

Pupil premium strategy statement

School overview

| Metric | Data |
|---------------------------------------------|--------------------------------------|
| School name | Sacred Heart Catholic Primary School |
| Pupils in school | 329 |
| Proportion of disadvantaged pupils | 15 |
| Pupil premium allocation this academic year | £20,463 |
| Academic year or years covered by statement | 2019-2021 |
| Publish date | 01 December 2019 |
| Review date | 01 December 2020 |
| Statement authorised by | Linda Payne |
| Pupil premium lead | Anna Smith |
| Governor lead | Vivienne Morgan |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|--------|
| Reading | -10.63 |
| Writing | -3.65 |
| Maths | -5.80 |

Strategy aims for disadvantaged pupils

| Measure | Score |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting expected standard at KS2 | 50% |
| Achieving high standard at KS2 | 0% |
| Measure | Activity |
| Priority 1 | Improve the progress scores in mathematics so that it is similar to the non-disadvantaged. |
| Priority 2 | Improve the progress scores in writing and reading so that it is similar to the non-disadvantaged. |
| Barriers to learning these priorities address | <ul style="list-style-type: none">Poor Attendance has led to gaps in pupils' knowledge and skillsPPG pupils on entry have a lower baseline in reading, writing and mathematics. Sacred Heart Catholic Primary School aims to diminish the difference each year and ensure PPG pupils |

| | |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| | attain age related expectations. <ul style="list-style-type: none">• Some of the PPG pupils have multi-complex additional needs e.g. SEND |
| Projected spending | £20,463 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|-----------------------------------------------------------------------------------------------------------|-------------|
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0). Diminish the gap between PPG and non PPG. | Sept 21 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0). Diminish the gap between PPG and non PPG. | Sept 21 |
| Progress in Mathematics | Achieve average KS2 Mathematics progress (0) Diminish the gap between PPG and non PPG. | Sept 21 |
| Phonics | Achieve national average expected standard in PSC | Sept 21 |
| Other | Improve attendance of disadvantaged pupils to LA average (95.8%) | Sept 21 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

| Measure | Activity |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | <ul style="list-style-type: none"> Identify gaps in PPG pupils knowledge (from previous low attendance) and teach the pupils the new skills Daily reading opportunities for PPG. Targeted reading support / intervention. New phonic scheme has been introduced. Implement daily writing and spelling lessons. |
| Priority 2 | <ul style="list-style-type: none"> Identify gaps in PPG pupils knowledge (from previous low attendance) and teach pupils the new skills Ensure PPG pupils have daily practice of addition, subtraction, multiplication and division. Targeted support and intervention to address any areas of mathematical misconceptions. |
| Barriers to learning these | <ul style="list-style-type: none"> Poor attendance: |

| | |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| priorities address | <p>The family support worker working with families</p> <ul style="list-style-type: none"> • Time to embed the new strategies: A new reading, phonics, mathematics and writing schemes will identify gaps in pupils' knowledge, which will take time to embed. • Some pupils have multi-complex additional needs e.g. SEND Their needs will be addressed through Assess, Plan, Do plans. • PPG pupils on entry have a lower baseline in reading, writing and mathematics. Pupils will be given targeted support to improve outcomes and increase cultural capital. |
| Projected spending | £18,663 |

Wider strategies for current academic year

| Measure | Activity |
|-----------------------------------------------|-----------------------------------------------------------------------------------------|
| Priority 1 | Improve the attendance of the PPG by introduction of rewards and new monitoring system. |
| Priority 2 | Improve the EAL, PPG pupils reading and writing progress. |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils |
| Projected spending | £1800 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|
| Teaching | Ensure PPG pupils attend school. | Catch up interventions to help address any areas of learning missed. |
| Targeted support | Ensure the PPG pupils do not miss too much time from other subjects. | Rotate group/1:1 support. |
| Wider strategies | Engaging the families facing challenges with attendance concerns | Working closely with the LA attendance improvement officer. |

Review: last year's aims and outcomes

| Aim | Outcome |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To narrow the gap between PPG pupils and non- PPG pupils in reading, writing and mathematics. | Internal in-year progress for 2018-2019 was noted. Overall: <ul data-bbox="842 365 1158 495" style="list-style-type: none">• Reading -10.63• Writing -3.65• Mathematics -5.80 |