

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	182
At the time of publishing, number of pupils eligible	60
Proportion (%) of pupil premium eligible pupils	33 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 Y1 Review and Update
Date this statement was published	Autumn Term 2022
Date on which it will be reviewed	Yearly Autumn Term 2023 / 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	£ 72, 020
Recovery premium funding allocation this academic year	£ 7, 975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 10, 000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 89, 995

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 progressing in line with their peers and national expectations, in regard to academic, personal and social outcomes. 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.

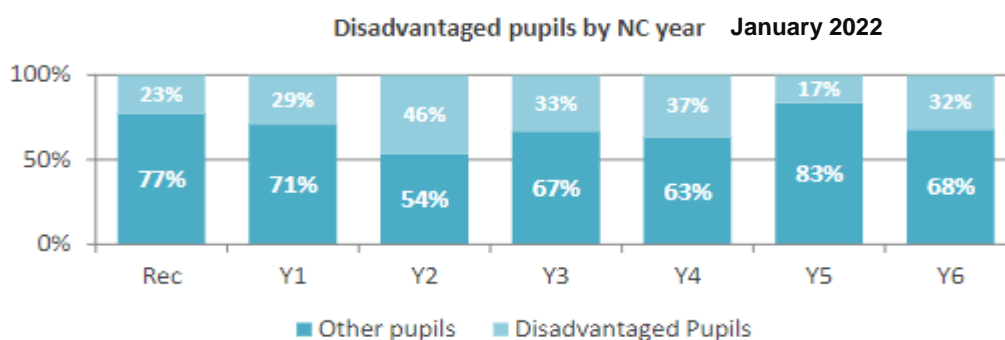
- School's Adaci rating – 0.17
- LA Adaci rating – 0.18
- National Adaci rating – 0.21

School pupil context data:

- 53% of families are deemed to be financially stretched or in urban adversity.
- 58 % of families are in the bottom 50 % of deprivation.
- 17 % of our families are in the bottom 10% of deprivation (most deprived).

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 2022 census highlights that 48 % of our pupils who are classified as SEND are also in receipt of PPG funding. This is significantly higher than the LA and national data. This strategy supports the EHCPs, Educational Psychology reports and TESS reports.

- 20 % (1/5) of all those in receipt of pupil premium funding also had a SEND code
- 40 % of our SEND pupils are also in receipt of pupil premium funding (excl. EHCPs)
- 63 % of our EHCP pupils are also in receipt of pupil premium funding



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. A new initiative for 2022 / 2023 is that our Reception class will undertake the Wigan Well-Being course to help boost our PSED scores. All of the above areas support the whole school action plan and are in line with Wigan's priorities (wider borough issue of communication and language and PSED in EYFS).

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, identified above, 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 additional funding which helps to provide additional support for pupils, such as the School Led Tutoring programme and the National Tutoring programme. These programmes are for those pupils who have been affected the most by COVID-19 pandemic (this is accessed by both disadvantaged and non-disadvantaged pupils).

Our approach to supporting pupils will be in response to those frequent challenges as well as the individual needs of pupils. These approaches will 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>Low starting points in speech, language and communication / PSHE.</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 areas and pupils, but it is especially prevalent amongst those disadvantaged pupils. This is evident across school.</p> <p>Progress across school is being made regarding how pupils express their feelings and thus how they regulate and manage their feelings.</p>
2	<p>Aspirations, confidence and self-belief of pupils</p> <p>Observations, pupil discussions, monitoring of pupil's work and assessment results (2022) indicate that all pupils put 'ceilings' on their work outcomes and life aspirations. This is particularly so for our 'disadvantaged' pupils.</p>
3	<p>Basic needs being met</p> <p>January 2022 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 (0.17). 'There continues to be an increase in the number of children in receipt of Pupil Premium funding. See data in Statement of Intent above'.</p> <p>School observations and pupil discussions indicate that these figures are reflective of our pupils' life experiences.</p>
4	<p>Access to wider school opportunities – linked to target 3</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>Understanding of the world – linked to target 3</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 nationally.</p>
6	<p>Attendance – 10th June (as reported in HT Summer FGB Report)</p> <p>In 2021 – 2022, attendance data for disadvantaged pupils was circa 1.3 % lower than for non-disadvantaged pupils (94.4 % v 95.71 %).</p> <p>Progress being made here. Although, last year there was extenuating circumstances to explain the large gap. The gap still needs to be closed further.</p>
7	<p>Cost of Living:</p> <p>Due to increase in supplier's staff's wages (above budgeted costs) and increase in food, fuel, and consumables etc... activities planned and school meals costs need to be monitored and kept in line with what parents can afford – meaningful, purposeful and affordable so that the gap does not widen further.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2 years remaining of the 3 year plan)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Low starting points in speech, language and communication / PSHE	<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.</p> <p>The children have greater understanding of language and can use this to convey their feelings and thus self-regulate their feelings.</p>
Aspirations, confidence and self-belief of pupils	<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.</p> <p>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>
Basic needs being met	<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>
Access to wider school opportunities – linked to target 3	<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>
Understanding of the world – linked to target 3	<p>Observations, discussions with pupils and pupil outcomes indicate that pupils understanding of the world is developing.</p> <p>Over time, they indicate that disadvantaged pupils have an understanding and</p>

	knowledge of the world in line with their peers.
Attendance	<p>Gap in attendance between disadvantaged and non-disadvantaged pupils narrows to within 1 %. (amended from the set target of 3% last year.</p> <p>N.B. 48 % of our SEND pupils are also classed as disadvantaged.</p> <p>Use of Attendance Officer to support families</p>
Cost of Living	The cost of living 'crisis' does not impede children's access to basic needs and opportunities

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: £ 47, 844

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>https://be.wigan.gov.uk/Event/132378</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</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>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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1,2,3,5

<p><i>Subject lead attending NW Maths Hub training.</i></p> <p><i>Purchasing new manipulatives to support the teaching of mathematics – pupils contextual understanding.</i></p> <p><i>Purchasing ixl.com to enhance home learning and securing of basic skills.</i></p>	<p>Improving Mathematics in Key Stages 2 and 3</p> <p>White Rose Maths – Road to Mastery https://whiterosemaths.com/latest-news/the-journey-to-mastery/</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,3,5</p>
<p>Embedding the Zones of Regulation routines throughout school.</p> <p>Language of feelings and self-regulating.</p>	<p>https://www.zonesofregulation.com/index.html</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</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>Embedding Super Sonic Phonics Friends (a DfE validated Systematic Synthetic Phonics programme) to secure</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:</p>	<p>1,2,3,5,6</p>

stronger phonics teaching for all pupils.	Phonics Toolkit Strand Education Endowment Foundation EEF	
Embed and refine Accelerated Reader to improve pupils reading skills	Basic reading fluency skills and comprehension are key to accessing a 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. AR link: https://www.renaissance.com/products/accelerated-reader/evidence/	1,2,3,5
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: £ 24,000

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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,5
Provide targeted reading intervention for pupils in Years 3 and 4 through Coram Beanstalks Charity	https://www.beanstalkcharity.org.uk/ Being able to read, is a key component to children's SEMH and	1,2,3,4,5,6

	<p>ability to engage with the whole curriculum.</p> <p>This programme was recommended by a local academy trust as having a significant impact on their children.</p>	
<p>Provide school-led tutoring for pupils who are not progressing as expected. A proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,</p> <p>Small Group Tutoring: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3,5
<p>Provide national tutoring provision for pupils who are not progressing as expected. A proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,</p> <p>https://educationendowmentfoundation.org.uk/news/new-independent-evaluation-of-the-national-tutoring-programme-ntp</p>	2,3,5
<p>Contributions to basic needs: uniform, snack, meals, tuition, access to breakfast and after school club</p>	<p>Evidence shows that children’s basic needs and rights must be met for them to be able to learn, feel valued and safe.</p>	3,4, 5

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

Budgeted cost: £ 16, 052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Refinement and implementation of our Therapeutic Behaviour Policy</i></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):</p>	1,2,3,5

	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p><i>Employment of a local authority attendance officer</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Support of local authority attendance officer, offers support to school by increasing our capacity to support our families.</p>	6
<p>Renewing the Commando Joes subscription - staff training, resources and weekly targeted certificates.</p>	<p>https://commandojoes.co.uk/</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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character Education Framework Guidance.pdf</p>	1,2,3,4,5,6
<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: £ 89, 995

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 2021 to 2022 academic year.

Low starting points in speech, language and communication / PSHE.

Significantly more children are making progress with the language of feelings and how they communicate this with staff and their peers. More children are self-regulating and incidents of frustration and refusal of work are significantly reducing.

Children are developing still, their character strengths (learning attributes). Progress is evident in most classes regarding children becoming more active learners and contributing to lessons. More needs to be done here still and resilience is still a key area when children are faced with work they perceive to be difficult. More progress here, will result in more positive academic results (attainment and progress measures).

Aspirations, confidence and self-belief of pupils

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. Attendance has increased for all pupils but 'disadvantaged' pupils still attend less than expected.

Home Learning continues to be an issue. A new Home Learning policy has been issued and staff have increased monitoring of this.

Across the curriculum, we found that pupils outcomes (attainment) were lower than pre-pandemic levels. However, progress measures remained similar to pre-pandemic levels, particularly so in mathematics. This continues to be a whole school improvement area.

Basic needs being met

School is supporting parents with access to uniform, snack and clubs. School has relaxed some its uniform expectations to support all parents (more so in light of the cost of living 'crisis' and in line with government guidance. This enables the children's basic needs to be met and allows them to access school and develop their academic and personal skills.

Access to wider school opportunities – linked to target 3

16 children in receipt of pupil premium funding access clubs (49 children in total). School is supporting several families in receipt of social care support.

School is supporting families, to help them access residentials and other school visits.

This provides the children with access to the same experiences and opportunities as their peers. It also allows them to socialise with friends outside of a classroom. Thus, developing self-confidence and self-worth.

13 children in receipt of pupil premium funding attended an ATSA sporting event (96 children in total). More work needs to be done here to ensure fair-access. We need to consider the events (venue and timings) to increase participation levels.

Understanding of the world – linked to target 3

School is supporting several families in receipt of pupil premium funding to access visits and residentials. This provides the children with access to the same experiences and opportunities as their peers. It also allows them to socialise with friends outside of a classroom. Thus, developing self-confidence and self-worth.

Attendance

School's attendance for 2021/22 was a marked improvement on the previous year. There are some notable dips, September – November (holidays and resilience to changing weather) and then again in June / July (holidays).

Attendance is a priority for the disadvantaged pupils with over half (10/18) of these pupils classed as PA (persistently absent), with many unauthorised absences.

We are using pupil premium funding to support children's character strengths across all ages. This continues to be a feature of school's rewards and classroom expectations.

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

Programme	Provider

Further information (optional)

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

- Further embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Deputy Headteacher has completed the SEMH Lead training programme. Actions are now being planned and implemented. This further supports 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 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, as evidenced in this year's plan.