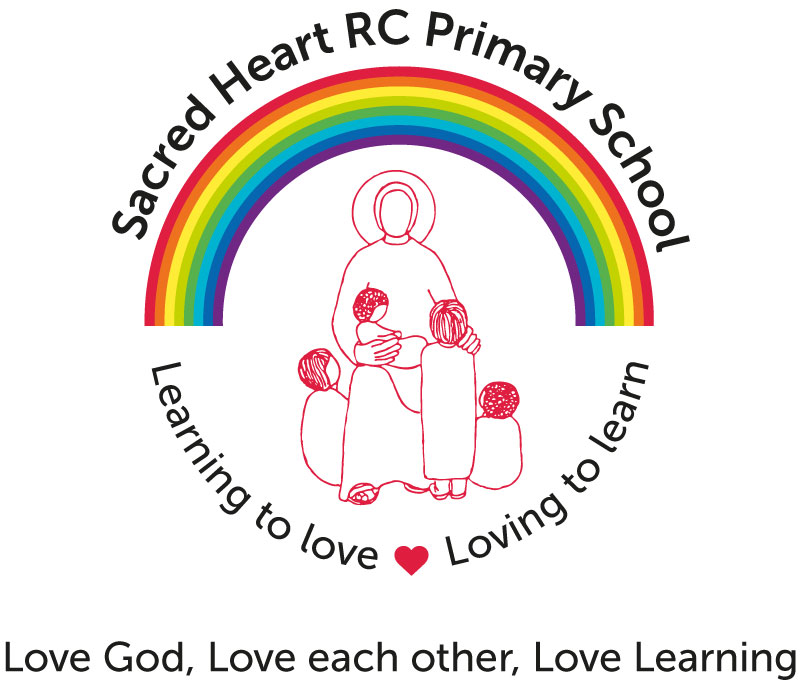
**SACRED HEART RC PRIMARY SCHOOL**

**PUPIL PREMIUM STRATEGY REPORT 2017 / 2018**

**IMAPCT REPORT 2017 / 2018**

|  |  |  |  |  |  |  |  |  |  |  |  |
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| **1. Summary information** | | | | | | | | | | | |
| **School** | | Sacred Heart Roman Catholic Primary School | | | | | | | | | |
| **Academic Year** | | 2017 / 2018 | **Total PP Budget** | | | | | £79,500 | **Date of most recent PP Review** | July 2017 | |
| **Total number of pupils** | | 240 | **Number eligible for PP** | | | | | 60 | **Date of next review of strategy** | Nov 2017 | |
| **2. Current attainment 2016 / 2017** | | | | | | | | | | | |
|  | | | *Pupils eligible for PP (Sacred Heart RC)* | | | | | *Pupil not eligible for PP Sacred Heart (national average)* | | *School’s VA Score PP* | |
| % achieving in reading, writing and maths | | | 55% | | | | | 67% (65%) | |  | |
| % at the expected standard or above in maths | | | 82% | | | | | 93% (75%) | | +1.7 (in-line) | |
| % at the expected standard or above in reading | | | 55% | | | | | 67% (71%) | | -1.9 (in-line) | |
| % at the expected standard or above in writing | | | 91% | | | | | 80% (76%) | | -0.1 (in-line) | |
| % at the expected standard or above in GPS | | | 73% | | | | | 87% (77%) | | No previous data | |
| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | | | | | | |
| A. | Poor attendance for some PP children effects performance and emotional well-being | | | | | | | | | | |
| B. | Oral language skills in Reception are low on entry | | | | | | | | | | |
| C. | Specific social emotional barriers for children in lower in KS2 | | | | | | | | | | |
| D. | Narrow and limited experience outside of school slows progress of the more able pupils | | | | | | | | | | |
| **4. Desired outcomes** | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | *Success criteria* | | | | | |
| A. | Improved attendance for vulnerable pupils to at least 96% | | | | | Attendance concerns are quickly identified and families supported with access to appropriate social, emotional and health related interventions. | | | | | |
| B. | Improve oral language skills for pupils eligible for PP in EYFS | | | | | Pupils eligible for pupil premium make rapid progress by the end of the phase so that all pupils eligible for pupil premium meet age related expectations. | | | | | |
| C. | Improved outcomes for disadvantaged pupils with safeguarding concerns through improved engagement with parents and carers | | | | | Pupils eligible for pupil premium and their families are supported to ensure the best possible outcomes for all. | | | | | |
| D. | Higher rates of attainment and progress for Higher PAG PP pupils | | | | | Pupils eligible for pupil premium identified as high ability (PAG) make as much progress as ‘other’ pupils identified as higher PAG in reading, writing and maths. | | | | | |
| **Planned expenditure 2017 / 2018** | | | | | | | | | | | |
| **i. Quality of teaching for all** | | | | | | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | | **Rational** | | | **Monitoring / Milestones** | | | **Cost** | **July 2018 Impact** |
| B. Improve oral language skills for pupils eligible for PP in EYFS | | Daily BLAST 1 and BLAST 2 interventions.  EYFS training to assess language development and put in place effective interventions and review impact.  High quality CPD for all EYFS staff to ensure that the T&L policy is effectively delivered. | | Early investment in diminishing the difference and giving pupils the best possible start. | | | October 2017: Governors to review the appointment of a trained Speech and Language therapist   * Dates for Advisors and EYFS Consultants 18.10.17/01..03.18   Research Wellcomm resources | | | £ 8148  £330 | |  |  |  | | --- | --- | --- | | **FSM eligible** | **School** | **LA** | | Com. & Lang. | 60% | 68.1% | | Literacy | 53.6% | 60% |   School has been accepted to be part of a LA bid 2018 / 2019 developing C&L |
| C. Improved outcomes for disadvantaged pupils with safeguarding concerns through improved engagement with parents and carers | | Additional in class teaching assistant and 1:1 support for interventions and learning across Lower KS2.  Targeted intervention support in place across reading, writing and maths. | | Internal tracking data shows that the progress of PP pupils in lower KS2 is lower than across the school. | | | Sep – Comprehensive timetable of support in place and impact reviewed in October.  Half termly reviews of pupil progress to determine the effectiveness of the support in place.  Fortnightly moderation meetings to include a focus on the progress of Pupil Premium at Lower KS2. | | | £ 1000  Class Cover and resources for parents meetings | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **% Pupils at Exp or above** | | | | | | | |  | Reading | | Writing | | Maths | | |  | PP | Non | PP | Non | PP | Non | | Y3 | 67 | 73 | 50 | 53 | 67 | 73 | | Y4 | 50 | 71 | 38 | 71 | 63 | 77 | |
| D. Higher rates of attainment and progress for Higher PAG pupil premium pupils | | Maximize lesson time to facilitate targeted intervention for more- able pupils. | | More-able disadvantaged pupils make less progress than ‘other’ more-able pupils.  Ensure that disadvantaged pupils can achieve the higher standard as well as meeting the ‘expected’ standard. | | | Monitoring and evaluation of planning for more-able.  Lesson observation, evaluation and identified CPD support.  Half termly review and analysis of pupil progress. | | | £500  Class cover for SLT to support and monitor | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **KS1 % of pupils achieving Greater depth** | | | | | | | |  | **2017** | | | **2018** | | | |  | R | W | M | R | W | M | | PP | 0 | 0 | 0 | 50 | 50 | 50 | | Not PP | 14 | 0 | 10 | 25 | 4 | 29 | | **KS2 % of pupils achieving Greater depth** | | | | | | | |  | **2017** | | | **2018** | | | |  | R | W | M | R | W | M | | PP | 0 | 0 | 0 | 7 | 14 | 14 | | All | 10 | 16 | 23 | 23 | 23 | 23 | |
|  | | | | | | | | | | |  |
| **ii. Targeted support** | | | | | | | | | | |  |
| **Desired outcome** | | **Chosen action / approach** | | | **Rational** | | **Monitoring / Milestones** | | | **Cost** |  |
| A. Improved attendance for vulnerable pupils to at least 96% | | Social and emotional support for families provided to aid improved attendance.  Access to school’s Family Support Worker  Referrals to LA Education Welfare Officer | | | Some PP children’s families require additional support to enable them to improve attendance / punctuality | | Weekly attendance review by HT  Half termly analysis of school attendance data | | | £2760 (family support worker)  £500 Resources to support intervention | |  |  |  |  | | --- | --- | --- | --- | |  | **2015**  **2016** | **2016**  **2017** | **2017 2018** | | Overall Attendance of PP Pupils | 92.9% | 93.4% | 94.1% | |
|  | | | | | | | | | | |  |
| **iii. Other approaches** | | | | | | | | | | |  |
| **Desired outcomes** | | **Chosen action / approach** | | | **Rational** | | **Monitoring / Milestones** | | | **Cost** |  |
| C. Improved outcomes for disadvantaged pupils with safeguarding concerns through improved engagement with parents and carers | | HLTA to re-launch Parent Group Support Group  Calendar of events in place including access to school’s family support worker.  Parents regularly invited into school  Build on the success of the curriculum workshops offered to parents last year targeting PP families. | | | Internal tracking data shows that the progress of PP pupils in lower KS2 is lower than across the school.  Sacred Heart RCP serves a community with significant depravation | | HLTA to oversee work  SLT to agree timetable of events each term  Review each term via parent questionnaire  Impact on pupil attainment / progress of those parents who engage well with school | | | Family support worker  £2760  £1000 Resources to support workshops | * 12 PP pupils receiving Early Help support engaging with the school’s CARITAS Worker * Outcome of parent questionnaire * Regular reports and updates from services ensure open communication and immediate responses for families and children in need. * More coordinated responses are engineered for families who require a broader level of support but who fail to meet Level 4 to qualify social care involvement; this is achieved through early engagement with the CARITAS Worker and liaising with wider services available in school. * Services have provided much needed financial, material, emotional and parenting support which has resulted in children’s attendance being maintained at a good level and continuity of care. |
|  | | | | | | | | | | |  |
| **Summary of Impact 2017 / 2018**  Outcomes for Pupil Premium pupils are improving across the school including for the more-able pupil premium pupils.  Early Intervention at EYFS remains a priority and the development of language, communication and literacy will be focus in the 2018 / 2019 School Development Plan.  The number % of Pupil Premium Pupils who are also supported at TAF level is good evidence of improved identification of need and capacity to support through the work of the Family Support and CARITAS Workers. | | | | | | | | | | |  |
| Pupil Premium Lead – Mrs Dungworth (Headteacher)  Pupil Premium Governor – Mrs M Wheatley | | | | | | | | | | |  |