

SACRED HEART RC PRIMARY SCHOOL
PUPIL PREMIUM STRATEGY IMACT REPORT JULY 2019



1. Summary information

School	Sacred Heart Roman Catholic Primary School				
Academic Year	2018 / 2019	Total PP Budget	£72,600	Date of most recent PP Review	Dec 2017
Total number of pupils	233	Number eligible for PP	52 pupils 22%	Date of next review of strategy	Dec 2018

2. Current attainment 2016 / 2017

<i>KS2 attainment July 2019</i>	<i>Pupils eligible for PP Sacred Heart RC</i>	<i>Pupils eligible for PP National</i>	<i>Not FSM eligible Sacred Heart RC</i>	<i>Not FSM eligible National</i>	<i>School's VA Score PP</i>	
% achieving in reading, writing and maths	60%	46.0%	80%	66.5%		
% at the expected standard or above in maths	100%	59.3%	80%	77.8%	-1.21	
% at the expected standard or above in reading	80%	59.8%	80%	77.0%	0.27	
% at the expected standard or above in writing	80%	62.8%	80%	80.4%	-2.65	
% at the expected standard or above in GPS	80%	62.8%	72%	79.6%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

A.	Data shows that fewer PP pupils achieve GD compared to all pupils.
B.	EYFS Low baseline assessment and lack of parental engagement and capacity to support at home linked to increasing deprivation
C.	Talent, skill and efforts in non-academic subjects are developed and develop self-confidence and pupils are fully supported in this through resources being made available to them
D.	Not all pupils have a settled start today, arriving to school on time and having had breakfast
E.	Many of our pupils have very limited experiences beyond their immediate locality
F.	Staff skills and knowledge are increased so that they are confident and well equipped to meet the different needs of all learners

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Sustain the proportion of PP pupils achieving GD at the end of KS1 and increase the % at KS2 from 0% (RWM combined) to 6% RWM (National 3.6%)	TA's are well planned for including pre-teach and personalized learning. Pupils needing personalized support have been identified. TA's are working closely with teachers so that assessments can inform teaching and learning.
B.	Increase school's capacity for Early Help / Early Intervention and support	School has employed a highly skilled worker (Social Worker) to support pupils and their families including delivering targeted support in school and at home. A planned programme of support focusing on Early Help / Intervention is in place There is good evidence of increased parental engagement
C.	Pupils in the EYFS benefit from outstanding practice to support Communication and Language	The % of disadvantaged pupils attaining the ELG in Communication & Language has increased from 60% to 80% in line with all other pupils in the school.
D.	Talent, skill and efforts in non-academic subjects are celebrated and develop confidence.	Pupils in Y2 have learnt to play an instrument Those pupils in receipt of PP will have any further / additional lessons paid for should they wish to continue tuition. Pupils have played for parents and the local community Pupils have competed in the Rockdale Music Festival
E.	Breakfast Club	Pupils have a settled start to the day arriving promptly to school with good attendance.
F.	Trips and Visits	The school curriculum is enriched, providing inspiration and the development of aspirations goals / hopes for the future.
G.	Collaborative learning	Developing a Kagan structure approach to collaborative learning to support the progress of all group including PP / SEND / GD

Planned expenditure 2018 / 2019

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Rational	Monitoring / Milestones	Cost	Evaluation July 2019
Increase school's capacity for Early Help / Early Intervention and support	<ul style="list-style-type: none"> Employment of a CARITAS Social worker for one day per week to work across the school but specifically targeting Early Help / Early Intervention and support. Through supporting our families improve the stability and home environment of our pupils. Supporting families to know how to best support their children 	Capacity to address the social / emotional needs of our most vulnerable pupils in school has been limited putting an additional strain on teaching resources and school leaders.	<ul style="list-style-type: none"> Emotional Literacy audits completed each term Oct / Feb / June Analysis of completion of Early Help Assessments and outcomes termly Increased parental engagement in the Incredible Years 	CARITAS £10,500	<p>The number of Early Help Assessments directly impacting the lives of 30 pupils.</p> <p>Support for parents includes access to the Incredible Years.</p> <p>Termly reports to the Governors have ensured that they are</p>

	offering training, guidance support to complete this.	Family's needs are more clearly and swiftly identified and support put in place. Sign post to appropriate services.	Programme begins Nov 2018 <ul style="list-style-type: none"> Half termly reports from targeted interventions and support strategies 		satisfied that the vision for all pupils is ambitious and inclusive.
The % of disadvantaged pupils attaining the ELG in communication, Language and Literacy has increased from 60% to in-line with all 80%.	<ul style="list-style-type: none"> 2x EYFS teachers complete the Wellcomm training and accreditation. 2x EYFS Teachers to complete the ELKLAN Training and accreditation 2x EYFS teachers to complete the Tales Toolkit Training supporting the School Development Plan linking Story Scribing in Early Years 	Pupils in the EYFS join us with very poor language, literacy and communication skills. School wants to rapidly close the gap so that more pupils are Y1 ready.	<ul style="list-style-type: none"> November 2018 2x EYFS teachers to begin ELKLAN training January 2019 Teachers begin Wellcomm Training January 2019 Teachers begin Tales Toolkit Training February 2019 Pupils identified for screening July 2019 Accreditation 	Training and materials £20,000	<p>At the end of EYFS, 80% of PP eligible pupils achieved a Good Level of Development compared to 54.9% Nationally.</p> <p>The % of PP Eligible pupils achieving the Early Learning Goal in communication, language and literacy has increased from 60% to 90%.</p>
Introduce the pupils to a world / experiences beyond their immediate surroundings.	<ul style="list-style-type: none"> Continue the work begun last year to support the costs of increasing the number of school trips throughout the year 	To enrich the school's curriculum providing inspiration and the development of aspirations goals / hopes for the future.	<ul style="list-style-type: none"> Sep 2018 – Detailed overview of planned trips and visitors linked to the curriculum and one trip for experience All class have at least one off site visit per term (Early Years remain on site during the Autumn Term) 	£5,000	All PP eligible pupils took part in at least one visit per term and for most classes this was at least five visits over the year.

ii. Targeted support					
Desired outcome	Chosen action / approach	Rational	Monitoring / Milestones	Cost	
A. Improved attendance for vulnerable pupils to at least 96%	<ul style="list-style-type: none"> 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	Attendance for PP Eligible pupils 94.5% Whilst the overall Attendance figure was below the target set, the number of persistent absentees has decreased.
Increase the proportion of PP pupils achieving GD at the end of KS2	<ul style="list-style-type: none"> 1:1 Tuition including gifted and talented. Key skills and concepts developed through 1:1 tuition Pre-teach and consolidation of key skills and concepts 'STEM Teaching 'Training for all teachers and TA's in Assessment for Learning Strategies Kagan Training x2 twilights and resources 	Data shows that the attainment of PP pupils especially at GD is below all.	November 2018 – Data analysis and actions February 2019 – Data analysis and actions May 2019 – Data analysis and actions January review with PP Governor	£15,000 Training £2000 Kagan £5000	The proportion of PP eligible pupils achieving GD had increased to 33% in maths. However, for PP eligible pupils, the % achieving greater depth in English has not increased. Attainment at the expected level for PP eligible pupils remains above national across all subjects including RWM combined.
Pupils have a settled start to the day arriving promptly to school with good attendance.	<ul style="list-style-type: none"> Provision of free breakfast club for pupils in receipt of PP / vulnerable pupils or those pupils at TAF or higher. Pupils in KS2 are provided with free fruit throughout the day Clean appropriate fitting uniform provided as needed 	Supports good attendance and in particular good punctuality. Provides increased time for school to support with reading, spelling and basic math's.	Termly review of attendance of pupils attending breakfast club	£5,850 £3,000 (fruit) £200 (clothing)	Pupils and parents report that they enjoy attending breakfast club. The number of PP eligible pupils attending has increased. 'Disadvantaged pupils make good progress. This is because assessment is accurate and leads to appropriate activities. Appropriate help is provided when needed. The school puts a high priority of pupils' welfare. OFSTED June 2019

iii. Other approaches					
Desired outcomes	Chosen action / approach	Rational	Monitoring / Milestones	Cost	
Talent, skill and efforts in non-academic subjects are celebrated and develop confidence.	<ul style="list-style-type: none"> Specialist music tuition 1x specialist teacher employed to deliver lessons 	Early identification of talent which can open opportunities for this to be developed to a high level.	All pupils in Y2 are learning an instrument. Dec 2018 Pupils have been entered into the Rockdale Music Festival May 2019 - PP Pupils demonstrating a particular aptitude are encouraged and supported to continue with their lessons.	£2,500	Pupil's in Y2 performed two Ukulele concerts for parents reporting that they enjoyed learning the instrument. In Y4, guitar music lessons will continue to be provided for all eligible pupils.
(Some amounts may change**) Total Predicated Spend £72310					
Pupil Premium Lead – Mrs Dungworth (Headteacher) Pupil Premium Governor – Mrs M Wheatley					