



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					
School	Sacred Heart Roman Catholic Nursery and Primary School				
Academic Year	2016/17	Total PP budget	£93,120.00	Date of most recent PP Review	September 2016
Total number of pupils	247	Number of pupils eligible for PP	71	Date for next internal review of this strategy	February 2017

The above figures are children on roll as at April 2016. Therefore includes last year's Year 6 and not this year's reception

2. Year One Phonics Current Attainment 2015-2016		
	<i>Pupils eligible for PP in school/ nationality</i>	<i>Pupils not eligible for PP/ nationality</i>
% achieving expected standard or above in phonics	80%	88%

3. Current attainment 2015-16		
Year 6	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	25%	47%
% achieving expected standard or above in reading	58.3%	53%
% achieving expected standard or above in writing	58.3%	71%
% achieving expected standard or above in maths	42%	65%

4. Current attainment 2015/16		
Year Five	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	58%	72%
% achieving expected standard or above in reading	67%	77%
% achieving expected standard or above in writing	50%	83%
% achieving expected standard or above in maths	67%	88%

5. Current attainment 2015/16		
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Year Four	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	27%	58%
% achieving expected standard or above in reading	64%	79%
% achieving expected standard or above in writing	64%	79%
% achieving expected standard or above in maths	46%	68%

6. Current attainment 2015/16

Year Three	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	54.4%	61%
% achieving expected standard or above in reading	54.4%	89%
% achieving expected standard or above in writing	54.4%	67%
% achieving expected standard or above in maths	54.4%	78%

7. Current attainment 2015/16

Year Two	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	46%	79%
% achieving expected standard or above in reading	55%	89%
% achieving expected standard or above in writing	46%	84%
% achieving expected standard or above in maths	55%	79%

8. Current attainment 2015/16

Year One	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	80%	80%
% achieving expected standard or above in reading	80%	80%
% achieving expected standard or above in writing	80%	76%
% achieving expected standard or above in maths	80%	72%

9. Current attainment 2015/16		
End of EYFS	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	43%	73%
% achieving expected standard or above in reading	43%	86%
% achieving expected standard or above in writing	43%	86%
% achieving expected standard or above in maths	52%	82%

10. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Social and Emotional resilience	
B.	Engagement and motivation of Pupil Premium Children to include their surrounding environment external to school	
C.	Gap between PP and non-PP children (need to accelerate progress)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Deprivation	
11. 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.	The work of the pastoral lead and two pastoral support workers will focus on identifying the need for intense emotional support when needed for individual children so that they are ready to learn. 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 in their learning.
B.	In Maths, Writing and Reading a greater percentage of PP children will reach ARE year on year.	For each year group at the end of the year the gap between non PP children achieving ARE and PP children will close.
C.	In Maths, Writing and Reading 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 those children in receipt of PP funding and those not will be minimized at the end of and between EYFS, Key Stage 1 and Key Stage 2.
D.	Y1 PP children will make expected progress with Phonics .	Continued quality teaching and evaluation across the year will ensure that eligible PP children will meet the expected national standards at the

		end of Year 1.
E.	PP children will become more fluent and expressive readers and develop a greater depth of vocabulary and understanding.	Through a whole school approach to improving children's reading the progress made by children in receipt of PP funding will at least be in line with national average. The introduction of the Accelerated Reading scheme across Year 2 and Key Stage 2 will impact on PP children and minimize the gap at the end of the year.

12. Planned expenditure

Academic year

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?
PP children to make expected or better progress in Reading, Writing and Maths across the school.	Deployment of TA's within depth knowledge of the PP children and their barriers to learning working 1:1 or in groups to support independent learning.	Progress is maximised 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 maximised, 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 at Pupil Progress meetings
Children in receipt of PP will be part of the Accelerated Reader project. The introduction of accelerated reader will provide a baseline from which an individual PP child can improve their reading ability. The programme will then support a tailored approach to fluency and depth of understanding.	A TA 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.	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.	Reading subject leader 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.	SD/SLT/Governors	Half termly by SD and report to Governors

A greater percentage of PP children to reach ARE, at the end of the academic year, in maths, writing and reading.	Deployment of an additional teacher in Year Team teaching throughout KS2 input based on outcome of pupil progress half termly meetings Aim to support targeted groups. Use Accelerated Learning as an additional assessment and learning tool across Year 2 and KS 2.	Professional teaching in smaller groups will improve the progress and attainment of the PP children within these groups. Team teaching allows colleagues to work together to review their own styles and strategies which in turn assures quality first teaching.	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.	Maths Lead/Governors/SLT	Half termly at Pupil Progress meetings
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Total budgeted cost				£70,372
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ii. Targeted support

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?
The work of the pastoral team to 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.	We are in the top 10% of schools in a deprived area in the country. 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.	As a school community we ensure that all children and their families feel valued members 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 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	HB/CN/Governors/SLT	Weekly concern meetings/half termly reviews/ Governors
			Total budgeted cost		£51,795

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?
All children are subsidized to be able to	To ensure all our children are exposed to a rich	To provide equality of opportunity for all our children and to build on their knowledge of	Through tracking from the school office that parents and carers are		SE/LC/SLT/Governors

partake in Breakfast Club, Lunch time support, After school activities, residential trips and school trips/visits. This includes children in receipt of PP.	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.	our surrounding area ultimately building confidence and self esteem.	encouraged and assured that support is available.		
Whole school approach to co-operative learning techniques and investment in approaches such as Excellent Learners and Learning Detectives will ensure PP children build a confidence in their own independent learning	Continued staff training on the principles of co-operative learning and the value it has on learning in the classroom. Targeted approach to Learning Detectives. PP children engaged in Excellent Learners programme.	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 enable the children to make accelerated progress. Children in receipt of PP will develop self esteem and improve their engagement in independent learning.	TP to take the lead on Learning Detectives, working collaboratively and HB to take the lead on Excellent Learners (in Spring term).		
			Total budgeted cost		£6693

13. Additional detail

Our Pupil Premium policy can be found on our website.
The financial figures are children on roll as at April 2016. Therefore includes last year's Year 6 and not this year's reception.
Currently we have 79 Pupil Premium children on role