

SACRED HEART RC PRIMARY SCHOOL
PUPIL PREMIUM STRATEGY REPORT 2020 / 2021



1. Summary information				
School	Sacred Heart Roman Catholic Primary School			
Academic Year	2020 / 2021	Total PP Budget £67,250	Date of most recent PP Review	Dec 2017
Total number of pupils	224	Number eligible for PP 50 21%	Date of next review of strategy	Dec 2020
2. Current attainment 2019 / 2020 Based on School Internal Data COVID-19 School Closed to all pupils with the exception of Key Worker and Vulnerable pupils on Friday 23rd March 2020. Some actions have therefore carried forward to complete or embed as restriction are still having a significant impact on the day to day running of the school.				

KS2 Outcomes	Pupils eligible for PP Sacred Heart RC Internal Tracking Data (6 pupils)	Not FSM eligible Sacred Heart RC Internal Tracking Data (24 pupils)	School's VA Score PP
% achieving in reading, writing and maths	50%	79%	Comparative data unavailable
% at the expected standard or above in maths	50%	83%	"
% at the expected standard or above in reading	50%	83%	"
% at the expected standard or above in writing	50%	79%	"
% at the expected standard or above in GPS	50%	83%	"

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A.	Ensure that provision is in place to identify and effectively educate and support the mental health and well-being of pupils particularly in response to Covid-19. With a key emphasis on Sacred Heart Learning Powers to support children to study effectively and independently at home and at school.
B.	Specific social and emotional barriers experienced by families prevent parents and pupils from thriving
C.	EYFS Low baseline assessment and lack of parental engagement and capacity to support at home linked to increasing deprivation
D.	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
E.	Not all pupils have a settled start today, arriving to school on time and having had breakfast
F.	Staff skills and knowledge are increased and there is a consistent approach to managing behaviour at all levels in line with agreed policy and practice.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Provision is in place to identify and effectively educate and support the mental health and well-being of pupils particularly in response to Covid-19. Where children are experiencing difficulties these are quickly identified and support put in place. There is an effective Remote Home Learning Policy and Procedure in place understood by all stakeholders.	All pupils are confidently able to discuss, at an age appropriate level, their wishes and feelings through the weekly use of a diary / journal. All teachers have ensured that this is embedded and promoted within the school's robust Guided Reading sequence. All parents and pupils will make safe, appropriate and respectful use of digital technology leading to positive mental health and wellbeing and enabling highly effective home learning.

B.	Strengthen the 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 remains well-above local and national averages 80%
D.	Talent, skill and efforts in non-academic subjects are celebrated and develop confidence.	Pupils in 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.	Behaviour and Attitudes	Developing a Kagan structure approach to collaborative learning to support the progress of all group including PP / SEND / GD

Planned expenditure 2020/ 2021

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Rational	Monitoring / Milestones	Cost
All Teachers and TA's have received Microsoft Teams training and in line with school policy can deliver high quality remote learning to pupils.	<ul style="list-style-type: none"> Remedial training for office staff and SLT. Home Learning Implementation Plan includes a detailed timetable for Teacher / TA CPD Identification / purchase of additional technology 	Increase the school's technical and practical capacity to provide staff and pupils with laptops and internet access to support home learning.	<ul style="list-style-type: none"> September 2020 school has leased new IT equipment. Sep 2020 School to pupil leasing agreement approved by Governors. Dec 2020 all PP children can access Microsoft Teams from home. 	£11,000
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 offering training, guidance support to complete this. 	<p>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.</p> <p>Family's needs are more clearly and swiftly identified and support put in place.</p>	<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 support programmes offered 	CARITAS £10,500

		Sign post to appropriate services.	<ul style="list-style-type: none"> Half termly reports from targeted interventions and support strategies 	
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"> Accredited WELL COMM teachers base-line and deliver targeted intervention across EYFS. Tales Toolkit and ELKLAN are embedded in practice across EYFS 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"> September 2020 Baseline assessments November progress report to Headteacher and Pupil Premium target reviews February progress report July progress report and Pupil Premium target reviews 	TA support for delivery Materials £15000
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"> <u>COVID Restrictions</u> have reduced off site visits. Teachers will develop their use the local area and school grounds to broaden children's experiences. 	£2,000

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
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. Training – Rosenshine's Principles in Action for all TAs led by NPQSL candidate Key skills and concepts developed through 1:1 tuition Pre-teach and consolidation of key skills 	Data shows that the attainment of PP pupils especially at GD is below all.	November 2020 – Internal Data analysis and actions February 2021 – Data analysis and actions May 2021 – Data analysis and actions January review with PP Governor	£15,000 NPQSL research project training and resources £1,000 Rosenshine's Principles in Action £200

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.	Termly review of attendance of pupils attending breakfast club	£5,850 £3,000 (fruit) £200 (clothing)
------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	-----------------------------------------------------

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 Y3 are learning an instrument. Pupils have been entered into the Rockdale Music Festival Oct 2020 - PP Pupils demonstrating a particular aptitude are encouraged and supported to continue with their lessons in Y4 and beyond.	£2,500

(Some amounts may change**) Total Predicated **Spend £70,510**

Pupil Premium Lead – Mrs Dungworth (Headteacher)
Pupil Premium Governor – Mrs R Taylor