



### Pupil Premium Summary of Priorities

From reflecting on last year’s Assessments and after researching case studies of successful provisions for DAPs children, Sacred Heart CVA endeavour to build on the excellent progress made in 2017 - 2018. Last year’s Pupil Premium Independent review lead to two significant whole school procedures. These have been pivotal in the development of the provision of PP in Sacred Heart CVA. Challenge is a focus and university/secondary school links will be pivotal in our provision of Pupil Premium in this academic year.

In Foundation Stage, the Achievement for All programme witnessed significant progress with its targeted children and this programme will continue to be rolled out and will also develop into KS1. Parental engagement has been a priority and will continue to be this year.




In KS1 we aim to further develop progress made in Phonics and Reading. Gaps are closing in these academic areas and we endeavour to further close the GAPS. Interventions and staff CPD are therefore going to focus on Phonics and Reading. (Switch on Reading and Writing.) Parental engagement has been a priority and will continue to be this year.

In Lower KS2 the focus is on giving DAPs children opportunities they wouldn’t otherwise get to experience. There is also a drive on metacognition at this age. (Research has also shown that DAPs children have gaps in their life experiences that then affects their academics, their confidence and their self-esteem.) There will be provision of opportunities for HAPs children to be challenged.



Lastly, in upper KS2 the focus is on SATs preparation and tutoring. This is to ensure that all children have every opportunity to succeed at Sacred Heart. There will be a significant focus on HAPs.

Strategy	Outcomes and success criteria	Staff	Milestones	Completed	Review date	Cost per pupil	Total cost
<i>WHOLE SCHOOL STRATEGY Continue the use of Pupil Progress Meetings to discuss the progress of PP</i>	<i>1] PP Champions to be able to share drilled</i>	<i>Class Teachers to discuss PP progress with</i>	<i>Class Teachers to analyse class data.</i>	<i>Pupil Progress Meetings in</i>	<i>December 2018 and</i>	<i>Discussed at first</i>	<i>0</i>

<p>children, the interventions the children receive and the target children for that term.</p>	<p>down data information with staff to inform their planning, teaching and assessment and therefore improve progress overall. 2] That the target children for that term will close the gap. Evidence of this progress should be on Target Tracker or in summative assessments.</p>	<p>Head in Pupil Progress Meetings. Class Teacher and Head collaboratively select Target Children using effective data analysis.</p>	<p>Pupil Progress Meeting.</p>	<p>first half of each term.</p>	<p>Easter 2019.</p>	<p><b>meeting Autumn 1 Tutoring</b> approx. 300 per pupil</p>	<p>See below</p>
			<p>Interventions.</p>	<p>Data deadline day at the end of each term.</p>		<p><b>Booster groups</b> for higher ability year 6 writers 150</p>	<p>See below</p>
			<p>Analysis of data to measure progress.</p>	<p>L Chapman to filter out the PP data for each term at the end of the term.</p>		<p><b>Racing to English</b> groups in year 1 150</p>	<p>See below</p>
						<p><b>Achievement for All parent work</b> 238</p>	<p>See below</p>
						<p><b>Rapid Maths-</b> across the school 750</p>	<p>See below</p>
						<p><b>Individual Verbal Feedback</b></p>	<p>See below</p>

						<b>Work by Social worker on Self-esteem 1000- over the year</b>	<i>See below</i>
<p><b>WHOLE SCHOOL STRATEGY</b> To continue to carry out progress Walks and Book Checks in follow up to Pupil Programme Meetings.</p> <p>    </p> <p><b>FEEDBACK</b></p>	<p>1] To enable senior leaders and PP Champions to track progress and quality assure current targeted interventions to show impact. 2] That the target children for that term will close the gap. Evidence of this progress should be on Target Tracker or in summative assessments. 3] Teachers have their PP children and target children in the forefront of their planning and assessment.</p>	<p>PP Champions and a member of SLT.</p>	<p>Progress Walks and Book Checks to be carried out. PP Champions and SLT to assess progress and feedback to class teachers and Head Teacher.</p>	<p>Progress Walk to be a months after the Pupil Progress Meeting in each term. This will allow 4 weeks for an impact to be made.</p>	<p>July 2019.</p>	<p>Cost of cover £43</p>	<p>£100 approx for a morning. £600</p>

	<p><i>Therefore, increasing the possibility of closing the gap.</i></p> <p><i>4] Use of effective feedback has proved to aid progress significantly.(EEF ) Weekly VF will be pivotal in diminishing the differences for our PP children.</i></p> <p><i>5] For there to be cohesion in the provision of PP throughout the school. For every member of teaching staff, support staff and SLT to know and implement the 2 PP Non-Negotiables.</i></p>						
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<p>PP Display board of Target children.</p>	<p>To embed those target children into the thoughts and practices of the <b>whole</b> school staff.</p>	<p>S Boyd</p>	<p>To put up relevant photos and information each term immediately after the Pupil Progress meetings.</p>	<p>Immediately after Pupil Progress meetings.</p>	<p>July 2019..</p>	<p>N/A</p>	<p>N/A</p>
<p>Analyse progress of PP children in each Key Stage.</p>	<p>Promote progress of those children. Analyse impact of tutoring in relation to its cost.</p>	<p>L Chapman/KH</p>	<p>Gather baseline assessment using Target Tracker. Assess the progress before Easter. Assess the progress in both the Summer half-terms.</p>	<p>Progress to be analysed and fed to SLT and whole staff. This can inform us of the impact Sparks has made.</p>	<p>July 2018</p>	<p>N/A for Autumn</p>	<p>£100</p>
<p>Switch on Reading Recovery</p>  <p>PHONICS</p>  <p>READING COMPREHENSION STRATEGIES</p>	<p>To close the reading gap of our PP children and get them to the expected reading levels. <u>Research shows that on average Switch on makes 5-6 months progress in 10 weeks with</u></p>	<p>Support staff after receiving CPD.</p>	<p>CPD for support staff. Target children to be highlighted. Interventions to roll out.</p>	<p>July 2019.</p>	<p>July 2019.</p>	<p>£200</p>	<p>£1000</p>







	<i><u>disadvantaged children.</u></i>		<i>Analysis of data to measure progress.</i>				
<i>Parental Engagement</i>	<p><i>To close the gap between PP parents attending parents events in comparison to non PP parents.</i></p> <p><i>Research has shown that Parental engagement has a moderate impact on academic attainment.</i></p>	<i>S Boyd.</i>	<p><i>PP desk at Parents Evenings. Parents sign up the for the 50 pound budget initiative.</i></p> <p><i>50 pound budget that each PP child and their parents/guardians have control over. There is a list of resources, books, stationary and revision books that they can chose from.</i></p>	<p><i>Autumn Term Parents Evening for sign up.</i></p> <p><i>Launch to take place in November.</i></p>		<i>£50 per child</i>	<i>£6500</i>


	<p><i>Promising examples = Texting Parents and Family Skills.</i></p> <p><i>Texting Parents – texts of academic progress as well as general info.</i></p> <p><i>Oasis Byron 2017 PP Award Winner accredited progress to Parental Engagement.</i></p>		<p><i>Pre-learning visits for each PP child and their parents/guardians</i></p>	<p><i>1] Autumn 1 S Boyd to email teachers to pick suitable topic for the pre-visit in the spring term.</i></p> <p><i>2] S Boyd to book trips, risk</i></p>		<p><i>TBA</i></p>	<p><i>TBA</i></p>
				<p><i>assessment s and contact with parents in Autumn 2.</i></p> <p><i>3]Trips to take place with parents in the spring terms. This is to be spread out over the spring terms.</i></p>			



<p>PP Attendance recording and analysis.</p> <p><i>"In it to Win it."</i></p> <p>All PP children who receive 100% attendance for that term have their names put into a raffle for a significant prize. Promote through texting those target parents.</p>	<p>To be aware of persistent poor attenders.</p> <p><i>"In it to win it"</i> PP attendance awards scheme. To be able to reward 100% attendance.</p>	<p>C Ellingworth to report to K Hayles, S Boyd and L Chapman.</p>	<p>C Ellingworth to provide a Half Termly attendance report for PP children to S Boyd and L Chapman.</p> <p>G Bond to give Breakfast club register to L Chapman and S Boyd.</p>	<p>SLT and PP Champions being able to spot any vulnerabilities in PP children's attendance. Can use School Support Worker with these families.</p>	<p>Starting from Spring 2 Term.</p>	<p>Attendance awards.</p> <p>£22</p> <p><i>"In it to win it reward."</i></p>	<p>£300</p>
<p>Secondary school links and experiences for Higher Ability Pupils.</p>	<p>To challenge the Higher ability PP children. To increase the % of HAPs PP achieving GD.</p> <p>To allow them to access Secondary School subject specific facilities like Science Labs and Drama Studios.</p>	<p>S Boyd and L Chapman.</p>	<p>S Boyd to Liaise with and book a Maths/Science experience for HAPs Maths children and a Drama experience for HAPs English children.</p>	<p>This is to be completed by the Summer Half Term and for the boys to share their experience with the rest of school.</p>	<p>May 2019</p>	<p>£80</p>	<p>Cover and Transport</p> <p>Meetings to arrange suitable workshops .</p> <p>Resources for suitable workshops .</p> <p>Certificates and rewards. £2000</p>






<p><i>Achievement for All (Foundation)</i></p> <p> </p> <p><i>Early Years Intervention</i></p>	<p><i>To use structured conversations and meetings with parents to aid progress in the Foundation Programme.</i></p>	<p><i>S Rummeray and V Forrian alongside K Hayles.</i></p>	<p><i>Process of meetings and GAPs analysis throughout the academic year.</i></p>	<p><i>July 2019</i></p>	<p><i>July 2019</i></p>	<p><i>£238</i></p>	<p><i>£2000</i></p>
<p><i>Achievement for All (KS1)</i></p>	<p><i>To use structured conversations and meetings with parents to aid progress in the KS1 programme.</i></p>	<p><i>S Boyd, J Hall, C Meehan, S Grove, J Hall, S Rummer and V Forrian alongside K Hayles.</i></p>	<p><i>Staff CPD on the Provision of AforA.</i></p> <p><i>Process of meetings and data analysis at the end of each term.</i></p>	<p><i>July 2019</i></p>	<p><i>July 2019</i></p>	<p><i>£238</i></p>	<p><i>£4000</i></p>
<p><i>Sparks Tutoring</i> Bespoke Tutoring in Maths, Reading, SPaG and Writing for Year 5 &amp; 6 DAPs children.</p> <p>  </p> <p><i>Extending the school day</i></p> <p>  </p> <p><b>SMALL GROUP TUITION</b></p>	<p><i>To give disadvantaged children opportunities to close gaps and receive additional tutoring after using data to highlight gaps in learning.</i></p>	<p><i>Year 5 and 6 Teachers with L Chapman.</i></p>	<p><i>Use data to highlight gaps and needs.</i></p> <p><i>Interventions to be carried out.</i></p> <p><i>Analysis of data to measure impact.</i></p>	<p><i>Easter 2019 and July 2019.</i></p>	<p><i>July 2019.</i></p>	<p><i>£10 per hour/ 10 sessions each</i> <i>£100</i></p>	<p><i>£2000</i></p>

<p>To ensure the health and well-being of families by providing the opportunity to receive timely support for social, emotional, medical and financial needs. Behaviour interventions</p> <p>    </p> <p>    </p> <p>emotional learning</p> <p style="text-align: right;">Social and</p>	<p><i>To offer a family support worker and an attendance officer work with families carrying out targeted support often with outside agencies, establishing links with families where attendance is a barrier to learning build and building an understanding of different barriers to learning.</i></p>	<p><i>L Toon and C Ellingsworth in partnership with C Hayles.</i></p>	<p><i>Touch base with high profile families at the start of the year.</i></p> <hr/> <p><i>React and intervene continually throughout the academic year.</i></p>	<p><i>July 2019</i></p>	<p><i>July 2019</i></p>	<p><i>£70</i></p>	<p><i>£9000</i></p>
<p>Termly metacognition Workshops</p>	<p><i>Metacognition and self-regulation approaches have consistently high levels of impact,</i></p>	<p><i>S Boyd</i></p>	<p><i>Share possible ways to implement metacognition awareness and pick target group</i></p>	<p><i>Autumn Half Term.</i></p>	<p><i>Christmas</i></p>	<p><i>TBA</i></p>	<p><i>TBA</i></p>

<p>Metacognition and self-regulation Teaching &amp; Learning Toolkit 30th August, 2018</p> 	<p><i>with pupils making an average of seven months' additional Progress.</i></p>		<p><i>Implement the Autumn term workshops and analyse impact using TT and pupil interviews.</i></p>	<p><i>Autumn 2</i></p>			
<p>To ensure pupils dietary needs are met daily and develop their understanding of healthy eating.</p> <p>EEF - The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment</p>	<p><i>To increase progress of disadvantaged children by meeting their nutritional needs and also their social and emotional needs.</i></p> <p><i>(Magic Breakfast)</i></p>	<p><i>S Herbert alongside K hayles.</i></p>	<p><i>Analyse the Breakfast Club set up. Implement any changes needed.</i></p> <p><i>Pick a group of Year ½ children who attend breakfast club and compare progress to a similar group who don't attend.</i></p>	<p><i>Sept 2018</i></p> <p><i>July 2019</i></p>	<p><i>July 2019</i></p>	<p><i>£10</i></p>	<p><i>£400</i></p>
<p>To ensure all pupils are adequately clothed and have access to educational resources.</p>	<p><i>To prevent non-attendance at school due to not having uniform.</i></p> <p><i>To support the emotional</i></p>	<p><i>Office staff.</i></p>	<p><i>Parents follow the usual procedure of ordering uniform throughout the school year.</i></p>	<p><i>July 2019</i></p>	<p><i>July 2019</i></p>	<p><i>£40</i></p>	<p><i>£5200</i></p>

	<i>development of children.</i>						
<p>To ensure PP/LAC pupils have the opportunity to learn a musical Instrument.</p> <p>   </p> <p>Arts participation</p>	<p><i>To provide enrichment opportunities.</i></p> <p><i>To develop the skill of reading music.</i></p> <p><i>To develop the memory, self-esteem and confidence of the children.</i></p>	<p><i>K Hayles in communication with Music Tutor.</i></p>	<p><i>LAC children selected and communication made with carers.</i></p> <p><i>Pupil interview to discuss the children's experience of the music lessons.</i></p>	<p><i>June 2019</i></p>	<p><i>June 2019</i></p>	<p><i>£585</i></p>	<p><i>£2340</i></p>
<p>To ensure that DAPs children throughout the school have access to out of school hours extra-curricular opportunities.</p>	<p><i>To increase educational engagement and attainment. To promote healthy</i></p>	<p><i>PE Coordinator to set up and deliver extra-curricular programme.</i></p>		<p><i>All year</i></p>	<p><i>June 2019</i></p>	<p><i>£62</i></p>	<p><i>£8000</i></p>

<p>    </p> <p>Sports participation</p>	<p><i>bodies and healthy minds to increase progress.</i></p>	<p><i>Office staff to communicate with target families.</i></p>					
<p><b>Total as of Autumn 1 pupil premium expenditure:</b></p>							<p>41,530</p>
<p><b>Total as of Autumn 2 pupil premium expenditure:</b></p>							
<p><b>Total as of Spring 1 pupil premium expenditure:</b></p>							
<p><b>Total as of Spring2 pupil premium expenditure:</b></p>							
<p><b>Total as of Summer 1 pupil premium expenditure:</b></p>							
<p><b>Total as of Summer 2 pupil premium expenditure:</b></p>							
<p><b>Grand total for the year pupil premium expenditure:</b></p>							