



Sacred Heart Primary School

Pupil Premium Grant Expenditure report 2019-2020 showing impact.

What is the Pupil Premium Grant? The Pupil Premium Grant (PPG) is funding, allocated from the Government, to raise the attainment of disadvantaged pupils of all abilities to reach their full potential. Disadvantaged pupils are defined as looked after children and children who are in receipt of Free School Meals (FSM) or have been in receipt of Free School Meals in the last 6 years. Also supporting children with parents in the regular armed forces.

Barriers to learning.

At Sacred Heart the type of barrier to learning that Pupil Premium pupils experience can vary from class to class. We have identified the following as some of the potential barriers to learning.

EAL pupils in EYFS/KS1 early language skills.

Attendance is a challenge for some families.

Lower than national starting points on entry to school.

Medical needs, high needs in KS1.

Parental mental health impacting on pupils.

We have high expectations of all pupils including those who receive P.P. funding.

Aims of this document:

- Outline the amount of PPG funding that the school has received to support Pupils this academic year.
- Outline how that money has or will be spent to support learning of disadvantaged pupils

Money Received to support Pupils Eligible for PPG

Reason for eligibility per child	Number of pupils	eligible Money received per child	Total money received
Free school Meal Ever 6	44	£1,320	£58,080
Service Children	1	£300	£300
Looked After children	6	£2,300	£13,800

Total £72,180

This document shows where our Pupil Premium Grant is being allocated for the financial year 2019-20. It will be regularly reviewed and updated by the senior leadership team and Governing Body.

KS2 Summer '19 results

6 pupils in Y6 cohort with pupil premium = 19%. (This does not include 1x pupil via Fair access protocol)

Pupil Premium Progress score from end of key stage 1 to end of key stage 2 2019

Reading -3 (School 0.8) Writing -2 (School 1.1) Maths -1.5 (School -1.8). Progress is not significantly different from national average.

Reading

4 out of 6 pupils are at ARE (Age related expectation) 67.7% passed SATS . One pupil passed with greater depth.

Writing

All 6 pupils are at ARE 100% passed SATS and reached the expected standard.

SPAG

All 6 pupils are at ARE 100% passed SATS and reached the expected standard. One pupil passed with greater depth.

Maths

All 6 pupils are at ARE 100% passed SATS and reached the expected standard. One pupil passed with greater depth.

Science

5 out of 6 pupils reached ARE 83%

KS1 Summer '19

For Year 2 cohort (5 pupils with Pupil Premium)

Reading

60% pupils are at ARE or above (Age related expectation) Whole school 73%

Writing

60% pupils are at ARE or above.(One pupil with greater depth.) Whole school 63%

Maths

80% are at ARE or above. Whole school 80%.(No gap).

Whole school Attendance 2018-2019 = 95.4 (National Average=95.8%) . Pupil Premium Attendance 2018-2019 = 94.6% (Slightly above National Average=94.3%)

Actions 2019-2020

- To improve persistent absence for PPG pupils from 8.7% to 5.5%.
- To ensure PPG pupils achieve expected or better than expected progress in maths and writing and increase the % working at greater depth.(See school improvement plan).
- Embed THRIVE initiatives to ensure PPG pupils become more resilient.

The following table details services purchased with PPG monies and the outcomes.

Project	Cost	Objectives	Outcomes
To provide Wave 3 1:1 tuition for additional maths work. Focus on targeted children in Key Stage 2	£1,850	To target the children who have the greatest gap. Address misconceptions, gaps, weaknesses and confidence issues.	Children receiving 1:1 will increase in confidence in maths. showing impact. Y6 pupils –All improved problem solving. 3 PP.pupils reached 'greater depth'.Teacher assessment in lieu of SATS
Keyworker from Education Futures Trust	£12,100	To give support to targeted children and their families dealing with issues such as : Pupils with behaviour that causes concern. • Pupils in need of emotional support and nurture. • Families who have mental health difficulties. • Families experiencing challenging circumstances. • Pupils who are in the process of being accessed for special educational needs and health difficulties.	<p>Improved attendance. To develop strategies that can be applied consistently, both at home and school, so as to reduce problem behaviour. To develop coping strategies to manage situations where there is little or no control. To develop an awareness of the links between choices and repercussions both positive and negative. Increase both parent and child ability to self-regulate their behaviours. To develop social skills and improve engagement and learning at school which in turn will help to increase attendance and academic levels.</p> <p>Four families at Sacred Heart have been supported by the keyworker in the period September 2020 to March 2020. In these families, she has supported 7 children, aged 2 to 12 years and 6 adults. In 4 cases an Early Help Plan was completed. Three other children, ex-caseload, were seen 1:1 with consent of parent/carer. On-going contact and support, for parents and children, when the intervention has closed helps prevent relapse and re-referral. Two lunchtime groups were held over the school year .The first was for year 2 pupils and focused on friendships and social skills. The second group, year 6, focused on friendships, transition, self-esteem and building resilience. 14 children were supported at the lunchtime groups.</p> <p>Outcomes from 4 families They and their child now have coping strategies for managing anxiety which they use successfully. Mornings are less stressful and the child comes into school happy. Morning routine established and working well. Child was better able to deal with his feelings and tantrums were less frequent and not as violent. At home there were fewer conflicts and a calmer atmosphere. Siblings were getting on better and were able to play together successfully. Child less dependent on screen. 2 parents reported an improvement in their emotional well-being following support. 4 parents said they had got useful strategies for managing their children's behaviour at home and felt they were more in control. All parents felt their relationships with their children had improved and they were talking more. Changes in behaviour at home were positive in 4 cases and had an impact on the</p>

			<p>family as a whole. Parents gave positive feedback about the service they had received.</p> <p>Supported 25 Sacred Heart families over first lockdown.</p> <p>All PPG 90%attendance All Pupils 91.3% 2019-2020 NB: Note data adversely affected by COVID -19 lockdown last year.</p>
<p>Funded use of Early Birds and after school club.</p> <p>Funded on an individual basis</p>	£1500	Improving attendance and punctuality. To provide time for quality play with a range of planned activities, both before and after school.	<p>PPG pupils offered and actively encouraged to access Early Birds and After school clubs.</p> <p>Only accessed until March 2020 –Covid first lockdown All PPG pupils offered an enrichment activity/afterschool club.</p>
Uniform clothing fund	£250	To ensure disadvantaged pupils have correct uniform and to further engage parents with the school and their child's learning.	<p>Expected Impact: Disadvantaged pupils have correct uniform High expectations are set for uniform across the school</p>
Speech and language . Purchase Language Link licences for both KS1 and KS 2	£1,000	Screen all vulnerable PP pupils and highlight speech and language needs. Work on programmes with individual children.	<p>Speech and language link used by staff with identified children. Referrals made to the speech and language therapist if appropriate.</p> <p>Assessment using the Speech and Language Link program demonstrates good progress. Centiles increased.</p>
Additional T.A. in Y2	£11,000	Targeted for PP. children	<p>Expected impact: • PPG.Children increase attainment in reading writing and maths.</p> <p>Teacher assessment pre March lockdown 23% ARE Reading, 31%writing, 39% maths</p>
School trips 50% reduction in cost for PP pupils	£1,700	To support inclusion of PP children.	<p>PPG pupils attend and fully participate in extra - curricular activities.</p> <p>Due to Covid the residential trip didn't take place.</p>
Wave 3 1:1 SEN support programmes for literacy including phonics.	£3,000	Phonics structured intervention programs at the word level-Direct phonics. Resources for EGPS	<p>Children increase attainment in reading and writing. KS 1 phonics screening outcomes. Maintaining, at or above national average, the percentage of disadvantaged pupils achieving the expected standard at the Year 1 Phonics Screening Test.</p> <p>5 out of 6 pupils passed their Year 1 Phonics Screening Test.</p>
Leading Edge projects. (Education Futures Trust)	£3,000	To accelerate/enrich education of high ability pupils.	<p>High ability P.P. pupils engage with enrichment activities.</p> <p>Boosted self - esteem and reduced anxieties.</p>

Ambassadors project across the EIP			
Small group intervention support for reading and maths (KS 2 HA and LA pupils.	£9,000	Small group work to extend children's reading and maths skills.	Targeted pupils to make accelerated progress. Teacher assessment in lieu of SATS 78% of P.P pupils were at ARE in reading with 4 pupils at greater depth. 67% were at age related expectation in maths with 3 pupils at greater depth.
Software to support literacy and maths Licences- Nesy, Purple mash Clicker 7 Dynamo maths	£2,850	Individual support to close the gaps agenda in reading, writing and maths.	To close the gaps with non disadvantaged pupils. 78% of P.P pupils were at ARE in reading with 4 pupils at greater depth. 67% were at age related expectation in writing 4 pupils at greater depth. 67% were at age related expectation in maths with 3 pupils at greater depth.
<u>Thrive Agenda</u> – Improve social and emotional wellbeing. To develop 'Sensory Circuits' Resources , Teaching sessions.1:1 and small group. Reading therapy dog (Bramble) TA's to lead KS1 Intervention groups. SULP (Social use of language) Nurture Fun with Narrative Jump Ahead Bulls-Eye	£21,500	To support to a targeted group of children dealing with social and emotional issues that may affect learning ability. Training to make staff aware of aims and outcomes of sensory circuits. Establish intervention work for children referred by class teachers to explore emotions through, 'zones of regulation.'	Children to be more settled and engaged in learning in the classroom. Children to learn coping strategies to help them self regulate emotionally. Increased attendance. All 22 children who attended sensory circuits really enjoyed it. They showed increased confidence in gross motor skills, balance, body awareness, tactile function, auditory and visual skills along with emotional regulation. At the end of the sessions the pupils said they were in the 'green zone of regulation'-ready to learn To ensure that pupils, in all intervention groups, achieve progress. Pupils in all intervention groups, achieved progress. Due to Covid 19 the intervention groups only took place until March 2020
Music enrichment, Specialist music teachers	£1,000	Children to receive guitar, keyboard or cello lessons.	Children exposed to a rich curriculum. Participate in performances. All pupils participated in school assemblies and concerts.

Agency staff to support vulnerable pupils.	£3,200	To develop positive attitudes to learning.	Improved relationships between peers and between learners and staff.
Allocated total	72,180		
Spent	72,950		

£1,700 for residential trip not spent.

Total spent £71,250 £930 carried forward to next year 2020-2021