**Pupil premium strategy statement (primary)**

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| 1. **Summary information**
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| **School** | Sacred Heart CVA |
| **Academic Year** | 2020-21 | **Total PP budget** | £118,126 | **Date of most recent PP Review** | September 2020 |
| **Total number of pupils** | 435 | **Number of pupils eligible for PP** | 93 | **Date for next internal review of this strategy** | January 2020 |

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| 1. **Current attainment**
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| **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**
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|  **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 |
|  | Gap between the % of PP children who are GD and % of Non-PP children who are GD. – not at KS2 (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** *(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**
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|  | *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, when possible again  |
|  | To close the gap between PP attendance and Non-PP attendance. | To have improved % attendance after analysis of half-termly attendance records- when possible to measure this |
|  | To continue to engage parents in their child’s learning. | Use of teacher parents emails- particularly during any local lockdowns etcTAs/ teachers with dual languages to call parents when necessary Delivery of weekly food parcels and household items to families in need continuesPacks for home learning developed for children with no access to technologyParent WhatsApp group to continueWhen possible, parents learning classes to start again |
|  | To provide for the basic needs of children | Provide school uniform pack to be provided for all children in receipt of PPBreakfast packs in classrooms to be easily accessible for use in bubbles |

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| 1. **Planned expenditure**
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| **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**
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| **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 | 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 ObservationsModeration of Reading evidencePupil Progress meetings | A Southall and S Ong (CPD)K Hayles and A James (Observations)SLT(Pupil Progress Meetings) | Termly Pupil Progress Meetings.Supply cover £5000 |
| Improved progress of target child/children in books and on TT. | Implementation of whole school VF policy. | “What happens in the classroom makes thebiggest difference: improving teaching qualitygenerally leads to greater improvements at lower cost than structural changes.”(<https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf>) | Book ScrutinyPupil Progress MeetingsIn-house moderation. | A Southall and S Boyd | Termly Pupil Progress Meetings.Cost of stickers £1000 |
| 1] To close the GD attainment gap between PP children and Non-PP children in Target year groups.2] To ensure good progress for PP children between Key Stages. | Employment of Teacher from January 2021 | “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 high-quality training is limited.”(<https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf>) | ObservationsDataModeration of work | KH | Termly Pupil Progress Meetings.Covid catch up to be used |
| Improved tracking of phonics acquisition using Phonics Tracker | Implementation 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> | ObservationsPupil progressBook looksPupil interviewPP children will be tracked by SB | SO/KHSB | £200 |
| 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 groupsPP children will be tracked by SB | SO/ASSB | £4270 |
| 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.  | 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 | LC/ASTD/MS/AA | £1000 |
| Extra TAs in year 6 | HLTAs will be placed into each 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 20/21PP children will have made at least equal progress to the rest of the group | KH/AS | £15207£23534 |
| Extra TA in F1 for crucial settling in time | One extra TA in F1 (3 days a week) 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.”Children in F1 come into school at a very low academic level- i.e. This year, at PPM 1, in Reading 50% of the F1 group are working below 26 months, in writing, 53% in writing and 50% in Maths. This is after 7 weeks of teaching<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 | £11033 |
| **Total budgeted cost** | £61244 |
| 1. **Targeted support**
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| **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 | “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 SummaryThe 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 testingCheck ins with TAs that run the intervention.Data impact report. | SB | Dec 2020 |
| Beat Dyslexia Intervention in Year 3/4 | Daily Beat Dyslexia sessions with small groups of children | Specific learning stylesBeat 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 groupsPre and post testing dataObservations | Year 3 and 4 teachers | TAs x 4 hours per day£11831  |
| 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 | £22430 |
| **Total budgeted cost** | £34261 |
| 1. **Other approaches**
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| **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. | SB/ CE | Termly |
| 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/> | Office to email PP parents and packs put together for collection  | BB/GB/CE | £4115.25 –initial£4115.25- replacementsBook bags- £465 |
| 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** | £28695.50 |

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| Review of Expenditure 2018 - 2019 |
| Strategy or Intervention | Level of Impact | Additional Notes |
| Whole school strategy of having a PP section in each pupil progress meeting. |  | Due to timetable constraints the PP lead could not be released to attend the meetings. This made is much harder for the lead to ‘paint a picture’ of the whole school provision. However, whole school data shows that the GAP between PP and Non PP is on the whole diminishing. |
| Whole school strategy of having a Pupil Progress Check/Learning Walk 6 weeks after each pupil progress meeting. This was to ensure that 1] All PP books had a subtle dot on the top corner of the book and 2] That all PP books have evidence of verbal feedback. |  | Due to timetable constraints the PP lead could not be released to carry out Learning Walks or Book/Progress checks. The PP Lead could not gain knowledge of whether the strategy was being followed through or not. The PP Lead is being giving some time off timetable to help complete activities such as this. However, PP children continue to close that Gap throughout the school. |
| Switch On Reading |  | 40 children received this intervention. It’s been a huge success and the average progress made by the children was 9 months from a 10 week intervention. The impact shows that the children closed the gap between their reading age and actual age. (Refer to data impact report.) |
| Parental Engagement |  | 1]The joint learning trips where PP parents are invited onto an educational visit with their children have been revolutionary in the engagement of parents. Over 80% of PP parents attended the visits and observations made saw parents actively engage in their own children’s learning and also the learning of other children on the trip. (Refer to data impact report.)2] Many parents attended the Switch On Presentation. (72 %)3] The £50 home learning resource strategy was a big success. 85% of PP parents engaged in this strategy and they worked in conjunction with their children to decide which resources would be most beneficial for their children. (Refer to data impact report.) |
| Secondary School Links with Secondary School |  | PP Lead set up a link with St Pauls whilst on a course set up by the MAT. PP Lead made contact with the Secondary school and explained possible ideas. PP Lead made contact again but the experience did not materialise. |
| Achievement for All |  | (Lead by KS Leads) They will have relevant data. My observations - Some success made from holding structured conversations with parents. However, not enough impact has been made for the cost of the intervention and for the demands placed on the timetable and teachers. |
| Sparks Tutoring – Year 6 target pupils |  | PP children out performed Non-PP children across the board in the SATs. However, out of the target children that received the Sparks intervention only a minority passed. (Refer to data impact report.) |
| Sparks Tutoring – Year 3 & 4 HAPs pupils |  |

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| Old Year 3 |
| Maths | 4/9 gained S+ (44.4%) |
| Old Year 4 |
| Maths | 1/10 gained S+ (10%) |
| Reading | 4/10 gained S+ (40%) |

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