

SACRED HEART CATHOLIC VOLUNTARY ACADEMY

Pupil Premium Statement Strategy

Summary information					
School	Sacred Heart Catholic Voluntary Academy				
Academic Year	2020/21	Total PP budget	28,092	Date of most recent PP Review	25.02.21
Total number of pupils	205	Number of pupils eligible for PP	17 (8.3%)	Date for next internal review of this strategy	04.05.21

Attainment 2019-20						
2018-19 results have been marked in blue as an additional measure to support -No results for 2020 due to COVID-19 National % expected score for 2019.	Pupils eligible for PP (Sacred Heart)			Whole Class		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths at KS1	75% (3 pupils)	75% (3 pupils)	75% (3 pupils)	(national 78% expected) 82 (75% national)	(national 73% expected) 75 (69% national)	(national 79% expected) 75 (76% national)
% achieving national or above in reading, writing and maths at KS2	82% (9 pupils)	73% (8 pupils)	55% (6 pupils)	(national 78.1% expected) 81 (73% national)	(national 83.2% expected) 89 (78% national)	(national 83.7% expected) 78 (79% national)
Average progress score for reading, writing and maths at KS2				2.8 (0.03 national)	2.98 (0.03 national)	0.90 (0.03 national)

Barriers to Attainment	
In School Barriers	
A	Although 69% children attended school at some point during lockdown a vast majority have missed over 6 months of in school teaching and learning.

	Despite remote learning and small group zoom sessions throughout lockdown, there is a clear disparity between engagement and participation levels between PP pupils.
B	SEMH- We anticipate Covid-19 having an impact on the mental health and emotional well-being of pupils across all age groups – Observe carefully in Lent 2 and Summer Terms.
<b>External Barriers</b>	
C	PP attendance 95% compared to 98% non-pp (using figures pre-covid as school closures/Covid has distorted current figures). It must be noted pp % is due to a small percentage of our pp's having a negative impact on the overall figure. (Case Studies)
D	Lack of enrichment/breadth of learning, and lack of experiences of the wider world for a great percentage of our younger pupils lives have been limited, therefore limiting the vocabulary children have when they start school.

Outcomes		
A.	Desired outcomes and how they will be measured	Success Criteria
	Quality of teaching for all - To develop a robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils.	The difference in attainment between the PP group and non 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>						
Robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils.	It is essential that as a school, we assess for gaps before moving further forward with the relevant Year group curriculum. Assessment must be designed around the core content and skills that most pupils should have acquired by this stage in the year. They need to must be designed to inform teachers about any gaps so that planning can inform coverage over the next term and a half This will aid with the identification of children requiring catch-up provision.	The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Research predicted school closures are likely to reverse progress made to close the gap in the last decade since 2011. Estimates for the gap widening range from 11% to 75%. Consequently, quality teaching for all needs to take this into consideration and reflect this research at a whole school level. The EEF	Assess lost learning, and tailor support to match. All pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges. Creative approaches to assessment. Kahoot quiz; Pupil progress meetings to scrutinise termly data analysis. Book moderations, learning walks and whole school approach to planning and meeting the needs of the pupils	LA	TBC	£0

		recommend: clear scaffolding and explanations, meaningful feedback and opportunities for peer interaction.				
To develop a robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils.	Quality teaching first teaching – Ensuring teaching is highly effective – engaging, challenging, high quality feedback, etc.  All P.P children are to have priority marking according to child voice.	EEF toolkit  Closing the Gap – research Quality First teaching research	Learning walks, lesson observations, book scrutiny’s, video lessons and discuss.  Ensuring teaching is targeted and takes into account starting points for individuals as well as ‘lost learning’ due to pandemic.  FK book scrutiny every term ensuring ch feedback is given according to pupil voice. SLT book scrutiny every half term	SLT  LA  FK  SLT		
	Growth plans written in line with IEP’s. Each plan shared with all staff working with those pp children  Student passports updated with Pupil Premium teacher and each child to receive personalised targets.	Inset. D Sobel Drive for a greater depth knowledge of each individual child’s barriers to learning  Sharing of good practice across MAT	Parent consultations/Pupil voice All staff having clear and secure knowledge of each child, their targets and the best way to encourage them and their barriers. PM by headteacher related to PP targets.	FK	Teachers taking ownership of the growth plans.	0
	NFER assessment tool	Quality first teaching so	Formal lesson obs records,	LA		

	Autumn term – Year 2 and 6 Summer term year 1 Autumn and Summer Year 3-5 Gaps analysis	that gaps are able to be plugged	learning walks, book scrutiny	RD SLT		£621
To ensure PP progress data in reading is inline or better with whole school progress 3.6pp Vs 3.95 non pp.	Roll out accelerated reader and MyOn – suggestion to purchase 3 years. Inform instruction with research proven, rigorously developed program that is nationally recognized for excellence. Getting lost in a book is a joy every child should experience because the more they read for pleasure, the more likely they are to progress in vocabulary, spelling and other key literacy skills.	EEF study found “particularly pleasing effects”. “The internet based programme increased the reading age of pupils by three additional months in just 22 weeks. The effects on low income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”  <b>External stats (DfE):</b> • Holy Cross School A Catholic Voluntary Academy is performing better than <b>47%</b> of other primary schools in the local authority of Leicestershire based on Reading Progress Score. • Holy Cross School A Catholic Voluntary Academy is performing better than <b>47%</b> of other primary schools in England with similar pupil population figures and whose pupils entered KS1 with similar prior attainment. <i>*All forecasts are sourced from DfE data and calculated prior to school closures March 2020</i>  <b>Ofsted – February 2020 (one year after subscription with AR/SR began)</b>	Accelerated reader reports reveal how much a student has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction.  Monitored by SLT and LE as literacy lead.	LE LA		£9,300

		<i>"Pupils enjoy coming to school and say they learn something new every day. They develop a love of reading and most become fluent readers. Teachers read to pupils every day. They ensure that pupils develop skills to understand what they are reading. Pupils are motivated to read regularly. Older pupils select books matched to their attainment. They enjoy online quizzes that check their comprehension after reading."</i>				
To continue to raise the level of phonics across the school to over 90% in Year 1 phonics test in 2022. (No official test in 2021)	Continue to implement KTC phonics in EYFS and KS1 ensuring continuity between classes and a good understanding from parents as to what is being delivered so that it can be replicated in home learning	2018-19 Phonics test 24 out of 30 = 80% passed.  19-20 Phonics test (took place in November) 26 out of 30 = 86.66% passed.	Phonics lesson observations/learning walks, ensuring consistency across classes, regular phonics checks, ensuring reading books are given out in line with current phonic levels.	SD LA	Learning walk wk beg 1.03.21 - lessons very consistent across all KS1 classes, high expectations, learning at home via zoom proved effective, letter formation picked up as an area to focus on by home and school learner across classes.	£350

**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>
	Unable to roll out until Covid- bubble restrictions are relaxed. Study Club to support children who are currently unable to be	EEF reports show that parents can have a positive effect on homework completion and help children to develop effective	Raised expectation of home learning completion and ability to bring information and knowledge to class. Improvement in quality and	FK LM & CH	TBC once Covid rules are relaxed.	1 session run by PP teacher –no cost 1 session run by TA (£150 paid for with

	supported at home or who need additional access to resources in school. Invite parents in to run through the homework together.	learning habits.	quantity of home learning.			Covid Catch up fund)
% c'ren will achieve expected in M at the end of the year.	1:1 UPS teacher Identified target children in line with half termly data, intervention feedback and regular meetings with each teacher. P.P taking part in small group targeted provision to accelerate progress. Each intervention to have termly targets that can be tracked numerically.	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 Accurate teacher/SLT knowledge of starting points and progress Children will better understand the next steps in their learning and strategies for these and this will be evident in the progress they make.	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 &amp; LA</li> </ul>	£12,888 Cost of PP teacher as above Plus £188 (1hr 15 min x 15 weeks support for 2 x ks1 pupils)
	Daily intervention where necessary - planned alongside class teacher, and set up by PP specialist Carried out by TA's within class time. Progress tracked in Growth log books.	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 Growth log books	
	Bespoke literacy and maths interventions for identified children to narrow the gaps and accelerate progress.	Accelerated progress from low starting points and C-19 impact – some still not enough to reach age related expectations for some	Progress monitored through post intervention feedback, half termly pupil progress and pupil premium focus meetings.	Class teachers and LA	half termly pupil progress and pupil premium focus meetings.	£0

		children, EEF –identifies effectiveness of small group tuition.				
<b>Total Budgeted Cost</b>						<b>£23,309</b>

**Outcomes**

B	Desired outcomes and how they will be measured	Success Criteria
	Children are emotionally prepared for the day and ready to learn. They are able to maintain focus and take on challenges in their learning	<p>Pupils who are ready to learn are more able to acquire skills and learn effectively</p> <p>Pupils who feel safe and appreciated in school are able to learn and develop.</p>

**Planned Expenditure Academic Year 2020-21**

**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>B</b>						
Children are emotionally prepared for the day and ready to learn. They are able to maintain focus and take on challenges in their learning	Training with Ben Kingston-Hughes – Positive adults, Happy children, positive behavior.	The biggest influence on children’s behaviour is the adults in their environment. Children’s emotional wellbeing is intrinsically linked to the emotions, behaviour and attitude of the adults around them and a positive adult can not only have a profound effect on a child’s behaviour but on every	On return to school in March staff refresher with weekly small tasks to embed the training. Monitored through staff feedback and sharing of what went well and learning walks.	SLT		£550



		aspect of their development and well-being.				
Children feel happy and safe in the playground and return to the classroom ready to learn	Training for the lunch time supervisors on the importance of play, positive role models, physical challenges and taking risks.	The Health and Safety Executive has gone on record stating that “Overprotecting Children damages their development.” Links have now been made between experiencing risky play and positive mental health, increased resilience and even life expectancy.	Observing lunch times. Reducing the number of arguments in the playground and amount of time these take up to resolves after playtimes. Feedback from children.	SLT	TBC	£350
<b>ii Targeted Support</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>When will you review the implementation?</b>	<b>Cost</b>
Children are emotionally prepared for learning in school.	Positive mental health sessions and behavior therapy provided by our specialist ELSA trained member of staff to address behavior issues to support children to feel ‘more settled’ in order to facilitate a situation conducive to learning.	EEF – improving social and emotional learning in schools report	Progress of children tracked and monitored by LA	LGB	Termly	£0
<b>Total Budgeted Cost</b>						<b>£900</b>

C Outcomes	
Desired outcomes and how they will be measured	Success Criteria
<p>Attendance rates for pupils eligible for PP should be closer to those not eligible. It should be noted it is a small percentage of the pp children negatively affecting this figure and these will be targeted. This will reduce the school hours missed and give them the same opportunities to class learning time that non-pp children have. Monitored regularly by PP teacher and class teachers for targeted children.</p> <p>Families feel supported by systems in school – signposted to additional services.</p>	<p>Pupil Premium children will close the gap between the attendance figure that non PP children have 98% and achieve an attendance figure above the national expectation. <b>Good attendance is considered</b> above 95%, or approximately no more than one day of absence each half term.</p> <p>Positive feedback from families. Children settled and ready to learn at the start of each school day.</p>

**Planned Expenditure Academic Year 2020-21**

**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>E</b>						
The gap between attendance rates for pupils eligible for PP will be reduced once we return to	<p>Currently postponed until bubbles can be mixed.</p> <p>Daily reading early morning sessions with breakfast to return as soon as Covid rules allow to enable soft starts and free breakfast and afterschool care</p>	<p>Shared good practice across MAT EEF toolkit.</p> <ul style="list-style-type: none"> <li>• Pupils arriving into class well fed and ready for learning.</li> <li>• PP champion ensures all parents are actively involved with their children’s schooling.</li> </ul>	<p>TA to run scheme trained by the PP champion and overseen by LA and JR. Prior pupil view of reading assessed, pupil interview and parent feedback gained.</p> <p>Registers for breakfast club participation</p>	FK LA SD (ks1 lead)	Attendance will improve for those targeted children. They will be fed and ready to learn. Opportunities to build bond between parent and school during quitter drop offs and pick ups.	£0

<p>school on the 8<sup>th</sup> March to end of the school year. By end of school year 2022 attendance to be in line with non pp.</p>	<p>provision. Attendance in each class tracked in praise assembly and visual tracker in communal area– reward at the end of the half term for the class with the highest attendance. Attendance trophy presented to the winning class each week. Photograph on dojo.</p>	<p>Clear evidence shown between poor attendance and lower academic achievement.</p>	<p>Children’s excitement levels are raised by anticipation of who will get the cup. Team spirit in class to win it the following week.</p>	<p>LA</p>	<p>Attendance will improve for those targeted children.</p>	<p>£0</p>
	<p>Rewards for children in ks2 for hitting their attendance target – Once Covid safe an Invitation to ‘The Always Club’ prior to that additional playtime with chosen friend from same bubble.</p>	<p>EEF Toolkit Low attendance concerns triggered below 95%</p>	<p>Admin staff alert PP teacher re absences– making notes on SIMS as to reasons why. First day calling working towards parental support and engagement.</p>	<p>ED/ class teachers/ FK</p>	<p>Attendance will improve for those targeted children.</p>	<p>£0</p>
	<p>Rigorous monitoring of attendance by all staff – discussed in pupil progress meetings. System in place for identifying families that are then contacted and receive follow up support. Working towards parental support and engagement</p>					
	<p>Teachers to discuss attendance and punctuality as part of the parents evening expectations.</p>			<p>Class teachers reminded by LA prior to parents evening</p>		
<p>Relating to external</p>						

barrier A, B, C, D	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	Case Study – Pupil B when child confidence was raised parent engagement was raised.  Daniel Sobel – receiving academic Rewards/acknowledgement increases engagement in school; attendance of PP student will increase and there will be improved communication between home and school.	Tracker within each class Questionnaire for children Questionnaire for parents	All practitioners	April	£80
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## 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
Parents and children will feel inspired and driven to be in school because it is such a positive and welcoming place to be	Once covid rules are relaxed 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	As soon as face to face contact on school grounds is possible.	£90

	Encouraging children to arrive in school at 8:40 for learning (registration time 8:55 – 9:05) or when covid rules relax, an invitation to chatty book club.	<ul style="list-style-type: none"> <li>• EEF toolkit</li> <li>• Knowledge of high attendance leads to high attainment (national figure club)</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletter with class attendance figures half termly.</li> <li>• Individual attendance feedback 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 offered 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> <p>Child arriving in school on time.</p>	LA		£100
	Reduced/free for breakfast club and after school provision when needed	<ul style="list-style-type: none"> <li>• EEF toolkit.</li> <li>• Pupils arriving into class well fed and ready for learning.</li> </ul>		LA		£200
<b>Total Budgeted Cost</b>						<b>£470</b>

<b>D Outcomes</b>	
<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
To give the pupil premium enrichment opportunities. 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.

**Planned Expenditure Academic Year 2020-21**

**i Quality of Teaching for All**

<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>D</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	Trialed in year 2 in school year 19-20 and clear impact shown. Assessment prior and afterwards to see impact JR to share success of strategy within staff meeting.	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</li> </ul>	LA JT		Sport premium budget (1500 +CPD)

performance management

**ii Targeted Support**

	<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>
Improved listening, narrowing language gap with peers	Talk boost intervention EYFS - 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> <li>• very experienced TA to run sessions</li> <li>• Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> </ul>	LC 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 boxes shared between 1/2, 3/4 and 5/6. While Covid restrictions are in place books to go out to individuals on a Monday and be returned on a Friday to ensure 72 hours.	Sharing of good practice during a PP narrowing the attainment gap course 2018 led by Daniel Sobel - attended by FK and LA	Assessments done prior to topic starting and then against the end to track progress	FK	Usage of the boxes will be checked every month.  Formal Review Termly: <ul style="list-style-type: none"> <li>•Teacher/TA feedback</li> <li>•Assessment and</li> </ul>	£60 per box x 3 (£180)

	<p>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.</p>				<p>analysis</p> <ul style="list-style-type: none"> <li>•Parent voice</li> <li>•Pupil voice</li> </ul>	
	<p>Subscription to the week junior for each ks2 classroom. Written to engage a young person's point of view, without spoon-feeding or patronising, it explains events in a safe, accessible and inspiring way. This magazine will give the children a weekly opportunity to explore and discover amazing things about the world and provides students with a space to develop independent thought and their own opinions.</p>					£288
<b>Total Budgeted Cost</b>						<b>£468</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	£2400
School is inclusive of all in light of music tuition	Supporting Music Hub £15 per child year 4 and above (8 children plus 3 vulnerable)	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	£450
Total area cost						<b>2,850</b>

**Total spend - £27,997**

