


Pupil premium strategy statement (primary)

1. Summary information					
School	Sacred Heart CVA				
Academic Year	2019 - 20	Total PP budget PP Plus	£127,839 £10,200	Date of most recent PP Review	July/August 2019
Total number of pupils	447	Number of pupils eligible for PP	99	Date for next internal review of this strategy	March 2020

2. Current attainment		
Key Stage 1 SATs	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29%	64%
% achieving in reading	50%	70%
Reading Points Progress across Key Stage 1	8.4	8.4
% achieving in writing	29%	66%
Writing Points Progress across Key Stage 1	7.1	8.1
% achieving in maths	64%	68%
Maths Points Progress across Key Stage 1	8.5	8.1
Key Stage 2 SATs	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	55%	50%
% achieving in reading	67%	50%
Reading Points Progress across Key Stage 2	23.8	24.3
% achieving in writing	72%	64%
Writing Points Progress across Key Stage 2	23.7	24.5
% achieving in maths	67%	81%

Maths Points Progress across Key Stage 2		23.9	24.4
3. 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.	% of PP children reading at age expected – KS1		
B.	Gap between the % of PP children who are GD and % of Non-PP children who are GD. – KS1 (Reading 22.2% PP = GD, 16.7% non PP = GD, Writing 38.9% PP =GD, 28.6% non PP writing, Maths 16.7% PP= GD, 16.7% non PP = GD, Combined 11.1% PP = GD, 9.5% Non PP = GD)		
C.	Progress of PP children between Key Stages – mainly in KS2		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	The attendance of PP pupils is below non-PP. Lack of reading at home.		
4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
A.	Accelerated progress in Reading	Significant progress in phonics using Phonics Tracker. Significant reading progress using Reading Records and Switch On Reading Data. Progress in Accelerated Reading data.	
B.	To raise aspiration amongst disadvantaged learners (Lower KS2 focus)	Pre/Post testing of the Route to Resilience. Pre/Post testing of University links.	
C.	To close the gap between PP attendance and Non-PP attendance.	To have improved % attendance after analysis of half-termly attendance records.	
D.	To continue to engage parents in their child's learning.	Sustained and Improved attendance of the joint learning visits. Improved % attendance of PP parents at Parent's Evenings.	

5. Planned expenditure					
Academic year		2019/20			
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?
Improved % of PP children reading at age expected. Close the gap between PP and Non-PP children reading at age expected.	Whole staff CPD on Guided Reading	<p>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.</p> <p>http://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</p>	<p>Lesson Observations Moderation of Reading evidence Pupil Progress meetings</p>	<p>A Southall and S Ong (CPD)</p> <p>K Hayles and A James (Observations)</p> <p>SLT (Pupil Progress Meetings)</p>	Termly Pupil Progress Meetings.
Improved progress of target child/children in books and on TT.	Implementation of whole school VF policy.	<p>Feedback</p> <p><small>High impact for very low cost, based on moderate evidence.</small></p>  <p>“What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.”</p> <p>(https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf)</p>	<p>Book Scrutiny Pupil Progress Meetings In-house moderation.</p>	K Sharpe and S Boyd	Termly Pupil Progress Meetings.

<p>To raise awareness of learning vocab. To allow vulnerable children to access metacognition opportunities.</p>	<p>Whole school CPD – Route to Resilience.</p>	<p>“In an exemplary school.....Almost all staff can confidently explain how metacognition and self-regulated learning is relevant to the needs of their pupils and this is evident in their planning and practices.” https://educationendowmentfoundation.org.uk/tools/</p> <p>“In my monitoring of schools, I am seeing the effectiveness and impact of this approach by learning, teaching, behaviour, attitudes, communities, lives. Hugely important, truly inspiring. Thank you for the opportunity to be better equipped to give children a character literacy to improve lives and society.” (https://www.routetoresilience.co.uk/annual-report)</p>	<p>Lesson observations Pupil Interviews</p>	<p>SLT</p>	<p>July 2020</p>
<p>1] To close the GD attainment gap between PP children and Non-PP children in Target year groups.</p> <p>2] To ensure good progress for PP children between Key Stages.</p>	<p>Employment of Teacher</p>	<p>“What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of highquality training is limited.” (https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf)</p>	<p>Lesson observations Pupil interviews Pupil progress meetings Data analysis</p>	<p>SLT and Sarah Boyd</p>	<p>Each half term-starting February 2020</p>
Total budgeted cost					<p>£40,000</p>
<p>ii. Targeted support</p>					

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	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.	Pre/Post testing Check ins with TAs that run the intervention. Data impact report.	S Boyd	Dec 2019
Reading Support for those Year 3/4 children who did not pass the Phonics Screening Check.	Dyslexia Gold Intervention	All children have made accelerated progress - some now have a reading age higher than their chronological age. SENDCO Mile Cross Primary School (https://dyslexiagold.co.uk/)	Pre/Post testing Check ins with TA that runs the intervention. Data impact report.	S Boyd	April 2020
Total budgeted cost					£25000
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?
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) Work of the School Social worker 5) Work of the Behaviour mentor	"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.	S Boyd C Ellingworth Louise Toon Yvonne Green	Termly
Total budgeted cost					£75000

