

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                                     |
|---|--|
| School name   | Sacred Heart RC Nursery & Primary School |
| Number of pupils in school  | 207 + nursery                            |
| Proportion (%) of pupil premium eligible pupils   | 26%                                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 21-22<br>22-23<br>23-24                  |
| Date this statement was published   | September 2021                           |
| Date on which it will be reviewed   | February 2022                            |
| Statement authorised by   | Nichola Day                              |
| Pupil premium lead  | Nichola Day                              |
| Governor / Trustee lead   | Julie Burnard                            |

## Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £77,100        |
| Recovery premium funding allocation this academic year                                 | £8265          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£85,365</b> |

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|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
|---|--|

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils make good progress and achieve high attainment across all subject areas. The focus for our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

High-quality teaching and bespoke pastoral support are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside process for their disadvantaged peers. Our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment. Common barriers to learning for disadvantaged children, can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

### **Sacred Heart's ultimate objectives for your disadvantaged pupils**

- To remove the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve at least national expectations in reading, writing and maths.
- To support pupil's physical and emotional health and wellbeing to enable them to access their learning.
- Equity of access to all areas of the curriculum including wider school opportunities for disadvantaged pupils.

### **We aim to do this through:**

- Ensuring high quality teaching and learning in every class which meet the needs of all pupils.
- Adopting a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Acting early to intervene at the point need is identified.

**This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.**

- Cover for class teachers to work 1:1 and in small groups with identified children on bespoke targets.
- Teaching assistant support in every class.
- Bespoke intervention programmes to address individual gaps, supporting rapid catch-up.
- Provide financial support for extra-curricular activities e.g, educational visits and residentials ensuring children have first-hand experiences to draw upon to support in their learning in the classroom.
- Development of '11 before 11' across the curriculum to increase social and cultural capital.
- Systematic monitoring of attendance and bespoke support for families through a Family Support Worker and Attendance Officer.
- Increase provision within the school's pastoral team to support children's social and emotional learning/ELSA training for all TAs.
- To allow the children to learn a musical instrument and to sing in an award-winning choir.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Gospel values and thus enhance learning.
- Transition support into school every morning for identified pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Low attainment on entry to the Early Years Foundation Stage in all areas, particularly PSED, CL and PD.  |
| 2                | Assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, particularly in maths and writing. |
| 3                | Increase in the number of pupils with multiple disadvantages such as social care involvement/ACEs/SEND   |
| 4                | Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in EYFS/KS1.   |

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| 5 | Limited first-hand experiences to support language and knowledge and a lack of enrichment opportunities due to school closure ad restrictions has been challenging and particularly affect disadvantaged pupils, including their attainment. Active participation in all aspects of school life (raising expectations and aspirations) |
| 6 | Attendance – attendance amongst disadvantaged pupils is presently lower than for non-disadvantaged pupils.   |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria  |
|--|---|
| To remove the attainment gap by the end of Reception   | All disadvantaged pupils in line with their non-disadvantaged peers   |
| Increase % of EYFS pupils achieving GLD in reading, writing and maths.   | Disadvantaged pupils achieving GLD is at least in line with their peers.  |
| Increase % of Year 1 (Year 2) pupils achieving the Phonics Screening threshold.  | Disadvantaged pupils meeting the expected standard in phonics in year 1 (year 2) is at least in line with their peers.                        |
| All pupils make at least expected progress in reading, writing and maths by the end of KS1                             | Pupils eligible for PPG make more progress than their peers to remove the attainment gap.   |
| Increase the number of pupils achieving the expected standard in reading, writing and maths combined at the end of KS1 | Pupils in receipt of PPG achieving the expected standard in reading, writing and maths combined at the end of KS1 is in line with their peer  |
| Increase the number of pupils achieving at Greater Depth in reading, writing and maths combined at the end of KS1      | Pupils in receipt of PPG achieving the higher standard in reading, writing and maths combined at the end of KS1 is in line with their peers   |
| All pupils make at least expected progress in reading, writing and maths by end of KS2                                 | Progress of PP pupils matches or exceeds progress of non-PP pupils  |
| Increase the number of pupils achieving the expected standard in reading, writing and maths combined at the end of KS2 | Pupils in receipt of PPG achieving the expected standard in reading, writing and maths combined at the end of KS2 is in line with their peers |
| Increase attendance of disadvantaged pupils  | Attendance of identified pupils increases and the gap between non-disadvantaged pupils and disadvantaged pupils is removed –                  |

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|   | attendance of disadvantaged pupils is above 96%   |
| Reduce the number of disadvantaged pupils with persistence absence from school (below 90%)                          | The overall attendance figure is above 96% and there is no attendance gap between disadvantaged children and non-disadvantaged peers.   |
| Pupils fully engaged with all aspects of school-life  | Pupil surveys (including aspirations) reflect enjoyment in school, increased participation and improved attitudes to learning. Attendance increases (see attendance target above).  |
| To achieve and sustain improved well-being for all pupils in our school, particularly for our disadvantaged pupils. | Sustained high levels demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Vulnerable families identified have access to required emotional and well-being support</li> </ul> |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,345

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>High quality CPD in English, maths, and Foundation subjects for all staff.</p> | <p>There is a strong evidence base that high-quality teaching, developed by CPD is a top priority.</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of SWIFT, Torbay English and Maths Hub and Plymouth CASTs subject leader networks. All staff to lead effectively are released at least once a term and a full CPD programme is in place.</p> <p><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p>1,2,4</p>                  |
| <p>To improve vocabulary</p>  | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Poor Language and Communication skills on entry to nursery. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently Higher than average numbers of children access SALT in Reception – a large proportion of disadvantaged children access and will either require small group support or 1:1 support from speech and language with an assigned to TA to support.</p> | <p>1, 2, 4</p>                |

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|  | <p>On entry to Reception, many PP children have low Language and Communication skills – 90% of disadvantaged children are working in the low 30-50/ 22-36 month age band with 43% of disadvantaged children working significantly below in 16-26/ 22-36 month age band. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. 24% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 3 of those with additional medical and intimate care needs Most children working within 16-26/22-36 month age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG’s. The additional teaching staff sees progress accelerated in KS2 where Disadvantaged Children’s results outperform ‘others.’</p> <p>EEF (+6) Very high impact for relatively low cost ‘Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year. NELI – to implement language intervention to improve listening, narrative and vocabulary development.</p> |            |
| <p>Additional phonics teaching Y2 to address attainment gaps and ensure pupils meet the expected standard</p> <p><i>RWI manager 3 x 1hr weekly for observation, coaching and CPD</i></p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br/> <a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p>1,2</p> |

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| <p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school</p> | <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-the-early-years-and-key-stage-1">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Research (Babcock Learning) shows that pre-teaching should be led by the class teacher and followed up in the maths session by assigning competence to the child's maths ability in that lesson. This can be highly effective for narrowing the gap (supported by Maths Hub).</p> | <p>1,2</p> |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **££30, 276**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Reading, writing and maths intervention programmes to close gap and increase progress/attainment of disadvantaged pupils. This will include training time and delivery time for teaching assistants.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p>1,2,4</p>                  |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>  | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>1,2,4</p>                  |

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| Additional KS2 maths sessions targeted at disadvantaged pupils who require further. | The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a><br><a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>  | 1,2,4 |
| Times Table Rockstars (£176)<br>Numbots (£94)                                       | Increasing trajectory in Y4 maths data<br>Average: 2019:17 2020: 19.5 2021: 22   | 2, 4  |
| EY Resourcing to meet the need of the new EY Curriculum                             | Due to a very low starting point in nursery and despite making good progress over the EYFS, pupils achieving a Good Level of Development (GLD) by the end of the Foundation Stage has been consistently below average for the past 3 years (63%), In 2021, just 53% achieving GLD (0% PP). Foundation stage attainment is therefore consistently well below national (72% in 2019).<br><br>Role Play and story-telling resources<br><br><a href="#">Education Endowment Foundation   EEF</a><br>+6months | 1,4   |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: ££46, 571

| Activity                           | Evidence that supports this approach  | Challenge number(s) addressed |
|------------------------------------|---|-------------------------------|
| Increase hours of DDSL             | With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team hours to deal with a 30% increase in Social Services involvement. | 3                             |
| Residential Costs / Trip subsidies | Over 70% of our pupils only time away from home during the year is on school residenceals.<br>Y1/2: School sleepover<br>Y3 Beesands 1 night   | 5                             |

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| <p>Music – Ukuleles</p>   | <p>Y4 Pioneers @ PGL (2 nights)<br/>Y5 Water sports activity day<br/>Y6 PGL pre-secondary (3 nights)</p> <p>Every child has the right to learn to play an instrument</p>  |          |
| <p>Increased offering of a range of high quality in school and extracurricular activities to boost wellbeing, attendance and aspiration. Activities will focus on building life skills such as confidence and resilience and socialising. Disadvantaged children will be encouraged and supported to attend breakfast club and extracurricular clubs.</p> | <p><a href="#">Education Endowment Foundation   EEF</a></p> <p>Provision for ACS/BF when needed for targeted pupils.</p> <p>Places in EC clubs where appropriate.</p>   | <p>5</p> |
| <p>Systematic monitoring of attendance</p>  | <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | <p>6</p> |
| <p>Increase provision within the school's pastoral team to support children's social and emotional learning through Thrive. ELSA training for all TAs.</p>  | <p>Bespoke support for families through a Family Support Worker and Attendance Officer.</p> <p>EF - 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> | <p>3</p> |

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|  | <p>School staff need to provide significant pastoral support to identified pupils due to impact of national lockdown. Children are settled in the school with effective support emotionally and socially in order to access learning and to have safe, cooperative playtimes. Our pastoral team provide a range of interventions for families and pupils to ensure we are meeting the needs of the whole child. These interventions are fluid in their approach.</p> <p>Behaviour and nurture support during lunchtimes by providing activities to engage and promote Gospel values and thus enhance learning.</p> <p>Transition support into school every morning for identified pupils.</p> |  |
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**Total budgeted cost: £ 85,365**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our assessment of the reasons for the poor outcomes in EYFS particularly points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. Our youngest pupils have missed a significant amount of schooling in their informative years. Replicating the social and explorative aspect of the EYFS classroom proved impossible. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Although overall attendance in 2020/21 was lower than in the preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

KS1: Broadly in line with Torbay average for expected level but well below for Greater Depth.

#### Phonics

Y1: 70% Y2: 100%

1:1 sessions for RWI phonics have proven impact – as does the quality of the teaching of phonics across KS1.

KS2: Our disadvantaged pupils achieved in line with their non-disadvantaged peers. More of our disadvantaged pupils achieved expected and greater depth than in local schools. The percentage of pupils achieving a higher level in maths continues to need to improve.

| EYFS | GLD | COM | PHY | PSE | PRIME | LIT | MAT | UTW | EXP | Spec |
|------|-----|-----|-----|-----|-------|-----|-----|-----|-----|------|
| 2021 |     |     |     |     |       |     |     |     |     |      |

| KS1<br>2021     | Reading   |          | Writing   |          | Maths     |          | RWM<br>combined |          |
|-----------------|-----------|----------|-----------|----------|-----------|----------|-----------------|----------|
|                 | EXS<br>PP | GD<br>PP | EXS<br>PP | GD<br>PP | EXS<br>PP | GD<br>PP | EXS<br>PP       | GD<br>PP |
| Sacred<br>Heart | 67%       | 0%       | 50%       | 0%       | 67%       | 0%       | 50%             | 0%       |
| Torbay          | 69%       | 18%      | 58%       | 12%      | 66%       | 15%      | 53%             | 7%       |

|                 |     |     |     |     |     |     |     |     |     |     |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Sacred<br>Heart | 0%  | 60% | 80% | 80% | 60% | 40% | 40% | 80% | 80% | 40% |
| Torbay          | 60% | 76% | 80% | 81% | 73% | 70% | 64% | 80% | 84% | 61% |

| KS2<br>2021     | Reading   |          | Writing   |          | Maths     |          | RWM<br>combined |          |
|-----------------|-----------|----------|-----------|----------|-----------|----------|-----------------|----------|
|                 | EXS<br>PP | GD<br>PP | EXS<br>PP | GD<br>PP | EXS<br>PP | GD<br>PP | EXS<br>PP       | GD<br>PP |
| Sacred<br>Heart | 89%       | 44%      | 67%       | 22%      | 78%       | 11%      | 67%             | 11%      |
| Torbay          | 73%       | 28%      | 62%       | 11%      | 65%       | 18%      | 55%             | 8%       |