in year 6.</p> <p>Liaison with partner secondary school.</p>	AHT	Jul 2018

C. Reduce the attainment gap for pupils deemed to be disadvantaged.	Targeted specific intervention pupils who are not achieving age related expectations of attainment.	Some pupils need targeted support to catch up. Again, pupils who are provided consistent support from both home and school made more progress.	Identification of pupils who are not achieving age related expectations of attainment using Summer term data analysis. HT monitoring to ensure ALL pupils who are behind within the attainment gap are part of the specific class focus group to be supported daily. Increase parent engagement at meeting by enticing parents through child participation. Pupils in KS2 who are behind with attainment to attend intervention groups for weak subject areas- particularly reading and writing.	SLT	Jul 2018
G. To increase engagement and concentration of PP children	Targeted specific intervention strategies	Some pupils need targeted support to maintain engagement and concentration. These interventions will help to support children make improved progress.	PP children to be offered support and encouragement to participate in class through a range of strategies including: Therapeutic play, cookery club, fine motor skills and Rainbows.	AHT	Jan 2018
Total budgeted cost					£25,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improve parental engagement, expectation and understanding for PP pupils.	Parent consultation to set and agree termly progress targets to improve parental accountability and provide support for	Pupils who are provided consistent support from both home and school make more progress.	SLT to work alongside parents to target individuals whose home life and or behaviour is impacting on their learning.	Pupil Premium Leader/	Jan 2018

	parents to help their child's learning at home. Parental workshops to support parents to help with their child's home learning.	The single most important finding from research undertaken by the DFE has a large and positive impact of children's learning 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement.	Increase parent engagement at termly parents evening by enticing parents through child participation and incentives. Literacy Leader/ maths Leader to provide parental workshops to help parents to support their child's reading, spelling and maths at home. Enticement of parents through incentives.	Maths Leader Literacy/ leader	
E. To increase the rate of attendance for PP children.	Incentive and reward scheme of attendance.	Whole school attendance figures for 2016/17 was 97% .	Increase rate of attendance by enticing parents through child participation in enhancement activities and incentives. Persistent absentees to be identified and attend a meeting with HT to outline next steps.	HT/AHT	Jan 2018
F. To increase punctuality of drop off and collection by parents.	Incentive and reward scheme of attendance. Incidents to be recorded by class teachers on CPOMS and to be monitored.	Pupils who are provided consistent support from both home and school make more progress.	Parents to be offered financial incentives to use after school provision.	HT/AHT	Jan 2018
Total budgeted cost					£30,000
7. Review of expenditure					
Previous Academic Year		2016-2017			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	

Improved language skills in Reception and KS1.	CPD on developing oracy and EAL strategies for pupils in EYFS and KS1.	<ul style="list-style-type: none"> •77.8% of disadvantaged pupils met the expected standard in the phonics screening check •At KS1 disadvantaged children achieved as well as non-disadvantaged in reading with 75% of both groups of pupils meeting the expected standard(IDS p.14). In writing disadvantaged pupils performed better than other non-disadvantaged pupils (56.3%) •At KS1 75% of disadvantaged pupils met the expected standard in maths compared with 68.8% of all other pupils. 	Targeted support most effective when determined by the class teacher.	£40,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment of disadvantaged pupils with an increased % of PP pupils working at greater depth for reading, writing and maths.	Small group tuition delivered by literacy/numeracy lead.	<p>In KS1 there were improvements in the proportion of disadvantaged children meeting the higher standard in reading, writing and maths. (IDS p.16,17) The difference diminished on the previous year.</p> <ul style="list-style-type: none"> • There were also improvements in the proportion of disadvantaged children achieving at the higher standard in reading and maths. (IDS p.28) • In KS2 there were improvements in the proportion of disadvantaged children achieving at the expected standard in reading, writing and maths. (IDS p.26,27) • There were also improvements in the proportion of disadvantaged children achieving at the higher standard in reading and maths. (IDS p.28) 	<p>This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.</p> <p>Additional support in place for reading and Maths led to improved outcomes.</p> <p>Time constraints limited the additional support available to support writing at the higher standard. Writing will be a focus in 2017-18</p>	£30,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance	Incentives offered and home-school agreements put in place for pupils with poor attendance	Attendance rate have improved for all pupils (Still awaiting specific data relating to PP pupils)	Rigorous monitoring offers of incentives proved successful, and will be continued.	£3,000