



1. Summary information

School	Sacred Heart Hindsford Catholic Primary School				
Academic Year	2020 / 21	Total PP budget	£79,975 + £2690	Additional Funding provided	
Total number of pupils	186	Number of pupils eligible for PP (AToW)	63 (34%)	Date for next internal review of this strategy	July 2021
		Number of SEN pupils out of the 63 PP pupils	14 (22%)		
		Number of boys eligible for PP	35 (56 %)		
		Number of girls eligible for PP	28 (44 %)		

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 186 pupils at Atherton Sacred Heart, 63 children (increase from 29 previous year) are in receipt of Pupil Premium Grant (34 %, which is an increase from the previous year’s figure of 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. Census data of January 2021, shows the changing context of school compared to our Adaci rating.

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.

The figures below reflect those times when school was fully open. 2019 -2020 – National School Closure March 2020 – Summer Term 2020 (only some classes returned to school)

Extra-Curricular Activities	Number of PPG who attend	Number of non-PPG who attend	Total attendees
Hinning House	6	20	26
Lockerbie	7	17	24
Breakfast Club (average over a week)	13	19	32
After school French	3	7	10
After school Basketball (Y5/6)	5	6	11
After school Football (2 sessions)	16	22	38
After school Dance	5	7	12
Music Lessons	10	24	34
ATSA Holiday Camp	National School Closure – March 2020 – Summer Term 2020		



Year Group 2020/21	Total in the class	Number of PPG children	Number of PPG and SEND (additional information)	Number of CPOMS Operation Encompass ? Some families count across year groups
R	28	8 (+ 2)	2 (1 EAL)	4
1	26	13	2 (3 EAL)	3
2	11	5	0 (2 EAL)	2
3	30	10	2 (2 EAL)	4
4	30	6	1 (1 EAL)	6
5	31	10	3 (1 EAL)	5
6	30	11	3 (1 EAL)	7
Total:	186	63 (+2)	13 (11 EAL)	31

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	
The above points may appear to be more prominent this year as we are still in the midst of a national / worldwide pandemic. We have seen a change to our pupil context of school and a changing national attitude – change to our everyday ‘norms’.		

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	
The above points may appear to be more prominent this year as we are still in the midst of a national / worldwide pandemic. Parents are still working from home and more families are unable to utilise support they previously had access to – Extra-curricular clubs, grandparents, child minders etc.... The support from external agencies is predominantly online and is not as readily available as previously due to a change of working from home and online access rather than face to face.		



Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria (some of the scheduled tasks may be affected by risk assessments, local PH advice and school specific logistics).</i>
1	<p>The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, more positive and aspirational pupil attitudes and progress across the curriculum.</p> <p>The effect of school and national closures will need to be monitored and not used to lower aspirations of pupils / families.</p>	<p>* When appropriate Lesson observation demonstrates those pupils eligible for pupil Premium are motivated to learn well and demonstrate favourable attitudes to learning (Evidenced from learning walks)</p> <p>* <i>The proportion of pupils who contribute to the wider life of the school increases (after-school clubs, music, representing school in sporting comps / choir)</i></p> <p>* Pupils speak confidently and with intonation about their school and their involvement in all aspect of school life</p> <p>* <i>Pupil progress from starting points is at least equal to that seen of others nationally – no national data for 2020.</i></p>
2	<p>Those pupils identified with less than expected levels of concentration and / or developmental behaviours (maturity) improve their ability to listen well, respond to questioning and show sustained concentration over the year.</p>	<p>* When appropriate, Lesson observations demonstrate those pupils targeted for support show improved attitudes to learning, sustained concentration, respond to questions appropriately and are confident to attempt more challenging work</p> <p>* <i>Pupil progress from starting points is at least equal to that seen of others nationally – no national data for 2020.</i></p>
3	<p>Ensure pupils in Key Stage 1 make good progress from their starting points in phonics, reading, writing and mathematics – where appropriate.</p> <p><i>No data for 2019/2020 due to national school closures.</i></p>	<p>* Individual tracking information demonstrates all pupils, including those with special needs, make good progress from their starting points.</p> <p><i>No national or school data for Summer Term 2020</i></p>
4	<p>Where appropriate (national and school data)</p> <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>* Where appropriate / relevant, Pupils work demonstrates good progress from starting points</p> <p>* Progress is measured across the year group and in line with national expectations / guidance.</p>
5	<p>Increase the overall attendance of PPG pupils and narrow the gap between PPG and non PPG pupils</p>	<p>Increase the overall attendance of PPG pupils from 93.62 % to 95%</p> <p>Reduce the persistently absent PPG pupils from 21.87% to 15%</p>
6	<p>To ensure pupils have equal access to the wider school life eg visits, after school clubs, healthy morning snack</p> <p><i>National guidance, periods of isolation and local PH data may impact on this target.</i></p>	<p>The proportion of PPG pupils attending after school clubs is improving in relation to proportions of non-pupil premium attendees.</p> <p>Lesson observations, discussions with pupils and pupil progress information are indicative of the impact of this provision</p>



Planned expenditure					
Academic year	2020 / 21				
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 knowledge, 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, wider musical opportunities, school meals, uniform.</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.</p> <p>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. The school is experiencing a stark change in pupil context with significantly more children coming from backgrounds where there are financial challenges and hardships.</p> <p>In many instances, children enter school with communication and language and PSE levels that are lower than that typically seen.</p> <p>Attendance is essential for the pupils to acquire and secure the necessary knowledge and skills they require as they progress throughout the year and years.</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' – this was an area which was changing prior to the start of the pandemic. The pandemic has intensified this area of need. These children require 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 and enjoyment across the curriculum.</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 (where appropriate) 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>The effects of the pandemic and the analysis has shown that some pupils in KS1 have gaps in learning and they have not made the progress expected. Increase pupils' awareness of their next stages of learning and prior 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>A particularly focus on reading 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>£ 37, 000</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 (SEMH needs).	<p>School self-evaluation highlights where key barriers to learning are prevalent and support is assigned according to need. The proportion of pupils eligible for fsm is increasing and is becoming more in line with local and national figures. 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.</p> <p>The pandemic and national school closures have only seen this aspect becoming more prominent within school.</p>	<p>Regular monitoring of the progress of disadvantaged pupils through:</p> <p>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.</p> <p>Pupil Voice</p>	<p>NW SJ BD HA EW</p> <p>IMcD</p>	Termly
2	<p>Targeted interventions to improve specific, identified needs, in particular basic English and Mathematical skills.</p> <p>Targeted support as identified in IEPs</p>	Leaders have identified key barriers to learning for PPG pupils and assigned targeted provision to enable these pupils to narrow the gap.	<p>Regular meetings between HA, EW and class teachers</p> <p>The progress of these pupils is an aspect of Pupil Progress Meetings Lesson Observations</p> <p>Scrutinies Pupil Voice</p>	<p>EW HA</p> <p>SLT</p>	<p>Informally weekly</p> <p>Termly</p>



3	<p>Targeted support Regular reading for those PPG children not reading at home</p>	<p>Analysis and scrutiny of reading records (prior to national lockdown) 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</p> <p>Pupil Voice</p>	<p>EW TAs HA</p> <p>All staff</p> <p>SLT</p>	Half Termly
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</p> <p>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, school has 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:</p> <p>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</p> <p>All staff</p>	Half Termly
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>National guidance and local PH advice will need to be adhered to throughout the year.</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</p> <p>Staff to bring any attendance concerns to HT and Inclusion Manager's attention.</p>	<p>PH</p> <p>EW IMcD</p> <p>All staff</p>	Half-termly
Total budgeted cost					£ 23 000



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>Where appropriate, uniform and cost of clubs / lessons to be reviewed.</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 Regular checks on pupil engagement and the impact on their attitudes to school and learning. Discussions with pupils Attendance registers for clubs Assessments in subjects such as music, sport and art</p>	TR EW IMcD	Termly
To ensure the equality in pupil's entitlement to provision and basic needs	Fund / part fund pupils' access to basic needs which will have a positive impact on their mental health and well-being.	<p>Greater number of families / children requiring support in this area.</p> <p>Providing the same opportunities as their peers.</p>	<p>A needs by needs led approach to ensure the support is reaching those families / children who need it. Supporting the family and the child</p>	SG IMcD EW	As per each need
To ensure access to technology to enable the pupils to access online learning.	Purchase additional Chromebooks and software programmes to allow the pupils to access learning at home.	<p>School capacity Requirement of Remote Learning.</p>	<p>Need by need led approach – ensure the support is there for those families who require it. Staff to monitor access and quality of work</p>		
Total budgeted cost					£20,000



2. Review of expenditure 2019 – 2020 – National School Closures – March 2020 – End of the Academic Year.

Previous Academic Year *This is a review of the previous year, so the outcomes and success criteria will be different to above.*

School had been working with 2 other Archdiocesan Schools in regards to PPG provision and expenditure. This involved peer-peer reviews and support. This was halted due to the pandemic. Consortia Target – PPG – Covid-19 halted the work in this area also.

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
<p>Pupils make at least expected progress.</p> <p>Pupils, where appropriate, make better than expected progress</p> <p>Pupils progress in line with their peers.</p> <p>Attendance of PP children improves – target of 95 %</p>	<p>Targeted support for pupils</p> <p>Monitor and track pupils more closely and in line with set-point data.</p> <p>Use of the Attendance Officer to support families who are struggling to ensure their child attends school.</p>	<p>National School Closures in March 2020 until the end of the academic year.</p> <p>Purpose of school changed in line with the national response to the global pandemic.</p> <p>Prior to the closure of school, the careful tracking of pupils was showing to be effective. Pupils were keeping pace with their peers.</p> <p>Attendance of pupils was showing to be a positive and this was having an educational and SEMH impact.</p>	<p>Uncertain future facing schools and guidance regarding school expectations are changing. This will have an impact on school's priorities for next year.</p> <p>Indicative figures show another marked increase in the number of PP children.</p> <p>The lack of data from this academic year, and the gaps in pupils' knowledge and skills means a focus on recalibrating the curriculum for all pupils is a must.</p>	£ 20, 000

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



<p>Narrow the learning gap between identified pupils and their peers through providing additional support and opportunities to acquire and secure knowledge and skills.</p>	<p>Targeted support for pupils</p> <p>Monitor and track pupils more closely and in line with set-point data.</p> <p>Use of the Attendance Officer to support families who are struggling to ensure their child attends school.</p>	<p>National School Closures in March 2020 until the end of the academic year.</p> <p>Purpose of school changed in line with the national response to the global pandemic.</p> <p>Prior to the closure of school, the careful tracking of pupils was showing to be effective. Pupils were keeping pace with their peers.</p> <p>Attendance of pupils was showing to be a positive and this was having an educational and SEMH impact.</p>	<p>Uncertain future facing schools and guidance regarding school expectations are changing. This will have an impact on school's priorities for next year.</p> <p>Indicative figures show another marked increase in the number of PP children.</p> <p>The lack of data from this academic year, and the gaps in pupils' knowledge and skills means a focus on recalibrating the curriculum for all pupils is a must.</p> <p>Access to additional support agencies and a number of children having limited support at home will result in more targeted support being required next year.</p>	<p>£ 15, 000</p>
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<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>To ensure the equality in pupil's entitlement to provision and basic needs</p>	<p>Enhancing and providing further opportunities for pupils accessing PPG to attend extra-curricular sessions inc music tuition, sporting and holiday clubs.</p>	<p>National School Closures in March 2020 until the end of the academic year.</p> <p>Purpose of school changed in line with the national response to the global pandemic.</p> <p>Prior to the closure of school, we were developing a culture of providing enhanced opportunities for identified pupils. Increase number of PPG pupils attending extra-curricular activities.</p> <p>Attendance of pupils was showing to be having a positive SEMH impact.</p>	<p>Targeting and signposting pupils to the support available was a positive. This will recommence once national guidance allows.</p> <p>Currently, after school clubs is not permitted.</p>	<p>£ 8, 000</p>

<p>3. Additional detail</p>
<p>Funding for 2019/2020 stayed relatively the same as 2018/2019. However, in 2018, school's allocation almost doubled from the previous year. There is a significant increase in funding for next academic year. Many children have missed out on the basic life opportunities in the past 3 / 4 months and as life has changed (limited opportunities) and with an uncertain future, we need to ensure that future plans are flexible, as more families / children will need support. Pupil context data is changing for school. This must be continued to be analysed and used to support those in need.</p>

