**Pupil premium strategy statement (primary)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Sacred Heart CVA | | | | |
| **Academic Year** | 2021-2022 | **Total PP budget** | £116,385 | **Date of most recent PP Review** | September 2021 |
| **Total number of pupils** | 415 | **Number of pupils eligible for PP** | 91 | **Date for next internal review of this strategy** | January 2022 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Current attainment** | | | | | | |
| **Key Stage 1 SATs** | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* | |
| % achieving in reading, writing and maths | | | N/A for 2019/20 | |  | |
| % achieving in reading | | |  | |  | |
| Reading Points Progress across Key Stage 1 | | |  | |  | |
| % achieving in writing | | |  | |  | |
| Writing Points Progress across Key Stage 1 | | |  | |  | |
| % achieving in maths | | |  | |  | |
| Maths Points Progress across Key Stage 1 | | |  | |  | |
| **Key Stage 2 SATs** | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* | |
| % achieving in reading, writing and maths | | | N/A for 2019/20 | |  | |
| % achieving in reading | | |  | |  | |
| Reading Points Progress across Key Stage 2 | | |  | |  | |
| % achieving in writing | | |  | |  | |
| Writing Points Progress across Key Stage 2 | | |  | |  | |
| % achieving in maths | | |  | |  | |
| Maths Points Progress across Key Stage 2 | | |  | |  | |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability) Based on 2018/19 data** | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | |
|  | | % of PP children reading at age expected – only in KS1, not KS2 – 57% | | | | |
|  | | Gap between the % of PP children who are GD and % of All pupils who are GD. – not at KS2 - **Reading** 21% PP = GD, 21% All = GD; **Writing** 7% PP =GD, 7% All;  **Maths** 14% PP= GD, 14% All = GD | | | | |
| **C.** | | Progress of PP children between Key Stages – mainly in KS2 – **Reading** -0.67 **PP**, -0.35 All; **Writing** +0.47 **PP**, +1.22 All;  **Maths** -2.31 **PP**, +1.55 All | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* **Based on 2018/19 data** | | | | | | |
| **D.** | | The attendance of PP pupils is below non-PP.  Lack of reading at home.  High levels of EAL | | | | |
| 1. **Desired outcomes** | | | | | |
|  | *Desired outcomes and how they will be measured* | | | *Success criteria* | |
|  | Accelerated progress in Reading | | | Significant progress in phonics using Phonics Tracker.  Significant reading progress using Reading Bookmarks and Switch On Reading Data.  Progress in Accelerated Reading data. | |
|  | To raise aspiration amongst disadvantaged learners (Lower KS2 focus) | | | Pre/Post testing of University links. | |
|  | To close the gap between PP attendance and Non-PP attendance. | | | To have improved % attendance after analysis of half-termly attendance records. | |
|  | To continue to engage parents in their child’s learning. | | | Use of teacher parent’s emails for homework.  TAs/ teachers with dual languages to call parents when necessary.  Packs for home learning developed for children with no access to technology during isolation periods.  Parent WhatsApp group to continue  Parents learning classes to start again | |
|  | To provide for the basic needs of children | | | School uniform pack to be provided for all children in receipt of PP  Free breakfast club for PP children | |
|  | To close the gap between PP and Non-PP children achieving ARE in maths. | | | After school clubs.  Workshops  Assessments (quizzes, cold and hot tasks) | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020-21- continued from previous year** | | | | |
| 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. | | | | | |
| 1. **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?** |
| Improved % of PP children reading at age expected. Close the gap between PP and Non-PP children reading at age expected. | Whole staff CPD in Little Wandle phonics scheme. This new scheme requires 3 Guided Reading sessions per week on top of daily phonics. Guided Reading sessions focus on vocabulary. | The vocabulary gap:  We know that the attainment gap emerges early in a child’s life and that, therefore, the child’s family is crucial in helping to close that gap. We know, too, that reading books from an early age is a vital weapon in the battle for social mobility. As such, Pupil Premium funding can legitimately – and wisely – be used to support community projects such as reading mentor schemes, helping improve parents’ literacy levels and encouraging parents and members of the community to engage with education.  <http://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/> | Lesson Observations  Moderation of Reading evidence  Pupil Progress meetings | S Ong, M Sexton & S Rummary (CPD)  K Hayles and A James (Observations)  SLT  (Pupil Progress Meetings) | Termly Pupil Progress Meetings.  £5000 |
| Improved progress of target child/children in books and on TT. | Implementation of whole school VF policy. | “What happens in the classroom makes the  biggest difference: improving teaching quality  generally, leads to greater improvements at lower cost than structural changes.”  (<https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf>) | Book Scrutiny  Pupil Progress Meetings  In-house moderation. | K Sharpe & H Lee (PP Leads) | Termly Pupil Progress Meetings.  £5000 |
| Improved tracking of phonics acquisition using Phonics Tracker | Implementation of Phonics Tracker across the whole school for children who are early readers. | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=phonics> | Observations  Pupil progress  Book looks  Pupil interview  PP children will be tracked by KS | S Ong &  M Sexton | Phonics Tracker Training for all staff teaching phonics.  £300  £1000 training |
| Accelerated Reader costs | Continued use of AR to:   * Boost enjoyment of reading * Track standardised score for comprehension | <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=accelerated> | AR reports for individual children and groups  PP children will be tracked by KS/HL | S Ong  K Sharpe  H Lee | £4270 |
| Promote pleasure for reading across whole school. | Our Best book scheme KS1 and KS2  See WIT flier:  School to receive 5 copies of each of the 6 short listed books for two Year 2 and year 6 classes, plus a school set • Promotional posters and bookmarks • A book talking/storytelling film clip to launch and promote the award/ books/reading • A central celebration event at the end of the project to celebrate the winning book • Resources and materials linked to each book | This is s proven scheme run by the LAs ‘Whatever it takes’ scheme to get children reading.  <https://whatever-it-takes.org.uk/> | Taken from the WIT flier:  Inspire and motivate children in Year 2 and 6 to be active readers • Inspire and motivate parents to be involved in their child’s reading • Develop and support reading for pleasure • Develop awareness of new titles/authors • Provide schools with multiple copies of a range of picture books to use as part of the project and beyond • Encourage children to become active library members | S Ong &  M Sexton | £1500 |
| Accelerated Progress in Year 6. | 1 HLTA will be placed in year 6 class to work on small group or whole class work, so that the teachers can target groups | HLTAs have been proven in the past to make a big difference to the progress  of, particularly, the LAPs  <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=154&t=Teaching%20and%20Learning%20Toolkit&e=154&s>= | Progress in R,W, M will be 0 or above by the end of academic year 21/22  PP children will have made at least equal progress to the rest of the group | KH/AS | Part funded by Recovery plan  £10000 |
| Improved % of PP children achieving ARE in maths. Close the gap between PP and Non-PP children achieving ARE. | Brainwave Education Workshops targeted at KS1 and KS2 to improve knowledge in doubling, estimating and sorting; problem solving and visualisation; mental arithmetic, angles, basic fractions and more. | <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/aspire-to-stem>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>  **Education Endownment Foundation** -  ‘There are aspects of mathematics teaching not covered by this guidance. In these situations, teachers must draw on their knowledge of mathematics, professional experience and judgement, and assessment of their pupils’ knowledge and understanding. ‘ | We will do a baseline quiz including hinge questions prior to workshop so that we can ascertain which PP children to target for the workshop.  Will then complete the quiz again after the workshops to measure progress.  Our pupils often lack a well-rehearsed and readily available method to solve a problem, they need to draw on problem-solving strategies to make sense of the unfamiliar situation. Therefore, we will select problem-solving tasks for which pupils do not have ready-made solutions. | KS/HL | After workshop completion.  Price TBC |
| Improved % of PP children achieving ARE in maths. Close the gap between PP and Non-PP children achieving ARE. | Board games – chess club to begin after school. Board games (such as Snakes and Ladders) are particularly beneficial to developing understanding of numbers. | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>  (KS1)  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3>  (KS2) | PP children will be tracked by KS/HL  AS will be conducting an after school chess club – will target predominantly PP pupils, potential to target GD PP dependent upon data.. | KS/HL/AS | Upon completion of the after-school club (5-6 week review) |
| Improve Teacher and TA knowledge of effective questioning and modelling in mathematics. | Assistant heads to trial key questioning and model to their pupils how to question their maths work. Look at ‘low threshold, high ceiling’ activities that will benefit the whole class but specifically monitor PP children. | <https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/maths-ks2-3/EEF_Case_Study_Modelling_Tarleton_Academy_2021-08-18-142924_kidi.pdf> **Low Threshold High Ceiling**A low threshold high ceiling task is one which is designed to be mathematically accessible, and to have built-in extension opportunities. In other words, everyone can get started and everyone can get stuck. <https://nrich.maths.org/10345> - research  <https://nrich.maths.org/8769> - examples of LTHC activities. | KS/HL/AS to trial this approach in their classrooms to be able to feed back to the rest of the staff. Can be a starter, main activity or plenary activity. Use of ‘What’s the same?’ ‘What’s different?’ ‘What do you notice?’  Ask children some of the STEM questions at the beginning and record responses. Ask again after 2 weeks and record responses and view the difference. Target 1 PP and 1 Non PP child so that we can assess its effectiveness. | KS/HL/AS | 2 weeks trial Ass. Heads and then reflect in cold and hot tasks (beginning and end of each unit).  Once implemented to the staff ask for a sample of data from the cold and hot tasks of a unit to analyse effectiveness. |
| Improve attendance of PP children and try and reduce the gap between our schools attendance and National Average. | Make attendance a higher priority in  students’, parents’ and teachers’ minds.  Increase the buzz and excitement around Star of the Week/Catholic ethos. Look at returning to KS assemblies. Provide exciting rewards and track in each KS how often PP children are chosen. | <https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/EEF-Example-of-Implementation-Plans.pdf> - Page 3 | • Analyse our PA data for vulnerable students to identify more precisely the barriers to attending school.  • Ongoing education of students and parents around the importance of attendance and the impact that it has – info sessions for targeted parents, letters home and assemblies.  • Create attendance specific postcards home and agree thresholds and logistics  for sending. | SLT | Termly |
| Parental engagement of PP students. Using team building strategies to build a positive relationship between parent and child. | Provide a variety of trips for KS1 and KS2 PP families to encourage team building and promote positive relationships not only between parent and child but parent and school. | ‘The importance of parent engagement in children’s learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017).’  <https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf>  Page 191 – questioning | Create a questionnaire based on one or two of the following; attendance, engagement with school life, motivation, attitudes to learning, behaviour.  Ask PP children and their parents to complete it and then repeat after team building activities. | KS/HL | To begin once school trips have been approved during the pandemic. |
| Extra TA in F1 for crucial settling in time | One extra TA in F1 (LG) to aid settling in and accelerate progress | “Early years or early childhood interventions aim to ensure that young children have educational pre-school or nursery experiences which prepare them for school and academic success.”  <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=130&t=Teaching%20and%20Learning%20Toolkit&e=130&s>= | Children will make progress from very low starting points in R,W,M | JJ/ AS/ KH | £6000 |
| **Total budgeted cost** | | | | | £33070 |
| 1. **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?** |
| Accelerated Progress in Reading KS1 | Switch On Reading Intervention in each class Sept/Oct/Nov/Dec 2021 x2 children  Then different children in Lent and Pentecost terms | “One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of Extending school time or a Summer school – or as a replacement for other lessons.”  The data impact report from the previous academic year.  EEF Summary  The first EEF Switch-on Reading trial found that pupils receiving the intervention made around 3 months’ additional progress in reading outcomes in Year 7, compared to other pupils.  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=switched%20on%20reading> | Pre/Post testing  Check ins with TAs that run the intervention.  Data impact report. | KS | £10,000 |
| Beat Dyslexia (tweaked to follow the Little Wandle order of phonics) Intervention in KS2 | Daily Beat Dyslexia sessions with small groups of children | Specific learning styles  Beat Dyslexia- uses repetition, scripted text and over learning – proven intervention to be used with children struggling to acquire phonic knowledge  <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=136&t=Teaching%20and%20Learning%20Toolkit&e=136&s>= | Target Tracker data for the groups  Pre and post testing data  Observations | KS 2 teachers | TAs x 8 hours per day  £10000 |
| Pastoral work of Behaviour mentors | Targeted work will be planned for any children demonstrating challenging behaviour or behaviour which is impacting on learning | Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.  <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=151&t=Teaching%20and%20Learning%20Toolkit&e=151&s>= | Logs on B/W to create reports as necessary | YG/MG | £30000 |
| **Total budgeted cost** | | | | | £50000 |
| 1. **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?** |
| Close the gap between PP attendance and non-PP attendance. | 1] Letters home to PP parents that compare their child’s attendance to the rest of the year.  2] ‘In it to win it’ prize.  3] To continue the family learning trips.  4) EWO work | “Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.”  (<https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>) | 1 & 2 = Regular PP monitoring with attendance officer.  3 = Data impact report from family learning trips. | KH/ CE | Termly  £500 prizes  £10000 trips |
| Uniform | PP children to receive a uniform pack from school | Evidence from school questionnaires demonstrates that it is important to make sure that ALL children feel part of the school and wearing the uniform is crucial to this.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/school-uniform/> | Vouchers sent out before Summer 2021.  Local uniform shop to provide delivery service for the families | BB/GB/CE | £5000 |
| School Social Worker | School SW to work with individual children and small groups (when C-19 restrictions are lifted) ad crucially liaise with parents and families in need | “We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis.”  <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=139&t=Teaching%20and%20Learning%20Toolkit&e=139&s>= |  |  | £20000 |
| **Total budgeted cost** | | | | | £35500 |
| **Total budgeted cost** | | | | | £118,570 |