

# Pupil premium strategy statement – Sacred Heart School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kate Kelly
Pupil premium lead	Jessica Cantrell
Governor / Trustee lead	tbc

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,730
Recovery premium funding allocation this academic year	£5,220
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£3,298
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,248

# Part A: Pupil premium strategy plan

## Statement of intent

Our key objectives in relation to spending the funding are as follows:

- Raising standards for eligible pupils to close the gap on national outcomes (including targeted post COVID catch up where applicable)
- Increasing attendance and decreasing the persistent absence of all pupils
- Improving and maintaining the quality of teaching for all pupils
- Overcoming the learning barriers of all pupils with a particular focus on those who are disadvantaged
- Maximising the engagement and readiness to learn for all pupils

We have a strong ethos of inclusion and a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they fully understand the part they play in addressing educational disadvantage.

There is a sharp focus on the quality of pupils' learning experiences. The leadership team play a significant role in evaluating progress through ongoing and supportive monitoring and quality assurance. Staff are provided with coaching, training and feedback to develop practice.

A significant amount of the funding is being spent on staffing costs. As a school, we believe that timely and appropriate additional input from skilled professionals, in line with EEF recommendations, is the best method of diminishing the differences in terms of knowledge and understanding between different groups of children. Our teaching assistants are both class and intervention based. When they are class-based, their role is carefully planned, so that they are used to help raise the attainment of identified groups and individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance - Our attendance data 2021 – 22 indicates that attendance among the disadvantaged pupils was lower than non-disadvantaged pupils. More disadvantaged pupils were 'persistently absent' in the year 2021-22. Our

	assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils progress.
2	SEMH - Pupils require additional support with social and emotional needs. These challenges particularly affect disadvantaged pupils.
3	Academic - On entry into the academic year 2021, there was a gap of 17% in reading, 17% writing and 14% in maths between disadvantaged pupils and non-disadvantaged pupils within school. This has resulted in significant knowledge gaps, leading to pupils falling behind age-related expectations in reading, writing and maths.

## 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
Pupils achieve ARE	% of pupils achieving ARE is at least in line with all pupils and pupils nationally
Pupils attend school regularly	Pupils' attendance is at least 96%
Improved well-being	Increase in participation in enrichment activities. Qualitative data from student voice. Reduced number of referrals for external support. Reduction in negative incidents.

## 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: £1159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma-Informed Schools	Evidence Base ( <a href="http://traumainformedschools.co.uk">traumainformedschools.co.uk</a> ) NB This is a DfE approved programme. It is being accessed through a subsidised	2

Training: emotional available adult	route and so only partial costs are being paid from the Pupil Premium Grant.	
Team Teach Training	<a href="https://www.teamteach.co.uk/accreditations/">https://www.teamteach.co.uk/accreditations/</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf</a> A consistent whole-school approach to behaviour is recommended by the EEF	2

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

Budgeted cost: £44,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of Teaching Assistant posts	<a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF</a> <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF</a> <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF</a> <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF</a>	2 and 3
Additional equipment and resources to support targeted interventions	<a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF</a> <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF</a> <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF</a>	2 and 3

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

Budgeted cost: £19,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the cost of educational visits	<a href="#">Microsoft Word - Irningoutsdetheclssrm.doc (nationalarchives.gov.uk)</a>	1
Learning Mentor Thrive  Learning Mentor Attendance	Schools that have adopted the Thrive Approach have reported many benefits, including fewer disruptions in class, reduced exclusions and improved academic results  <a href="#">Department for Education (publishing.service.gov.uk)</a>  <a href="#">Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</a>	1 and 2

**Total budgeted cost: £65,248**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

EYFS (4 pupils) = 75% achieved Good Level of Development
Y1 (5 Pupils) = 100% passed their phonics screening check
KS1 (2 pupils) = Reading 100% Writing 50% Maths 100% achieving the expected standard
KS2 (5 pupils) = Reading 80% Writing 20% Maths 40% GPS 60% achieving the expected standard

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider