



## PUPIL PREMIUM STRATEGY 2020-2021

### Amount of Pupil Premium funding received 2020-2021

Pupil Premium allocation 2020-21 £45,712.50

Number of pupils eligible (based on January 2019 census data)	32
TOTAL PP received	£ 45,712.50 + 12,447.92 = 58,160.42

### Identified barriers to educational achievement

Sacred Heart School has identified the following as barriers for some of the pupils currently in receipt of P.P;

- Access to extra-curricular activities
- Attendance
- Parental engagement with the school
- The number of pupils who are also on the SEN Register and/or have English as an additional language
- Social and emotional needs which impact on their learning in a variety of ways

### Planned Key Expenditure 2020-2021

Area of spend	Focus	Allocation (approx)
Full time Learning Mentor	Attendance, parental engagement	£17,633
TA and PA support	Curriculum support + 1:1/1:2 support for high needs pupils	£30,961
THRIVE; subscription and training	Social, emotional support	£906
Educational trips includes swimming	Cross curricular	£87
Individual counselling (Unravel)	Social and emotional	£127
SATS Pupil workbooks	Curriculum	£74
Laptops	For remote learning	£745
Birmingham tool kit	Assessment tool to identify learning gaps and inform interventions	£600
Evidence for Learning app	Observation and assessment tool for engagement model.	£595
Trauma informed school – UK training	Mental Health support	£2466
<b>TOTAL PLANNED EXPENDITURE</b>		<b>£54,194</b>

Area of spend	Intended outcomes	Actions
Full time Learning Mentor	<ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• Improved pupil engagement with learning</li> <li>• Development of social and emotional well-being of pupils</li> <li>• Improved parental engagement with school (attending medical appointments with parents, home visits, liaison with nursery, informal meetings)</li> <li>• Contribute to the work of the safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning Mentor- monitor attendance and address any concerns</b></li> <li>• <b>Learning Mentor and SENDCO work together as required (share relevant information, engage parents)</b></li> </ul>
TA support	<ul style="list-style-type: none"> <li>• Enhance the QFT to improve teaching and learning</li> <li>• Good progress of pupils in reading, writing and Maths</li> <li>• To allow an alternative curriculum to be created and delivered for one pupil with high needs</li> <li>• Good progress seen in a range of developmental areas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued TA support</b></li> <li>• <b>SENDCO to co-ordinate and monitor alternative curriculum.</b></li> </ul>
THRIVE; subscription	<ul style="list-style-type: none"> <li>• To identify specific gaps in emotional development in individuals, groups and classes</li> <li>• To provide dedicated time and support (1:1 and small group) to build pupil's emotional development</li> <li>• To improve the self- esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom and playground</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning Mentor-carry out assessments and support for individual pupils</b></li> <li>• <b>Class teachers complete screening for their class</b></li> <li>• <b>Learning Mentor &amp; SENDCO to identify possible small group and individual work and produce the appropriate action plans</b></li> <li>• <b>Some TAs deliver the action plan work under direction of Learning Mentor</b></li> </ul>
Educational Trips	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and off site learning experiences</li> <li>• Learning is enhanced by trips that are carefully planned to enhance the school's curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Initial letters to include information for parents about available funding</b></li> <li>• <b>Class teachers made aware of funding so they can approach parents if appropriate</b></li> </ul>

Individual counselling (Unravel)	<ul style="list-style-type: none"> <li>To provide 1:1 dedicated time and support to build pupil's emotional and social development</li> </ul>	<ul style="list-style-type: none"> <li><b>SLT, Learning Mentor and class teachers identify pupils who may benefit</b></li> <li><b>SLT, Learning Mentor explain to parents the nature of the counselling and answer any questions that they may have</b></li> <li><b>Headteacher to liaise with Unravel to book dates and times</b></li> </ul>
SATS Pupil Workbooks	<ul style="list-style-type: none"> <li>Enhance and re-inforce learning of Y6 pupils in preparation of end of year assessments</li> </ul>	<ul style="list-style-type: none"> <li><b>Workbooks to be ordered as required</b></li> </ul>
Birmingham tool kit	<ul style="list-style-type: none"> <li>To identify specific gaps in academic development in individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li><b>Class teacher to-carry out assessments and support for individual pupils</b></li> <li><b>Teacher &amp; SENDCO to identify possible small group and individual interventions</b> <b>Some TAs deliver interventions under direction of SENDCO.</b></li> </ul>
Evidence for Learning app	<ul style="list-style-type: none"> <li>To identify engagement levels in learning for children who need support to access a curriculum.</li> <li>To implement Trauma and Mental health – informed practices and interventions into our setting.</li> </ul>	<ul style="list-style-type: none"> <li><b>TAs and SENDCO to-carry out observations, assessments and support for individual pupil</b></li> <li><b>TAs &amp; SENDCO to identify possible interventions, next steps and learning activities.</b></li> <li><b>TAs deliver interventions and bespoke curriculum under direction of SENDCO.</b></li> </ul>
Trauma informed school – UK training	<ul style="list-style-type: none"> <li>To implement Trauma and Mental health – informed practices and interventions into our setting.</li> </ul>	<p><b>An action plan will be drawn up to include the following</b></p> <p><b>PROTECT</b> Increase “ safety cues” in school -meet and greet at the school gate and classroom doors and daily check ins with pupils. Enable more vulnerable children to have access to emotionally available adults</p> <p><b>RELATE</b> Develop whole school approach of ways of relating to vulnerable children. Offering more children positive experiences through emotionally available adults.</p> <p><b>REGULATE</b> Connect before you correct – enabling hyper aroused children to feel calm and soothed and safe to better manage life as a whole Provide “Time to Talk” groups for teachers to provide vital emotional regulation and time to be listened to and supported.</p>

		<p><b>REFLECT</b></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> <p>Support staff in the art of good listening and responding with empathy engaging in meaningful conversations with children struggling with painful life experiences.</p>
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**How will school measure the impact of the Pupil Premium?**

- Assessment data is used to measure attainment and progress at half termly intervals throughout the year
- The SENDCO and class teachers are responsible for tracking the progress and attainment of all vulnerable groups, including P.P pupils
- The SENDCO provides a report at the end of each school year providing details on closing the attainment gaps between P.P and non-P.P pupils
- Pupil Progress meetings at the end of each term between class teachers and SLT monitor impact and allow any concerns to be addressed
- Attendance data is collected and monitored by the Learning Mentor
- P.P funding and the impact is a regular item on the School Governors’ agendas.

Designated staff member in charge: Mrs C. Kelly (Headteacher)

Monitoring and tracking role: Mrs J. Cantrell (SENDCO)

Next review July 2021