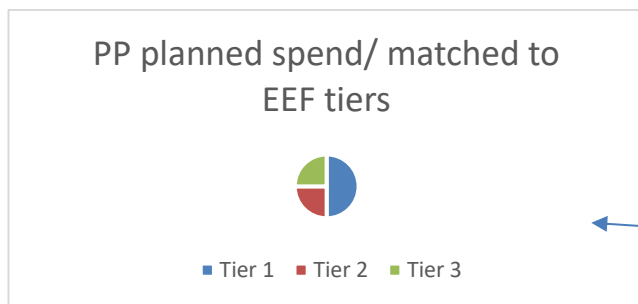


Pupil premium strategy statement (primary)



T1 QFT, T2 Intervention, T3 Additional items

| 1. Summary information | | | | | |
|-------------------------------|--------------|---|------------------------------------|---|--------------|
| School | Sacred Heart | | | | |
| Academic Year | 2021-22 | Total PP budget | £24,425 + £5,800 c/f £30,225 | Date of most recent PP Review | October 2021 |
| Total number of pupils | 196 | Number of pupils eligible for PP | 16 | Date for next internal review of this strategy | Feb 22 |

| 2. Current attainment | | |
|--|---|---|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP Y6 SATs(national average)</i> |
| % achieving in reading, writing and maths | 100% (3 children) | 83% |
| % making progress in reading | 100% | 93% |
| % making progress in writing | 100% | 83% |
| % making progress in maths | 100% | 93% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|---|
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | |
| A. | Analysis of our data has shown that the emotional well-being of students is a concern for a very high proportion of our pupil premium pupils.- SEMH |
| B. | Lack of home support for reading and homework- Engagement |
| C. | PP Love of reading |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |

| | | |
|----------------------------|--|---|
| D. | Low attendance for a small percentage of students | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Pupils have a positive view of school, enjoy learning and are empowered to take risks. | All pupils speak positively about the school, about lessons and about playtimes. Pupils support one another and are willing to take chances/challenge themselves. ELSA update PP Champion with case load regarding PP & Vuln. |
| B. | Ultimately, the goal is to ensure that each student is happy, healthy and able to attend school ready to learn. Attendance will be observed daily and a formal report printed monthly. Parents and teachers will form a good relationship where the goal of improving attendance term by term is explicit. | The pupils with poor attendance will improve each term until they are in-line with the rest of the school, higher than national average attendance. Attendance Officer update PP Champion with monthly attendance figures for PP/non-PP. |
| C. | Following a whole school reading questionnaire on the love of reading it highlighted a dramatic difference in pp and non-pp enjoyment of a book. Our aim this year is to bring pp's love of reading in-line with that of non-pupil premium within the school. Aim to see this love of reading impacting the reading scores by Autumn 2023 2020 ks2 results 3.6 pp versus 3.9 non-pp. ks1 66% non-pp in line with national verus 33% pp. | Pupils pp and non-pp are in line with their love of reading. Reading is seen as an exciting activity and this is clear in observing classes. English Lead ensure T3 AR Reading survey takes place and discuss outcomes with PP Champion. |
| D. | Parents will support and encourage children to attend our homework and gold membership club to ensure not only academic support but the opportunity for enhanced experiences in line with their peers. | High pupil attendance to the clubs and positive feedback from pupils and parents. AHT Intervention lead & Xtra-curr lead monitor and evaluate Intervention impact. |

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

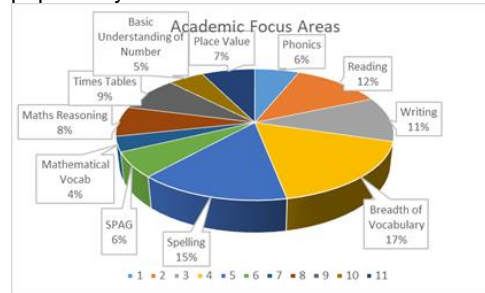
i. Quality of teaching for all TIER 1

| 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 implementation? |
|-----------------------|--|--|---|------------|--|
| QFT 1.5 day timetable | Pupil premium teacher used to enhance the teaching and target small groups/1-1 | Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. | Stringent pre and post assessment. Feedback from teacher on the pupils confidence to join in in class discussions demonstrated knowledge is secure. | FK | £12,500 With every intervention – feedback form completed with teacher. |

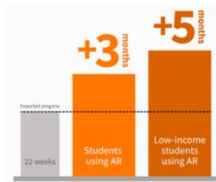
to bring pp's love of reading in-line with that of non-pupil premium within the school. To ensure PP progress data in reading is inline or better with whole school progress 3.6pp Vs 3.95 non pp.

Investment for 4 years in the Accelerated Reader scheme. 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.

Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. Reading, Vocabulary, Spelling and writing all being the highest areas of concern in our pupil analysis.



“Low-cost internet-based programme found to considerably improve reading ability,” according to EEF study



“Children and young people who use Accelerated Reader continue to enjoy reading more, are more likely to have a favourite book and read more frequently than those who do not use AR.”
Dr Christina Clark, National Literacy Trust

Literacy co-ordinator, PP specialist and SLT working in collaboration to roll out.

Clear deadlines to achieve implementation.

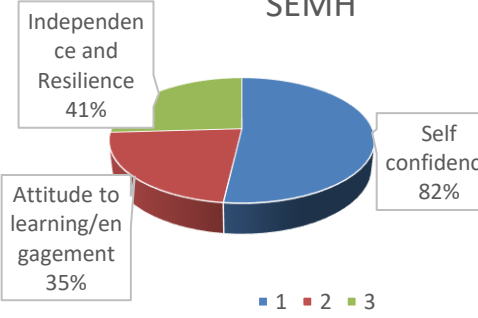
Regular check in's with staff and training videos.

Seeing the usage of the detailed reports by spring to begin to feed into the planning of guided reading within classrooms.

Impact on vocabulary levels mapped with key children 3 x a year

FK
LE
SLT

Autumn 2
AR
(£10,100 over 4 years)

| | | | | | |
|---|---|--|--|------------------|-------------|
| <p>NFER assessment tool Autumn term – Year 2 and 6 Summer term year 1 Autumn and Summer Year 3-5 Gaps analysis</p> | <p>Quality first teaching so that gaps are able to be plugged</p> | <p>Formal lesson obs records, learning walks, book scrutiny</p> | <p>LA RD SLT</p> | | <p>£621</p> |
| <p>Pupils have a positive view of school, enjoy learning and are empowered to take risks.</p> <p>To build positive mental health in children and young people, supporting them to develop wellbeing and resilience.</p> | <p>Investment in the Worth It project with 2 members of staff accessing the training.</p> | <p style="text-align: center;">SEMH</p>  <p>Analysis of our data showed that teacher feedback voiced concerned of the SEM health of 82% of the pupils, ranging from lack of confidence, lack of resilience or nonchalance from pupils within sessions. The worth is project is a government approved and funded course aimed at targeting low self esteem with proven results.</p> | <p>Pupil voice</p> <p>Roll out across the school</p> <p>Pupil voice</p> <p>Feedback from teachers.</p> | <p>FK LM</p> | |

| | | | | | |
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| <p>Playtimes being a wholly positive, enriching experience where children begin to challenge themselves, problem solve and work as a team to enrich social interaction.</p> | <p>Recognition that much necessary development takes place during unstructured times in the school day therefore lead by our highest trained emotional staff support.</p> <p>Training for the lunch time supervisors on the importance of play, positive role models, physical challenges and taking risks.</p> <p>Zoning of the playtimes to ensure children have the opportunities for stress relief, physical exertion and calming area.</p> | <p>Playtime matters report - why play should be a key part of the school day (outdoorclassroomday.com) "Getting children outdoors as part of their school day can create improvements across all academic disciplines(Sobel 2004, Rhea & Rivchun 2018), helping with on-task behaviour, problem-solving, enthusiasm for learning and contributing to improved test scores and grade averages." Sobel</p> <p>"Research from around the world points to the ability of nature to restore our sense of wellbeing(Williams, 2017. Children feel better and perform better after they have been outdoors(Stixrud and Johnson 2018 p209) Getting outdoors helps children – and their teachers – feel calmer, process their day and build the holy grail of capabilities: resilience</p> <p>Play Wales Chwarae Cymru "outdoor play at school helps develop healthy, curious and active kids who are better connected to their environment. It brings together evidence that shows that time outdoors is particularly important for children's mental health – reducing stress, giving a sense of calm and simply making them happier."</p> <p>Child Voice</p> <p>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.</p> | <p>Experienced trainer to support implementation of happy playtimes</p> <p>FK to set up a reading area – monitor usage of space.</p> <p>Child voice</p> | <p>LGB</p> <p>SLT</p> | <p>£795</p> |
| Total budgeted cost | | | | | 17,535 |
| ii. Targeted support TIER 2 | | | | | |
| 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 implementation? |

| | | | | | |
|--|--|--|--|--------------------------------------|--|
| <p><u>Chatty Book Club - Tiered approach</u></p> <p>1) Attendance will improve for those targeted children. 2) They will be fed and ready to learn. 3) Peer Tuton proven to have high impact 4) Opportunities to build bond between parent and school during quieter drop offs.</p> | <p>Chatty book club to enable soft starts, interaction with paents and peer teaching. Readiness to learn: Continued development of a breakfast club to provide pupils with a nutritious breakfast and peer supported reading before school</p> | <p>Peer Tutoring teaching strategy from the EEF teacher toolkit. "Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains."</p> <p>Shared good practice across MAT EEF toolkit.</p> <ul style="list-style-type: none"> • Pupils arriving into class well fed and ready for learning. • PP champion ensures all parents are actively involved with their children's schooling | <p>Positive feedback from families.</p> <p>Children settled and ready to learn at the start of each school day.</p> <p>Child Voice Prior pupil view of reading assessed, pupil interview and parent feedback gained.</p> <p>Registers to monitor popularity.</p> | <p>FK LA SD (ks1 lead)</p> | <p>£1500 staffing costs</p> |
| <p>_____ % c'ren will achieve expected in reading at the end of the year.</p> | <p>1:1 UPS teacher Identified target children in line with half termly data, intervention feedback and regular meetings with each teacher.</p> <p>P.P taking part in small group targeted provision to accelerate progress. Each intervention to have termly targets that can be tracked numerically.</p> | <p>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.</p> | <p>Half termly Headteacher and PP teacher meeting</p> <p>Accurate teacher/SLT knowledge of starting points and progress</p> <p>Children will better understand the next steps in their learning and strategies for these and this will be evident in the progress they make.</p> | <p>PP teacher SLT LA</p> | <ul style="list-style-type: none"> • Rota of SLT/Headteacher meeting with PP champion every 3/4 weeks to ensure progression • Half termly meetings between FK & LA |
| <p>Children are driven to progress in the personal targets and growth is reflected in the progress scores being higher than non-pp.</p> | <p>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.</p> | <p>Targeted academic support shown to have a positive impact and proved to be an effective PP strategy (EFF).</p> | <p>Regular meetings between PP champion, TA running, ELSA practitioner if involved and class teacher.</p> | <p>FK</p> | |

| | | | | | |
|---|--|--|--|--|--------|
| Children are emotionally prepared for learning in school. | Positive mental health sessions and behaviour therapy provided by our specialist ELSA trained member of staff to address behaviour 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 |
| Children grow in confidence, strategies and positive attitude for work and personal growth. Parents/carers of PP pupils are engaged in school, aware of their son's learning and understand how to support their child. | Study Club to support children who are currently unable to be supported at home or who need additional access to resources in school. Invite parents in to run through the homework together. | EEF reports show that parents can have a positive effect on homework completion and help children to develop effective learning habits. Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework has a positive impact on average (+ 5 months) Case Study over lock down of the impact of closely working with a PP family to support learning. | Raised expectation of home learning completion and ability to bring information and knowledge to class. Improvement in quality and quantity of home learning. | FK LE LM & CH? | |
| | High Flyers Multiplication club | | | | 0 |
| 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 |

| | | | | | |
|--|--|---|--|---|-------------------------------|
| <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).</p> | <p>Reduce the school hours missed and give them the same opportunities to class learning time that non-pp children have.</p> | <p>Clear evidence shown between poor attendance and lower academic achievement.</p> <p>EEF Toolkit</p> <p>Low attendance concerns triggered below 95%</p> | <p>Monitored regularly by PP teacher and class teachers for targets</p> <p>Families feel supported by systems in school – signposted to additional services.</p> | | |
| | <p>Rewards for children in ks2 for hitting their attendance target -Invitation to 'The Always Club' prior to that additional playtime with chosen friend from same bubble.</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> |

| | Admin staff alert PP teacher re absences—making notes on SIMS as to reasons why. First day calling working towards parental support and engagement. | ED/ class teachers/ FK | Attendance will improve for those targeted children. | | |
|--|--|--|--|--------------------------------------|---|
| Total budgeted cost | | | | | |
| iii. Other approaches TIER 3 | | | | | |
| 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 implementation? |
| | | | | | |
| Pupil Premium learners are punctual, equipped and ready for school. | Affordable uniform with financial support available to PP learners PP learners access chatty book club, are punctual and have energy for their day. | | | | £150 x 16 £2400 |
| Pupil Premium learners are fully engaged and participating in the school's rich extracurricular offer. | Providing a wide variety of enrichment experiences for all pupils. Trips and all additional learning opportunities are covered by the PP budget to reduce stress to the parents and allow fair opportunities. | Enrichment in language and in activities/opportunities | Child voice | CLASS TEACHER FK AD | Residentials Y3 £630 Y4 £470 T6 £945 Class trips £400 Orchestra £900 PP Holiday activity £800 |

| | | | | | |
|---|---|--|--|-----------|--------------------------|
| | Monitoring of extra curricular activity attendance to show that every pp child attends at least 1 club a term. Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners. | | | HMW NM | |
| PP pupils are not disproportionately excluded from school/lessons. | Staff are aware of difficulties that may impact PP learners and have plans in place to support these. PP Leads regularly monitor exclusion data and work with key pupils and staff to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve. PP pupil exclusion data is equal to or lower than that of non-disadvantaged pupils and lower than national. | | | | |
| The attendance of PP parents/carers at Parents' Evenings is at or above that of nondisadvantaged learners. Parent /carers surveys show engagement and satisfaction with school and school life. | Relationships between the school and parent are held in high regard. Plans/targets are put in place together with the parent for attendance. Parent and child can access the reward box for the child working hard towards targets on all parent/teacher meetings. | Shared good practice across MAT EEF toolkit. Success in previous years (include % from the year we started) | | | |
| Total budgeted cost | | | | | 24,280 (£145 reserve) |

| 6. Review of expenditure | | | | |
|---|---------------------------|--|--|---------------------------------|
| Previous Academic Year | | 2020-21 (Covid Lockdown Impact) | | |
| i. Quality of teaching for all | | | | |
| 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 you will continue with this approach) | Cost |
| Ambition for HAP PP children | QFT, Parent engagement | Yes All PP achieved expected and all PP gained at least 2/3 greater depth in KS2 SATs | Target exceeded. | |
| ii. 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 you will continue with this approach) | Cost |
| PP c'ren meet end of year goals | Intervention through year | Yes. | Continue to use TT data to plan intervention every 6 weeks | |
| iii. 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 you will continue with this approach) | Cost |
| Cultural Capital and engagement | Extra provision | Yes. Improved SEMH and self-perception as learner. | Invest in summer camps and family activities during long summer break. Prioritise home-school engagement to improve attendance and school behaviour. | £5800 c/f due to lack of trips. |
| 7. Additional detail | | | | |
| <p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p> <p>Holiday engagement will be a new priority in Tier 3 spend owing to the success of weekly 'check ins' with vulnerable pupils through the summer break. 21-22 Holiday activity and lunch morning planned at Beaumanor Hall.</p> | | | | |