

# Pupil premium strategy statement for Sacred Heart

## School overview

Detail	Data
School name	Sacred Heart Voluntary Academy
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	13% (25 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 <a href="#">2023-24</a> <a href="#">2024-25</a>
Date this statement was published	'Oct 2022
Date on which it will be reviewed	Feb '23 Jun '23
Statement authorised by	Lisa Atkins
Pupil premium lead	Fiona Keast
Governor / Trustee lead	Frank Fay

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021-2022	£24,425
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,800
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,690
Detail	Amount
Pupil premium funding allocation this academic year 2022-2023	£21,758
Recovery premium funding allocation this academic year	£2,349
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£24,107

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

#### Pupil Premium At Sacred Heart

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.

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills to achieve in all areas of the curriculum. In line with our whole school SIP, our vision is that every child is enabled to communicate to the very best of their ability.
- Progress by the end of each key stage is equitable for all children.
- All children can regulate their behaviours so that disruption to learning is minimal and high aspirations are instilled by encouraging PP children to apply for leadership roles.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 97%.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To address issues associated with mental health and disadvantage. Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities.
2	To reduce and minimise lateness and absence
3	To encourage a love of reading and narrow the gap between PP and non-PP.
4	“Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.” <i>Taken from communication trust document.</i> We have noticed an increase in oracy difficulties, children coming in with lack of vocabulary and increased speech impediments over the last few years.
5	To continue to ensure that PP children make broadly the same progress in Reading, Writing, Maths and RE.

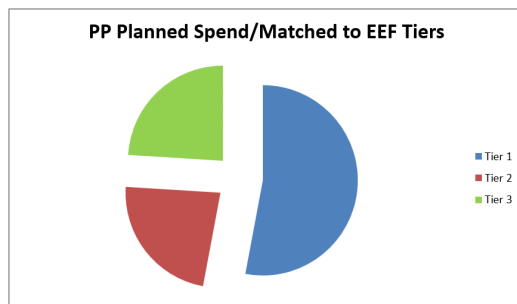
## Intended outcomes

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
To address children’s emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.	Pupils speak positively about the school, about lessons and about playtimes. Pupils support one another and are willing to take chances/challenge themselves. Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn. Pupils are able to achieve their potential as they are ready to learn. PP self esteem, love of learning and confidence is in line with non PP’s.
Improved speech, language and communication skills among all students but especially disadvantaged pupils.	Observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, speaking in public situations such as liturgies and whole school settings, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Ultimately, the goal is to ensure that each student is happy, healthy and able to attend school ready to learn.	Sustained high attendance by 2024/25 (97%), which will be demonstrated by the overall absence rate for all pupils continuing to be above the national average and there being no attendance gap between disadvantaged pupils and their non-disadvantaged peers.
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 2024	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.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

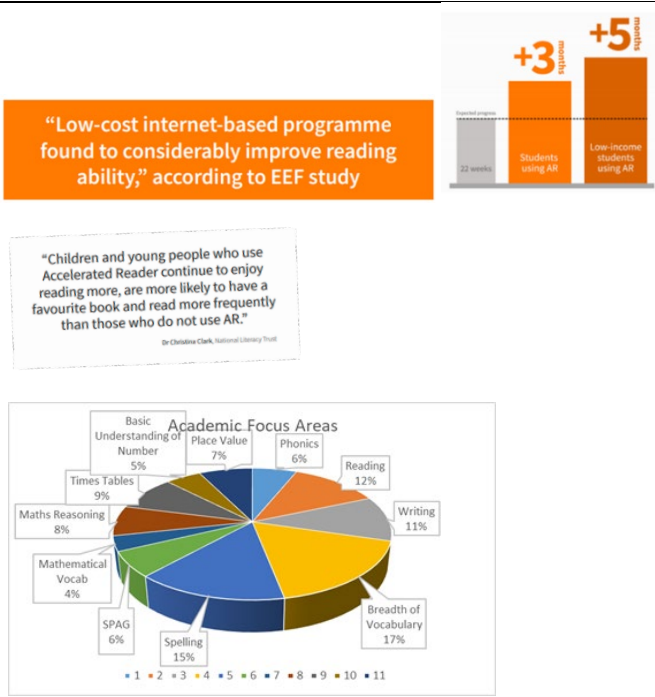


## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,500

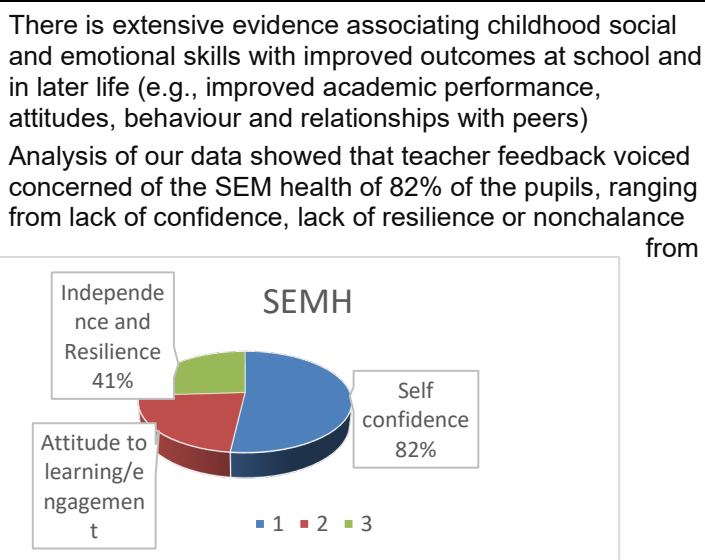
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments, inc NFER assessment tool to provide gaps analysis.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">£621</a></p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Dyslexia Gold purchased -cost shared with SEND budget. "Formal research shows that reading improves, on average, by <b>12 months</b> in a term." <a href="#">£500</a></p> <p><a href="#">Teacher/teaching staff wage allocation £10,975</a></p>	5
<p>Embedding talk activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Home - SLCF - The Communication Trust (slcframework.org.uk)</a></p> <p>WellComm</p>	4 (5)
<p>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</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p> <p>Reading, Vocabulary, Spelling and writing all being the highest areas of concern in our pupil analysis.</p> <p><a href="#">£2,525 (already paid)</a></p>	3 (5)

experience because the more they read for pleasure, the more likely they are to progress in vocabulary, spelling and other key literacy skills.



Investment in the Worth It project with 2 members of staff accessing the training.

To build positive mental health in children and young people, supporting them to develop wellbeing and resilience.



1 (5)

pupils within sessions. The worth is project is a government approved and funded course aimed at targeting low self esteem with proven results.  
[EEF Social and Emotional Learning.pdf \(educationendowmentfoundation.org.uk\)](http://educationendowmentfoundation.org.uk)

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7,291

Activity	Evidence that supports this approach	Challenge number(s) addressed															
<p>Additional English and maths sessions targeted at disadvantaged pupils who require further support. These are to take place in addition to time-tabled lessons, generally as pre-teaching when pp teacher is involved.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>             Teacher/teaching staff wage allocation £6,891</p>	<p>5 (4, 1)</p>															
<p>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.</p>	<p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 (5)</p>															
<p>Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>															
<p>Dyslexia Gold</p>	<div data-bbox="507 1413 874 1630"> <table border="1"> <caption>Reading Age Before and After Playing Dyslexia Gold for 3 months</caption> <thead> <tr> <th>School</th> <th>Before Playing (Years)</th> <th>After Playing (Years)</th> </tr> </thead> <tbody> <tr> <td>Mayflower Primary School</td> <td>~7.5</td> <td>~8.5</td> </tr> <tr> <td>Millar Primary School</td> <td>~7.2</td> <td>~8.2</td> </tr> <tr> <td>Milk Cross Primary School</td> <td>~7.8</td> <td>~8.8</td> </tr> <tr> <td>Tollwood Junior School</td> <td>~8.2</td> <td>~9.2</td> </tr> </tbody> </table> </div> <p>Dyslexia Gold evidence found that Reading improves by 12 months or more in 3 months.</p> <p>£400 (£200 of this if possible to come from SEND-phone call with PS on 15.03.23)</p>	School	Before Playing (Years)	After Playing (Years)	Mayflower Primary School	~7.5	~8.5	Millar Primary School	~7.2	~8.2	Milk Cross Primary School	~7.8	~8.8	Tollwood Junior School	~8.2	~9.2	<p>5 (3)</p>
School	Before Playing (Years)	After Playing (Years)															
Mayflower Primary School	~7.5	~8.5															
Millar Primary School	~7.2	~8.2															
Milk Cross Primary School	~7.8	~8.8															
Tollwood Junior School	~8.2	~9.2															



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Clear evidence shown between poor attendance and lower academic achievement.</p> <p>EEF Toolkit – attendance</p> <ul style="list-style-type: none"> <li>- Monthly attendance reports</li> <li>- Awareness among both the children and the parents of what our high expectations are regarding attendance.</li> <li>- Regular promotion of 97% attendance aim – awards at prize day, mentions at parents meetings etc.</li> <li>- Close teacher parent relationship and parent relationship with the PP lead to support with barriers.</li> <li>- New Arbor system tracks minutes lost of learning time due to lateness – this is reported back to parents regularly.</li> </ul>	<p>2</p>
<p>Affordable uniform with financial support available to PP learners</p>	<p>£2500 (£100x 25)</p>	<p>1, 2</p>
<p>Pupil Premium learners are participating in a wide variety of enrichment experiences</p> <p>-Trips and all additional learning opportunities are covered by the PP budget to reduce stress to the parents and allow fair opportunities.</p>	<p>Enrichment in language and in activities/opportunities</p> <p>The toolkit on Physical Activity states that there is some evidence that involvement in extra curricular sporting activities may increase pupil attendance.</p> <p>There is much evidence to prove the positive relationship between exercise and wellbeing.</p> <p>-new enrichment register to track pupil uptake on extra-curricular clubs</p> <p>Residentials T6 £236 Class trips £400 Orchestra £900 Swimming - £120</p>	<p>1, 2</p>
<p>Playtimes being a positive, enriching experience where children begin to challenge themselves, problem solve</p>	<p><a href="#">Playtime matters report - why play should be a key part of the school day (outdoorclassroomday.com)</a> “Getting children outdoors as part of their school day can create improvements across all academic disciplines(Sobel</p>	<p>1,</p>

<p>and work as a team to enrich social interaction. 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>2004, Rhea &amp; 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)</p> <p><a href="#">Play Wales   Chwarae Cymru</a> “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>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>	
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**Total budgeted cost: £ 25,183**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

<b>Intended Outcome</b>	<b>Results in '21 -'22</b>	<b>Action</b>
<p><b>To bring pp's love of reading in-line with that of non-pupil premium within the school.</b></p> <p><b>To ensure PP progress data in reading is inline or better with whole school progress 3.6pp Vs 3.95 non pp.</b></p>		
<p>Pupils have a positive view of school, enjoy learning and are empowered to take risks</p>	<p>ELSA Lead has just been on the 2 day mental health first aid course in youths, second ELSA being trained this year, class discussion and language, ten ten resources, mental health focus days, Well-being display in shared space, Regular posters to focus on and discuss as a class provided by ELSA lead Peer discussions to sharing of ways to lift their mood etc. Investment in worth it project – Pupil Survey sent to parents to complete with children. ELSA Lead heads peer mediator group with</p>	<p>•</p>

	regular minuted meetings with action points raised by children – see notes. Mental well being as action point on TA meetings weekly.	
<b>To increase articulation and oracy throughout school for all pupils, improving vocabulary across the curriculum and increase the confidence levels of children when public speaking:</b>	The Schools SHAPE Promise, on display in each classroom, is referred to regularly. Partner talk and small group talk is in regular use, by observation. Audibility continues to be a focus. Children are reminded to use a clear voice that all can hear as part of our SHAPE Promises. Active listening is in use across the school and in all curriculum areas. Children are often asked to repeat what their peers have said. Children across the school speak to larger audiences during school worship and Praise and Curriculum Assemblies. Our year 6's have had the opportunity to speak to the whole school about an area which they are passionate about.	Focus next year to include the question in the answer more often.
<b>To Increase the percentage of parents/carers involved in school life and their children's learning:</b>	Home visits took place last year where there was a particular need. These had a positive impact, improving parental engagement and behaviour of the child concerned in school and outside. Parental engagement via dojo and quality conversations with parents at the school gate enhanced relationships by aiming to focus on positive engagement. We had ___ pp parent attendance at our parents evening compared to ___% non pp. All parents were contacted	

	<p>by their class teacher or the pupil premium teacher to discuss progress, next steps, concerns and outcomes for all children. Any further support was then advised, ready to support with next year's transition. Pupil Premium teacher reports close relationships being built with parents being keen to share concerns and seek support. All pupil voice from the homework club was positive with 100% wanting to attend again next year. 81% felt like they had improved in the skill they had focussed on, times tables, spelling or reading and 78% felt like they would use some of the strategies taught at home when they were doing independent learning.</p>	

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Accelerated Reader	Renaissance
Purple Mash	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*