

SACRED HEART CATHOLIC VOLUNTARY ACADEMY

Pupil Premium Statement Strategy

Summary information					
<b>School</b>	Sacred Heart Catholic Voluntary Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	24,740	<b>Date of most recent PP Review</b>	23.10.19
<b>Total number of pupils</b>	204	<b>Number of pupils eligible for PP</b>	17	<b>Date for next internal review of this strategy</b>	18.12.19

Attainment 2018-19						
	Pupils eligible for PP (Sacred Heart)			Whole Class		
	Reading	Writing	Maths	Reading	Writing	Maths
<b>% achieving national or above in reading, writing and maths at KS1</b>	75% (3 pupils)	75% (3 pupils)	75% (3 pupils)	82 (75% national)	75 (69% national)	75 (76% national)
<b>% achieving national or above in reading, writing and maths at KS2</b>	82% (9 pupils)	73% (8 pupils)	55% (6 pupils)	81 (73% national)	89 (78% national)	78 (79% national)
<b>Average progress score for reading, writing and maths at KS2</b>				2.8 (0.03 national)	2.98 (0.03 national)	0.90 (0.03 national)

Barriers to Attainment	
<b>In School Barriers</b>	
A	Maths scores are lower for PP children.
<b>External Barriers</b>	
B	PP attendance 95% compared to 98%
C	Experiences of the wider world limiting the vocabulary children have when they start school.

Outcomes	
A. Desired outcomes and how they will be measured	Success Criteria
Improved core Maths skills and basic understanding of number ensuring firm foundations and secure vocabulary appropriate to age prior to year 4. Year 4-6 improvement in multiplication and vocabulary appropriate to their peers.	Pupils eligible for PP make progress by the end of the year so that all pupils meet age related expectations.

**Planned Expenditure Academic Year 2019-20**

**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	IMPACT/ REVIEW	Estimated Cost
<b>A</b>						
Improved core Maths skills and basic understanding of number ensuring firm foundations and secure vocabulary appropriate to age prior to year 4.	Quality teaching first teaching – Ensuring teaching is highly effective – engaging, challenging, high quality feedback, etc.	EEF toolkit	Learning walks, lesson observations, book scrutiny's, video lessons and discuss.	SLT LA	Check that the CPD is related to maths	£1000
	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 ½ term ensuring ch feedback is given according to pupil voice. SLT book scrutiny every half term	FK SLT		
Year 4-6 improvement in multiplication and vocabulary appropriate to their peers.	Passport for Success individual PP pupils shared with all staff. Student passports updated and Venn diagram of needs	Inset. D Sobel Drive for a greater depth knowledge of each individual child's barriers to learning Sharing of good practice	Parent feedback Child feedback All staff having clear and secure knowledge of each c'ren, the best way to encourage them and their barriers.	FK LGB		0

	discreetly displayed in every class	across MAT				
	NFER assessment tool Autumn term – Year 2 and 6 Summer term year 1 Autumn and Summer Year 3-5 Gaps analysis	Quality first teaching so that gaps are able to be plugged	Formal lesson obs records, learning walks, book scrutiny	LA RD SLT		£621
	WS maths vocab focus ensuring consistency and when each term is introduced	Learning walk and feedback from PP teacher following ch interviews.	Pupil voice Pre and post assessment via kahoot	RD (SLT and maths lead)		0
	Maths skills staff meeting 6.11.19	Whole school priority – driven by attainment and progress in maths only average – aim to improve this	Minutes - CDP impact recorded in KS minutes	RD		0

## ii Targeted Support

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 the implementation?	Cost
% c'ren will achieve expected in M at the end of the	1:1 UPS teacher identified target children in line with half termly data, intervention feedback and regular meetings with each teacher.	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	Half termly Headteacher and PP teacher meeting  Accurate teacher/SLT knowledge of starting points and progress	PP teacher  SLT  LA	<ul style="list-style-type: none"> <li>Rota of SLT/Headteacher meeting with PP champion every 3/4 weeks to ensure progression</li> <li>Half termly meetings between FK</li> </ul>	£12,700

year.	P.P taking part in intervention to have termly targets that can be tracked numerically.	achieve their best.			& LA	
	Daily intervention set up by PP champion and carried out by TA's within class. Planning and review forms to be used by PP teacher and TA and progression tracked every 2 weeks. Daily do it now's, based on each child's focus areas 1-1 support daily.	Targeted academic support shown to have a positive impact and proved to be an effective PP strategy (EFF).	Regular meetings between PP champion, TA running, ELSA practitioner if involved and class teacher.	FK	Every 2 weeks unless stated on the planning form  FK monitor intervention folders with new tracking	Cost of PP teacher as above
	Maths Multiplication club.	Targeted academic support shown to have a positive impact and proved to be an effective PP strategy (EFF).	PP teacher to join in session once a week and oversee the recording/assessments	FB/KF FK RD (maths lead)	<ul style="list-style-type: none"> <li>• assessment each week</li> <li>• classroom impact</li> <li>• pupil voice</li> </ul>	0
<b>Total Budgeted Cost</b>						<b>£14,321</b>

<b>B Outcomes</b>						
<b>Desired outcomes and how they will be measured</b>				<b>Success Criteria</b>		
Attendance rates for pupils eligible for PP should be in line with those not eligible. This will reduce the school hours missed and give them the same opportunities to class learning time that non-pp children have.				Pupil Premium children will meet the same attendance figure that non PP children have 97%		
<b>Planned Expenditure Academic Year 2019-20</b>						
<b>i Quality of Teaching for All</b>						
<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>IMPACT/ REVIEW</b>	<b>Estimated Cost</b>
<b>B</b>						
Attendance rates for pupils eligible for PP are the same, or better than those for non-PP children	Daily reading early morning sessions with breakfast. Year 5/6 ch invited to read and share love of books with KS1 PP and disadvantaged children.	Shared good practice across MAT EEF toolkit. • Pupils arriving into class well fed and ready for learning. • PP champion ensures all parents are actively involved with their children's schooling.	Run by an apprentice trained by the PP champion and overseen by LA and SD. Prior pupil view of reading assessed, pupil interview and parent interview.  Registers for breakfast club participation	FK LA SD (ks1 lead)		£150
	100% attendance awards and certificates  Medal given out on Prize	EEF Toolkit Low attendance concerns triggered below 95%	Admin staff alert PP teacher re absences– making notes on SIMS as to reasons why.	ED		£0

	day. Half - Termly class attendance certificates.					
	Should this be q Reinforcing purely positive behavior with home via; 1) phone calls home 2) celebration postcards 3) dojo celebration messages 4) face to face contact 5) School Mission award certificate 6) Invitation to the Always club	Daniel Sobel – Case Study – Pupil B - students receiving academic rewards/acknowledgement increases engagement in school; attendance of PP s tudent will increase and there will be improved communication between home and school. Case study shows when child confidence was raised parent engagement was raised.	Tracker within each class Questionnaire for children Questionnaire for parents	All practitioners	February	£180

**ii 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>
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Parents and children will feel inspired and driven to be in school because it is such a positive and welcoming place to be	PP attendance shop – upon attending parents evening/tea and targets pp children/parents will get to visit the PP shop to choose pens/notepads/lunch boxes etc  Flexible attendance for these parents for any outside of school meetings	Sharing of good practice across the MAT	Parental attendance will be raised at teacher/parent meetings Parental Questionnaires	FK LA		£90
	Encouraging children to arrive in school at 8:40 for learning (registration time 8:55 – 9:05)	<ul style="list-style-type: none"> <li>• EEF toolkit</li> <li>• Knowledge of high attendance leads to high attainment (national figure)</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletter with class attendance figures.</li> <li>• Individual attendance to parents at parents evening</li> <li>• Early contact with parents when a child's attendance is falling behind (letters / phone call)</li> </ul>	LA		0
	Taxi's to ensure children are in school	<ul style="list-style-type: none"> <li>• EEF Toolkit</li> <li>• Low attendance concerns triggered below 95%</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher voice</li> </ul> Child arriving in school on time.	LA		£200
	Reduced price for breakfast club and after school provision	<ul style="list-style-type: none"> <li>• EEF toolkit.</li> <li>• Pupils arriving into class well fed</li> </ul>		LA		£500

		and ready for learning.				
<b>Total Budgeted Cost</b>			<b>£1,120</b>			



<b>C Outcomes</b>						
<b>Desired outcomes and how they will be measured</b>				<b>Success Criteria</b>		
PP children will be at the same topic vocabulary level as their peers by the end of the topic. To be assessed prior to the topic and at the end.				Experiential learning experiences. This will have an impact on the quality of their spoken and written vocabulary.		
<b>Planned Expenditure Academic Year 2018-19</b>						
<b>i Quality of Teaching for All</b>						
<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>IMPACT/ REVIEW</b>	<b>Estimated Cost</b>
<b>C</b>						
Improved oral language skills across the school including improved acquisition and understanding of the topic vocabulary	Trail of 'active vocab class booster'. Daily vocab chants, 'Brain boosters', with physical movements introduced to enhance vocabulary within each topic	Evidence from Daniel Sobel – Narrowing the attainment gap Sharing of good practice during a PP narrowing the attainment gap course 2018 led by Daniel Sobel - attended by FK and LA	Overseen by JR Assessment prior and afterwards to see impact	CL RC JR FK	End Advent term	0
	WS Language boosting Story Telling assemblies	Closing the vocabulary gap – Alex Quigley	LA	LA		English budget
	Forest Schools provision for vulnerable children (including PP)	Forest Schools provision encourages independent learning and pupils gain confidence and resilience.	<ul style="list-style-type: none"> <li>Trained Forest Schools practitioner ensure that each programme of work meets individual needs.</li> <li>Learning walks (HT)</li> <li>Pupils progress meetings and performance management</li> </ul>	LA JT		Sport premium budget (1500 +CPD)

	NFER assessment tool Autumn term – Year 2 and 6 Summer term year 1 Autumn and Summer Year 3-5 Gaps analysis	Quality first teaching so that gaps are able to be plugged	Formal lesson obs records, learning walks, book scrutiny	LA LE SLT		£1,243
	Discreet grammar teaching –Rainbow Grammar, Jason Wade and modelling correct language etc. non-negotiable	Whole school CPD priority	<ul style="list-style-type: none"> <li>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> <li>Observe delivery and planning of Rainbow Grammar sessions.</li> </ul>	LA SLT LE		Literacy budget

## ii Targeted Support

	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 the implementation?	Cost
Improved listening, narrowing language gap with peers	Talk boost intervention KS1 - Improved listening, narrowing language gap with peers and improving confidence in the classroom with peers and adults	Past success with this intervention Research shows the reading and input to WC discussions of those children 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> </ul> very experienced TA to run with strong knowledge of children	MH (trained by 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>	Staffing budget
	Topic talk boosting		Assessments done prior	FK	Usage of the boxes	£60 per

	boxes shared between 1/2, 3/4 and 5/6  Improve vocabulary within topics, increased access to linked activities so PP knowledge is in line with cohort. Boosting PP confidence within topic to encourage engagement and opportunity to participate actively within class discussion.	Sharing of good practice during a PP narrowing the attainment gap course 2018 led by Daniel Sobel - attended by FK and LA	to topic starting and then against the end to assess progress		will be checked every month.  Formal Review Termly: •Teacher/TA feedback •Assessment and analysis •Parent voice •Pupil voice	box x 9 (£540)
Improved oral language skills across the school.	Small group intervention for children in Reception – ECAT and talk boost in summer term  • Modelling correct language across the school etc. non-negotiable.	<ul style="list-style-type: none"> <li>Continued from success if last year</li> <li>EEF toolkit</li> <li>Research and development</li> <li>WS approach</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assessment</li> <li>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> <li>SLT to observe delivery of intervention programs to ensure quality and consistency</li> <li>Observe delivery and planning.</li> </ul>	SD  SLT		£0
<b>Total Budgeted Cost</b>						<b>£1, 783</b>

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 the implementation?	Cost
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/after school clubs/books from book fair and photographs 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	The school chooses to use this programme for music in Y4-6. Children should not miss out because of a choice made by school.	Pupil Feedback.  Register of who forgets their instrument kept	LA	Review of the Music hub programme to take place in the 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. Enhancing the learning experience for all Raise aspirations for all children but particularly for pupil	<ul style="list-style-type: none"> <li>• Tracking of individual spends.</li> <li>• Logs of visits</li> <li>• Quality of writing following trips</li> </ul>	LA	Termly	£1570

		premium children.				
G and T PP children experience the wider world.	Visit to Teen Tech Challenge Leicester for GT pp c'ren - Educational trips to boost experiences for GT c'ren	Raise aspirations for all children but particularly for pupil premium children. Use of growth mindset rationale to increase self belief and an 'I can' attitude.	Pupil voice	LA	After event	£170
Every child within the class will be able to access school trips	Disadvantaged fund set up to enable these children to take part	Enhancing the learning experience for all Raise aspirations for all children	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Logs of visits</li> <li>• Quality of writing following trips</li> </ul>	LA		£600
Taxi's to sporting events	Enabling all children to take part in sporting events	Raise aspirations for all children but particularly for pupil premium children. Use of growth mindset rationale to increase self belief and an 'I can' attitude.		LA		£180
Raise confidence and resilience in PP children with low self esteem	Personalised learning programmes			FK		£300
Total area cost						<b>5,770</b>

**Total spend - £22,994**