

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	180
At the time of publishing, number of pupils eligible	66
Proportion (%) of pupil premium eligible pupils	36.7 % Increase of 4 % from last year Increase of 25 % from 2018 (12%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 – 2026
Date this statement was published	Autumn Term 2023
Date on which it will be reviewed	Yearly Autumn Term 2024
Statement authorised by	I. M ^c Dermott (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	£89,830
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£98,675.00

Part A: Pupil premium strategy plan

Statement of intent

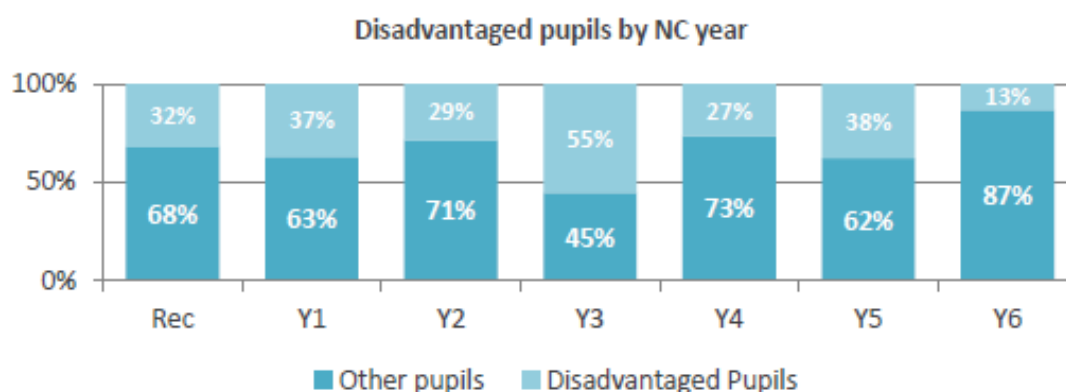
At Atherton Sacred Heart, we are dedicated to providing an inclusive education where every student has the opportunity to thrive. We recognise the challenges faced by disadvantaged students and are committed to using the Pupil Premium funding to address these challenges and improve outcomes for all. 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 are to support disadvantaged pupils (families) to achieve / exceed their individual potential.

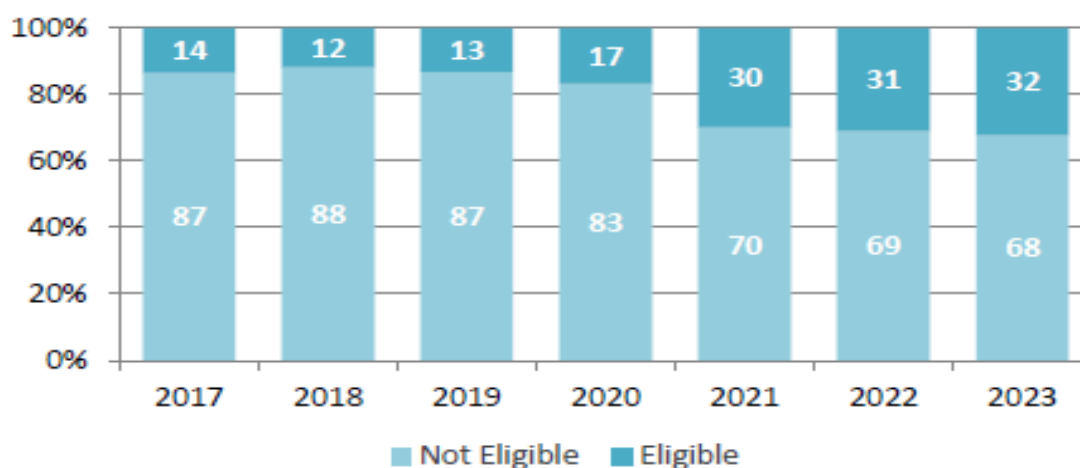
School Context: Based on January 2023 census (shared with school in September 2023 from EBIU)

The number of pupils on roll is in Quintile 5 - when compared to the LA average. This shows this is one of the smallest schools in Wigan.

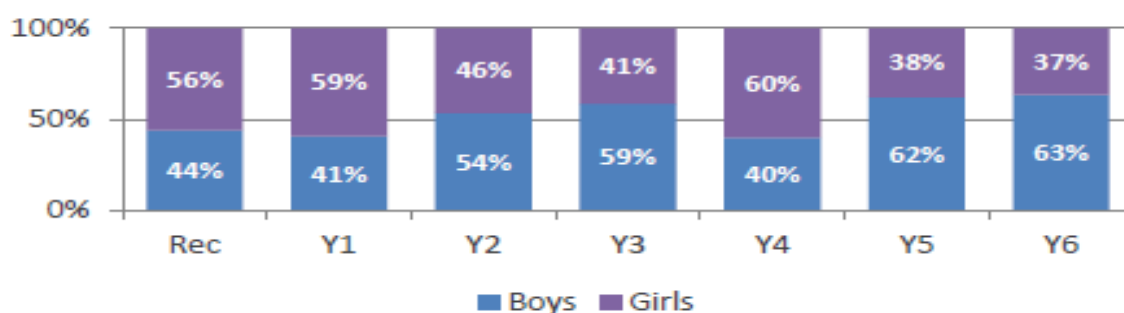
The class references below are based on last year N.B Year 5 is the current Year 6 class and Rec is the current Y1 class. The Year 6 class, have now left school.



% Free School Meal Eligibility (Time Series)



Gender by NC year



The school's Adaci rating remains at 0.18 (closer to 1 means greater deprivation). This is the same as the local authority and national figures.

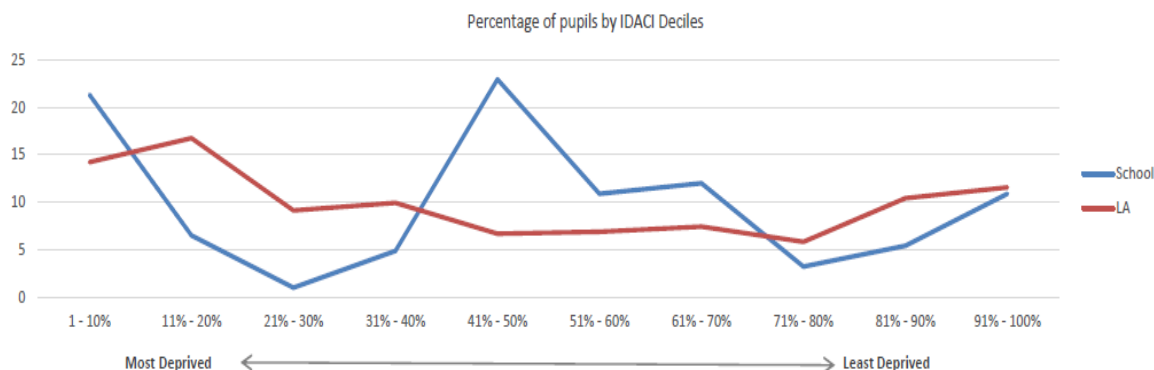
Percentage of Pupils by IDACI Deciles

	2017	2018	2019	2020	2021	2022	2023
1 - 10% (Most Deprived)	10	11	17	16	19	17	21
11% - 20%	10	10	8	5	8	7	7
21% - 30%	2	2	2	-	2	1	1
31% - 40%	17	17	17	5	5	6	5
41% - 50%	14	12	12	23	26	27	23
51% - 60%	19	18	15	13	11	10	11
61% - 70%	4	4	3	8	6	10	12
71% - 80%	12	10	8	3	4	3	3
81% - 90%	11	12	12	6	5	6	5
91% - 100% (Least Deprived)	4	5	3	20	14	12	11
No data available	-	-	2	1	0	2	1

The percentage of families in the most deprived category has doubled between 2017 and 2023. This figure has risen year on year (slight exception in 2020).

The percentage of families in the least deprived category has almost tripled from 2017 to 2023. However, there has been a decline from 2020 to present.

There has also been a decline in the families grouped within the 81%-90% category (Second least deprived). This group has fallen from 11% in 2017 to 5% in 2023. There has been a steep decline in this banding from 2019.



School is significantly above the local authority average in the first category (most deprived) and those who fall in the middle categories (Urban adversity and financially stretched families).

School is significantly below the local authority average in the 11% - 40% categories (deprived families).

This is replicated in the ACORN data:

ACORN by Percentage of Pupils							
	2017	2018	2019	2020	2021	2022	2023
Affluent Achievers	12	12	12	12	12	12	11
Rising Prosperity	11	9	6	5	3	3	3
Comfortable Communities	31	27	33	34	37	29	28
Financially Stretched	25	24	20	21	22	26	22
Urban adversity	23	25	27	25	25	27	33
Unknown	1	3	2	2	2	3	2

ACORN Percentages across LA							
	2017	2018	2019	2020	2021	2022	2023
Affluent Achievers	18	16	16	16	15	15	15
Rising Prosperity	3	3	3	3	3	3	3
Comfortable Communities	30	26	26	26	26	26	27
Financially Stretched	30	26	26	26	27	26	27
Urban adversity	35	29	29	28	28	27	28
Unknown	1	1	1	1	1	2	1

Our vision is to empower every student to achieve their full potential, irrespective of their socio-economic background. Our mission and values underpin our commitment to narrowing the attainment gap and fostering a supportive learning environment for all.

We use a comprehensive approach to identify disadvantaged students, combining socio-economic factors data provided by parents and the local authority alongside academic data. This enables us to gain an understanding of the differing needs across the group, thus allowing us to tailor our support strategies effectively.

The Pupil Premium funding will be primarily allocated to initiatives such as one-to-one tutoring, targeted interventions, and additional support for literacy and numeracy. These interventions have been chosen based on evidence of their effectiveness in addressing the specific needs identified through our assessment processes and the quality of the resources provided to deliver the intervention.

We are committed to ongoing monitoring and evaluation to ensure the effectiveness of our interventions. Regular assessments, progress tracking, and feedback from students, parents, and teachers will enable us to make data-driven decisions and refine our approach as needed.

We recognise the importance of collaboration and actively seek input from all stakeholders.

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. All of the above areas support the whole school action plan and are in line with local and national priorities of raising attainment.

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, are that they make progress and attain to their potential.

In conclusion, we are dedicated to utilising the Pupil Premium funding to create a learning environment where every student can flourish. By addressing the specific needs of disadvantaged students through targeted interventions and ongoing evaluation, we aim to narrow the attainment gap and foster a culture of academic excellence and inclusivity.

Challenges

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

Challenge number	Detail of challenge
1	<p>Limited Experience and Language Skills to Explain Their Understanding of the World: -</p> <p>Disadvantaged pupils face limitations in expressing their understanding due to limited experiences and language skills. Assessments, observations, staff evaluations, and discussions reveal gaps in vocabulary and underdeveloped language skills. Addressing this requires targeted interventions for enhanced language proficiency and broadened experiences. Progress will be measured through assessments and observations.</p>
2	<p>Increasing Deprivation Negatively Affects Learning Behaviours Such as Stamina, Resilience, and Aspirations: -</p> <p>The impact of increasing deprivation on learning behaviours, including stamina, resilience, and aspirations, is evident for all pupils, especially those deemed to be disadvantaged. Observations, pupil discussions, and assessment results highlight self-imposed limits on work outcomes and life aspirations. Addressing this involves fostering resilience and self-belief. Progress will be measured through pupil voice, changes to their work ethics, assessments and targeted programs.</p>
3	<p>Increasing Deprivation Reduces Parental and Pupil Aspirations: -</p> <p>Rising deprivation levels negatively affect parental and pupil aspirations. Observations, discussions, and monitoring of pupils' work (including interactions with home learning) indicate a limiting of aspirations, particularly among disadvantaged pupils. Overcoming this involves interventions to boost confidence and broaden aspirations and amendments to Home-Learning provision. Success will be reflected in enhanced pupil engagement, raised aspirations, and improved work outcomes.</p>
4	<p>Lifestyle Choices Do Not Promote Healthy Eating and Well-Being: -</p> <p>Lifestyle choices, especially among disadvantaged pupils, hinder healthy eating, healthy lifestyle choices and overall well-being. Observations and discussions reveal a lack of resilience and choices that may impact well-being (physical and educational). Addressing this involves promoting healthy habits and providing resources for informed choices. Success will be measured through improved dietary choices and well-being among pupils.</p>
5	<p>Basic Needs Are Being Met: -</p> <p>Changes in the pupil context, including an increase in Pupil Premium funding, necessitate ensuring basic needs are met. Observations and discussions with pupils reflect the impact of these changes on their life experiences. Collaborative efforts between families, school, and external services are crucial. Success will be evident in improved outcomes and active seeking of support by families.</p>
6	<p>Increase in Attendance: -</p> <p>Achieving a significant increase in attendance rates among disadvantaged pupils, narrowing the attendance gap, is crucial. Monitoring attendance data and addressing barriers are key. Success will be measured through a noticeable increase in attendance rates, particularly in targeted programs.</p>
7	<p>Access to Wider Opportunities: -</p> <p>Disadvantaged pupils not fully accessing broader opportunities, as seen in registers for after-school and targeted clubs. Overcoming this involves efforts to enhance participation, bridging the gap in accessing wider opportunities. Success will be evident in improved engagement in additional school opportunities among disadvantaged pupils.</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
1. Limited Experience and Language Skills to Explain Their Understanding of the World:	- Significant improvement in pupils' ability to express their understanding of the world through enhanced language skills. - Regular assessments, observations, and pupil discussions reflecting notable progress in language skills. Over time, disadvantaged pupils demonstrate a nuanced understanding of the world, aligning with their peers.
2. Increasing Deprivation Negatively Affects Learning Behaviors Such as Stamina, Resilience, and Aspirations:	- Development of robust learning behaviours, including improved stamina, resilience, and aspirations, despite the challenges of increasing deprivation. - Assessments, observations, and outcomes from targeted programs indicating enhanced stamina, resilience, and aspirations among pupils. Demonstrated improvement in engagement, especially in challenging tasks.
3. Increasing Deprivation Reduces Parental and Pupil Aspirations:	- Mitigation of the impact of increasing deprivation on parental and pupil aspirations, fostering a positive outlook towards education and future goals. - Assessments, observations, and feedback from parents and pupils illustrating a positive shift in aspirations. Increased participation in activities reflecting higher expectations and a proactive approach towards learning.
4. Lifestyle Choices Do Not Promote Healthy Eating and Well-Being:	- Promotion of healthy lifestyle choices despite challenges, ensuring pupils' well-being through informed dietary habits. - Implementation of programs and interventions leading to positive lifestyle changes. Observations, assessments, and feedback indicating improved dietary choices and overall well-being among pupils.
5. Basic Needs Are Being Met:	- Collaboration between families, school, and external services to meet basic needs, fostering an environment where all pupils have access to essential resources. - Strong linkages between families, school, and external services. Evidence of collaborative efforts achieving common goals, including improved outcomes for children. Families actively seeking and accepting school support for clothing, snacks, and wider opportunities
6. Increase in Attendance:	A significant increase in attendance rates among disadvantaged pupils, narrowing the attendance gap. - Monitoring attendance data, identifying and addressing logistical barriers. Achieving a noticeable increase in attendance rates, particularly in targeted programs such as Breakfast Club, After School Clubs, and Music Tuition.
7. Access to Wider Opportunities:	- Enhanced access to a variety of wider opportunities, ensuring equitable participation in extracurricular activities. - Benchmarking attendance data for wider opportunities. Rigorous monitoring to identify barriers and increase participation over time. Evidence of improved engagement in additional school opportunities among disadvantaged pupils.

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: £ 50,000

Activity	Challenge number(s) addressed	Evidence that supports this approach	Sacred Heart Specifics
Continuous Professional Development for Teachers and SLT - Ongoing professional development for teachers and Senior Leadership Team; Incorporation of best practices in teaching and leadership	1, 2, 3, 4, 5, 6, 7	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	NW Maths Hub training SSPF spelling training Pathways to Reading and Writing Assessment and moderation staff led training.
Appraisal Targets - Promoting Positive Learning Behaviours and Assessment for Learning - Professional development focused on fostering positive behaviours and improving assessment practices; Classroom observations and feedback	2, 3	Behaviour for learning is an approach to understanding and developing children and young people's behaviour that focuses on their relationship with their self, with others and with the curriculum, and promotes readiness for education. Cambridge International Learning Brief	Use of Facebook to promote learning behaviours through real-life examples in class. Development of Teaching and Learning toolkit. Use of visual cues around school. Visitors to school – Olympian.
New English Curriculum Implementation - Introduction and implementation of a new English curriculum; Monitoring language, reading, and writing outcomes	1, 2	A reading and writing programme for primary schools with a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach. https://www.theliteracycompany.co.uk/pathways-literacy/pathways-to-write/	Pathways to Reading Pathways to Writing Super Sonic Phonics Friends Spelling (KS2)

		https://www.supersonicphonicfriends.co.uk/ Supersonic Phonics Friend Spelling – Addition to our use of this Phonics Scheme – maintaining fidelity.	
Drawing Club for Early Writing - Introduction of a Drawing Club to enhance early writing skills; Observations and assessments of early writing progress	1, 2, 3	The progress children can make through Drawing Club across all areas of child development is exceptional with the added bonus of confidence and joy Based around the Golden Blend of picture books, tales and animations, it involves a short period of Time Together as a whole class followed by time with children exploring their ideas and creativity that can be adapted to how you believe is best. https://www.canigoandplaynow.com/drawing-club.html	Drawing Club Scheme for EYFS and Y1.

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

Budgeted cost: £ 28,000

Activity	Challenge number(s) addressed	Evidence that supports this approach	Sacred Heart Specifics
National Tutoring - Implementation of a national tutoring program to provide targeted academic support to students	1, 2, 3, 4, 5, 6, 7	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, https://educationendowmentfoundation.org.uk/news/new-independent-evaluation-of-the-national-tutoring-programme-ntp	1 day a week tutoring until End of 2023
Additional Reading - Implementation of additional reading	1, 2, 3, 5	Being able to read, is a key component to children's SEMH and ability to engage with the whole curriculum.	Several times a week for identified pupils.

<p>programs to address literacy gaps</p>		<p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p>	
<p>Gap Tasks - Introduction of gap tasks to fill in knowledge and skill gaps among students</p>	<p>1, 2, 3, 4, 5, 6, 7</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>Weekly – Maths and English Based on marking and assessments Reinforced in subsequent lessons.</p>
<p>Maths/English and Spelling Intervention - Specific intervention programs targeting improvement in maths, English, and spelling skills</p>	<p>1, 2, 3, 5, 6</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>As per the published scheme. Daily – NW Maths Hub Spelling – 3 times per week, pre and post task.</p>

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

Budgeted cost: £ 18, 000

Activity	Challenge number(s) addressed	Evidence that supports this approach	Sacred Heart Specifics
Targeted Access to ATSA Sports Events and After School Clubs - Providing targeted access to sports events and after-school clubs organized by ATSA (Atherton and Tyldesley Sports Association)	2, 6, 7	Physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	Children targeted to engage with new sports/festivals/Inclusive sports and holiday clubs. Use of Reel Education as a taster. Direct pupils to after school club provision.
Use of support offered through Wigan Healthy Lifestyles	2,4,5 and 6	Utilise the support and experience of Wigan Healthy Lifestyles team to enable access to a range of health and well-being opportunities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Use of LA Attendance Lead - Collaboration with the Local Authority (LA) Attendance Lead to address attendance-related challenges and improve overall attendance rates	6	Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement. https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	Follow the strategies within the LA policy on attendance. Supporting mechanisms and consequential outcomes.

		<p>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	
Support families to access wider opportunities including well-being and cultural literacy.	1,2,4,5,6 and 7	In -line with the DfE Menu of approaches.	Individualised per need.

Total budgeted cost: £ 96,000 (plus £ 2,675 contingency)

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data, comparative local data and our own internal summative and formative assessments.

The data demonstrated that the children at the end of Key Stage 2 on the whole did not meet the expected standard in Reading, Writing (1 child attained EXS) and Maths (1 child attained GDS).

Whilst good progress from their starting points was made throughout the year this was not sufficient for them to meet the expected standard. 33 % of the children were within 2 scaled score points of doing so in Maths. This would have a significant impact on our percentage attainment data.

While these children are closing the gap to their peers, they did not attain the national expectation. Our pupil premium cohort for Year 6 faced additional barriers such as attendance, significant interventions of external services such as social care, early help and SEND support, as well as 25% of the cohort attending a school in England for the first time in June 2021.

Reading	Disadvantaged	Non-disadvantaged	Whole Class
Average Scaled Score	94	103	101
Maths	Disadvantaged	Non-disadvantaged	Whole Class
Average Scaled Score	98	103	102

These findings are consistent across school. Attendance, self-motivation, personal aspirations and the support of external services are also consistent factors and barriers when measuring the progress and attainment of this cohort of pupils.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Reading Average Scaled Scores	Disadvantaged	Non-disadvantaged
School	94	103
National	102	106
Local Authority	103	106
Consortia	103	107
Maths Average Scaled Scores	Disadvantaged	Non-disadvantaged
School	98	103
National	101	105
Local Authority	102	106
Consortia	103	106

There is a significant difference in reading outcomes between the performance of our pupil premium children and those locally and nationally.

School's data for mathematics for both disadvantaged pupils and non-disadvantaged pupils is much closer and reflects the progress school has made in this area.

The data demonstrates that while school has made progress and is closing the gap for some of the children in some subject areas, we need to strive to close the gap further so that these pupils are ready for the next stage of their education. This requires an improvement in their attendance and outcomes across Reading, Writing and Maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing.

Attendance for disadvantaged pupils v non-disadvantaged pupils based on end of June:

Whole School – 92% v 94.9%

Y6 – 83.96 % v 93.8 %

The data demonstrated that attendance for this cohort of pupils is a factor in preventing the children from attaining expected outcomes and closing the gaps on their peers.

The behaviour and SEMH needs of this cohort are significantly higher than for non-disadvantaged pupils. This is in line with their needs in addition to the pupil premium consideration. While attendance is a common thread across this demographic in school, the other factors are less prevalent.

Based on all the information above, the performance of our disadvantaged pupils made good progress from their starting points both at the end of Key Stage 2 and across school. However, this demographic of pupils is under-represented at the expected standard and above and so they have not met all of the intended expectations and intentions as outlined in the 2022/2023 documentation.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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:

- Development of a Teaching and Learning Toolkit for all staff. This is a part of the school's succession planning due to the demographic of staff and governors in school.
- Engage the services of the local authority for attendance.
- Develop sustainable rewards for good attendance with the use of pupil voice.
- Engage Wigan's Health and Well-being support (external services for families to access).
- Embedding and developing (where required) effective AFL practice within the lessons to speed up and secure learning. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Enhance the coaching and mentoring support offer for staff within school where appropriate.
- Embed SEMH practices to support pupils' well-being.
- Continue to offer 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 spending and auditing and changing established school practices to better support the needs of our 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.