



PUPIL PREMIUM STRATEGY 2021-2022

This statement details our school's use of Pupil Premium (including tutor-led and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of Pupil Premium had within our school.

School Overview

Detail	Data
School Name	Sacred Heart Catholic School
Number of pupils in school	205
Proportion (%) of Pupil Premium eligible pupils	15.61% (32)
Academic years/years that our current Pupil Premium Strategy plan covers (3 year plans are recommend)	2021 -2024
Published date	November 2021
Review date	November 2022
Statement authorised by	Kate Kelly
Pupil premium lead	Jessica Cantrell

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£52,420
Recovery funding allocated this academic year	£5,220
Tutor lead funding allocated this academic year	£3,847.50
Pupil Premium funding carried forward from previous years (entre £0 if not applicable)	£0
Total budget for this academic year If you school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£61,487.50

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Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium, Recovery Premium and School-lead tutoring grant are streams of additional funding provided to schools to support children who are vulnerable to underachievement. The funding is used to support the narrowing of the achievement gap, and is sometimes referred to as 'catch up' funding.

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 the 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

The funding is provided to schools in addition to the main school funding grant. It is allocated according to the number of pupils on roll in the following categories:

- Pupils who are eligible for free school meals (FSM) or have been eligible for free school meals within the last 6 years
- Pupils in local authority care for 6 months or more
- Pupils from service families

The Pupil Premium grant has led to improved levels of attainment in reading, writing and maths for targeted pupils. It has also enabled wider experiences for pupils which have inspired and motivated them.

The information in this document gives detail as to how our Pupil Premium funding is being spent in order to improve pupil outcomes. 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 recommendations¹, is the best method of diminishing the differences in terms of knowledge and understanding between different groups of children. Our Teaching Assistants (TAs) are both interventions based and sometimes class based. When TAs 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	Social and emotional barriers for vulnerable pupils can cause a negative impact on progress, attainment and behaviour
2	One third of our pupils eligible for Pupil Premium have additional vulnerabilities (e.g. SEND, SEMH).
3	Due to the disruption of Covid-19, gaps have been identified and are hindering progress.

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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
<ul style="list-style-type: none"> All disadvantaged pupils receive the support they need to make good or better progress when compared to children who are not classed as disadvantaged. This will include an up-to-date specific plan (called a Support Plan/learner profile) where pupils also have SEND. 	<ul style="list-style-type: none"> Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged. Support plans are in place for all pupils that need them and these are shared with, and understood by, Parents and Carers.
<ul style="list-style-type: none"> Reasonable adjustments (for example, changes to how we teach children or the equipment we use) are made for all pupils that need them. 	<ul style="list-style-type: none"> 100% of identified pupils successfully access the curriculum, with reasonable adjustments in place where needed.
<ul style="list-style-type: none"> Gaps in learning are addressed effectively both at home and in school, leading to successful catch up. 	<ul style="list-style-type: none"> All children who need some extra support get that support, for example extra work in a small group to help them catch up. These small group sessions are called 'interventions' in school and leaders will have checked to make sure these are working well and leading to more progress. When they aren't working so well, leaders in school will have made changes to make sure they work more effectively, for example by changing the intervention or giving extra training to staff.
<ul style="list-style-type: none"> Quality first teaching informed by robust and accurate assessments. 	<ul style="list-style-type: none"> Learning Support reports are produced as soon as possible for children that need them. The information in the reports is shared with parents and used to plan in class (and small group) activities and interventions.
<ul style="list-style-type: none"> School staff are more able to support children with emotional and or mental health needs. 	<ul style="list-style-type: none"> Most pupils with identified emotional or mental health needs receive in school support that supports their wellbeing.
<ul style="list-style-type: none"> Targeted funding increases pupils' ability to take part in out of hours learning and educational visits etc. therefore supporting growth in social skills, confidence, and positive mental health. 	<ul style="list-style-type: none"> All pupils are able to take part in events, activities and visits that they want to join in with.

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<ul style="list-style-type: none"> Families value the need for regular attendance and make sure their children attend school every day. 	<ul style="list-style-type: none"> Most targeted pupils have attendance that is the same or better than the school's average attendance (so they are in school more than 95% of the time).
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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)

Activity	Evidence that supports this approach	Budget costs	Challenge number(s) addressed
Trauma Informed Schools Training	Evidence Base (traumainformedschools.co.uk) NB This is a DfE approved programme. It is being accessed through a subsidised route and so only partial costs are being paid from the Pupil Premium Grant.	£0	1 & 2
Zones of Regulation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	£0	1 & 2
Thrive subscription and training	enquiries@thriveapproach.com A dynamic, developmental and trauma-sensitive way of meeting the emotional and social needs of children, the Thrive Approach helps us to achieve our vision of a world in which children's needs are better understood and met. Here you will find answers to frequently asked questions about Thrive and the Thrive Approach.	£874	1 & 2
Team Teach Training	https://www.teamteach.co.uk/accreditations/ Team Teach have over 20 years' experience as an accredited, award-winning provider of positive behaviour training, working with both education and health and social care settings. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf A consistent whole-school approach to behaviour is recommended by the EEF	£360	1 & 2

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

Activity	Evidence that supports this approach	Budget costs	Challenge number(s) addressed
Contribution towards cost of Teaching Assistant posts	<ol style="list-style-type: none"> 1. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 2. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 3. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 4. Oral language interventions EEF (educationendowmentfoundation.org.uk) 5. Phonics EEF (educationendowmentfoundation.org.uk) 6. One to one tuition EEF (educationendowmentfoundation.org.uk) 	£41,682.19	1, 2, 3
Additional equipment and resources to support targeted interventions	<ol style="list-style-type: none"> 1. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 2. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 3. Oral language interventions EEF (educationendowmentfoundation.org.uk) 4. Phonics EEF (educationendowmentfoundation.org.uk) 5. One to one tuition EEF (educationendowmentfoundation.org.uk) 	£350 £595	1, 2, 3

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

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Activity	Evidence that supports this approach	Budget costs	Challenge number(s) addressed
Contribution towards the cost of educational visits.	Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)		1, 2 & 3
Learning Mentor Thrive	enquiries@thriveapproach.com Developed over the past 25 years, Thrive is a leading provider of tools and training to help adults support the social and emotional development of the children and young people they are working with. We work with schools, multi-academy trusts (MATs), local authorities, health and social care professionals, and parents and carers. Thrive is a leading provider of support for children and young people’s social and emotional development. Impact of Thrive Thrive has trained more than 40,000 staff in 2,000 schools and reached more than half a million children and young people. Schools that have adopted the Thrive Approach have reported many benefits, including fewer disruptions in class, reduced exclusions and improved academic results.	£17,986.31	1 & 2
Learning mentor to tackle attendance issues	Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk) Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)		

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<p>Individual counselling (Unravel)</p>	<p>The Unravel approach</p> <p>Our approach is designed to unravel key challenges around children’s behaviour and give them the tools to make positive change. It is unique and statistically proven, applying a range of psychological techniques including elements of neuroscience so that children can understand themselves and take charge of their brains and behaviour. We work on all aspects that activate self-esteem to help each child gain control of their emotional well-being and build resilience.</p> <p>One-to-one sessions for children, training for teachers and workshops for parents are part of our three-sixty approach. This gives all those involved strategies for understanding and handling the issues presented by children in emotional distress.</p>	<p>£? If required</p>	<p>1</p>
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Total budget cost: £61,487.50

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Pupil premium strategy outcomes

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

Area of spend	Intended outcomes	Actions	Outcomes
Full time Learning Mentor	<p>Improved attendance</p> <p>Improved pupil engagement with learning</p> <p>Development of social and emotional well-being of pupils</p> <p>Improved parental engagement with school (attending medical appointments with parents, home visits, liaison with nursery, informal meetings)</p> <p>Contribute to the work of the safeguarding team</p>	<p>Learning Mentor- monitor attendance and address any concerns</p> <p>Learning Mentor and SENDCO work together as required (share relevant information, engage parents)</p>	<p>For 2020/21, whole school pupil attendance 96.3%, whereas pupil premium pupils' attendance was 92.7%. Reason for many of our pupil premium children having a lower attendance than the whole school average was due to covid-19.</p> <p>Learning mentor worked with identified children to support emotional regulation. This impacted on children being able to stay in class and access their curriculum.</p> <p>Children who need extra support have identified and are using their emotionally available adult.</p>
THRIVE; subscription	<p>To identify specific gaps in emotional development in individuals, groups and classes</p> <p>To provide dedicated time and support (1:1 and small group) to build pupil's emotional development</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom and playground</p>	<p>Learning Mentor-carry out assessments and support for individual pupils</p> <p>Class teachers complete screening for their class</p> <p>Learning Mentor & SENDCO to identify possible small group and individual work and produce the appropriate action plans</p> <p>Some TAs deliver the action plan work under direction of Learning Mentor</p>	

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Individual counselling (Unravel)	To provide 1:1 dedicated time and support to build pupil's emotional and social development	SLT, Learning Mentor and class teachers identify pupils who may benefit SLT, Learning Mentor explain to parents the nature of the counselling and answer any questions that they may have Headteacher to liaise with Unravel to book dates and times	No children have been permanently excluded.
TA support	Enhance the QFT to improve teaching and learning Good progress of pupils in reading, writing and Maths To allow an alternative curriculum to be created and delivered for one pupil with high needs Good progress seen in a range of developmental areas	Continued TA support SENDCO to co-ordinate and monitor alternative curriculum.	Using the engagement model and support plan targets progress is monitored and has been evidenced. Attainment for <i>all</i> children was affected by the COVID-19 pandemic; with 55% of our children achieving ARE in Reading, Writing & Maths combined. Of the 31 PP children at our school in July 2021 (7 were also on the SEND register)
Birmingham tool kit	To identify specific gaps in academic development in individuals and groups	Class teacher to carry out assessments and support for individual pupils Teacher & SENDCO to identify possible small group and individual interventions Some TAs deliver interventions under direction of SENDCO.	41% achieved ARE in Reading, Writing & Maths combined. All pupil premium children made expected progress or more in 2020/21. Ongoing support will be provided to close the attainment gap. Support plans are in place for all pupils that need them and these are shared with, and understood by, Parents and Carers.

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<p>Evidence for Learning app</p>	<p>To identify engagement levels in learning for children who need support to access a curriculum.</p> <p>To implement Trauma and Mental health – informed practices and interventions into our setting.</p>	<p>TAs and SENDCO to carry out observations, assessments and support for individual pupil</p> <p>TAs & SENDCO to identify possible interventions, next steps and learning activities.</p> <p>TAs deliver interventions and bespoke curriculum under direction of SENDCO.</p>	<p>Using the engagement model and support plan targets progress is monitored and has been evidenced.</p>
<p>Trauma informed school – UK training</p>	<p>To implement Trauma and Mental health – informed practices and interventions into our setting.</p>	<p>An action plan will be drawn up to include the following</p> <p>PROTECT</p> <p>Increase “ safety cues” in school - meet and greet at the school gate and classroom doors and daily check ins with pupils.</p> <p>Enable more vulnerable children to have access to emotionally available adults</p> <p>RELATE</p> <p>Develop whole school approach of ways of relating to vulnerable children.</p> <p>Offering more children positive experiences through emotionally available adults.</p> <p>REGULATE</p> <p>Connect before you correct – enabling hyper aroused children to feel calm and soothed and safe to better manage life as a whole</p> <p>Provide “Time to Talk” groups for teachers to provide vital emotional regulation and time to be listened to and supported.</p> <p>REFLECT</p> <p>Provide children with the means to symbolise painful life experiences through words and images as a key part of “working through” and memory re-consolidation.</p> <ul style="list-style-type: none"> • Support staff in the art of good listening and responding with empathy engaging in meaningful conversations with children struggling with painful life experiences. 	<p>Training sessions have been delivered to staff by deputy head.</p> <p>Children who need extra support have identified and are using their emotionally available adult.</p> <p>Interventions to support SEMH include:</p> <ul style="list-style-type: none"> - Mighty minds - Social stories - Social games - Circle of friends - Time to talk - Sunbeams - Rainbows - Time for art - Time for Lego <p>School has received support from ASD team.</p> <p>Recommendations included visual prompts.</p> <p>Ts received online training from assistant educational psychologist.</p>

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Further information

- Many of our PP children attended school during the Spring lockdown. Those that didn't were offered laptops to access lessons via 'Zoom' and contacted regularly by staff to ensure their safety and wellbeing. Parents were very positive about our remote learning offer.
- We delivered food parcels and processed food vouchers for our PP families throughout the year (during National lockdowns and bubble closures). Again, parents were very appreciating of this.
- We greatly value the contributions made by our teaching assistants – they are vital to the successful integration and inclusion of all pupils.
- We welcome the change in format to this strategy document. A three-year strategy enables us to plan ahead and make lasting changes to the lives of our most vulnerable children. We will, however, review this strategy each year to ensure it continues to meet the needs of our pupils.

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