



1. Summary information

School	Sacred Heart Hindsford Catholic Primary School				
Academic Year	2019 / 20	Total PP budget	£42,740	Additional Funding provided	£5,200.50
Total number of pupils	179	Number of pupils eligible for PP (AToW)	29 (16%)	Date for next internal review of this strategy	July 2020
		Number of SEN pupils out of the 32 PP pupils	8 (28%)		
		Number of boys eligible for PP	19 (66 %)		
		Number of girls eligible for PP	10 (34 %)		

Context: Atherton Sacred Heart is in an area which serves the different communities of Atherton, Shackerley and Tyldesley, which have differing levels of multiple deprivation including income, low employment levels and child poverty. A third of Atherton’s communities are ranked within the top 10% most deprived areas in Wigan. Within Atherton 19.8 % of working age residents claim out of work benefits, which is above the Wigan Borough’s average of 15.9%. Wigan, as the wider community, has a higher than national average level of Domestic Violence. Furthermore alcohol and substance abuse statistics show this is a significant social problem in the Wigan Borough.

Of the 181 pupils at Atherton Sacred Heart, 29 are in receipt of Pupil Premium Grant (16%). However, many other families might be above the threshold for PPG, but they are not far above. Therefore, some of the provision we provide does not distinguish between disadvantaged pupils and those not meeting the threshold for classification as non-disadvantaged pupils.

As educators, we are fully aware of the impact family and community have on a child’s school-life and education. Working in an area where (for many families) there are two or three generations unemployed, low levels of literacy, high levels of drug, alcohol and domestic violence mean for a proportion of our pupils have a turbulent home life.

Extra-Curricular Activities	Number of PPG who attend	Number of non-PPG who attend	Total attendees
Hinning House	4	18	22
Lockerbie	5	18	23
Breakfast Club (average over a week)	7	15	22
After school French	3	7	10
After school Basketball (Y5/6)	5	6	11
After school Football (beginners)	4	12	16
After school Dance	N / A	N / A	N / A
After school Football (Play already)	5	18	23
Music Lessons	4	30	34
ATSA Holiday Camp	3	21	24



Year Group 2018/19	Total in the class	Number of PPG children	Number of PPG and SEND (additional information)	Number of CPOMS Operation Encompass ?
R	23	3	1 x EAL, 1 x SEN, 1 x Past	
1	12	2	1 x Past, 1 x Herit	
2	30	6	2 x SEN, 3x Past, 1 x MA	2
3	30	3	1 x EAL, 1 x SEN, 2 x Past (2 pupils in total)	
4	30	6	2 x SEN, 2 x Past, 2 x MA	2
5	30	9	1 x EAL, 1 x SEN, 2 x Past, 1 x MA	
6	24	5	1 x SEN, 2 x MA	1
Total:	179	34	3 x EAL, 8 x SEN, 11 Past, 6 x MA, 1 x Herit	

2. Current Attainment (KS2) - Summer Term 2019				
Expected Standard or above	Sacred Heart's All pupils	Sacred Heart's PPG 4 / 30 (13 %)	Sacred Heart's Not eligible PPG 26 / 30 (87 %)	National 2018 (all pupils)
% attainment in reading, writing & maths	67 %	75 % (3 children)	65 % (17/26 children)	65 %
% attainment in reading	87 %	75 %	88 % (23 / 26 children)	73 %
% attainment in writing	87 %	75 %	88 % (23 / 26 children)	78 %
% attainment in maths	73 %	75 %	73 % (19 / 26 children)	79 %
% attainment in SPAG	90 %	75 %	92 % (24 / 26 children)	78 %

Progress Scores (KS2)				
	Sacred Heart's All pupils	Sacred Heart's PPG Based on 3 children	Sacred Heart's Not eligible PPG Based on 27 children	National average (all pupils)
Progress in reading	0.8	-1.8	1.1	Not available at the time of Writing
Progress in writing	1.0	0.9	1.0	
Progress in maths	- 2.2	- 2.7	- 2.1	



3. Barriers to future attainment (for pupils eligible for Pupil Premium including high ability)

In-school barriers

A.	Self-esteem / confidence / resilience / friendship / behaviour	} <i>Pupils who are not school ready – see external factors below.</i>
B.	Low starting points in speech, language and communication / PSHE	

External barriers

C.	Lack of home support / limited life experiences	} <i>Socio-economic factors (affect some pupils but not all)</i>
D.	Attendance & punctuality	
E.	Acceptance of involvement from external agencies	



4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1	The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, pupil attitudes and their progress.	<ul style="list-style-type: none"> * Lesson observation demonstrates those pupils eligible for pupil Premium are motivated to learn well and demonstrate favourable attitudes to learning (Evidenced from learning walks) * The proportion of pupils who contribute to the wider life of the school increases (after-school clubs, music, representing school in sporting comps / choir) * Pupils speak confidently and with intonation about their school and their involvement in all aspect of school life * Pupil progress from starting points is at least equal to that seen of others nationally
2	Those pupils identified with poor concentration and / or developmental behaviours (maturity) improve their ability to listen well, respond to questioning and show sustained concentration over the year.	<ul style="list-style-type: none"> * Lesson observations demonstrate those pupils targeted for support show improved attitudes to learning, sustained concentration, respond to questions appropriately and are confident to grapple with more challenging work * Pupil progress from starting points is at least equal to that seen of others nationally
3	Ensure pupils in Key Stage 1 make good progress from their starting points in phonics, reading, writing and mathematics	<ul style="list-style-type: none"> * Individual tracking information demonstrates all pupils, including those with special needs, make good progress from their starting points (1 out of 2 is SEND (EHC)) * The 1 pupil who does not have special needs will meet the expected standard in reading, writing and maths at the end of KS1
4	Ensure all pupils make at least expected progress from middle and high prior attainment starting points and more in each year group achieve greater depth in reading, writing and mathematics	<ul style="list-style-type: none"> *Pupils work demonstrates good progress * Yr 1 – No pupils with PPG funding * Yr 2 – All PPG pupils who were GLD at EYFS to at least meet the expected standard in Reading, Writing and Maths * Yr 3 – all PPG pupils who were GLD at EYFS to at least meet the expected standard in Reading, Writing and Maths – 1 pupil EHCP * Yr 4 - all PPG who were Exp (or GD) at Y2 to at least meet the expected standard in Reading, Writing and Maths * Yr 5 – - all PPG who were Exp (or GD) at Y2 to at least meet the expected standard in Reading, Writing and Maths * Yr 6 – all PPG who were Exp (or GD) at Y2 to at least meet the expected standard in Reading, Writing and Maths Any child who attained GD at Y2 is expected to attain the GD standard for their year group. All children are being individually tracked.
5	Increase the overall attendance of PPG pupils and narrow the gap between PPG and non PPG pupils (2018/19 – PPG attendance = 93.62% 2018/19 – Non PPG attendance = 96.45%) PPG persistently absent = 21.87%	Increase the overall attendance of PPG pupils from 93.62 % to 95% Reduce the persistently absent PPG pupils from 21.87% to 15%
6	To ensure pupils have equal access to the wider school life eg visits, after school clubs, healthy morning snack	The proportion of PPG pupils attending after school clubs is improving in relation to proportions of non-pupil premium attendees. Lesson observations, discussions with pupils and pupil progress information are indicative of the impact of this provision



2. Planned expenditure					
Academic year	2019 / 20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1.	<p>All teachers know who their PPG pupils are, their prior attainment and progress and there is an expectation that Quality First teaching will meet the needs of these pupils</p> <p>Teachers held to account for the progress of these pupils through the school's monitoring procedures and performance management</p> <p>Ensure pupils have the equipment and skills to ensure they are prepared for school</p> <p>Some financial support towards wider school activities, such as residential and school trips</p> <p>To promote positive attitudes to attendance and develop a work ethic through attendance procedures and the work of the Attendance Officer working with the Inclusion Manager and HT</p>	<p>In our school we believe Quality First teaching is the key to success. We focus on developing teaching and learning to ensure it is the best it can be. There is much evidence to show how actions support pupils to improve in many aspects of their personal, social and emotional development. The school sees this as being pivotal to children's success particularly where there is a delay in development and or vulnerabilities within their home life. Although the proportion of pupils eligible for fsm is lower than that seen nationally, there is evidence to show that over a third of pupils come from backgrounds where there are financial challenges and hardships. In many instances, children enter school with communication and language and PSE levels that are lower than that typically seen.</p>	<p>Regular monitoring of the progress of disadvantaged pupils through:</p> <p>Pupil progress meetings, which teachers will take greater ownership and lead by informing HT, co-ordinators, Inclusion Manager and external sources</p> <p>Observations</p> <p>Scrutiny of work</p> <p>Regular meetings with the Inclusion Manager</p> <p>Liaising with staff who undertake support in class</p> <p>Tracking</p> <p>Discussion with pupils</p> <p>Ensuring accuracy of assessment.</p> <p>Behaviour logs – implementing SIMs in the classroom to help monitor, review and support each other and the children.</p>	<p>IMcD, LD, EW,</p> <p>PH (Attend. Off.)</p>	Half Termly



2.	<p>Teachers and Teaching Assistants are more acutely aware of who the PPG pupils are. Staff monitor and support each child, depending on their level of need, for example: additional reading, modelling of language when discussing books etc...</p>	<p>Staff are identifying that more children seem to be coming to school and are not 'school-ready'. These children need additional support in: discussing the world around them, developing the basic skills of reading, progressing to developing a love of books and reading. If we are able to master this, then there will be a positive impact on the children's writing abilities.</p>	<p>English leader has distributed books to record additional support for PPG pupils.</p> <p>Observations of teaching and discussions with teachers concerning pupils who have received targeted support to evaluate the impact on classroom learning</p> <p>English leader to monitor PPG pupils against non-PPG pupils</p> <p>Pupil voice and hearing them read, as well as, engaging in conversation with them.</p>	<p>EW, SJ, IMcD</p> <p>All staff</p>	<p>Half termly</p>
3.	<p>Ensure pupils in KS1 make good progress from their starting points in phonics, reading, writing and mathematics</p> <p>All teachers know who their PPG pupils are, their prior attainment and progress</p> <p>Teachers held to account for the progress of these pupils through the school's monitoring procedures and performance management.</p>	<p>Historically, there are gaps in attainment in KS1 and not all pupils make the progress they should at this stage. More pupils should be aware of their next stages of learning.</p>	<p>Regular monitoring of the progress of disadvantaged pupils through:</p> <p>Pupil progress meetings Observations Scrutiny of work Regular meetings with the inclusion manager Staff who undertake support in class Tracking Discussion with pupils Ensuring accuracy of assessment.</p>	<p>IMcD SJ BD EW LD TAs</p>	<p>Termly</p>
4.	<p>Ensure all pupils make at least expected progress from middle and high prior attainment starting points and more in each year group achieve greater depth in reading, writing and mathematics</p> <p>Particularly Writing in KS1 and Maths in KS2</p>	<p>Although disadvantaged pupils do as well as others nationally and make progress in line with national, non pupil premium pupils in school do notably better</p>	<p>Regular monitoring of the progress of disadvantaged pupils through:</p> <p>Pupil progress meetings Observations Scrutiny of work Regular meetings with the inclusion manager Staff who undertake support in class Tracking Discussion with pupils Ensuring accuracy of assessment. Tracking of attendance in relation to attainment</p>	<p>SLT HA</p> <p>All staff</p>	<p>Termly</p>
Total budgeted cost					<p>£</p>



ii. Targeted support - not everyone					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1	Targeted support as detailed in additional action plans ie, phonics support, groups with specific focus, time to talk.	School self-evaluation highlights where key barriers to learning are prevalent and support is assigned according to need. Although the proportion of pupils eligible for fsm is lower than that seen nationally. We serve several areas with differing socio-economic needs. Early years assessment on entry indicates low levels of PSHE & speech, communication and language. Targeted interventions around nurture and increasing the children's interaction with the wider world.	Regular monitoring of the progress of disadvantaged pupils through: Pupil progress mtgs Observations Scrutiny of work Regular meetings with the inclusion manager Staff who undertake support in class Tracking Discussion with pupils Ensuring accuracy of assessment. Pupil Voice	NW SJ BD HA EW IMcD	Termly
2	Targeted interventions to improve specific, identified needs, in particular basic English and Mathematical skills. HA – Targeted support as identified in IEPs – 2 x PP/SEND pupils (12 hours per week) 2x PP /SEND (6 hours per week)	Leaders have identified key barriers to learning for PPG pupils and assigned targeted provision to enable these pupils to narrow the gap.	Regular meetings between HA, EW and class teachers The progress of these pupils is an aspect of Pupil Progress Meetings Lesson Observations Scrutinies Pupil Voice	EW HA SLT	Informally weekly Termly



3	<p>Targeted support Regular reading for those PPG children not reading at home</p>	<p>Historically, there are gaps in attainment in KS1 and not all pupils make the progress they should at this stage. More pupils should be aware of their next stages of learning Scrutiny of reading records indicates that children are not reading regularly at home</p>	<p>Observation of targeted support A meeting every half term with TAs providing support to discuss pupil's progress Checks on pupil's reading Work scrutiny Pupil Voice</p>	<p>EW TAs HA All staff SLT</p>	<p>Half Termly</p>
4	<p>Targeted intervention where appropriate to ensure pupils remain on track and where possible accelerate progress from a low starting point to achieve the expected standard or from an expected starting point to achieve a higher standard Drill down into tracking information and in discussion with teachers identify those pupils who could achieve even higher</p>	<p>PPG pupils make good progress when compared with others nationally, but they do not do as well as their peers in school Historically, teachers have not focussed sharply enough on prior attainment and the journey. Too few PPG pupils reach the high standard at the end of KS2.</p>	<p>Regular monitoring of the progress of disadvantaged pupils through: Pupil progress mtgs Observations Scrutiny of work Regular meetings with the inclusion manager Staff who undertake support in class Tracking Discussion with pupils Ensuring accuracy of assessment. Pupil Voice</p>	<p>SLT All staff</p>	
5	<p>To fund additional time for Attendance Officer to improve PPG pupil's attendance.</p>	<p>The consistent persistent absence of PPG pupils in school There is evidence in monitoring to show that those pupils who do not attend well, do not make the progress they should</p>	<p>Half-termly review of attendance with Inclusion Manager and HT Attendance information scrutinised Ensure relationships with parents remain positive and parents fully understand the importance of children attending regularly Staff to bring any attendance concerns to HT and Inclusion Manager's attention.</p>	<p>PH EW IMcD All staff</p>	<p>Half-termly</p>
Total budgeted cost					



iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure the equality in pupil's entitlement to provision and basic needs	<p>Enrichment opportunities, to monitor participation and attendance in extra-curricular activities and where appropriate, boost attendance in these areas.</p> <p>ATSA Holiday camp.</p>	<p>Pupils arrive at school with limited experiences of their world, and low levels of development in their knowledge and understanding of the world. This limits the opportunities they have to contribute to discussions and learning, and also their narrow view of the world results in low aspirations.</p> <p>Some disadvantaged pupils have little or no access to clubs outside of school to develop their skills, talents and interests</p>	<p>A clear plan of enrichment opportunities within and outside of the school day</p> <p>Regular checks on pupil engagement and the impact on their attitudes to school and learning.</p> <p>Discussions with pupils</p> <p>Attendance registers for clubs</p> <p>Assessments in subjects such as music, sport and art</p>	TR EW IMcD	Termly
Total budgeted cost					£



3. Review of expenditure				
Previous Academic Year <i>This is a review of the previous year, so the outcomes and success criteria will be different to above.</i>				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i>	Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	Cost
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



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iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

4. Additional detail

