

# 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	382
Proportion (%) of pupil premium eligible pupils	73 (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Kate Hayles
Pupil premium lead	Hannah Lee
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,471
Recovery premium funding allocation this academic year	£10,150
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><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></p>	£11,842
<p><b>Total budget for this academic year</b></p> <p><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></p>	£120,621

# 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
<p>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.</p> <p>Review September 2023-</p> <p>Children can now talk confidently about their work- see CSI report April 2023</p> <p>KS2 PP children</p> <ul style="list-style-type: none"> <li>· Reading 68.8%- <b>above</b></li> <li>· Writing 56.3%- <b>significantly below</b></li> <li>· Maths 68.8%- <b>below but not significantly</b></li> </ul> <p>Non PP children</p> <ul style="list-style-type: none"> <li>• Reading 68.2%</li> <li>• Writing 72.7%</li> </ul>	<p>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.</p>

<ul style="list-style-type: none"> <li>• Maths 70.5</li> </ul>	
<p>Develop phonological skills from EYFS through to KS2.</p> <p>Review September 2023 ELG PP children (4) <b>Group too small to make a comparison.</b></p> <p>Word reading 50% Writing 50% Number 50%</p> <p>Non PP children Word reading 71.9% Writing 68.8% Number 75%</p>	<p>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.</p>
<p>To improve attendance for disadvantaged pupils and see a reduction in PA % for pupil premium children</p> <p>2022-2023 attendance years 1-6</p> <p>PP 88.3% <b>significantly below</b></p> <p>Non- PP 93%</p> <p>PP PA 2021/22 28.77% PP PA 2022/23 <b>39. 82%</b></p>	<p>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.</p> <p>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.</p>
<p>To encourage positive relations between PP pupils and their parents.</p> <p><b>Workshops well attended and enjoyed by all.</b></p>	<p>To have workshops where parents come into school and work with their child to increase the bond between them.</p>
<p>Develop writing skills through highly structured approaches and interventions. Children to be able to write for a variety of purposes across the curriculum.</p> <p>Writing for all Year 6 children was 77.2% (above National levels). All work</p>	<p>Strive for end of Key Stage outcomes to show disadvantaged pupils performing as well as non-disadvantaged pupils and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.</p>

rigorously moderated by the LA moderators.

PP children only 56.3%- significantly below