

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	195
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lynsie Tuplin
Pupil premium lead	Lynsie Tuplin
Governor / Trustee lead	Jayne Bonner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,698
Recovery premium funding allocation this academic year	£5,655

<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><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></p>	£0
<p>Total budget for this academic year</p> <p><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></p>	£66,353

Part A: Pupil premium strategy plan

Statement of intent

Sacred Heart is a school at the heart of its Catholic community whilst being a school that embraces its local community also. The experienced and long-established staff are hard-working, enthusiastic and dedicated – they work diligently to put children at the heart of everything we do in the spirit of our mission statement – Love one another as I have loved you.

We are a smaller than average, 1-form entry primary school in Hillsborough, Sheffield. Our children come from varied backgrounds including areas of high deprivation and some of the most affluent areas of the city. 35% of our children have English as an additional language with our largest 2nd language being Malayalam. The majority of our children start school with low language skills.

We are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy and reading. We are constantly refining and improving practice in this area including targeted interventions. This area has been particularly affected by children's experiences during COVID and thus will form part of our education recovery strategy in 2023 – 2024. We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills and opportunities to create a level playing field and improve the life chances for all our pupils.

We have a strong ethos of inclusion and a trauma informed approach towards supporting our pupils and parents. There is a collective understanding of the impact of disadvantage on pupils' learning. Staff are clear about our ambition for all our pupils and understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating provision through ongoing and supportive monitoring and quality assurance. They dedicate time for collaborative planning, modelling, coaching and feedback to develop practice,

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve 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 school uses the tiered approach to Pupil Premium spending from the EEF report.

1. Teaching - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
2. Target academic support - Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching. Where possible, a TA is linked to each class so that the teacher can work with them to deliver target support to address gaps in learning. CPD is provided for TAs to enable them to deliver effective targeted support.
3. Wider strategies - Considering how non-academic barriers to success in school, including attendance, behaviour and social & emotional development can be supported. We do this by having a Learning Mentor who monitors and supports attendance and punctuality. The whole school are Trauma Informed Schools (TIS) trained.

The overall aim of our pupil premium strategy is to raise the attainment of the school's disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 48% of YR were below expected for communication and language on entry in 2023 including 50% of the disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties achieving ARE than their peers. 80% of Y2 disadvantaged pupils did not achieve ARE in reading, writing and maths in 2023. One third of Y6 disadvantaged pupils did not achieve combined ARE in 2023.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 17 pupils (12 of whom are disadvantaged) currently require additional support with social

	and emotional needs, with 12 (11 of whom are disadvantaged) receiving small group interventions. 1 disadvantaged child currently requires 1:1 support throughout the day to access learning.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 1 - 2% lower than for non-disadvantaged pupils (2022-2023 96.5% v 94.8%) Of the 12 persistently absent pupils last year, 50% were disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved attainment for disadvantaged pupils at the end of each key stage	Outcomes show that the majority of disadvantaged pupils meet the expected standard. Measured via end of key stage assessment points.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in referrals for SEMH support • a reduced number of negative incidents • an increase in participation in enrichment activities

To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils	Pupils' attendance is at least 96% and no gap in attendance for our disadvantaged pupils
---	--

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: £22,144

Activity	Evidence that supports this approach
<p>We will partially fund the deputy head's out of class role and provide regular opportunities for internal skills sharing and modelling/coaching/collaboration/monitoring/feedback.</p> <p>Embed high quality adult/child interactions in the early years and across school</p> <p>Develop language rich learning environments</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of language that children hear from the adults and peers around them. The number and quality of conversations children have with adults each day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-to-promote-high-quality-interactions-with-young-children</p> <p>https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development.pdf</p>

<p>Introduce well-targeted professional development to enhance inclusive practice and participation for all in lessons – questioning, vocabulary, clear explanations, scaffolding, modelling</p> <p>Fund teacher release time for CPD activities including training, coaching and moderation</p> <p>Improve the quality of social and emotional learning</p> <p>Trauma Informed Approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improvement in later life (e.g., improved academic performance, attitudes, behaviour and relationships) https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_emotional_skills_in_childhood.pdf</p>
---	---

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

Budgeted cost: £36,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs deliver targeted interventions based on the guidance opposite</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted</p>	<p>1, 2</p>

<p>Reading lead provides coaching and training for staff at all levels</p> <p>External training led by English Hub for staff across the school</p> <p>Targeted speech and language interventions (LEAP, NIP, VIP) delivered</p> <p>Maths Same Day Intervention</p> <p>Fine and Gross Motor Skills intervention</p> <p>Reading intervention (fluency and comprehension)</p>	<p>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
--	---	--

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

Budgeted cost: £7,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
The learning mentor supports improvements in attendance and punctuality by monitoring and providing targeted intervention,	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS (3 pupils) = 66% achieved Good Level of Development (65% all pupils / 49% disadvantaged pupils)

Y1 (4 Pupils) = 75% passed their phonics screening check (79% all pupils / 67% disadvantaged pupils)

KS1 (5 pupils) = Reading 60% (68% all pupils / 54% disadvantaged pupils) Writing 20% (60% all pupils / 44% disadvantaged pupils)

Maths 80% (70% all pupils / 56% disadvantaged pupils) achieving the expected standard

KS2 (9 pupils) = Reading 33% (73%) Writing 33% (71%) Maths 33% (73%) GPS 50% (72%) Combined 33% (59%) (National Combined for disadvantaged pupils – 44%)

(National (all pupils) in brackets)

Attendance = 94.1% (all pupils 94.9%)

Our disadvantaged pupils perform significantly better than disadvantaged pupils nationally at EYFS, phonics screening and KS1 reading and maths. At GLD and KS1 maths, our disadvantaged pupils perform better than all pupils nationally. Our disadvantaged pupils do not compare in line with their peers in KS1 writing or in combined at KS2

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
-----------	----------

n/a	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils