

## Pupil Premium Strategy 2019-20 Sacred Heart RC Nursery & Primary School

1. Summary information					
School	Sacred Heart RC Nursery & Primary School				
Academic Year	19-20	Total PP budget	£90,580	Date of most recent PP Review	Sept
Total number of pupils	216+N	Number of pupils eligible for PP	67	Date for next internal review of this strategy	Feb 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	50%	67.7%
% making expected progress in reading (as measured in the school)	+2.7	69.8%
% making expected progress in writing (as measured in the school)	-0.4	66.7%
% making expected progress in mathematics (as measured in the school)	-1.4	66.7%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Communication and Language is well below national average upon entering nursery which affects reading/writing development
B.	Significant number of Y6 PP pupils working below ARE - R: 43% W:64% M:64%
C.	The number of pupils who are in receipt of Pupil Premium and also on the SEN register for SEMH - Nurture/THRIVE needs
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	High proportion of persistent absentees. Children's lack of progress linked to poor attendance in school.
E.	High levels of attachment, ACEs and relational trauma issues

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Pupils (particularly boys) demonstrate the use of wide ranging, ambitious vocabulary in their writing across the curriculum resulting in a greater percentage of PP pupils achieving ARE and GD in writing at the end of the academic year (cold-hot task improvements, lesson observation, writing moderation, book bingos)</p> <p>Targeted PP pupils make better than expected progress in their oral vocabulary skills through their participation in 'Talk Boost' Intervention.</p>	<p>Wider ranging, more ambitious vocabulary is evident in writing and through pupil voice PP show improved oracy skills.</p> <p>PP pupils in YR will achieve the expected level of development in listening, speaking, understanding, reading and writing.</p> <p>PP pupils at the end of KS1/2 will reach at least ARE in R&amp;W with an increase in the number of GD.</p>
<b>B.</b>	<p>Identified PP pupils in Y6 make accelerated progress towards ARE</p>	<p>Pupils are more emotionally resilient and able to access therapeutic support</p> <p>Restorative Practice behaviour strategies positively impact on the progress of PP pupils.</p> <p>Pupil attitudes enable them to access learning and make accelerated progress.</p> <p>Pupils make accelerated progress in RWM towards ARE</p>
<b>C.</b>	<p>PP children with multiple disadvantages make a minimum of expected progress in the academic year. Venn diagrams in place to highlight pupils in most need.</p>	<p>Pupils who are on the SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.</p> <p>Interventions ensure these targets are met.</p>
<b>D.</b>	<p>Increase attendance rates to at least meet that of the national non-FSM pupil average (termly monitoring of SIMs, CPOMS, monthly meetings with SWFV AO and office staff).</p> <p>Morning transition time in the lodge leads to a calm start to the day – ready to learn.</p> <p>Parent/child contracts for PAs</p>	<p>Regular monitoring shows improved figures.</p> <p>All PP children in school on time, calm and ready to learn.</p> <p>PP attendance is above 96%</p>

E.	<p>Children with attachments needs, ACEs and relational trauma needs will become more resilient, secure and confident.</p> <p>Quality feedback to pupils will develop learner's motivation, resilience and aspirations to achieve through understanding the next steps of learning.</p>	<p>Targeted PP pupils will have built up their resilience and confidence and be ready to learn.</p> <p>Children feel secure and safe.</p> <p>Pupils with behavioural/SEMH needs will make at least expected</p>
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## 5. Review of expenditure

**Previous Academic Year 18-19**

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Deputy Head to work every morning with Y6, team teaching with Y6 class teacher.	To ensure a greater percentage of Y6 children in receipt of PP achieve ARE in Reading, Writing and Maths	<p>The percentage of pupils in receipt of the PPG continues to make a rise in RWM.</p> <p>The gap between PP pupils and other has significantly narrowed.</p> <p>The number of PP pupils reaching GD has</p>	DH promoted to HT. HT will continue to teach booster sessions and interventions.	£33,905

### ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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<p>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.</p>	<p>To ensure that all PP children identified as having one or more barrier to their learning show progress in line with their capability.</p> <p>To ensure a greater percentage of individual children are supported to achieve the expected level at the end of the year</p>	<p>Ongoing evaluations of impact of interventions. Flexibility and fluidity meant that the pupils received the interventions needed in a timely fashion.</p> <p>Clear and timely communication between CT and support staff regarding gaps and needs.</p> <p>Toe by Toe proved its impact again this year with the 2 targeted children making expected progress across the KS and accelerated progress across Y6. 1 of these pupils made more than expected progress and achieved ARE in Reading.</p> <p>See evaluations file</p>	<p>The interventions with proven impact remain.</p>	<p><b>£7054</b></p>
<p>Through 'Meet and Greet', Play Therapy sessions, Thrive, SEAL and drop in/catch up sessions.</p>	<p>That the social and emotional needs of individual children in receipt of PP are identified and appropriate support is put into place.</p>	<p>Calmer classrooms at the start of the day.</p> <p>Improved behaviour (less percentage of pupils attending reflection) and less low level classroom disruptions recorded 'ready to learn'</p>	<p>This remains a key support for transitions in the morning and lunchtimes.</p> <p>SEAL is being used differently to ensure the right children are attending the right therapeutic provision.</p>	<p><b>£45,409</b></p>
<p>To ensure a greater percentage of children across all age groups achieve the expected level at the end of the year.</p> <p>To ensure that groups of children identified as having specific barriers to their learning make progress in line with their capability.</p>	<p>Tailored group interventions for RWM and key skills with trained and skilled TA's and teachers.</p>	<p>Ongoing evaluations of impact of interventions. Flexibility and fluidity meant that the pupils received the interventions needed in a timely fashion.</p> <p>Clear and timely communication between CT and support staff regarding gaps and needs.</p> <p>Toe by Toe proved its impact again this year with the 2 targeted children making expected progress across the KS and accelerated progress across Y6. 1 of these pupils made more than expected progress and achieved</p>	<p>With on entry to Y6 percentages low for key PP children (36% in W and M). This will be key.</p>	<p>17,195</p>

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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.	Early identification and action for children facing social and emotional barriers to their learning e.g. attachment, foetal alcoholism, domestic abuse.	Calmer classrooms at the start of the day.  Improved behaviour (less percentage of pupils attending reflection) and less low level classroom disruptions recorded 'ready to learn'  Supporting families to support their children. Less children on L3 and 4 safeguarding.	Continue with the level of support from SWFV	<b>£ incl above</b>
Ensure we have the appropriate resources for the task.	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.	Monitoring through reading, writing and phonics leads.  Improvement in Reading and spelling in KS2 SATs	New reading and phonics lead.  Ongoing consumables to teach the schemes	<b>£800</b>

<p>Commitment to CPD offered through our membership of TTSA and CAST ensuring all PP children have access to quality teaching and learning.</p> <p>Commitment to CAST run PWP.</p> <p>In-school programme of inset.</p> <p>CPD for writing and maths from Jenny Core and Debbie Wieble.</p>	<p>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 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.</p>	<p>All subject leads attending training through TTSA.</p> <p>All staff fully trained in 'Talk for Writing' and implemented into the classrooms. As a result of this training, we are seeing an improvement in writing as the pupils have structured support</p> <p>SIF project completed. Eight PP children targeted for maths. 75% reached ARE.</p>	<p>Continue with curriculum membership at TTSA.</p> <p>CPD: Metacognition and Rosenshine Principles.</p>	<p>£1000</p>
<p>Visit to Exeter University to experience the life of a student to continue, links with South Devon College to continue to include Skill Days.</p> <p>Enriched curriculum with cultural and social opportunities.</p>	<p>To ensure our children have a knowledge and understanding of their surroundings.</p> <p>To give our children the opportunities to experience where quality learning can get them to.</p>	<p>Increased cultural capital</p> <p>Shown a range of wider choices for future employment.</p>	<p>Continue with employment opportunity work but to make the aspirational links more purposeful, linking with themes – not add on</p>	<p>£1000</p>
<p>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.</p>	<p>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.</p>	<p>Wrap round care provided from 7:30-6 daily and holidays clubs. Support given for those in need.</p> <p>An increase in places taken up by PP pupils.</p>	<p>Yes. Plan to increase ASC to Fridays if demand is there.</p>	<p>£1000 +</p>

## 6. Planned expenditure

Academic year

19-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Quality Teaching for All Additional Teaching / Support Staff</b>					
To support the PP children in Y6 (maths)	Experienced TA to support the teacher in the delivery of the curriculum. This could be specific interventions (see file) or facilitating the teacher in providing first quality teaching for PP children.	This is a historic intervention that has been successful before in diminishing the difference. The extra adult can work 1:1 with targeted PP children, as part of a smaller group or be responsible for whole class management which allows the teacher to work with PP children.	Data analysis for these cohorts  Monitoring activities  Pupil progress meetings	ND SAW  JP	Ongoing monitoring
To support the PP children in Y6 (English)	Experienced TA to support the teacher in the delivery of the curriculum. This could be specific interventions (see file) or facilitating the teacher in providing first quality teaching for PP children.  Booster groups for Reading and SPaG	This is a historic intervention that has been successful before in diminishing the difference. The extra adult can work 1:1 with targeted PP children, as part of a smaller group or be responsible for whole class management which allows the teacher to work with PP children.  Targeted groups led by HT/DHT/HLTA – both ARE and GD	Data analysis for these cohorts  Monitoring activities  Pupil progress meetings	ND AR/JF  LM  ND/SP/CN	Ongoing monitoring

All teachers build a portrait of their PP children in order to meet their individual needs.	Termly 1:1 pupil conferencing	This is an historic intervention that has been successful before.  A teacher's knowledge of a child is fundamental to them providing a bespoke curriculum designed to raise attainment and boost progress. It also aids the development of positive self-esteem	Attainment and progress data  Attendance	ND/SP/EC Class Teachers	Termly
<b>Total budget costs: £16, 570</b>					
<b>Targeted Support Intervention Groups – staffing</b>					
1:1 Reading support for PP children who are below ARE in Y1 & Y2	20 minute 1:1 reading intervention delivered by a 'Ready Steady Read trained L3 TA. (4 children 4 times a week.	Data for 2017/18 and 2018/19 – 100% of targeted children made rapid progress and achieved ARE in reading at the end of KS1.	Monitoring activities  Appraisals	JF JMy	Ongoing monitoring
Identified children in EYFS / KS1 make significant progress with their language and communication skills.  Identified KS2	Talk Boost Sessions (20 mins) 2- 3 times per week  Talk Boost 40 mins (3 x weekly)	This is an historic intervention that has been successful before.  A lack of language and communication skills impact on a child's learning in all areas as they proceed through	Entrance and exit tests for Talk Boost  Progress meetings  TA appraisals	AR DS / TT	Half termly

Additional maths tuition in the afternoons (1:1)	Skilled maths TA working 1:1 and small groups with targeted PP children.	This is an historic intervention that has been successful before.  Closing the gap. Increase in number of PP pupils achieving ARE in maths @KS2	Data analysis for these cohorts  Monitoring activities  Pupil progress meetings  TA Appraisals	SAW JP	Ongoing monitoring from maths lead / SLT
Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement.	1:1 THRIVE & therapeutic support	This is an historic intervention with proven success. The school has used THRIVE for over 10 years and is a fundamental part of our make-up.  Local feedback in Torbay.	Rates of progress in class and through their class targets.  Attendance.  Exclusion rates	EC CN LM/JMy DT/KC/EH/ TT	Termly assessments Entry and exit assessments Assessments reviewed termly by SLT
To support targeted children in achieving ARE in KS2 SATs	SATs booster sessions	This is a range of historic interventions with proven success – group/1:2/1:1 where appropriate.	SATs results – an increase in the number of children achieving ARE	ND CN SP	Weekly evaluations
To diminish the difference between PP pupils and other.	Bespoke intervention from YR-Y5	Previous evaluations of interventions	A higher number of children on track for ARE at the end of key stage.	All TAs	
<b>Total budgeted cost: £44.610</b>					
<b>Other Approaches</b>					
<b>Continuing Professional Development</b>					

<p>CPD for all staff will develop their understanding of the importance of early reading skills and effective strategies for teaching.</p>	<p>Developed teacher/TA knowledge and tailored intervention ensures that all pupils have the opportunities to become competent readers.</p> <p>Introduced Super Seven.</p>	<p>Ofsted: New framework training materials. Summer 2019.</p>	<p>HT/DHT &amp; Reading SL to monitor by regularly hearing a random sample of readers.</p> <p>Super Seven skills embedded in the curriculum</p>	<p>ND SP JF</p>	<p>October 19</p>
<p>To run refresher training RWI phonics all EYFS/ KS1/Y3 TAs.</p> <p>1:1 monitoring and support for all EYFS/KS1 TAs</p>	<p>Improve TA delivery of small group phonics to enable good progress to be made for all abilities.</p> <p>.</p>	<p>3 years of above national NPS data shows the scheme when taught correctly.</p> <p>Targeting those who do not achieve and tailoring the interventions</p>	<p>Tailored monitoring by RWI manager.</p> <p>Phonics data</p>	<p>JF</p>	<p>Autumn term 2019</p>
<p>All Staff to take part in precision Teaching research project led by the EP</p>	<p>Pupils will be taught specific strategies for developing vocabulary and retaining information.</p>	<p>EEF metacognition +8months</p>	<p>Staff will track progress that PP children make and share at P&amp;S meetings.</p>	<p>EC L</p>	<p>Autumn term 2019</p>
<p>Teachers to develop understanding of metacognition and Rosenshine principles and embed into practice.</p>	<p>Pupils will be taught specific strategies for developing vocabulary and retaining information.</p>	<p>EEF metacognition +8 months</p>	<p>Embedded in classroom practice. Pupils feedback they support their learning. Pupils can share acquired knowledge.</p>	<p>AR</p>	<p>Spring term 2020</p>

Teachers and pupils develop understanding of reducing the working memory to avoid cognition overload.	Pupils will be taught specific strategies for developing vocabulary and retaining information.	EEF metacognition +8 months	Learning walks/drop ins/lesson visits should evidence an increased focus on vocabulary across the school	AR	Spring term 2020
Two staff to take part in the Teaching for Mastery Programme and cascade to all staff	Teachers will have a better understanding of how to deliver mastery in maths across the school.	Cornwall and West Devon Maths Hub: Teaching for mastery Project.  EEF Mastery learning +5months	Project evaluation and impact on data.	SAW BW	Ongoing over 2 years. Start Sept 19
EYFS lead to work with staff in the EYFS to develop language.	EYS provision will provide the best possible environment for children to develop their vocabulary and early metacognitive skills to ensure they make the best possible start to their education.	EEF metacognition +8 months. Talk Boost +5months	Drop ins/lesson visits for evidence of impact.  Similar proportions of PP children as non PP children achieve GLD – broadly inline with national and local average.	SPan  LS (EYFS SLE for support)	Termly

**Total budgeted cost: £1391**

**Other Approaches  
Resources**

The implementation of visualisers for real time, quality feedback and editing.	Quality feedback to pupils will develop pupil's motivation, resilience and aspiration to achieve through understanding and	NCBI Creating visual explanations improves learning Live modelling	Book bingo Conferencing P&S meetings evidence	ND	September 2020
PP children to be exposed to rich language and literature through quality texts  Text progression to be written and implemented.	PP children to have a wider understanding of language and vocabulary which they are using in their spoken and written language. PP children achieving in line with non- PP children for reading and writing.	CAST endorsed T4W  PC spines	Improved vocabulary  Book Bingo  P&S meetings	ND JF/SP	Sept 19 Reviewed Spring 2020

**Total budgeted cost: £1000**

**Other approaches  
Enrichment / Raising Aspirations**

All PP children to have opportunities for enrichment activities both in and out of the school environment.	Children exposed to more 'life' experiences.  Children embracing the local environment and culture  Raised aspirations for the future.	Historic data, attendance rates.  The self-esteem, social skills and behaviour of identified pupils will improve, leading to increased confidence and attainment in the classroom.	Monitoring of club registrations.	EC	Ongoing
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To ensure that our more able PP children are on target to be at greater depth in Reading, Writing and Maths	To engage in enrichment opportunities with particular focus on more-able PP children MA Reading, Maths and Science workshops. Places given to PP in	The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom.	Attendance data  Pupil progress meetings	EC	Autumn term Spring term
To ensure all PP children are able to participate in residential activities.	Financial support with residential trips	The self-esteem, social skills and behaviour of identified pupils will improve, leading to increased confidence and attainment in the classroom.	Historic logs	ND CN	Ongoing
To take part in community group projects.	Intergenerational work with Primely House.  Memory café  Choir in the Community	The self-esteem, social skills and behaviour of identified pupils will improve, leading to increased confidence and attainment in the classroom.	Data Behaviour logs P&S meetings Changes in attitudes.	ND CN	Start October 19
<b>Total budgeted cost: £4877.50</b>					
<b>Other approaches</b>					
<b>Home Support</b>					
Improvement in attendance and engagement of all PP children.	To provide coaching and support for parents through a family support worker / family liaison officer in school and in the community.	Rising attendance data.  Where attendance has improved in the past, so has progress.  Historic data of PP children.	Attendance data  Progress data  CPOMS  SWFV logs / CPOMS	SWFV SM / AM	Ongoing throughout the year. Weekly analysis.

<p>Reduce and avoid exclusions of named pupils.</p> <p>Behaviour support plans have a positive effect of attainment and progress with particular reference to Y6 boys.</p>	<p>SWFV to support staff in meeting the needs of five pupils with extremely challenging behaviour at home and school.</p> <p>Attendance of TESS at Team Around the Family Meetings.</p> <p>Pastoral support</p>	<p>Rising attendance data. Successful managed move.</p> <p>History shows us that a child struggling with a behavioural need will not be able to access learning in the classroom.</p> <p>This support allows us to put in place individual behaviour plans and supervision for staff to ensure that learning disruption is kept to a minimum.</p>	<p>Historic exclusion data.</p> <p>Attendance data</p> <p>Pupil progress</p> <p>TA appraisals</p>	<p>ND CN EC</p>	<p>Dec 19</p>
<p>Breakfast Club and After School Provision support</p>	<p>Support with wrap around care for working parents or those in need of respite.</p>	<p>Provides option for parents to work.</p>	<p>Are families being supported?</p>	<p>JP DS/CW</p>	<p>Ongoing</p>
<p>Morning transition in the lodge</p>	<p>Support for those PP children needing support with SEMH.</p> <p>Transition from home to school with a Thrive practitioner</p>	<p>History shows us that some children need to offload their home worries before starting the day.</p> <p>To be calm and ready to learn</p>	<p>Less disruption in class. Ready to learn attitude. Less behavioural issues throughout the day.</p>	<p>LM</p>	<p>Ongoing</p>
<p>Lunchtime support</p>	<p>To provide support for children with regulation problems on the playground.</p>	<p>History shows us that problems in the playground can have a hug impact on learning in the afternoon.</p> <p>Thrive practitioners provide preventative and reactive support</p>	<p>Less behavioural issues in the playground. Children beginning</p>	<p>LM/JMy</p>	<p>Ongoing</p>

<p>To provide support for children suffering from relational trauma</p>	<p>1:1 support from accredited Play Therapist. 5 children. 1 hour a week</p>	<p>Historical success in regulated children and helping them deal with relational trauma.</p> <p>Calmer children learn better. Historic (and present) data supports this.</p>	<p>Data P&amp;S meetings Vulnerable children meetings</p>	<p>JD</p>	<p>Ongoing. Weekly</p>
<p>To provide a multi-layered approached to supporting the family around the child.</p> <p>Improving life chances</p>	<p>Team Around the Family meetings / Family liaison / other agencies 6hrs weekly</p>	<p>Historical success in regulated children and helping them deal with relational trauma.</p> <p>Calmer children learn better. Historic (and present) data supports this.</p>	<p>Data P&amp;S meetings Vulnerable children meetings CPOMS SG4</p>	<p>CN</p>	<p>Ongoing</p>
<p><b>Total budgeted cost: £43, 539</b></p>					<p><b>Total budgeted cost: £94,044.50</b></p>