
Sacred Heart RC Nursery and Primary School Pupil premium strategy statement 2018-19

“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.

1. Summary information					
Academic Year	2018-19	Total PP budget	£101,480	Date of most recent PP Review	Half termly
Total number of pupils	212	Number of pupils eligible for PP	74	Date for next internal review of this strategy	January 2019

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
42	22	7	3

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		5	4	1	4
Year 5		10	3	0	2
Year 4		5	3	0	0
Year 3		6	3	0	0
Year 2		8	2	1	0
Year 1		4	4	1	1
Reception		2	3	0	0
Total	64	42	22	3	7

2. Current achievement			
End of KS1 & 2 Attainment for: 2017-18	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	50%	62.5%	
% achieving expected standard or above in reading	67%	72%	
% achieving expected standard or above in writing	67%	78%	
% achieving expected standard or above in maths	58%	67%	
Progress score in Reading	-0.84	-2.85	
Progress score in Mathematics	-2.41	-1.02	
Progress score in Writing	-1.42	0.69	
% achieving expected standard or above in reading at KS1	67%	53%	
% achieving expected standard or above in writing at KS1	56%	50%	
% achieving expected standard or above in maths at KS1	67%	50%	

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*)

A. Language and communication

B. Social and emotional Resilience

C. Persistent and late absences

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

D. Parental engagement linked to home and cultural environment

E. Social and Emotional deprivation

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will increasingly become more socially and emotionally resilient and feel safe and secure in the school environment	<p>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 have the emotional and social skills and strength to engage fully with their learning. Intense support will be provided by our Play Therapist, Attendance Officer and Family Support Worker.</p> <p>The school will continue to facilitate TAF/CIN and CP meetings and follow all recommendations. Workshops and drop in sessions will continue to be provided for parents and their children, for example, Understanding Your Child's Mental Health, Stay Safe, Cooking on a Budget and Family, Fun and Food holiday sessions.</p> <p>Thrive and SEAL will continue throughout the school with all TA's receiving refresher training and drop in support sessions.</p> <p>The school will continue to seek the support and advice of outside agencies where more tailored and specific emotional and social guidance is needed.</p> <p>We will continue our programme of Aspiration and Resilience. As a school we will further develop our work and action research around the individual child's stamina for learning through the principles of growth mindset, meta-cognition and co-operative learning: Know the child, Grow the child.</p> <p>Work in the foundation stage will continue to provide a learning programme around the main social/deprivation barriers to our children's learning.</p>

<p>Evaluation</p>	<p>The Pastoral Lead led the Pastoral Support Team to ensure that all objectives were met throughout the year. We continued to work with children and their families. Our FSW, Pastoral Lead, Educational Psychologist, Attendance Officer, Play Therapist and Speech and Language support (when available) held regular meetings to ensure the needs of all children and families were appropriately and effectively addressed. Outcomes of Pupil Progress meetings fed into these meetings. The joined up approach was well received by families, some of whom were in challenging positions. All staff responded to requests for further information timely and in depth. Outside agency support was sought promptly.</p> <p>Throughout the year parents were supported to attend on-going parental support programmes such as Speech and Language, Cygnet, Understanding Your Child's Mental Health, Forest School, Family, Fun and Food holiday sessions. We also expanded the school day to support parents needing 30+ hours work to claim child benefits. The school provides wrap around care from 7.30-6 pm and there is access to holiday provision run by Kinetics on our site. They have funding from the LA to provide for families in challenging financial circumstances. Likewise our school wrap around care cover acknowledges the financial challenges faced by some families.</p> <p>Thrive and SEAL sessions continue, run by Jo and Lesley and overseen by Chris. Thrive is mainly 1:1 with some small identified groups and SEAL provides the extra therapeutic support for children in classes who sometimes may only need a few sessions to feel emotionally strong again. Staff are all trained regularly in Thrive practice and our Play Therapist supports groups of staff and individuals. Her work with our identified children and their families is in-valuable.</p> <p>We are recognised within the LA as a school with the children at the heart of it. We run numerous TAF meetings and follow up all suggestions and recommendations, involving all parties involved, including teachers. We have 100% record of attending Early Help, CIN and CP meetings. On-going research, led by Angie, ensures all staff are involved in meta-cognition and other practices that ensure our children become more resilient and aspirational in their learning. The curriculum continues to be well led by Angie.</p>	
<p>B.</p>	<p>In Reading, Writing and Maths the majority of pupils in receipt of PP will continue to reach ARE.</p>	<p>We will continue our on-going work and research on identifying key barriers to learning and ensure our wider school curriculum encompasses the three main threads in each core subject area.</p> <p>We will organise our homework structure across the school to ensure continual and repetitive learning of key skills linked to Reading, Writing and Maths with the emphasis on engaging more of our parents in home learning. We will also provide a home work club for children who do not have ready access to resources at home.</p> <p>Through our action research we have identified a need to teach the skills of reading and not just how to read across all age groups and we will ensure this marries with phonics in the younger years. We will continue with targeted interventions that are discussed at half termly pupil progress meetings. AR, RWI phonics and spelling, Primary Writing Project and work with the English Advisor Jenny Core and the South West Maths Hub Lead Debbie Wieble will provide excellent CPD and monitoring opportunities.</p>

<p>Evaluation</p>	<p>Embedded in our RWM have been the key priorities of: Reading-Speed and Fluency, Vocabulary acquisition and understanding, Reading for deeper meaning and writing. Writing-Presentation and handwriting, Vocabulary and application, text quality. Maths-Pre-teaching and conferencing, Fluency and Problem solving. Overarching is Pace, Differentiation, Assessment on the go and Meta cognition/Growth Mindset.</p> <p>Curriculum leads for the three core subjects of RWM have provided a half termly data headline analysis of the impact of the three key priorities for each subject. These key priorities are also reviewed with individual teachers at half termly pupil progress meetings.</p> <p>To ensure all children have access to the right equipment and support for their homework Bridget has run a weekly homework club. It is open to all children and the environment is conducive to supportive learning. We have worked with parents to make homework a simpler process, concentrating on reading, comprehension/phonics, tables and problem solving activities for all children on a weekly basis. Time is also given by teachers during break times to support children who want to catch up but have found it challenging to complete at home.</p> <p>At KS2 there have been two Y6 teachers for RWM on a daily basis. In maths Jackie has also worked with small Y6 maths groups during the afternoons and during Spr2 term we had further intensive support from Jenna and Sarah. In reading Helen took an additional group throughout the year on a daily basis and other identified groups worked with TA's as and when throughout the year. Throughout the year we continued with support from Jenny Core for our writing moderation at both Key Stages. We were moderated by Devon for KS2 writing and it was very positive. In fact the process was much shorter than Rebecca had anticipated as everything was there for her. Jenny has also provided whole staff training on vocabulary. We continue to be part of CAST Primary Writers Project.</p> <p>Jenna and Sarah have worked tirelessly to embed the six key principles of reading and Jenna will continue with this next year. Our Key Stage SAT's PIRA and AR result have shown an improvement in reading across the school.</p> <p>We have continued to be part of the SSiF maths project and have been accepted as a school to be part of the SW Maths Hub initiative on Mastery in Maths. The maths results at KS2 in particular were disappointing.</p> <p>Diana leads with Talk Boost sessions for different classes and this is supported by Theresa in the Foundation Stage who takes Early Talk Boost.</p> <p>NEED TO PUT SOME DATA IN HERE. I DO NOT HAVE ACCESS TO THE FINALISED DATA HEADLINES ESPECIALLY FOR PP CHILDREN AND MAYBE BREAK DOWN INTO DIFFERENT CATEGORIES.</p>	
<p>C.</p>	<p>In Reading, Writing and Maths pupils in receipt of PP will make progress in line with national averages by the end of key stages. From EYFS-KS1 and from KS1-KS2 to include Y4 tables. Y1 PP children will make expected progress with Phonics.</p>	<p>Linked to the work outlined above we aim to continue to close the gap in attainment for children across KS1 and KS2 who are in receipt of PP funding. We aim to continue with the positive impact our work is having in closing the gap at the end of EYFS and KS1, to include phonics.</p>
<p>Evaluation</p>	<p>This bit is purely about data so suggest take the end of year data headlines analysis Nic and stick and paste straight into here.</p>	
<p>D.</p>	<p>We will engage with all parents as partners in raising expectations and aspirations of our children.</p>	<p>We will introduce 'Read with your Child' sessions at the end of the day in the Foundation Stage and engage more parents as volunteer reading throughout other areas of the school. We will also introduce a drop-in café once a month with a key skill focus and we will ask parents who already in engage with school to run this café. Our half termly theme afternoons will continue as will our open door policy. Parent workshops links to children's mental health, healthy eating, staying safe etc will continue to be run and others provided where a need is identified. We run a Parent and Toddler</p>

		group each week and provide wrap around care including holidays.
Evaluation	Parental engagement is a strength of the school especially for families in receipt of pupil premium. We offer a range of support strategies and parents now trust us and are willing to engage. The joined up thinking of the pastoral team, led by Chris has had a huge impact on more parents engaging with school. We believe 'Everyone is Sacred' and parents are no longer fearful or suspicious. All teachers are on the playground every morning to greet parents and children, as is Chris. We rapidly follow up on any concerns and offer appropriate support. More and more parents facing challenges come to us as their first port of call. The majority of these families are in receipt of pupil premium funding. As a school we practice what we preach. Children learn better if they feel safe and secure and so we ensure we provide that safe place for them and enable them to build trust. They flourish if they see that school and home are saying the same thing and providing the same safe trusting environments.	
E.	Children identified as having more than one disadvantage that results in barriers to their learning will continue to be identified and supported, to include the whole family, will continue to be provided where needed.	Through research and analysis we have clearly identified that children in receipt of PP funding who experience more than one area of deprivation find it more difficult to engage appropriately in their learning as they have deep rooted social and emotional issues usually around attachment and other home issues. The work outlined in Section A above addresses this point in more detail.
Evaluation	See evaluation in section A above. All children who are double disadvantaged in one way or another are recognised and appropriate support and challenge is offered.	
F.	Children in receipt of PP will continue to become expressive readers and develop a greater depth of vocabulary, fluency and understanding.	Through an on-going and sustained approach to developing further the teaching and learning reading skills we are introducing the six key areas of reading. We aim for our children to become fluent responsive readers. This is a whole school initiative and approach. Evidence is based on in school masters research by a key member of staff.
Evaluation	It is important our children develop a greater stamina for reading. They need to be able to engage with the text and interpret, visualise and understand. The introduction of the six key principles of reading has ensured that this is happening. The six principles project is being led by Jenna as part of the Masters research. Linked to this is the breadth of environment experience we can offer. We use our local environment as the centre point of our curriculum and encourage visits and visitors. These are financially supported. Exposure to the local environment and culture and exposure to quality texts supports our sustained approach to improving reading.	
G.	Children in receipt of PP will increase their confidence in maths fluency and problem solving through consistent and systematic learning of the basics.	Homework, as outlined above, has been reviewed to provide all our children with a sustained programme. We will continue working as part of the SSif project and include support from Debbie Wieble, South West Maths Hub lead. There will be weekly fluency and problem solving lessons. 1:1 pupil conferencing with the teacher will be extended. Evidence is based on in school masters research by a key

		member of staff. We will also work with Debbie Wieble lead practitioner at the South West Maths Hub.
Evaluation	<p>The review of homework has gone some way to support the identification of individual children's specific gaps in learning. This has enabled us to provide more bespoke groups concentrating on the basics needed to become a fluent mathematician. Being part of the SSiF group has supported our maths lead but there is still work to be done in ensuring consistency of approach and expectation. Next year the maths lead, Stephen, will be supported by Bridget and the school will be part of the SW maths hub Mastery programme led by Debbie Wieble. 1:1 pupil conferencing and pre-teaching has been effective but once again needs to be more consistent in approach.</p> <p>Data here about PP children and maths even if you are repeating yourself.</p>	

5. Planned expenditure				
Academic year	2018/19			
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 in receipt of PP achieve ARE in Reading, Writing and Maths	Deputy Head to work every morning with Y6, team teaching with Y6 class teacher.	EEF proven evidence that small class sizes and 1:1 teacher conferencing has a positive effect on individual pupil's progress.	Forensic ongoing 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
To ensure that all PP children identified as having one or more barrier to their learning show progress in line with their capability. To ensure a greater percentage of individual children are supported to	Tailored 1:1 interventions for RWM and key skills with trained and skilled TA's, for example, maths, fluency in reading, Write Away and Toe by Toe.	Evidence from EEF is clear that children who are identified as having specific gaps in prior learning progress more effectively with pre-teaching preparing them for whole class teaching.	TA's receive regular and targeted CPD and support, positive relationships between child and adult, half termly review at pupil progress meetings, to include up-dates of red, blue and green concern and action forms.	JP AS HB SAW SD AR

achieve the expected level at the end of the year.				
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£7054
c. 1-1 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
That the social and emotional needs of individual children in receipt of PP are identified and appropriate support is put into place.	Through 'Meet and Greet', Play Therapy sessions, Thrive, SEAL and drop in/catch up sessions.	Research has shown that in our school children who are doubly disadvantaged+ need emotional and social support to ensure they have the stamina and resilience needed to become engaged and effective learners.	Weekly reviews with SLT and on-going evaluation with Lead Pastoral, school nurse, Attendance Officer, Family Support Worker and Ed Psychology team.	CN LL SM JD LC LM JM HM TM
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£45,409
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
To ensure a greater percentage of children across all age groups	Tailored group interventions for RWM and key skills with trained and skilled TA's and teachers.	Evidence from EEF is clear that children who are identified as having specific gaps in prior	TA's receive regular and targeted CPD and support, positive relationships between	TA's HB ND

achieve the expected level at the end of the year. To ensure that groups of children identified as having specific barriers to their learning make progress in line with their capability.		learning progress more effectively with pre-teaching preparing them for whole class teaching.	child and adult, half termly review at pupil progress meetings.	
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Outcomes of Mid-Year Review:

Total Planned Expenditure:	£ 17,195
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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
Early identification and action for children facing social and emotional barriers to their learning e.g. attachment, foetal alcoholism, domestic abuse.	A multi-disciplinary approach to early identification, to include frequent meetings with our Educational Psychologist and support team to include pastoral lead, school nurse, FSW and AO.	Children who face external challenges in their life yet feel understood, valued, safe, secure and supported within the school environment will show greater stamina and resilience to learn.	Weekly reviews with SLT and on-going pastoral support from the team and forensic examination of cpoms.	CN LL SM JD HB ND

Outcomes of Mid-Year Review:

Total Planned Expenditure:	£ incl above
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f. Learning Resources

Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is	Staff
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		rationale for this choice?	implemented well?	lead
Consistent evaluation and review to ensure we have the appropriate resources to support initiatives aimed at raising the bar. For example, to ensure RWI phonics, RWI spelling and AR are having the desired impact on children's outcomes, that they are applied appropriately and that they are resourced appropriately.	Ensure we have the appropriate resources for the task.	Proven impact on data for whole class, groups and individual children.	Half termly evaluations through pupil progress meetings, subject lead half termly and end of year examinations. Analysis of on-going data drops and outcomes of on-going tests and reviews.	EC AR SD SAW HB ND
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£ 800
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
Whole school Thrive training and support. Subject leads to have access to quality CPD through membership of TTSA. CAST run PWP continues to ensure consistency of approach across the school, in-house programme of CPD of TA's	Commitment to CPD offered through our membership of TTSA and CAST ensuring all PP children have access to quality teaching and learning. Commitment to CAST run PWP. In-school programme of inset. CPD for writing and maths from Jenny Core and Debbie Wieble.	Through continuous rigour by subject leads we are aware of our key action points and progression map of identified need	Through a cycle of lesson observations, analysis of data, curriculum reviews, book scrutiny, governor reports, pupil conferencing and learning walks with an emphasis on the progress and attainment of children in receipt of pupil progress.	HB

from teachers and external professionals, staff through staff meetings, RWI assessments from Rachel. On-going moderation from Jenny Core, access to SSis maths research. AR training.				
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£ 1,000
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
To ensure our children have a knowledge and understanding of their surroundings. To give our children the opportunities to experience where quality learning can get them to.	Visit to Exeter University to experience the life of a student to continue, links with South Devon College to continue to include Skill Days. Enriched curriculum with cultural and social opportunities.	Lack of money and prior experience means that some of our children leave primary will little knowledge of opportunities and career options available to them.	Quality choices of opportunity, costed and the perceived positive impact analysed.	HB ND AR
This academic year our desire to make our children more academically resilient and aspirational continues. We are continuing to develop our Growth Mindset approach to learning linked to the principles of meta-cognition. Visitors, themes and visits are all linked in to this, some explicit and some implicit.				
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£

				£1000
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 PP children will continue to have access to our Breakfast Club with no financial barriers being put in place. That our after school provision is appropriately resourced and staffed and links continue to be forged with Kinetics to ensure holiday provision for our children who need it.	Various actions and approaches linked to the needs of the individual child to ensure they have fair access to all school based activities and beyond.	Equality for all our children and families.	On-going overview linked to actions above.	HB
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £ £1000+
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:	£

6. Additional detail
<p>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.</p>