

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Sacred Heart RC Primary School.
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	29 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	Autumn Term 2021
Date on which it will be reviewed	Yearly Summer Term 2022 / 23 / 24
Statement authorised by	I.McDermott (Head Teacher)
Pupil premium lead	E. Wilde (Pastoral Lead)
Governor / Trustee lead	J. Carter (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69, 215
Recovery premium funding allocation this academic year	£ 7, 450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 15, 000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 91, 665

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all of our pupils have access to a range of high quality experiences, teaching and resources across the whole curriculum. They have a right to a broad and balanced curriculum, which aids their progress and development. A child's background should not be a barrier to them attending school, engaging with their learning or to the progress that they make academically, personally or socially. The aims of our pupil premium strategy is to support disadvantaged pupils (families) to achieve / exceed their individual potential.

The pupil premium strategy takes into account the changing profile of our school's pupil context, which differs significantly from the school's ADACI rating. Therefore, this strategy extends beyond those pupils who are deemed to be disadvantaged or those receiving support from social care. The individual needs of all our pupils are taken into account. January 2021 census highlights that 42 % of our pupils who are classified as SEND are also in receipt of PPG funding. This strategy supports the EHCPs, Educational Psychology reports and TESS reports.

Quality wave 1 teaching is at the heart of our approach. There is a particular focus on the children's communication and language skills, including their conceptual knowledge of the world, early reading, as well as, becoming fluent mathematicians. These areas support the whole school action plan and are in line with Wigan's priorities (wider borough issue of communication and language). Having access to high quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap. This will also support those pupils who are struggling but who are not in receipt of this funding. The attainment and progress of disadvantaged pupils is not at the expense of the non-disadvantaged pupils. The intended outcomes for all of our pupils is that they make progress and attain to their potential.

The pupil premium strategy forms part of the wider school improvement plan, which aims to improve outcomes for all pupils. This is further supported by the school's use of the Catch-Up Funding and our School Led Tutoring programme. This programme is for those pupils who have been affected the most by recent national lockdowns and periods of isolation (this is accessed by disadvantaged and non-disadvantaged pupils).

Our approach to supporting pupils will be in response to those frequent challenges as well as the individual needs. These approaches will not be ground in research and prior experiences. Where appropriate, they will complement each other so that the pupils progress and achieve their potential. To ensure they are effective we will:

- Ensure work is challenging and supports their learning and progress
- Act early, where the need is identified
- Adopt a whole-school approach in which all staff have ownership and responsibility for the outcomes of all pupils, including those who are disadvantaged.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Low starting points in speech, language and communication / PSHE.</b></p> <p>Assessments (inc. on entry data and Wigan LA data), observations, staff evaluations and discussions with pupils indicate under developed language skills and gaps in vocabulary across a range of pupils, but it is especially prevalent amongst those disadvantaged pupils. This is evident across school. Pupil discussions indicate that pupils struggle to communicate their feelings, as they do not have the vocabulary skills to communicate how they feel and thus, struggle to regulate and manage their feelings.</p>
2	<p><b>Aspirations, confidence and self-belief of pupils</b></p> <p>Observations, pupil discussions, monitoring of pupil's work and assessments results indicate that disadvantaged pupils put 'ceilings' on their work outcomes and life aspirations.</p>
3	<p><b>Basic needs being met</b></p> <p>January 2021 Census data and Nursery to Reception transfer information highlights a significant change to the pupil context of school. This is contradictory to the ADACI rating for school (0.18). '19 % of the pupils fall into the lowest 10 % of deprivation. This is higher than Wigan's average (14 %). 47 % of pupils fall into urban adversity / families who are financially stretched. This is below Wigan's average of 55% but it is almost half of our school population. Between Jan 2015 and Jan 2021, there has been a 21 % increase in the number of pupils who are eligible for FSM, with 30 % of the school population qualifying for FSM now. Both of these figures are higher than Wigan's average. 42 % of our SEND pupils are also eligible for FSM (in line with Wigan)'. School observations and pupil discussions indicate that these figures are reflective of our pupils' life experiences.</p>
4	<p><b>Access to wider school opportunities – linked to target 3</b></p> <p>Registers for After School Club and targeted Clubs for disadvantaged pupils (inc. ATSA Holiday Club) show that pupils who are disadvantaged are not fully accessing wider opportunities.</p>
5	<p><b>Understanding of the world – linked to target 3</b></p> <p>Observations, monitoring of pupils' work and pupil discussions indicate that children's understanding of the world is, in the main, significantly below that of their peers</p>
6	<p><b>Attendance – Data percentages need to be read and understood in context and with an understanding of how percentages can be misleading.</b></p> <p>In 20219 – 2020, attendance data for disadvantaged pupils was circa 7 % lower than for non-disadvantaged pupils (c89.5 % v c96.5 %). School experienced several periods of isolation, an enforced closure of 2 days and the national lockdown. Any absences in 2019/2020 carried greater weight than normal.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Low starting points in speech, language and communication / PSHE</p>	<p>Assessments, observations and pupil discussions indicate and then over time show a significant improvement in the children's speech and language. This is evident across subjects and within lessons. The children have greater understanding of language and can use this to convey their feelings and thus self-regulate their feelings.</p>
<p>Aspirations, confidence and self-belief of pupils</p>	<p>Assessments, observations, outcomes of the Commando Joes programme and the weekly Character Strength certificates indicate that the children are developing self-belief, resilience, confidence and expecting more of themselves. This will also be reflective in the children's engagement within lessons, especially the work they find most difficult (Set work should be challenging for all pupils).</p>
<p>Basic needs being met</p>	<p>Strong link between families, school and external services. All parties are working towards common goals – improved outcomes for their children. Where appropriate, families accepting school's support (clothing, snack, wider opportunities etc...) and asking for support at an earlier stage.</p> <p>External Services – families working with external services to ensure they are in receipt of appropriate support</p> <p>External Services – families making a concerted effort to meet set targets.</p>
<p>Access to wider school opportunities – linked to target 3</p>	<p>Autumn Term attendance data to benchmark figures.</p> <p>From Spring Term to more rigorously monitor attendance (logistical barriers in Autumn Term).</p> <p>Over time, an increase in the number of PP children attending Breakfast Club, After School Clubs and having Music Tuition.</p>
<p>Understanding of the world – linked to target 3</p>	<p>Observations, discussions with pupils and pupil outcomes indicate that pupils understanding of the world is developing. Over time, they indicate that disadvantaged pupils have an understanding and knowledge of the world in line with their peers.</p>

Attendance – Data percentages need to be read and understood in context and with an understanding of how percentages can be misleading.	<p>Gap in attendance between disadvantaged and non-disadvantaged pupils narrows to within 3 %.</p> <p>N.B. 42 % of our SEND pupils are also classed as disadvantaged.</p> <p>Number of families supported by the local authority attendance officer to be maintained and where appropriate reduced. Currently, there are 2 cases which involve attendance officer support.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55, 212

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum – Keys to Communication (Wigan Programme) and specific oracy sessions.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p><a href="https://be.wigan.gov.uk/Event/132378">https://be.wigan.gov.uk/Event/132378</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2, 5
<p>Refinement and Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p><i>Staff attending consortia meetings on good-practice.</i></p> <p><i>Purchasing new scheme – White Rose Maths – allows for greater opportunities with online/remote learning.</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1,2,3,5

<p><i>Purchasing ixl.com to enhance home learning and securing of basic skills.</i></p> <p><i>Skills</i></p>	<p>White Rose Maths – Road to Mastery  <a href="https://whiterosemaths.com/latest-news/the-journey-to-mastery/">https://whiterosemaths.com/latest-news/the-journey-to-mastery/</a></p>	
<p>Refinement and implementation of our Therapeutic Behaviour Policy</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.edf.org/educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,5</p>
<p>Implementation of Zones of Regulation – EYFS and KS1 in Autumn Term and KS 2 in Spring Term</p>	<p><a href="https://www.zonesofregulation.com/index.html">https://www.zonesofregulation.com/index.html</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.edf.org/educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,5</p>
<p>Enhance the curriculum and children’s cultural literacy</p>	<p>Evidence shows that pupils have to have life experiences which to draw upon to develop their language skills and understanding of the world, as well as, being able to interact with it and feel accepted.</p> <p>E.D.Hirsch and other scholarly articles (inc. Arts Council)</p>	<p>1,2,3,5,6</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>DfE have extended the date to the 31<sup>st</sup> March for schemes to be validated.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,5,6</p>
<p>AR improve pupils reading skills</p>	<p>Basic reading fluency skills and comprehension are key to accessing a</p>	<p>1,2,3,5</p>

	<p>broad and balanced curriculum. Every child has the right to attain sufficient reading skills to enable them to achieve in life. Early reading skills and developing a love of reading are essential skills for all children.</p> <p>AR link:</p>	
Staff to provide targeted support	Where children feel safe, supported and encouraged, they are more likely to develop positive learning skills and to develop secure knowledge and subject specific skills. This enables them to build upon prior learning and skills when encountering new learning.	1,2,3,5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23, 330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will also be completed in conjunction with TESS and Educational Psychology reports.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,5
Provide targeted reading intervention for pupils in Year 4 through Coram Beanstalks Charity	<a href="https://www.beanstalkcharity.org.uk/">https://www.beanstalkcharity.org.uk/</a>  Being able to read, is a key component to children's SEMH and ability to engage with the whole curriculum.  This programme was recommended by a local academy trust as having a significant impact on their children.	1,2,3,4,5,6
Provide school-led tutoring for pupils whose education has	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	2,3,5

been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	attaining pupils or those falling behind,  Small Group Tutoring: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Contributions to basic needs: uniform, snack, meals, tuition, access to breakfast and after school club	Evidence shows that children's basic needs and rights must be met for them to be able to learn, feel valued and safe.	3,4, 5

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13, 118

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Refinement and implementation of our Therapeutic Behaviour Policy</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. <i>Employment of a local authority attendance officer</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Support of local authority attendance officer, offers support to school by increasing our capacity to support our families.	6
Purchasing the Commando Joes	<a href="https://commandojoes.co.uk/">https://commandojoes.co.uk/</a>	1,2,3,4,5,6

<p>Programme – staff training, resources and weekly targeted certificates.</p>	<p>Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf</a></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £ 91, 665**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021 so comparative measures (school, local and national) are not available.*

*School level data indicates that high attaining disadvantaged pupils continue to progress in line with their peers across the curriculum. Those disadvantaged pupils who were not attaining the expected levels of attainment, continued to attain below the expected standard. The majority of these pupils, progressed in line with their peers. Some disadvantaged pupils, despite having access to devices at home (school) and being offered a place in school, did not fully engage with remote learning and this is evident in their end of year assessments (more prevalent with the younger pupils). This is not the sole reason for their lower than expected progress. Attendance during 'normal' school opening is another factor.*

*Across the curriculum, we found that pupils, on the whole, were between 3 months and 6 months behind previous cohorts. There are pockets of pupils who have not been academically affected by the periods of isolation and national lockdowns. The outbreak of chicken pox in Summer Term for our Reception pupils has further hindered their attainment. Results for pupils in Reception need to be analysed in context of the expectations and understanding of how the disruptions affect them more than the older children (they have less experience/language skills to draw upon and they missed large aspects of their nursery experiences).*

*School closures, periods of isolation did not allow our disadvantaged pupils to access all of the planned support. However, school provided a challenging, broad and balanced remote curriculum. This was aided by a range of online resources, including, White Rose Maths and Oak National Academy. These resources were further supported by staff produced materials, to ensure learning was purposeful and met the needs of our pupils.*

*School's attendance for 2020/21 was 94.5 %. This is around 1 % lower than our previous year's attendance figure and our target of 96 %. The attendance of our disadvantaged pupils was 89.5 %. Those pupils whose attendance was below the target figure were supported by both school and the local authority attendance officer.*

**N.B.** *As school experienced periods of isolation and national lockdowns, every absence carried greater weighting than in previous years.*

*Attendance is a priority for the disadvantaged pupils, due to the above figures and many of these pupils were classed as PA (persistently absent), with many unauthorised absences. While the data is not as accurate as previous years, there is sufficient evidence for attendance to be a target.*

*Our assessments and observations indicate that pupils' aspirations, self-motivation and engagement levels were impacted last year, primarily due to Covid-19 related barriers to learning and attending school. This is particularly evident amongst disadvantaged pupils and our lower attaining pupils who aren't disadvantaged.*

*We are using pupil premium funding to support children's character strengths across all ages. This is being furthered developed this year through our strategy.*

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>

## Further information (optional)

Our pupil premium strategy will be supplemented by other priorities and actions, which are not funded by pupil premium or recovery premium. This includes:

- Further embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Accessing the [DfE grant to train a senior mental health lead](#). This will further support the work of the school's SEMH team.
- offering access to a range of 'holiday-clubs' to help boost wellbeing, behaviour, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be targeted, encouraged, and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We have previously commissioned a pupil premium review to get an external perspective but this halted by the initial Covid-19 national lockdowns. This is something school is looking to revive.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

Due to the changing pupil context of school compared with our ADACI rating, we have sought external advice about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address these challenges. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.