

# SACRED HEART VOLUNTARY ACADEMY

## Pupil Premium Statement Strategy

Summary information					
<b>School</b>	Sacred Heart Catholic Voluntary Academy				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£21,210	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	209	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	Jan 2019

Attainment 2017		
	<b>Pupils eligible for PP (Sacred Heart)</b>	<b>All other pupils nationally</b>
<b>% achieving scaled score of 100 above in reading, writing and maths</b>	100%	63%
<b>Progress in reading</b>	2.7	N/A
<b>Progress in writing</b>	1.3	N/A
<b>Progress in maths</b>	4.8	N/A

Barriers to Attainment	
In School Barriers	
A	Growth Mindset- attitude, behaviour and personal development
B	Tracking and accurate assessment
C	Breadth and Understanding of Vocabulary
External Barriers	
D	Consistency of approach to communication strategies and emotional regulation between home and school.

<b>Review of Expenditure</b>				
<b>Previous Academic Year</b>		2017-18		
<b>Quality of Teaching for All</b>				
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether this approach will be continued)	<b>Cost</b>
A Improved teaching and consistency leading to greater attainment.	Development of staff knowledge in this area, purchase of resources to enhance teaching	P.P had access to teachers who were more knowledgeable about responding to their needs. 2 new Pupil Premium reviewers are in school.	To continue to send staff on appropriate CPD.	£3100
A Attainment/Marking	Updated whole school marking policy	P.P children's work was marked in line with the school's new policy.	Ensure PP books are priority marked daily.	£0
B Gaps ensuring that the whole child is being supported.	End of year PASS survey.	Some P.P children have been identified as having a negative perception of themselves and their ability within school.	Allowed P.P champion to analyse the child's attitude to learning and then implement ELSA where necessary. Ensure PASS features as part of transition day.	£800
B Assessment tool (initially Y4 & 5)	Purchase of Puma and Pira assessment papers, specifically created for gaps analysis	Enabled class teachers to clearly identify gaps in the P.P children's reading and writing.	Puma and Pira will now be purchased for all P.P pupils across the year from 1 to 6.	£1090
C Clear focus of all to improve outcomes for all disadvantaged children	During each subject managers development time, they were asked to specifically monitor/observe the P.P children.	Gave the subject managers a better picture of how the P.P children were achieving in their subjects. It also gave the Head teacher, Governors and SLT a more holistic view of the child's attainment across the whole of the curriculum.	PM teacher targets.	£0

### Targeted Support

Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether this approach will be continued)	Cost
A Attainment	A designated P.P teacher.	All apart from one child reached expected progress for the end of their year.	To continue with the designated P.P teacher, but to have a clearer start point to allow for better tracking.	£12781
B Tracking and assessment	Go4Schools has been used to track the P.P children and monitor their progress.	This has meant that the P.P champion has been able to inform class teachers, F.K and the Head teacher which children are underachieving and in which subjects.	To continue to track the children's progress on Target Tracker and liaise with F.K on a more regular basis.	£600

### Other approaches

Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether this approach will be continued)	Cost
For all P.P children to have access to the appropriate clothing and experiences that school offers.	Personal budgets of £200 to include school trips, uniform, residential etc.	All children accessed their own personal funds throughout the year. This was monitored closely by AD.	For the P.P children to continue to have a personal budget, but also a separate budget for trips.	£3400
Access to a musical instrument with tuition provided by a specialist.	Music Hub	Children have the experience of learning to play a musical instrument. They start from the same learning point as their peers and can discuss ways of learning.	The children enjoy the music project. We will continue to support this project for PP children only.	£360
Attendance	Taxi Fares subsidised for a given period of time due to an operation for parent.	Child in school 100% of the time during this period.	To make it very clear that the support is for a fixed length of time and make sure that this is agreed with the parents.	£264.00

Total spend for academic year £22,440

Planned Expenditure						
Academic Year 2018-19						
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	IMPACT/REVIEW	Estimated Cost
A						
Holistic approach ensuring the whole child is being supported.	Continued access to the PASS survey.	PASS survey gives us valuable, holistic, feedback.	Timetabled Information shared with staff. Headlines shared with Governors and involve ELSA where necessary.	Assistant Head - SD	Summer Term	£800
	Resilience and confidence group-Specialist	Build confidence and improve attitude towards learning.	Teacher feedback, data, Pupil Voice, parent Voice	FK	End T2	£600 (next year)
Children will be more confident and ready to learn in the classroom.	Nurture Dog Group	Build confidence, improve multi-step listening skills and relieve anxiety. It has also proven to enhance reading levels when a book is read- this would be an added benefit. <i>Research - Early Childhood Education Journal, Vol. 32, No. 1, August 2004</i> <i>Study by the university of California</i>	Calm scale measure Session observation TA feedback	FK ML Dog trainer	Every 4 weeks	0
	ELSA Programme 1-1 and nurture groups to follow up.	Address emotional barriers to learning.	<ul style="list-style-type: none"> <li>•Entry and exit pupil voice</li> <li>•Consistent approach to after care throughout the school</li> <li>•Follow up nurture groups where required</li> </ul>	LGB	Termly: <ul style="list-style-type: none"> <li>•Parent Voice</li> <li>•Teacher feedback regarding readiness to learn.</li> <li>•Case Study</li> </ul>	£150

	Lego therapy – group programme	Address emotional barriers to learning.	<ul style="list-style-type: none"> <li>•Very experienced TA</li> <li>•Training from Ashmount and through supervision session run by ed psych.</li> <li>•Entry and exit survey</li> </ul>	LGB	4 Weeks	£0
To increase children's self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	Forest school to be rolled out across the school in blocks for each year group.	Research based - gaining confidence and improve their self-esteem this can impact on their emotional and mental well-being. Children learn to solve problems and be creative and imaginative at Forest School thus showing enterprising behaviour.	<ul style="list-style-type: none"> <li>•Set programme</li> <li>•Pupil Voice</li> <li>•Skill acquisition</li> </ul>	LA/RC	Friday Timetable- each class 6 weeks throughout year	Sports Premium Budget
Raised engagement and self confidence	Postcards and phone calls home – see Barrier D					
<b>B</b>						
Assessment tool (Year 1 through to Year 6)	<p>Purchase of packs of assessments from CGP.</p> <p>Gaps analysis</p>	Clear gaps need to be identified for children so that they can be supported to catch up in a strategic manner.	Puma and Pira assessments will be administered three times a year during identified assessment weeks. This data will be analysed and used to support teaching during P.P sessions with F.K and small group interventions in class.	Assistant Heads – SD & CS	<p>Summer Term</p> <ul style="list-style-type: none"> <li>•Staff feedback</li> </ul>	£2600
Clear focus of all to improve outcomes for disadvantaged children.	Review monitoring forms for Governors and Staff. Add Steps to Success to Website.	As staff and governors are focusing on a particular subject area they are able to highlight specific issues for their subject. Shared responsibility	Monitoring reports of Head teacher, Staff and Governors.	Headteacher, P.P Governor and all staff 4.3.19 PP feedback shared with Govs	Ongoing	£0

<b>C</b>						
Improved acquisition and understanding of the topic vocabulary	Vocab chants with physical movements introduced to enhance vocabulary within each topic (trial year 3)	Teacher assessment/1-1 teaching highlighting gaps in vocab understanding/knowledge Research based- Alex Quigley and Daniel Sobel	<ul style="list-style-type: none"> <li>•Teacher feedback</li> <li>•Child voice/engagement</li> <li>•Use of Vocabulary within independent writing</li> <li>•Monitoring by FK and LA</li> </ul>	FK	Half termly: <ul style="list-style-type: none"> <li>•Ch voice</li> <li>•Engagement</li> <li>•Teacher feedback</li> </ul>	£0
Expanding vocabulary and understanding - WS	Whole School story sessions			LA		
Closing the overall vocab gap as a whole school approach	book <i>Closing the vocabulary gap</i> – Alex Quigley					
Maths Vocab	– could we hit this with clear displays within class and clarity of one maths term per week/day? Already broken down per year group on maths policy so just needs to be inputted clearly into planning	Teacher assessment/1-1 teaching highlighting gaps in vocab understanding/knowledge Teacher voice Research based- Alex Quigley and Daniel Sobel	<ul style="list-style-type: none"> <li>•Learning walks</li> <li>•Child voice/assessments</li> <li>•Mathematical reasoning using correct and confident terminology</li> </ul>	RD	Mathematical understanding of vocab is evident in test scores/problem solving papers	£0
<b>•D</b>						
Improved communication between home and school and child confidence raised	Trial period for reinforcing purely positive behavior with home via; <ol style="list-style-type: none"> <li>1) phone calls home</li> <li>2) celebration postcards</li> </ol>	Parent engagement, Low self-confidence within high % of pp children demonstrated through PASS survey, teacher feedback and pupil questionnaires. Low engagement within lessons from some PP children	<ul style="list-style-type: none"> <li>•Consistent approach, record keeping</li> <li>•PP ch have a % allocated per week</li> <li>•Training of staff</li> <li>•PP Pupil Voice interview</li> <li>•Parent feedback</li> <li>•Teacher feedback</li> </ul>	FK	End T2: <ul style="list-style-type: none"> <li>Pupil voice</li> <li>Parent voice</li> <li>Staff Voice</li> </ul>	£300
Total area cost						£3,850

**Targeted Support**

<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation?</b>	<b>Cost</b>
<b>A</b>						
67% c'ren will achieve expected in R, W or M at the end of the year.	1:1 UPS teacher Identified target children in line with half termly data.	Early intervention is highlighted as high cost for moderate impact (EFF) By ensuring that gaps are narrowed (and removed) we are able to build on this long- term allowing all children to achieve their best.	Half termly Headteacher and PP teacher meeting	PP teacher	Half termly	£12,700
P.P teacher to have more specific targets related to each P.P child's individual needs.	P.P to have termly targets that can be tracked numerically. P	Accurate teacher/SLT knowledge of starting points and progress	Half termly pupil progress meetings	Assistant Head – SD  SD to meet with F.K x3	Ongoing:  <ul style="list-style-type: none"> <li>•Staffing changes – reviewed Feb Half-Term</li> <li>•Half termly meetings between FK &amp; LA</li> <li>•New intervention planning, tracking and review forms in place</li> </ul>	Timetable 0
Interventions taking place with smarter targets	Intervention planning and review forms to be used by PP teacher and TA interventions and tracked every 2 weeks.	Gaps in knowledge highlighted by teacher assessment ad pira and puma assessments Inset. D Sobel	<ul style="list-style-type: none"> <li>•Shared at TA mtg,</li> <li>•New planning, tracking and review forms shared at staff meeting 27.02.19</li> <li>•Ongoing training from UPS PP teacher</li> <li>•Child voice and impact on independent work</li> <li>•Class teacher feedback</li> </ul>	FK and LA 27.2.19 Staff meeting.	2 weekly: <ul style="list-style-type: none"> <li>•LA Early morning</li> <li>•Learning Walk.</li> <li>•FK monitor intervention folders with new tracking forms. (Weds am)</li> <li>•Staff feedback</li> <li>•Some measurable by assessment/ Some pupil voice</li> </ul>	CPD £160

Clearer picture of PP children and their needs	Passport for Success individual PP pupils shared with all staff	Inset. D Sobel Drive for a greater depth knowledge of each individual child's barriers to learning	Teacher/Parent feedback. Whole school feedback	FK	On going: Teacher/Parent/Pupil voice	£0
SLT Focus on different groups	HT lead joint book scrutiny with class teacher. Year groups spread across leadership team.	EFF	Half termly – using new triangulation format sheet (3 week PP focus per term).	Head Teacher & SLT	Half termly	£0
Marking	All P.P children are to have their books marked daily according to child voice.	Closing the Gap – research Quality First teaching research	FK book scrutiny every 2 weeks.(Feedback according to pupil voice). SLT book scrutiny every half term	FK and SLT		
<b>B</b>						
Tracking and assessment	Target Tracker	Using teacher knowledge and assessment of gaps specific. (Puma and Pira data)	Entry and exit data	Assistant Head - RD	Termly	£0
<b>C</b>						
KS1 - Improved listening, narrowing language gap with peers and improving confidence in the classroom with peers and adults.	Talk boost intervention	Past success with this intervention Research shows the reading of those ch who take part also improve significantly. Low self esteem of some of the PP children chosen	<ul style="list-style-type: none"> <li>•Training</li> <li>•Peer Observation</li> <li>•FK to observe a session to ensure high quality teaching</li> <li>•very experienced TA to run with strong knowledge of children</li> </ul>	LGB FK	Half termly: <ul style="list-style-type: none"> <li>•Teacher feedback</li> <li>•Assessment and analysis</li> <li>•TA feedback</li> <li>•Pupil voice</li> </ul>	



<b>Improved acquisition and understanding of the topic vocabulary</b>	Resource Boxes (Y3 Trial year group)	Teacher assessment/1-1 teaching highlighting gaps in vocab understanding/knowledge Research based- Alex Quigley	<ul style="list-style-type: none"> <li>•Resource library –</li> <li>•Regular communication with parents</li> </ul>	FK To oversee CH to monitor on a daily basis	2 weekly: <ul style="list-style-type: none"> <li>•Ch voice</li> <li>•Monitor rate of resource borrowing</li> <li>•Engagement within lessons</li> </ul> Parental feedback	£60
<b>D</b>						
<b>Positive and effective communication between home and school</b>	Continue to build relationships with parents and offer support where possible with PP teacher	Research on importance of strong links with home – Daniel Sobel	Parent feed back	LA Class Teachers FK	Half termly <ul style="list-style-type: none"> <li>•Tea and targets</li> </ul> <b>T1</b> 52% attendance 39 % PP parent attendance <b>T2</b> increase to 59 % PP attendance	£0
Total area cost						£12,920

**Other approaches**

<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation?</b>	<b>Cost</b>
Families feel less pressure due to uniform and equipment cost burdens	Personal budgets – clothing	Each P.P child has a personal budget for school clothing of £150	Tracking of individual spends.	AD	Termly: Parental questionnaire/Voice	£2550
School is inclusive of all in light of music tuition	Supporting Music Hub programme	The school chooses to use this programme for music in Y4-6. Children should not miss out because of a choice made by the school.	Pupil Feedback. Register of who forgets their instrument kept.	Headteacher	Review of the Music Hub Programme to take place in Spring Term	£400
All PP children to experience curriculum enhancements in terms of trips	Educational trips	The school chooses to use this money so that our P.P children do not miss out widening their experiences due to lack of finance. The school are now offering more residential trips.	Tracking of individual spends.	HT	Termly	£1370
Float- reserves						£120
<b>Total area cost</b>						<b>£21,090</b>

**Total spend - £21, 210**