



SACRED HEART RC PRIMARY SCHOOL

## Pupil Premium Strategy Report 2016 – 2017

Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed, respected and cared for and where LOVE is at the heart of everything we do:

- Learning and living by Jesus' example in the Gospels.**
- Offering a safe, healthy and stimulating environment in which to grow.**
- Valuing and respecting everyone including our wider community.**
- Empowering children to achieve and meet life's challenges.**

Designated Pupil Premium Lead: Mrs P Dungworth (Headteacher)

Designated Governor: Mrs M Wheatley

Overview of the school

<b>Number of Pupils and Pupil Premium Grant (PPG) Received</b>	
Total number of pupils on roll	240
Total number of pupils eligible for PPG	69 (29%)
Total amount of PPG received	£80,820
Schools Deprivation indicator is increasing yearly 0.41 compared to 0.24	
% of Travel children of Irish heritage is increasing yearly 7.2% compared to 0.1% Nationally	

Historical Progress Data for Disadvantaged Pupils

<b>Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)</b>						
	<b>2013</b>		<b>2014</b>		<b>2015</b>	
	<b>%</b>	<b>VA</b>	<b>%</b>	<b>VA</b>	<b>%</b>	<b>VA</b>
% of pupils making expected or better progress in Reading KS1 to KS2	100%	102.0	100%	101.3	100%	100.8
% of pupils making expected or better progress in Writing KS1 to KS2	100%	101.7	100%	100.6	100%	101.1
% of pupils making expected or better progress in Maths KS1 to KS2	100%	100.9	100%	99.3	100%	100.3



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**2016 Progress and Attainment Data**

End of EYFS % of pupils achieving a good level of development (GLD)			
All Pupils		Disadvantaged Pupils	
School	National	School	National
70	66	80	52

End of KS1	Attainment at Expected or Above %				Progress %
	Disadvantaged		All		
	Sch	Nat	Sch	Nat	
Reading	67	78	77	74	There is no significant difference between the % of disadvantaged children making the expected progress from EYFS – EOKS1 compared to National.
Writing	56	70	73	65	
Maths	56	77	73	73	

Phonics Screen Check

% of all pupils achieving the expected standard		% of Disadvantaged pupils achieving expected standard	
School	National	School	National
87%	81%	100%	70%

End of KS2	Attainment at Expected or Above %				Progress			
	Disadvantaged		All		Disadvantaged		All	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
Reading	25	71	63	66	-5.71		-2.28	
Writing	38	79	70	74	-5.21		-1.13	
SGP	50	78	73	72				
Maths	38	75	60	70	-3.36		-4.47	



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Identified barriers to disadvantaged pupil progress 2016 – 2017	
A	Disadvantaged pupils make significantly less progress by the end of KS2 in Reading, Writing and Maths than national.
B	At the end of KS1, fewer disadvantaged pupils achieve the Expected Level than National Reading (67% compared to 78%) Writing (56% compared to 70%) Maths (56% compared to 77%)
C	Attendance % for disadvantaged pupils Sep – July 2016 was 92.9% compared to 95.5% for all other pupils.
D	The most significant difference between disadvantaged pupils and all pupils at KS1 is in Maths and at KS2 in Reading. In line with the SDP school has significantly improved resources / outcomes in reading. Therefore, diminishing the difference in Maths will be the priority for expenditure. See also Emerging Issues School Development Plan
E	Recruitment and staffing during 2016 / 2016 was a barrier to securing at least good progress for disadvantaged pupils. However, this has now been overcome (Sep 2016) and monitoring demonstrates good progress.

Desired Outcomes (Desired outcomes and how they will be measured)		Milestones		
		Autumn	Spring	Summer
A	Improved rates of progress KS1 – KS2 for disadvantaged pupils to at least in line with National.	Difference between attainment of all and disadvantaged pupils is < 15%	Difference between attainment of all and disadvantaged pupils is < 10%	Difference between attainment of all and disadvantaged is 0.
B	Increase the % of disadvantaged pupils achieving Expected at the end of KS1 to in reading, writing and maths to 75% (at least in line with national).	Monitoring data indicates that 75% of disadvantaged pupils are 'On Track' to achieve Expected Reading	Monitoring data indicates that 75% of disadvantaged pupils are 'On Track' to achieve Expected in Reading and Maths	Monitoring data indicates that 75% of disadvantaged pupils achieved the expected level in R,W,M.
C	Improve attendance of disadvantaged pupils to at least 96%	Attendance of disadvantaged pupils is at least 94% across all year groups.	Attendance of FSM is at least 95% across all year groups.	Attendance of FSM is at least 96% across all year groups.
D	Diminish the difference in attainment and progress of disadvantaged pupils across all year groups in maths.	Difference between attainment in maths of all and disadvantaged pupils is < 15%	Difference between attainment in maths of all and disadvantaged pupils is < 10%	Difference between attainment in maths of all and disadvantaged is 0.
E	Ensure all staff including those new to school / year group effectively use monitoring / assessment of disadvantaged pupils to plan for at least good progress.	Raising Attainment Plans and monitoring demonstrate that the gap between disadvantaged and all pupils is diminishing	Raising Attainment Plans and monitoring demonstrate that the gap between disadvantaged and all pupils is diminishing	Raising Attainment Plans, monitoring and assessment demonstrate that the gap between disadvantaged and all pupils is in line with national



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<b>Desired Outcomes</b> (Desired outcomes and how they will be measured)		<b>Actions</b>
A	Improved rates of progress KS1 – KS2 for disadvantaged pupils to at least in line with National.	<ul style="list-style-type: none"> <li>• Systematic, frequent monitoring of disadvantaged pupils progress.</li> <li>• Pupil Premium Provision Maps to identify barriers and evaluate impact of interventions.</li> </ul>
B	Increase the % of disadvantaged pupils achieving Expected at the end of KS1 in reading, writing and maths to 75% (at least in line with national).	<ul style="list-style-type: none"> <li>• Training to improve the standard of teaching and learning across the school</li> <li>• Learning in 3's to focus on supporting disadvantaged pupils.</li> <li>• TA training to ensure that the delivery of interventions and classroom support has maximum impact on pupil progress.</li> </ul>
C	Improve attendance of disadvantaged pupils to at least 96%	<ul style="list-style-type: none"> <li>• Daily late / attendance stop</li> <li>• Systems in place for HT to review attendance of PP on a weekly basis.</li> <li>• Attendance Action Plan details further support</li> </ul>
D	Diminish the difference in attainment and progress of disadvantaged pupils across all year groups in maths.	<ul style="list-style-type: none"> <li>• Whole Day Training for staff 'Sense of Number'</li> <li>• Purchase Numicon and Numicon training to support targeted intervention.</li> <li>• Review Maths Teaching and Learning Policy and use as a framework for monitoring standards.</li> </ul>
E	Ensure all staff including those new to school / year group effectively use monitoring / assessment of disadvantaged pupils to plan for at least good progress.	<ul style="list-style-type: none"> <li>• Teaching and Learning Policies are reviewed and understood by all teachers.</li> <li>• Frequent and systematic moderation of standards within and across key stages and across the Federation.</li> <li>• Pupil review meetings focus on the progress of disadvantaged pupils.</li> </ul>



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Summary Record Proposed PPG Spend for 2016 /2017

Objective	Rationale (Barriers to Learning)	Provision (Diminishing the Gap)	Cost	Impact
<b>To promote the wellbeing of children and support Families</b>	Some of our families under difficult circumstances require additional support which includes from specialist services.	Employment of a family support worker to support children through separation, bereavement, and friendships and to offer parenting advice and mediation within families.	£2,012	Pupil's well-being, resilience and are supported allowing them to develop to their full potential
<b>Diminish the difference in attainment and progress of disadvantaged pupils across all year groups in maths.</b>	Some of our children require additional support in understanding mathematical concepts and to be able to use and understand the language of maths.	Purchase new resources to support interventions and	£8,200	Vulnerable children have are able to communicate effectively reducing the overall complexity of need and enabling better progress across the whole curriculum.
<b>To respond to the needs of the children with target groups /teacher support</b>	Some of our children need short term targeted support to prepare them for learning or to provide support for individualised and differentiated lessons.	Deployment of Teaching Assistants across the school to deliver one to one and small group support and interventions.  + Training to enable Teaching Assistants to deliver high quality support for learning.	£29,240	Each identified pupil will have made good progress and the Governors are satisfied that the investment is worthwhile
<b>Small group Early Years Support Early Intervention</b>	Some of our children enter school with poor language, behavioural; and emotional skills. Due to early life experiences and high	Employment of an additional adult in the Foundation Stage to provide very practical support for children's basic needs e.g. toileting,	£9775	Children in the Foundation Stage make very good progress often from low starting points and are developing good



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	levels of deprivation, they can require a lot of support to reach early milestones become ready for more formalised learning.	feeding, early play, early language, keeping safe and forming attachments with significant adults.		learning behaviours. Basic needs are met.
<b>To ensure that children's welfare needs are met so that they are better able to learn.</b>	Some children's poor attendance or punctuality impacts on their progress. Some children arrive at school without breakfast and are unable to concentrate.	Offer free Breakfast Club places to targeted children where there are issues with attendance, punctuality or welfare	£1500	Improved attendance, punctuality and welfare will impact positively on target children's achievement.
<b>BLAST to support language and communication development with identified children in the nursery class</b>	The early acquisition of language and the ability to communicate greatly supports a child's emotional development as well as academic progress.	One teacher and teaching assistant 2.5 hours per week	£5715	The progress can be accounted for using EYFS Profile
<b>Friendship Groups</b>	Some of our children struggle educationally due to unmet social and emotional needs and need support to form positive relationships.	Teaching assistant support at lunch times.  Peer Mediation Training	£1440	Half termly reviews show that children are embracing life skills.
<b>To promote resilience and confidence in a target year group- September 2014</b>	A musical school is a successful school.  Time and again music has proved to be the catalyst that makes a good school exceptional.  The delivery of music lessons impacts the school curriculum; it	Year 5 The children will receive weekly Flute lessons and will eventually form the school's flute band and enter music festivals  To make the children aware of what music can offer and	£4666	Pupils and staff have developed resilience and what it means to all work together as a group. Life enhancing skills



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	has a positive effect on all aspects of the schools' learning.	simultaneously challenge the children to discover new skills		
<b>Music Tuition</b>		Specialist Music Service Tuition for identified pupils	£1500	Children have the opportunity to learn to play an instrument of their choice.
<b>Choir/Samba</b>		Raising aspirations and confidence 1 x instructor for x 36 weeks	£1260	Raising aspirations and developing life skills.
<b>Visiting the Spiritans Chaplaincy Team</b>	Within successful Primary Schools, curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils' learning, and an extensive range of extra-curricular activities.	3x visits per year for Y5 and Y6 Children	£400 x6 £2400	Team Building and Resilience
<b>Y6 Residential Visit</b>		Subsidising cost of 3 day residential visit	£3800	Enable all children to take part in team building / resilience activities.
<b>Cost of Special Visits</b>		Subsidising transport and entrance fees	£600 x7 £4200	Give the children new experiences and raise aspirations
<b>Provide KS2 children with milk and fruit</b>	To ensure that the physical needs of the children are met through the provision of a healthy snack.	Provide milk and fruit	£6429	The provision of a healthy diet can enhance pupil performance.
<b>Uniform and Sports Kits</b>		P.E Kits Pumps and Trainers School uniform	£500	Raise self-esteem and promote equality. Enable children to participate fully in all aspects of the wider curriculum.
<b>Total Budgeted Cost:</b>			<b>£82,637</b>	