

Sacred Heart Catholic Primary School and Nursery

Pupil premium strategy statement

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	450
Proportion (%) of pupil premium eligible pupils	32% (142/450)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Chris Beazeley
Pupil premium lead	Mike Smith
Governor / Trustee lead	Lisa Hopkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,970 (£1,373 per child)
Recovery premium funding allocation this academic year	£19,430 (£136 per child)
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£214,400

Part A: Pupil premium strategy plan

Statement of intent

Sacred Heart School is a fully inclusive school with the highest expectations and aspirations for all our pupils. We pride ourselves on our warm, welcoming Catholic ethos. Our school's Mission Statement is at the heart of all we do – "Love of God, Love of one another, Love of our world, Love of learning".

At Sacred Heart Catholic Primary School and Nursery we believe that all children should be able to achieve and reach their full potential no matter their background or starting point. It is essential to ensure that disadvantaged children make sustained progress over time with the overarching goal of closing the gap between their non-disadvantaged peers.

As a school it is our duty to ensure that children have a rich learning environment, access to exciting and engaging learning experiences, along with quality first teaching and targeted intervention, to enable all children to reach their full potential.

Our Pupil Premium Strategy Plan aims to address the main barriers faced by our children and ensure that additional support is carefully targeted, as a result of rigorous tracking, in order that all children have access and opportunity to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children start Sacred Heart with low oral language. The children's vocabulary is often more limited than their peers; this can result in emotional and behavioural difficulties as well as academic.
2	Current data and assessments show that the Pupil Premium attainment gap is large in a number of year groups.
3	Disadvantaged children at Sacred Heart have lower attainment in reading, writing and maths.
4	A high proportion of disadvantaged children are on the SEND register. Although a lower percentage than 2022/23 (25.4%), still higher than the National Average of 16%. Disadvantaged pupils account for 51% (42/81) of the SEN register.
5	Low aspirations have a detrimental impact on some of our disadvantaged children. A lack of experiences, positive role models and parental engagement results in some of our disadvantaged children undervaluing education.

6	Many disadvantaged children have lower attendance figures than their non-disadvantaged peers. A number of children highlighted as persistently absent are disadvantaged children.
7	Disadvantaged children have struggled with early reading. Many disadvantaged children do not pass their end of Year 1 phonic test.
8	Covid-19 and school closures had a greater impact on disadvantaged children, further widening gaps in learning. This is particularly evident in Year 3.

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
Disadvantaged pupils will have improved communication and language skills.	Observations and assessment of disadvantaged pupils in communication and language will show improvement.
Disadvantaged pupils to improve their reading attainment by the end of KS2	Pupils make accelerated progress in reading so that the gap for reading is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the National Benchmark.
Disadvantaged pupils to improve their writing attainment by the end of KS2.	Pupils make accelerated progress in writing so that the gap for reading is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the National Benchmark.
Disadvantaged pupils to improve their maths attainment at the end of KS2.	Pupils make accelerated progress in maths so that the gap for reading is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the National Benchmark.
Disadvantaged pupils' attendance will have improved, promoting increased attainment and better progress.	Reduction in the number of persistent absentees among disadvantaged children. The gap is reduced between disadvantaged and non-disadvantaged children.
Disadvantaged pupils in KS1 to be able to access reading successfully through the application of synthetic phonics.	More disadvantaged pupils to reach the expected book band level in Year 1 and Year 2. A higher proportion of disadvantaged children passing phonics screening.
Children and parents to have increased engagement in learning, through a broad curriculum offer and use of social media to keep parents informed.	Children have access to a breadth of experiences and opportunities to enrich their learning. Parents feel they are well informed and able to effectively support their learning in school.
Children's social and emotional needs are met resulting in an improvement in their well-being and chances of academic success.	Children's needs are identified and appropriate support is put in place to overcome social and emotional barriers to learning.

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: £ 107,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all teachers across the curriculum and pedagogy- AFL (quality first teaching)</p>	<p>Focus on all teachers delivering high quality first teaching. Focus on the Sacred Heart Love of Learning List.</p> <p>Purchase of, 'Teaching Walkthrus- five-step guide to instructional coaching' by Tom Sherrington for all teachers.</p> <p>Sutton Trust- quality first teaching has direct impact on children's outcomes (potential gain of 1.5 years compared with 0.5 years with a poorly performing teacher).</p>	<p>2,3,4</p>
<p>Termly Pupil Progress Meetings.</p> <p>Teacher, DHT and AHT/SENCO, discuss each child's progress and any barriers.</p> <p>Strategies put in place, adapted and subsequently monitored.</p> <p>Issues or strategies that affect the whole school are raised in termly SLT pupil progress meetings.</p>	<p>Close monitoring of children's progress and potential barriers to learning to ensure appropriate support is put in place.</p> <p>Mentoring and Coaching for teachers.</p>	<p>2,3,4,8</p>
<p>Introduction of further English support with the use of Literacy Shed plus and Spelling Shed.</p> <p>CPD in staff meetings to use resources effectively.</p>	<p>The EEF states that "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</p>	<p>1,3,7</p>

<p>Continued implementation, development and close monitoring of Read Write Inc. across KS1 to develop phonics and reading in KS1.</p>	<p>Successful implementation of phonics across year 1 and beyond gives our children a good foundation for reading and learning.</p> <p>Additional training for staff will empower adults to deliver high quality phonic support.</p> <p>The EEF states that “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p>	<p>1,3,7</p>
<p>Allocated time for the English lead to monitor progress and support staff to ensure high quality teaching of phonics through in house CPD or external CPD.</p>	<p>EEF states that for successful phonic implementation there needs to be regular monitoring. “Carefully monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary.”</p>	<p>1,2,3,7,8</p>
<p>Allocated time for English lead to closely monitor writing through observations, learning walks etc. to ensure that there is consistency of approach and strategies are being used effectively</p>	<p>The EEF project said “The approach had a strong positive effect on the writing outcomes of low attaining pupils at the transition from primary to secondary school among a sample of pupils in State schools in the West Yorkshire area.”</p>	<p>2,3,8</p>
<p>Additional CPD for LSAs to support staff to be able to lead quality interventions including maths, reading, times tables, arithmetic and Precision Teaching.</p>	<p>Staff to have training so that intervention is of high quality. EEF states that for teaching assistants to be successful in intervention training is needed. “Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes”</p> <p>EEF toolkit: Teaching assistant interventions +4 months</p>	<p>2,3,4</p>
<p>The purchase of fluency materials in Maths to support teaching during SMART Maths time across the whole school to enable improved confidence in Maths for pupils including those that are disadvantaged.</p>	<p>To ensure that children have a basic grasp on mathematical skills and close gaps in knowledge through repetition. This will support children in ensuring knowledge is kept over time.</p>	<p>2,3,4</p>

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

Budgeted cost: £ 53,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for pupils with low multiplication skills through group multiplication intervention or one to one precision teaching	<p>EEF toolkit: Small group tuition focussing on a small group of learners +4 months</p> <p>Whole school approach to teaching times tables as well as intervention sessions to move away from reciting and into a more dynamic and deeper understanding of the times table facts.</p>	2,3,8
Targeted intervention for maths (focus on arithmetic) using teachers, HLTAs and LSA's.	EEF toolkit: Small group tuition focussing on a small group of learners +4 months	2,3,8
Targeted intervention for reading using teachers, HLTAs and LSA's.	<p>EEF toolkit: Small group tuition focussing on a small group of learners +4 months</p> <p>Reading comprehension strategies +6 months</p> <p>Research demonstrates that reading is the key to academic success. Disadvantaged children often do not read regularly at home or do not have</p>	1,2,3,8
Targeted intervention for Phonics to close the gap for Year 1 and 2 pupils.	<p>EEF Toolkit: Phonics +5 months</p> <p>Interventions focussed on closing gaps in phonics have been successful for all children and those that are disadvantaged. The EEF states that targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	2,3,7
Targeted intervention for Year 6 Maths through morning maths group (boosters) focussing on children who are working just below EXS.	The EEF states that small group tuition can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	2,3,8

	EEF toolkit: Small group tuition focussing on a small group of learners +4 months	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 53,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to review and develop the curriculum to ensure rich learning experiences, subsidised for those for whom monetary contributions would be a barrier, for all children.	EEF Toolkit: Arts participation +3 months Outdoor adventure learning The children at Sacred Heart have limited experiences outside school and this has an effect on their language acquisition and English skills. The EEF states that enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	1,5
To work with the Southend City Council and a high-quality training provider to develop the use of Relational Practice and Trauma informed Practice throughout the school.	At Sacred Heart we have begun on our journey to adopting Relational Practice as an approach to behaviour management, in line with our caring ethos, across the school. We will work with additional agencies to support specific behaviour needs. EEF states that according to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. Therefore the importance of behaviour interventions and support is vital to ensure children are accessing learning.	1,4
Pupil Premium Plus children are provided with additional tutoring	One to one and small group tuition EEF toolkit Small group tuition +4 months	2,3
The school buys into the services of a dedicated play therapist	Pupils referred who require additional support/play therapy to have a focussed one-to-one support package put in place. The positive impact of play therapy has been evident in the success of previous cases undertaken.	1,4
The school buys into attendance services provided by the city in order to monitor	Inclusion team to build up profiles of pupils and their families to better understand their strengths, interests & potential barriers to learning. EEF toolkit:	6

attendance and support hard-to-reach families.	Parental Engagement +4 months	
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Total budgeted cost: £ 214,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 2023 SATS Results (PP 20/60 34%)				
Subject	Percentage of pupils achieving the expected standard: Sacred Heart Catholic Primary School and Nursery GDS in brackets	Percentage of pupils achieving the expected standard: Nationally	Percentage of pupil premium pupils (35% of all pupils) achieving the expected standard: Sacred Heart Catholic Primary School and Nursery GDS in brackets	Percentage of disadvantaged pupils (30% of pupils) achieving the expected standard: Nationally
English Reading	76% (27%)	73%	57% (14%)	60%
English Writing (teacher assessment)	77% (77%)	71%	58% (10%)	58%
Mathematics	85% (85%)	73%	67% (29%)	59%
English grammar, punctuation and spelling	78% (29%)	72%	57% (19%)	/
Combined (reading, writing and maths)	68% (7%)	59% (8%)	50% (5%)	44% (3%)

In 2023, the results for all of Year 6 were higher than in 2022 in reading, writing and maths. A higher percentage (+17%) of Pupil Premium children achieved the expected standard for maths in 2023 over 2022. However, less Pupil Premium children achieved the expected standard in reading and writing. (Reading -8%, Writing -2%)

Key Stage 1 2023 SATs Results (PP 20/61 34%)

Subject	Percentage of pupils achieving the expected standard: Sacred Heart Catholic Primary School and Nursery GDS in brackets	Percentage of pupils achieving the expected standard: Nationally	Percentage of pupil premium pupils (33% of all pupils) achieving the expected standard: Sacred Heart Catholic Primary School and Nursery GDS in brackets	Percentage of disadvantaged pupils (30% of pupils) achieving the expected standard: Nationally
Reading	69% (15%)	68% (19%)	65% (0%)	68%
Writing	65% (13%)	60% (8%)	55% (0%)	60%
Maths	79% (18%)	70% (16%)	70% (0%)	72%
Combined (Reading, writing and maths)	62% (8%)	/	50% (0%)	/

In 2023, a higher proportion of children achieved the expected standard than in 2022. This was reflected in the attainment for disadvantaged children, where a higher proportion also achieved the expected standard. There is still a gap in attainment between disadvantaged children and their non-disadvantaged peers (4%-10%) with no disadvantaged children achieving GDS in any subject.

		All Pupils	Pupil Premium Pupils	Non-Pupil Premium Pupils	Gap
1	Reading	50%	45%	53%	8%
	Writing	41%	37%	45%	8%
	Maths	60%	46%	68%	22%
2	Reading	74%	70%	71%	1%
	Writing	65%	55%	71%	16%
	Maths	82%	75%	85%	10%
3	Reading	60%	31%	71%	40%
	Writing	53%	19%	66%	47%
	Maths Arithmetic Reasoning	53% 58%	38% 38%	59% 66%	21% 28%
4	Reading	72%	65%	75%	10%
	Writing	44%	40%	46%	6%
	Maths Arithmetic Reasoning	87% 70%	75% 50%	93% 80%	18% 30%
5	Reading	70%	63%	74%	11%
	Writing	50%	32%	58%	26%
	Maths Arithmetic Reasoning	65% 49%	52% 37%	71% 55%	19% 18%

The attainment gap between disadvantaged and non-disadvantaged children remains large for particular subjects and year groups. Year 3 has been a year group identified with a significant attainment gap (up to 47%). Disadvantaged pupils were outperformed by their non-disadvantaged peers in all year groups and all subjects.

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

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
N/A

Further information (optional)

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