

# Pupil premium strategy statement – Sacred Heart Catholic Voluntary Academy

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	369
Proportion (%) of pupil premium eligible pupils	50 (14%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 – 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Kate Hayles
Pupil premium lead	Kate Hayles
Governor / Trustee lead	Caroline Pinto

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,279
Recovery premium funding allocation this academic year	£10,041
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,320

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our aim is to use pupil premium funding to help us improve attainment and attendance and therefore close the gap between pupil premium and non-pupil premium pupils. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- parental engagement
- improved phonological skills
- deepening their love of maths and encouraging problem solving resilience
- providing first hand experiences and opportunities

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in assessments, not assumptions about the impact of disadvantage.

The key principles of our strategy are that disadvantaged children have access to opportunities, teaching and support that allows them to catch-up on learning lost during the Covid-19 pandemic, widen their aspirations, develop their confidence and increase their cultural and STEM capital. We also aim to reduce barriers to learning by developing relationships with families, providing for the SEMH needs of the children and minimising lateness and absence.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through recruiting a tutor who has been recruited by an external tutoring organisation, quality assured by the DFE for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To raise aspiration amongst disadvantaged learners
2	To close the gap between PP attendance and Non-PP attendance by minimising lateness and absence.
3	To engage parents in their child's learning
4	To provide for the basic needs of children
5	To accelerate progress in Reading
6	To target and push Writing
7	To improve effective teaching questioning, modelling and STEM sentences in maths and across the curriculum.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.


Intended outcome	Success criteria
Children can confidently talk about their learning and the experiences that they have had. The gap between the number of Pupil Premium children achieving expected and the number on non PP children achieving expected is narrowed.	Newly developed medium term curriculum planning that focuses on a knowledge-led curriculum. - Subject leader training in carrying out effective pupil voice surveys. - Ongoing curriculum evaluation - Teachers / subject leaders to try and include opportunities and experiences in their wider planning. - Ongoing monitoring of PP children in pupil progress meetings with the identification of focus children where necessary. - Regular programme of monitoring and evaluation by subject leaders to include high-quality opportunities for pupil voice.
Develop phonological skills from EYFS through to KS2.	KS1 phonics assessment data reflects our ambition to reduce the attainment gap between disadvantaged pupils and their peers. Employ another member of staff in EYFS and target phonics in that KS. Aim to raise attainment and progress across EYFS.

To improve attendance for disadvantageded pupils and see a reduction in PA % for pupil premium children	This year we would like to see a rise in pupil premium attendance in order to be more in line with our whole school target. We would also like to see the % of PA children significantly reduced. Monthly attendance reports - Awareness among children and families of what our aims are for attendance (96%) and a shared vision and responsibility for achieving this. - Promotion of this aim throughout the school – attendance awards, attendance figures on school reports and mention at parents evening.
To encourage positive relations between PP pupils and their parents.	To have workshops where parents come into school and work with their child to increase the bond between them.
Develop writing skills through highly structured approaches and interventions. Children to be able to write for a variety of purposes across the curriculum.	Strive for end of Key Stage outcomes to show disadvantageded pupils performing as well as non-disadvantageded pupils and reflect our ambition to reduce the attainment gap between disadvantageded pupils and their peers.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.




## Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher in EYFS	 <p>“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.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=130&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=130&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=130&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=130&amp;s=</a></p> <p>£38,895</p>	4. To provide for the basic needs of children

<p>Teaching assistant in every KS1 class each morning and at least a TA to share in years 3-6</p>	<p>Research funded by the EEF demonstrates that when TAs are well trained and used in structured settings with high-quality support and training, they can boost learning by as much as an extra term. Classroom TAs support the teacher in the morning during the teaching of core subjects (Reading, writing and maths)</p> <p>£0</p>	<p>1. To raise aspiration amongst disadvantaged learners 4. To provide for the basic needs of children</p>
<p>Improve Teacher and TA knowledge of effective questioning and modelling in mathematics.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/maths-ks2-3/EEF_Case_Study_Modelling_Tarleton_Academy_2021-08-18-142924_kidi.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/maths-ks2-3/EEF_Case_Study_Modelling_Tarleton_Academy_2021-08-18-142924_kidi.pdf</a></p> <p><b><u>Low Threshold High Ceiling</u></b></p> <p><b>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.</b></p> <p><a href="https://nrich.maths.org/10345">https://nrich.maths.org/10345</a> - research</p> <p><a href="https://nrich.maths.org/8769">https://nrich.maths.org/8769</a> - examples of LTHC activities.</p> <p>HL 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?'</p> <p>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.</p>	<p>7. To improve effective teaching questioning, modelling and STEM sentences in maths and across the curriculum.</p>

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 Tutor £8262 (50% paid for from total – rest pp or rp)</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring?utm_source=/support-for-schools/making-a-difference-with-effective-tutoring&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tutor">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring?utm_source=/support-for-schools/making-a-difference-with-effective-tutoring&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tutor</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring?utm_source=/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tutor">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring?utm_source=/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tutor</a></p> <p>To have a tutor in year 6 to help raise attainment in writing. It has been identified since Covid-19 that the amount of children achieving ARE in writing</p>	<p>4. To provide for the basic needs of children 6. To target and push Writing</p>


	<p>has dropped therefore this tutor will focus on raising the standard and attainment.</p> <p>£4,793</p>	
<p>Accelerated Reader</p> <p>Boost enjoyment of reading</p>	<p>  </p> <p> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=accelerated">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=accelerated</a> </p> <p>£4,198</p>	<p>5. To accelerate progress in Reading</p>
<p>Improved tracking of phonics acquisition using Phonics Tracker</p>	<p>  </p> <p> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics</a> </p> <p>£300</p>	
<p>Accelerated Progress in Year 6</p> <p>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</p>	<p>  </p> <p>HLTAs have been proven in the past to make a big difference to the progress of all pupils, but particularly, the LAPs.</p> <p> <a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=</a>  <a href="https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=154&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=154&amp;s=">https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=154&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=154&amp;s=</a> </p> <p>£0</p>	<p>5. To accelerate progress in Reading</p> <p>6. To target and push writing</p> <p>7. To improve effective teaching questioning, modelling and STEM sentences in maths and across the curriculum.</p>
<p>Improved % of PP children achieving ARE in maths.</p>	<p>(KS1) <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>(KS2) <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>7. To improve effective teaching questioning, modelling and STEM</p>

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.  £0	sentences in maths and across the curriculum.
Parental engagement of PP students. Using team building strategies to build a positive relationship between parent and child.	'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).' <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf</a> Page 191 – questioning  To hold parental involvement workshops in Phonics, Maths, ASD and teaching of English.  £0	3.To engage parents in their child's learning  6. To target and push writing
Residential trip and trips subsidy	Giving children the experience of staying away from home (sometimes for the first time) is beneficial to develop resilience.  £2,607- accommodation  £1,180- travel	1. To raise aspiration amongst disadvantaged learners
One trip per class - subsidised	Giving children the experience of at least one trip out to a theatre or place of interest  £10,000	1. To raise aspiration amongst disadvantaged learners
Ukulele lessons in year 2	Giving children the opportunity to learn how to play a tuned instrument.  £756	1. To raise aspiration amongst disadvantaged learners
Provide afterschool club-choir	Giving children the opportunity to sing in an acclaimed choir.  £3,900	1. To raise aspiration amongst disadvantaged learners



**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School uniform pack to be provided for all children in receipt of PP</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform</a></p> <p>Section 4. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>£4000</p>	<p>4. To provide for the basic needs of children</p>
<p>Leroy – social worker</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/project-to-gain-insights-into-interventions-for-children-involved-in-social-care?utm_source=/news/project-to-gain-insights-into-interventions-for-children-involved-in-social-care&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20services">https://educationendowmentfoundation.org.uk/news/project-to-gain-insights-into-interventions-for-children-involved-in-social-care?utm_source=/news/project-to-gain-insights-into-interventions-for-children-involved-in-social-care&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20services</a></p> <p>The EEF are now beginning to research the effect a social worker can have on vulnerable pupils. We know from previous years that our pupils really do rely on the expertise that a social worker can offer.</p> <p>£11,459</p>	<p>4. To provide for the basic needs of children</p>
<p>Accelerated Progress in Reading KS1 and KS2 through Switch On Reading</p>	<p></p> <p>“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.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=switched%20on%20reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=switched%20on%20reading</a></p> <p>£0</p>	<p>1. To raise aspirations amongst disadvantaged learners.</p> <p>5. To accelerate progress in Reading</p>
<p>To create a Pupil Premium register to gain an overview of</p>	<p>Over this next year to development a Pupil Premium register that allows staff to view all helpful information about a PP child in one place. This has helped us to recognise and address barriers to learning promptly. It is a useful tool during Pupil Progress meetings and</p>	<p>4. To provide for the basic needs of children</p>

the barriers and	will aide transition between year groups and Key stages.  £0	
Monthly monitoring of lateness and attendance figures and deployment of the Education Welfare Officer (EWO) where appropriate.	This approach will ensure that persistent attendance issues are recognised early and that suitable support is put in place to minimise lost learning.  £0	2. To close the gap between PP attendance and Non-PP attendance by minimising lateness and absence.
Pastoral work of Behaviour mentors  Targeted work will be planned for any children demonstrating challenging behaviour or behaviour which is impacting on learning	£11,825    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.  <a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=151&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=151&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=151&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=151&amp;s=</a>  We have a member of staff out of class 24/7 who's primary aim is to reduce behaviour issues in the classroom. Any children who are struggling to conform to the expected behaviour standards within school can spend time with the mentor who's aim is to ensure the child can return to the classroom in a happy and settled way. The mentor deals with issues such as SEMH, parental, behavioural, emotional, social and many more.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behavior%20mentor">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behavior%20mentor</a>  Already costed	4. To provide for the basic needs of children
Free Breakfast club	To provide children with access to a free breakfast facility.  Greggs Foundation pays for the food, so this cost is purely staffing.	

	£6972	
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**Total budgeted cost: £100,385**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The following strategies were evaluated as successful last year through data analysis, impact within the classroom, engagement and need and these strategies will be continued in this policy:

- Parental engagement
- STEM sentences in maths
- Closing the gap between PP attendance and Non PP attendance
- Promote reading for pleasure
- Accelerated Progress in Reading in KS1 through Switch On intervention
- Pastoral work of Behaviour Mentors
- Accelerated progress in year 6 through use of HLTA

Based on evaluation, the following strategies have been adapted for the new policy:

- Parental Engagement through cook sessions with Cook Stars.
- Create a Pupil Premium register to benefit the staff and their knowledge of Pupil Premium children in their class and also across the whole school.
-