



Sacred Heart Catholic Primary School Pupil Premium Strategy Statement 2020-2021

This document shows where our Pupil Premium Grant is being allocated for the financial year 2020-21. It will be regularly reviewed and updated by the senior leadership team and Governing Body

Money Received to support Pupils Eligible for PPG

| Reason for eligibility per child | Number of pupils | Eligible Money received per child | Total money received |
|--|------------------|-----------------------------------|----------------------|
| Pupils recorded as Ever 6 free school meals (FSM) | 41 | £1,345 | £55,145 |
| Service Children | 3 | £310 | £930 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | 8 | £2,345 | £18,760 |

Total £74,835 Plus £930 carried over from last year =£75,765

See impact report 2019-2020

Summary Information

| School | Primary School | | | | |
|-----------------------------|----------------|---|-----------|--------------------------------------|----------|
| Academic Year | 2020/21 | Total PP budget | £74,835 | Date of most recent PP Review | Nov 2020 |
| Total number on school roll | | Number of pupils eligible for PP 2019-20 | 51 | Date for next review | Oct 2021 |
| | | Number of pupils eligible for PP 2020-21 | 52 | | |

Disadvantaged pupil performance overview for **last academic year** – Year 6 and Year 2 data Attainment (Y6 - 2020)
 Pupils eligible for PP (Outcomes are based on teacher assessment as there were no SATS tests in 2020 due to the covid-19 pandemic

| Measure PP (summer 2020 in lockdown) | Score | All pupils |
|---|-------|------------|
| Meeting expected or better standard Y6- Reading | 78% | 90% |
| Meeting expected or better standard at Y6 - Writing | 67% | 84% |
| Meeting expected or better standard at Y6 - Maths | 67% | 84% |

| Measure PP (summer 2020 in lockdown) | Score | All pupils |
|---|-------|------------|
| Meeting expected or better standard at Y2- Reading | 23.1% | 61.1% |
| Meeting expected or better standard at Y2 - Writing | 30.8% | 50 % |
| Meeting expected or better standard at Y2 - Maths | 38.5% | 61.1% |

Y1 Phonics screening was assessed in term 1 2020, all PPG except one passed the screening.

External Barriers

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| 1 | Parental mental health and wellbeing impacting on pupils. |
| 2 | Attendance – holidays in term time, reluctance to return- COVID, self-isolating |

In-school barriers-

| | |
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| 1 | Pupils entering EYFS have poor language skills and lower than national starting points on entry to school |
| 2 | Lower threshold for Mental Health and Emotional Wellbeing e.g. resilience |
| 3 | Break in learning – Children have missed several months of teaching and learning, self-isolating – access to technology and home learning. |
| 4 | Children on the PPG register have additional needs (SEN 5% EAL 3%) |
| 5 | High level of Medical needs. |
| 6 | Disadvantaged Pupils in EYFS /KS1 have poor language skills. |

Outcomes

| | Desired outcomes and how they will be measured | Success criteria |
|---|--|---|
| A | - To develop a robust 'recovery' curriculum that addresses and meets the needs of all disadvantaged pupils. Pupils eligible for PP to achieve in line with the Age Related Expectations (ARE) and GD in Reading, Writing and Mathematics, taking into account loss of learning from last year. | Gaps identified and targets set for ARE and GD in R/W/M Review the effectiveness of interventions and catch-up programmes Data wall analysis shows good progress and gaps closed for all PPG |
| B | Support for Pupils Mental Health and Emotional Well-Being so that Pupil Premium pupils are being supported to become more resilient learners and boost self-confidence. | Pupils play with peer groups and adapt to new routines, rules and measures. Pupils re-engaged with learning and rebuild concentration levels. If PPG pupils are struggling referrals made to outside agency for support- Any transitions are carefully planned and managed to ensure success. |
| C | Disadvantaged children have equal access to extra-curricular activities and curriculum enrichment. | PP pupils will attend enrichment activities -Forest school, 6-0 tennis, Pass and Move. PP will have the opportunity to access music tuition. |
| D | Attendance for all disadvantaged children is good and they understand the importance for attending regularly. Persistent absence with vulnerable groups (LINK to SIP R5: Recovery Plan – Full return of pupils). | Attendance for disadvantaged children across the school are in line with those of other children |
| E | Improve language skills for pupils eligible for PP in EYFS/ KS1 | Pupils with speech and language difficulties will make good progress from their starting points |

Planned Provision

(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 /implement action |
|--|--|---|---|-----------------------------|---|
| To develop a robust “recovery” curriculum to ensure all pupils reach ARE targets /GD in Reading / Writing / Mathematics that addresses the needs of all disadvantaged pupils . | Teacher assessments to identify ‘gaps’ as a result of COVID-19 school closures. Targeted Interventions in each year group using QFT and small groups for Reading and Writing Use of 1-1 programmes for most vulnerable, PPG pupils. To use Mastery Resources to identify and close ‘gaps’ (Maths No Problem)) Specialist teacher to support class teachers in Teaching for Mastery with focus on reasoning skills | School closures are likely to reverse progress made to close the gap . Ensure that pupils eligible for PP make accelerated progress by investing in support which will have impact on narrowing the gap. | Assess lost learning, and tailor support to match. All pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges Monitoring programme: Work Scrutiny, Planning and Pupil Voice scheduled Pupil progress meetings with class teachers and SLT will review practices and measure impact. | SENCO SLT Class teachers | Ongoing — Pupil Progress meetings Terms 2-4-6. Ongoing review of impact of actions which can be adjusted as necessary. Staff meetings Data wall showing closing gaps for R,W M |
| Support for Pupils Mental Health and Emotional Well-Being so that Pupil Premium pupils are being supported to | Barriers to learning Including SEMH are identified early and interventions put in place to secure maximum progress as pupils’ progress throughout the school. | SEMH support for pupils so that they are able to access learning. The school to access support from external agencies. | Interventions advised by external agencies and implemented by the school to be overseen and evaluated by the SENCO. | SENCO SLT CT | Ongoing review of needs with implementation as necessary. Review by SENCO termly. |

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| become more resilient learners and boost self-confidence. | | | | | |
| To continue to improve attendance – re: persistent absence and with vulnerable groups (LINK to R5: Recovery Plan – Full return of pupils). | Regular attendance information sent to parents School attendance target is 97%. Persistent absence or holidays in term time to be addressed. | Attendance and punctuality addressed so that maximum benefit from plans for children can be reached, | SLT to ensure standard school processes work efficiently. | SLT | Review in terms 2, 4 and 6 |
| Improve language skills for pupils eligible for PP in EYFS/ KS1 | Baseline assessment for all EYFS pupils. Speech and language interventions | Development of speech and language skills which impact on attainment. | Access to speech and language link. Assessments to be carried out. Run intervention groups. | SENCO/CT | At the end of the intervention |

(ii) TARGETED SUPPORT

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|---|--|---|--|--------------------------------|---|
| To develop a robust “recovery” curriculum to ensure all pupils reach ARE targets /GD in Reading / Writing / Mathematics that addresses and meets the needs of all | Targeted interventions. 1:1 tuition / booster sessions to target identified areas External agencies will be accessed as needed (CLASS, Educational Psychologist Resources –PLR Access to technology- Nessy | Evidence from assessments- Maths strands with largest gaps are multiplication and division ,geometry and fractions Literacy-gaps in reading comprehension Targeting gaps in knowledge, understanding and skills accelerates | Monitoring of lessons and progress reviews led by SLT Use staff training/INSET to deliver training needs. Tasks designed to stretch and challenge to be available for all pupils to increase the percentage of PPG working at greater depth. | CLASS Teachers SENCO SLT | Review of impact of actions which can be adjusted as necessary. Review Terms 2 4 6 |
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|---|--|---|--|--------------------|--|
| disadvantaged pupils . | <p>Clicker 7 dynamo maths</p> <p>Phonics support. Language link screening for all EYFS pupils.</p> <p>Speech link assessments if needed to identify need. Access to SALT specialist if required.</p> | progress . | | | Data wall showing closing gaps for R,W M |
| Support for Pupils Mental Health and Emotional Well-Being so that Pupil Premium pupils are being supported to become more resilient learners and boost self-confidence. | <p>Access to -trainee Education Mental Health practitioner and EFT keyworker to provide ongoing support for pupils. Educational Psychologist as needed CAMHS.</p> <p>Nurture group/ Thrive agenda Sensory circuits</p> <p>Growth mindset Inset day/staff meeting</p> | Social and Emotional needs to be addressed - consistent and frequent so that children are safe and can thrive | <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. SENCo will include interventions on assess,plan do review forms/ Additional Needs Plans -reviewed termly.</p> <p>CTs will note on provision maps specific interventions.</p> <p>All staff are aware .</p> | SENCO All staff | <p>EFT report July 2021</p> <p>Feedback from trainee EMHP</p> |
| Improve language skills for pupils eligible for PP in EYFS/ KS1 | <p>Language Link screening for all EYFS pupils. Assess pupils using Speech link if needed. Assess other pupils in KS1 if needed. Support from CLASS if appropriate.</p> | Focus on ensuring children acquire a wider vocabulary and communicate effectively. | Children who required intervention make good progress following intervention. | SENCO/CT | <p>Appointment of SaLT practiotner 1 morning /week terms 5 and 6</p> <p>At the end of the intervention</p> |

(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 | review date |
|--|---|---|---|------------|--------------------|
| Monitor attendance rates | Regular attendance information sent to parents School attendance target is 97%. Persistent absence or holidays in term time to be addressed. | Attendance and punctuality addressed so that maximum benefit from plans for children can be reached. Evidence shows more families are choosing to take holidays in school time which has a negative impact on attendance figures | Termly Attendance Meeting . | SLT | Review Terms 2 4 6 |
| Supporting Parents and building relationships between Parents and school | Opportunities within school for home/school liaison. Training opportunities for parents. Via EFT, Early help keyworker. Improving parenting skills and family relationships. keyworker working alongside the family, modelling and coaching good practice.. Encourage positive parenting strategies. Facilitate Access to Local Agencies Support families in accessing relevant agencies to meet their needs. To ensure disadvantaged pupils have correct uniform and to further engage parents with the school and their child's learning. | Parent feedback confirms parent confidence in the school. Advise parents on parenting strategies using evidence based programmes such as Triple P Parenting Programme. This will decrease family conflict and increase family cohesion. To build parenting capacity in order to increase the ability of families to be independent of external support. | SLT to ensure opportunities for parental engagement with class teacher / SENCo, SLT and external agencies as appropriate. Support professional meetings, both at school and beyond.. | SLT | Review Terms 2 4 6 |

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| <p>Pupils to have access to a wide range of learning opportunities through additional clubs — educational visits etc.</p> | <p>PP pupils to have access to : All Clubs After school club Residential trip (Y5-6) Early birds club Music tuition</p> <p>Pupils to have access to free school uniform as needed.</p> | <p>PP pupils will increase their life opportunities by engaging with new experiences and raising their confidence and self-esteem</p> | <p>School to discuss with parents needs / interests / aspirations of pupils to match these with opportunities available. Ongoing review of these + pupil voice.</p> | <p>SLT SENCo Class teachers Parents Pupils</p> | <p>Bursar to report –Use of clubs including Early Birds by PP</p> <p>PP use of clubs monitoring.</p> |

Budget 2020 –2021

| General ledger | Amount | Description |
|----------------|---------|--|
| | £1,598 | Maths no Problem |
| | £324 | Speechlink Infant |
| | £800 | Purple Mash |
| | £140 | Nessy – Dyslexia learning |
| 30010 | £666 | CPOMs |
| | £357 | Dynamo Maths |
| | £60 | Phonics tracker |
| | £275 | Speechlink Junior |
| | £1,542 | Other subscriptions and resources |
| 10000 | £3,000 | SENCO –Thrive sessions |
| 10110 | £53,875 | TA and INA salaries -thrive, small group work, extra TA year 2, interventions, 1 to 1, wave 3, |
| 32370 | £7,700 | EFT key worker and EFT membership |
| 32400 | £1,500 | School Trips – may need review |
| 32410 | £1,500 | Early Birds places and school shoes for FSM – needs review |
| 43560 | £1,700 | Ed Psych and CLASS |
| | £7,084 | Education Futures Trust |
| | £303 | Music lessons |

Total £82,424