

Pupil premium strategy statement for Sacred Heart

School overview

| Detail | Data |
|---|---|
| School name | Sacred Heart Voluntary Academy |
| Number of pupils in school | 197 |
| Proportion (%) of pupil premium eligible pupils | 12% (19 PP, 2 LAC and 2 SPP) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-23 2023-24 2024-25 |
| Date this statement was published | 'Oct 2023 |
| Date on which it will be reviewed | Feb '24 Jun '24 |
| 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 2023-2024 | £29,101 |
| Recovery premium funding allocation this academic year | Finished this year |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £29,101 |
| Detail | Amount |
| Pupil premium funding allocation last academic year 2022-2023 | £24,425 |
| Recovery premium funding allocation last academic year | £2,465 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5,800 |

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| Total budget for this academic year 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 2021-2022 | £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 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £24,107 |

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. |

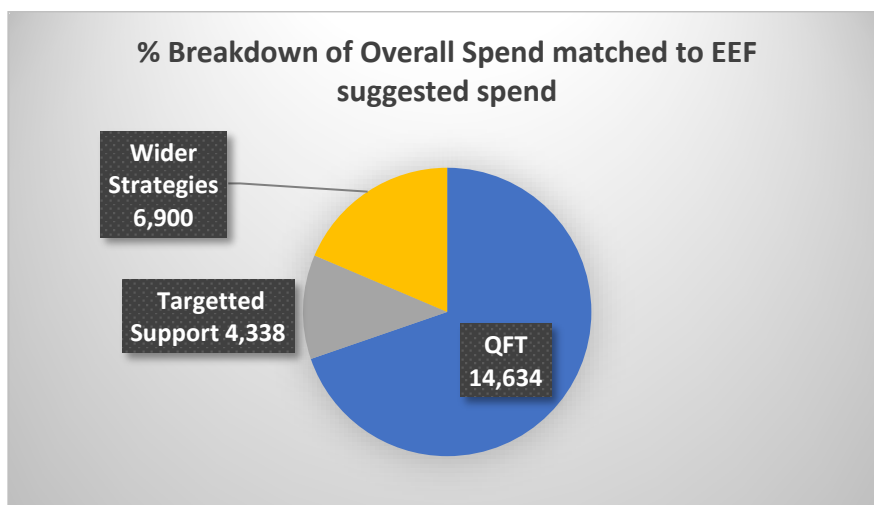
Intended outcomes

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 |
|---|---|--|
| 1 | 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. |
| 2 | 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. |
| 3 | 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. |
| 4 | 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

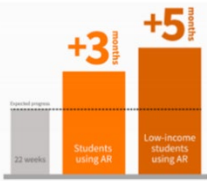
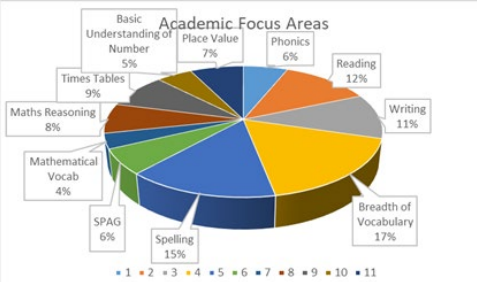
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

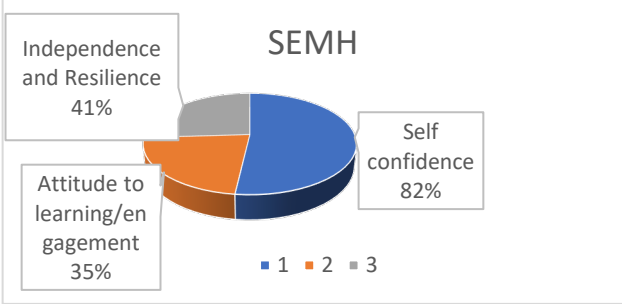


Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,910.96

| 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: £1500</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Teacher/teaching staff wage allocation 2 hrs a week £5,959</p> | 3 |
| <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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Home - SLCF - The Communication Trust (slcframework.org.uk)</p> <p>WellComm</p> | 2 |
| <p>Investment for 4 years in the Accelerated Reader scheme. Inform instruction with research proven,</p> | <p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p> | 4 (3) |

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| <p>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.</p> | <p>Reading, Vocabulary, Spelling and writing all being the highest areas of concern in our pupil analysis.</p> <p>£2,525</p> <div data-bbox="486 313 1149 504"> <p>"Low-cost internet-based programme found to considerably improve reading ability," according to EEF study</p>  </div> <div data-bbox="494 526 790 672"> <p>"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."</p> <p><small>Dr Christine Clark, National Literacy Trust</small></p> </div> <div data-bbox="486 694 981 996"> <p>Academic Focus Areas</p>  </div> | |
| <p>Creative Learning Services</p> | <p>Designed to foster a love of independent learning in pupils, Leicestershire County Council Creative Learning Services supports schools with a wide range of resources, pupil sessions and professional help to stimulate reading for pleasure and creative learning across the curriculum. Book loan, activity loan service, in house training, activity sessions led by specialists.</p> <p>£3,000</p> | <p>4 (3)</p> |
| <p>To build positive mental health in children and young people, supporting them to develop wellbeing and resilience.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> | <p>1 (3)</p> |

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| |  <p style="text-align: center;">SEMH</p> <p>Self confidence 82%</p> <p>Independence and Resilience 41%</p> <p>Attitude to learning/engagement 35%</p> <p>■ 1 ■ 2 ■ 3</p> | |
| <p>Increase engagement in physical activities, both before and after school to build positive mental health in children and young people, supporting them to develop wellbeing and resilience.</p> | <p>Our Pupil Premium lead works closely with the PE teachers to ensure staff are up to date with PP and SEND children’s needs and emotional coaching strategies. There is also a close link between physical development and communication and language acquisition. There are many reasons for this link between movement and communication one of which is that physical movement uses a neural network that overlaps areas for communication and language in the brain. By encouraging our children to be active before school, during PE sessions, brain breaks in the classroom and afterschool sports research shows that this will be having a positive affect on their mental health.</p> <p><i>"Feel-good" chemicals in the brain, known as endorphins, are released by the brain during physical activity and help to improve mood, energy levels and even sleep. Together, these positive effects help to improve self-confidence and resilience. Effects on Children’s Physical and Mental Well-Being of a Physical-Activity-Based School Intervention Program: A Randomized Study - PMC (nih.gov)</i></p> <p>£0</p> | <p>1, 3</p> |
| <p>Training – Ben Kingston Smith</p> | <p>£700 – session for teachers</p> <p>£500 paid through SPP budget to train parents.</p> | <p>1, 3</p> |
| <p>To bring pp’s love of reading in-line with that of non-pupil premium within the school - Opening the library after school for 20 min twice a week</p> | <p>40 min a week (MH?) £555</p> <p>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.</p> <p>If we can engage parents and convince them of the importance of reading regularly at home and the benefits of loving reading then research shows progress outcomes in school will follow.</p> | <p>4</p> |
| <p>QFT – Focussed Training for each teacher discussed at appraisal meetings</p> | <p>½ days Cover for each teacher to allow focussed training related to an area of development linked to appraisal targets.</p> | <p>1, 2, 3, 4</p> |

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| | £700 | |
| Magazines and 'papers' for each KS2 classroom - The week Junior, Match, how it works | £270 £151.96 £50 Total – £471.96 | |

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

Budgeted cost: £5,125

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional English and maths sessions targeted at disadvantaged pupils who require further support. These are to take place in addition to timetabled lessons, generally as pre-teaching when pp teacher is involved. | 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk) 1-1 and small group tutoring 9.25 hours x 19 wks = 2,900 | 4, (3) |
| 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. | Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) | 1 (3) |
| 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. | 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk) | 4 |

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| Switch on Reading Volunteer Programme | No cost other than tables to allow for a new reading area, time heavy. Currently 18 Volunteers, 1 teacher and 2 support staff supporting 14 children 3 x a week. Action – to create a video format of training to send to volunteers. Case Studies ES – year 4 - 18months progress in 8 months. LP – year 2 – moved up 3 book bands in 3 months | 4 |
| Reading Eggs - aim this year is to bring pp's love of reading in-line with that of non-pupil premium within the school. | £363 for year for 30 users (possible to mix 15 maths and 15 reading) Starting 28.12.23 Trialling this for 30 days | 4 |
| Speech and Language LAC funding | Cost of course and time for teacher to be trained. £500 (money to be taken from LAC funding- agreed in PEP) | 2 |
| Speech and language development – A chance to talk | developing staff skills to ensure all chilred reach the expected levels of progress in their language development £550 initial training Evidence 'A Chance to Talk shows how effective focussing on children's language skills can be in accelerating children's progress at school. This is particularly true for children from areas of social and economic deprivation, because of the strong link between disadvantage and language delay. A Chance to Talk had a positive impact on children's speech, language and communication - and a knock-on impact on their reading and wider school performance. It is particularly effective for children with delayed language and more severe needs in speech, language and communication.' | 2 |
| IPAD for dyslexia support | £800 | 5 |
| Bubble writing handwriting Scaffold | £12 | 5 |

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

Budgeted cost: £4,880

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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| <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"> - Monthly attendance reports - Awareness among both the children and the parents of what our high expectations are regarding attendance. - Regular promotion of 97% attendance aim – awards at prize day, mentions at parents meetings etc. - Close teacher parent relationship and parent relationship with the PP lead to support with barriers. - New Arbor system tracks minutes lost of learning time due to lateness – this is reported back to parents regularly. | <p>3</p> |
| <p>Affordable uniform with financial support available to PP learners</p> | <p>Uniform from 2nd hand shop for free provided and if not in stock bought from Rosebuddies. Shoe budget to continue.</p> <p>£1000 for shoes, £500 for additional clothes contingency. (reduction from 3,900)</p> | <p>3 (1)</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 yr3 and 6 £900 Class trips £500 Orchestra £1000 Swimming - £180</p> | <p>1, 3</p> |
| <p>Playtimes being a positive, enriching experience where children begin to challenge themselves, problem solve 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</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)</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</p> | <p>1 (2, 3)</p> |

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| <p>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><i>shows that time outdoors is particularly important for children's mental health – reducing stress, giving a sense of calm and simply making them happier.</i></p> <p>The Health and Safety Executive has gone on record stating that “<i>Overprotecting Children damages their development.</i>” Links have now been made between experiencing risky play and positive mental health, increased resilience and even life expectancy.</p> <p>BKHughes Training for supervisors - £500 payment for additional hours for training - £300?</p> | |
| Contingency | £3,185.04 | |

Total budgeted cost: £ 29,101

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 Literacy Gold | Purple Mash Dyslexia Gold |

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? | Piano Lessons, After school and before school sports and emotional literacy books. |
| What was the impact of that spending on service pupil premium eligible pupils? | Feedback from the parents was very positive. One family appreciated the music therapy (Piano lessons) and said the child found them very rewarding and calming. Class teacher noted he seemed to have an inner calmness on Piano days. Nothing needed other than |

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| | sports for the other children currently, but we check in regularly. |
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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.