
Sacred Heart RC Nursery and Primary School Pupil premium strategy statement 2017-18

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,”
Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.



Everyone is Sacred

We continually strive to provide our children with a learning environment that values their individual needs: spiritually, academically, physically, morally and socially. We believe that happy children are successful learners. We respect each other, appreciate differences and understand the importance of good manners. We believe we have a responsibility to be good citizens that live the Gospel values in our daily lives “Everyone Is Sacred”

‘ A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply to close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every being’

(Pope Francis, June 13)

Pupil premium strategy statement (primary)

1. Summary information					
Academic Year	2017-18	Total PP budget	£112,867	Date of most recent PP Review	Half termly
Total number of pupils	209	Number of pupils eligible for PP	72 (77 Including Foundation EYPP)	Date for next internal review of this strategy	January 2017

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
46	22	2	2

Current Academic Year (Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	13	8	4		
Year 5	13	6	5	1	1
Year 4	14	8	5		1
Year 3	8	5	3		
Year 2	10	8	2		
Year 1	9	6	3	1	
Reception	5	5	0		
Total	72	46	22	2	2

Current Achievement				
End of KS1 & 2 Attainment for: 2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>		<i>Average</i>
		<i>School</i>	<i>National</i>	
% achieving expected standard or above in reading, writing and maths	33%	59%	61%	
% achieving expected standard or above in reading	58%	71%	71%	
% achieving expected standard or above in writing	67%	76%	76%	
% achieving expected standard or above in maths	50%	82%	75%	
Progress score in Reading	-0.84	-2.85		105.4
Progress score in Mathematics	-2.41	-1.02		105.3
Progress score in Writing	-1.42	0.69		
% achieving expected standard or above in reading at KS1	88%	82%	TBC	
% achieving expected standard or above in writing at KS1	88%	73%	TBC	
% achieving expected standard or above in maths at KS1	88%	73%	T B C	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Social and Emotional resilience |
| B. | Engagement and motivation of Pupil Premium Children to include their surrounding environment external to school |
| C. | Persistent and late absences |
| D. | Aspiration |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Deprivation |
| E. | Parental Engagement |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will be more emotionally resilient, secure and confident.	<p>The work of the pastoral lead and pastoral support team will continue to engage with identified children and their families. Children who need intense emotional and social support will continue to be supported to ensure they are emotionally strong and resilient enough to engage with their learning. This will continue to be supported by the work of our Play Therapist, FSW and Attendance Officer.</p> <p>Thrive and SEAL will continue throughout the school with all TA's receiving refresher training and one more TA receiving the intensive 10 day training.</p> <p>The school will continue to facilitate TAF meetings and follow up work. Workshops and drop in sessions will continue to be provided for parents and their children to ensure closer attachment and understanding between child and parent.</p> <p>The school will continue to seek the support and advice of outside agencies to provide more specific emotional and social support where needed.</p> <p>We are embarking on a whole school programme of Aspiration and Resilience to include children identifying their own aspirations and speakers from all different professions to come and speak to the children about their learning and life journeys. Work in the Foundation stage will</p>

		continue to provide a learning programme around the main social barriers to some of our children's learning. This should have a continued positive impact on persistent and late absences.
B.	In Maths. Writing and Reading a greater percentage of PP children will continue to reach ARE	We will continue with our on-going work on identifying key words for each area ,half termly PP meetings and CAST formal assessment tests to review the progress of individual children, groups and classes. We are introducing a new Afl grid for maths that corresponds to the one implemented last year for writing. Our maths lead will continue to work with the South West area maths hub lead. The RWI spelling scheme was introduced last year and will continue at KS2. This has provided continuity from the Foundation/KS1 use of RWI phonics. During 2016/17 Accelerated Reader was introduced and after one term of full implementation reading is showing improvement. All teachers and TA's will be part of the CAST wide Primary Writing Project.
C.	In Maths, Writing and Reading a greater percentage of PP children will make progress in line with national averages by the end of Key Stages. From EYFS to KS1 and from KS1-KS2.	The gap between children in receipt of PP funding, with one area of deprivation, and those not in receipt will continue to close.
D.	Those children identified as having more than one disadvantage against their learning will be identified and support, to include the family, continue to be provided where needed.	We have clearly identified that children in receipt of PP funding who have more than one area of deprivation find it more difficult to engage appropriately in their learning as they often have deep routed social and emotional issues. These additional challenges provide a barrier to reaching ARE. The work outlined in Section A above supports these children.
E.	Y1 PP children will make expected progress with Phonics.	Following on from continuous progress over the last two years we will continue quality teaching and evaluation across the year to ensure that eligible PP children will meet the expected national standards at the end of Year 1. This includes an annual review day with a Rachael from RWI.
F.	PP children will continue to become fluent and expressive readers and develop a greater depth of vocabulary and understanding.	Through a continued whole school approach to improving the fluency, of children's reading the progress made by children in receipt of PP will at least be in line with national average. Accelerated Reader has been introduced with all staff, including TA's, trained in its use and purposefulness. 2017/18 will be the first full year of its use. Data will be analyzed half termly and reviewed at pupil progress meetings and termly

		scheduled staff meetings. . The full introduction of this scheme at KS2 will impact on KS2 PP children and minimize the gap at the end of the year.
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5. Planned expenditure				
Academic year		2017/18		
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To ensure a greater percentage of Y6 children achieve ARE in reading, writing and maths	Deputy Head to work every morning with Y6 team teaching with Year 6 class teacher	FFT proven evidence that small Class sizes and 1:1 teacher conferencing has a positive effect on individual pupil's progress.	On-going review of individual children's progress and attainment.	ND SAW
Outcomes of Mid-Year Review:				
				Total Planned Expenditure:
				£ £33,905
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

<p>To ensure that individual children identified with specific barriers to their learning show progress in line with their capability. To ensure a greater percentage of individual children are supported to achieve the expected level at the end of year.</p>	<p>Tailored 1:1 interventions for RWM working with skilled Teaching Assistants. For example: maths, fluency in reading, write away with writing.</p>	<p>Evidence is clear that children who are identified with specific gaps in their learning progress when these issues are addressed and that pre-teaching prepares them for whole class teaching.</p>	<p>TA's who regularly receive CPD linked to specific areas of need. Teacher-TA relationships, review of intervention half termly at pupil progress meetings.</p>	<p>AR HB SAW SD ND</p>
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £
7054

c. 1-1 Intervention - Social

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>That individual children are supported to have the resilience and confidence to learn. Children are ready to learn.</p>	<p>Through 'Meet and Greet', Play Therapy sessions, Thrive and drop-ins.</p>	<p>Individual children, often those doubly disadvantaged plus, need emotional and social support to be ready to learn.</p>	<p>Weekly reviews with SLT and on-going evaluation with Lead Pastoral support who also runs a weekly session with our school nurse, FSW and AO.</p>	<p>CN HB ND</p>

Outcomes of Mid-Year Review:

Total Planned Expenditure: £
40,689

d. Group Intervention - Academic

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
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To ensure a greater percentage of children achieve the expected level at the end of year. To ensure that groups of children identified with specific barriers to their learning show progress in line with their capability.	Tailored groups for RWM working with skilled Teaching Assistants. For example: maths, fluency in reading, write away with writing.	Evidence is clear that children who are identified with specific gaps in their learning progress when these issues are addressed and that pre-teaching 1:1 or in specific groups prepares them for whole class teaching.	TA's who regularly receive CPD linked to specific areas of need. Teacher-TA relationships, review of intervention half termly at pupil progress meetings.	AR SD SAW HB ND
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£ 31195
e. Group Intervention – Social and Emotional				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
For early identification of children facing social and emotional barriers to their learning.	A multi-disciplinary approach to early identification to include frequent meetings with our Educational Psychologist and support team and all those engaged in support within the Pastoral Team.	Children who feel understood, safe and supported in the school environment become ready to learn quicker than those who are not.	Weekly reviews with SLT and on-going evaluation with Lead Pastoral support who also runs a weekly session with our school nurse, FSW and AO.	CN HB ND
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£ 10,730
f. Learning Resources				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

To ensure we have the resources to support initiatives aimed at raising the bar. For example, to ensure we continue with RWI phonics, RWI spelling and Accelerated Reader.	Keep up to date with resources to include annual whole school health check for RWI.	Standards across reading, spelling and phonics continue to show progress.	Half termly evaluations through pupil progress meetings and team curriculum meetings. Analysis of on-going data drops and outcomes of on-going tests.	EC AR SD
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Outcomes of Mid-Year Review:

Total Planned Expenditure:

£
1750

g. Staff Training

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Subject leads have access to quality CPD through our membership of TTSA. Whole school participation in the CAST run PWP ensures consistency of approach and expectation of writing across the curriculum.	Commitment to CPD offered through our membership of TTSA ensuring all pupil premium children have access to quality teaching and learning. Commitment to CAST run Primary Writing Project to ensure all pupil premium children have access to quality teaching and learning.	Through continuous rigour by subject leads as a whole school we are aware of our key action points and map of progression.	Through lesson observations, work scrutiny and curriculum review with an emphasis on pupil premium children's progress and attainment.	AR ND HB

Outcomes of Mid-Year Review:

Total Planned Expenditure: £
2851

h. Enrichment/Raising Aspirations

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
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This academic year our overarching theme is 'Resilience and Aspiration'. Part of this is ensuring our children have access to a broad and rich curriculum. We support all children having access to opportunities. In the Autumn term Years 5/6 took part in an Inspiration Day at Exeter University.

Outcomes of Mid-Year Review:

Total Planned Expenditure:	£ 1000
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i. Home Support (e.g. breakfast club, EWO etc.)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
All pupil premium children are able to partake in breakfast club, lunch time supported activities, after school activities, Residential trips/visits.	Various actions and approaches linked to the need of the individual child to engage they have a fair access to all school based activities and beyond.	Equality for all our children and families	On-going overview to include conversation at half termly pupil progress meetings.	HB SE LC

Outcomes of Mid-Year Review:

Total Planned Expenditure:	£ 1352
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j. Other, not captured by any of the above

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

Outcomes of Mid-Year Review:

Total Planned Expenditure:	£ 130,526
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OVERVIEW 2017-18					
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?
PP children to have regular access to 1:1 teacher pupil feedback on their work.	Lead by the class teacher with PP children having regular 1:1 feedback on their progress and specific areas for development.	It has been identified that regular 1:1 feedback with the class teacher ensures the individual child has a better understanding of where they are at in their learning and what they need to progress further. We are going to ensure curriculum time is available and in the first instance for this to be available to our PP children.	Each class will have it timetabled in weekly with evaluation over time providing part of the discussion at pupil progress meetings.	Class teacher with addition of Adele Sumner in Y6.	Half termly at the pupil progress meeting and SLT work scrutiny and cross phase moderation sessions.
PP children to make expected or better progress in Reading, Writing and Maths across the school.	Deployment of TA's with in depth knowledge of the PP children and their barriers to learning working 1:1 or in groups to support independent learning.	Progress is maximized where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximized, based on accurate assessment and feedback. <i>EEF: Feedback 8+months, small group tuition</i>	Appropriate training for TA's in effective questioning. Drop-ins from member of the SLT. Children will be able to articulate the progress they are making and show through their work. Interventions monitored through half termly pupil progress meetings.	SLT/Governors	Half termly training for TA's linked to identified curriculum needs e.g. effective questioning and principles of growth mindset. Drop in sessions half termly for TA's with individual questions. Half termly at Pupil Progress meetings. SLT observations and feedback. Outcomes of Governor visits

<p>A greater percentage of PP children to reach ARE, at the end of the academic year in reading. Children in receipt of PP will be part of the Accelerated Reader project. The introduction of accelerated reader has provided a baseline from which an individual PP child can improve their reading ability. The programme will continue</p>	<p>A TA, working alongside the class teacher, will support the introduction and running of the Accelerated Reader programme which will be led by our Reading Leader. This approach is diagnostic and will allow us to tailor the questions according to the need of the individual child.</p>	<p>Research carried out by our Reading Lead has shown that the scheme works for the reluctant reader and the reader who lacks motivation and engagement with the written word. It encourages individual children to read a greater variety of text and encourages them to assess their own progress over a period of time. During the first term of introduction it has had an impact on our boy readers in particular. They enjoy the element of self-challenge and it is breaking down the 'myths' about reading a book being a chore and the response is not instant as in the games they play.</p>	<p>Reading subject leader will continue to monitor the progress and attainment of all children and groups throughout the year. Half termly pupil progress meetings will review the progress of all PP children and their groups. SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is embedding.</p>	<p>SD/SLT/Governors</p>	<p>Half termly by SD and report to Governors</p>
<p>A greater percentage of PP children to reach ARE, at the end of the academic year in mathematics. Mathematics lead to introduce AFL style assessment to ensure we are closely tracking progress of the different areas of maths to identify gaps in PP learning. Continued individual/group maths in afternoons to support gaps in learning led by qualified TA.</p>	<p>There will be a full time class teacher in Y6 supported on a part time basis by our Deputy every morning for team teach approach to maths and English. Improved maths assessment grids to identify gaps in learning of PP child. Afternoon maths sessions tailored to identified needs of children in Years 4/5/6.</p>	<p>Professional teaching in smaller groups will improve the progress and attainment of the PP children within these groups. Quality trained TA afternoon sessions proven to improve the confidence of identified children. Clarity in assessment of maths will identify gaps in learning and also provide a platform for pre-teaching.</p>	<p>Outcomes of evidence from lesson observations, work scrutiny, book trails and pupil progress meetings will allow the SLT to assess the impact of learning on PP children in these groups.</p>	<p>Maths Lead/Governors/SLT</p>	<p>Half termly at Pupil Progress meetings. Governor visits and outcomes.</p>
<p>Desired outcome</p>	<p>Chose 1 action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>The work of the pastoral team to continue with a focus on identifying the need for intense emotional support when needed for individual children and their families so that the children in receipt of PP receiving this support are ready to learn.</p>	<p>We are in the top 10% of schools in a deprived area in the country and the only school in Torbay in its top ward for deprivation. We ensure our children in receipt of PP are supported to access learning at all levels and that they feel secure and safe in our school environment. We have built a lodge in our small grounds. This is a centre for emotional well being. Having this space to run parent groups has encouraged more parents to engage with us.</p>	<p>As a school community we ensure that all children and their families feel valued as members of our school community and that disadvantage is not a barrier to acceptance and opportunity. Early intervention in school is improving behaviour in classes and across the school. This whole school approach to the welfare and well-being of the child is evident in the improving results year on year.</p>	<p>This will be supported by the work of our Play Therapist, FSW and Attendance Office. Alongside this intensive support Thrive and SEAL will be provided for identified children across the school. The school will continue to seek the support and advice of outside agencies to further enhance the emotional and social support given to children and their families. This will have a significant impact on an individual child's readiness to engage</p>	<p>HB/CN/Governors/SLT</p>	<p>Weekly concern meetings/half termly reviews/ Governors</p>
<p>All children are subsidized to be able to partake in Breakfast Club, Lunch time support, After school activities, residential trips and school trips/visits. This has included children in receipt of PP.</p>	<p>To ensure all our children are exposed to a rich curriculum that provides opportunities for learning within their local environment. That they have the opportunity to start school on time through attendance at our Breakfast Club, that they can have calm lunchtimes and take part in a variety of activities outside of the curriculum to enrich their learning experiences.</p>	<p>To provide equality of opportunity for all our children and to build on their knowledge of our surrounding area ultimately building confidence, self esteem, resilience and aspiration.</p>	<p>Through tracking from the school office and engagement with the pastoral support team parents and carers are encouraged and assured that support is available.</p>	<p>Admin and HB</p>	<p>GG/LC/SLT/Governors</p>
<p>Whole school approach to co-operative learning techniques and investment in approaches such as Excellent Learners and</p>	<p>Continued staff training on the principles of co-operative learning, to include the principles of Growth Mindset, and the value it has on learning in</p>	<p>Learning will be consolidated and progress in the targeted aspects of learning will be evident. Excellent Learners and Learning Detectives will have an increased awareness of effective questioning and will use a range of question types. Effective feedback will</p>	<p>TP to take the lead on Learning Detectives, working collaboratively and HB to take the lead on Excellent Learners (in Spring term). Angie Ricketts to take the lead on co-</p>	<p>AR TP HB</p>	

Learning Detectives will ensure PP children build confidence in their own independent learning	the classroom. Targeted approach to Learning Detectives. PP children engaged in	enable the children to make accelerated progress. Children in receipt of PP will develop self esteem and improve their engagement in independent learning improving personal resilience and aspiration.	operative learning and growth mindsets.		
1:1 pupil teacher conferencing for PP children	Regular conferencing with PP children in class to ensure they are aware of their learning journey and have a clear focus on their targets.	It is proven that children respond positively to this form of assessment and engagement. Often PP children have a vulnerability around their own self worth. It is important that the class teacher has this interaction on a regular basis to build trust.	The outcomes of this 1:1 engagement will form part of the discussion at the half termly pupil progress meetings. A governor visit in the Spring term will also focus on this intervention.	All teachers	Half termly pupil progress meetings Book scrutiny Observations Cross phase moderation
Aspiration and Resilience as key focus words throughout the year.	We are embarking on a whole school programme of Aspiration and Resilience to include children identifying their own aspirations and speakers from all different professions to come and speak to the children about their learning and life journeys. Work in the Foundation stage will continue to provide a learning programme around the main social and health barriers to some of our children's learning.	Due to our school being in an area of high deprivation it is vital we look outside of the set curriculum to provide our children with opportunities that allow them to see for themselves that there need be no barriers to their learning or life aspirations. They are as capable and able as any child to achieve well and respect and love themselves as individuals.	Through planned activities that match the aspirations of our children. These have been identified through prior work in the summer term, on the class transition day, around journey paths and individual children's aspirations.	Angie Ricketts to take lead. Sam and Tracey to lead Foundation Stage project.	On-going at identified staff meetings. Emphasis on the learning stamina of our children.

6. Additional detail

Our Pupil Premium policy can be found on our website.

Currently we have 77 Pupil Premium children on role including EYFSP

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.