

Pupil premium strategy statement 2018-9

| 1. Summary information | | | | | |
|------------------------|---|----------------------------------|---------|--|-----------|
| School | Sacred Heart Primary School and Nursery | | | | |
| Academic Year | 2018/9 | Total PP budget | £78,767 | Date of most recent PP Review | July 2018 |
| Total number of pupils | 327 | Number of pupils eligible for PP | 92 | Date for next internal review of this strategy | Nov 2018 |

| 2. Current attainment | | |
|---|---|--|
| Key Stage 2 Results 2018 (6 pupils) | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 50% | 67% |
| Progress Measure in reading | -0.21 | 0.31 |
| Progress Measure in writing | -2.95 | 0.24 |
| Progress Measure in maths | +0.29 | 0.31 |

| 3. 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. | Securing calculation, problem solving and reasoning skills |
| B. | Enriching language through talk and text |
| C. | Developing reading skills from acquired phonic knowledge |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Having a broad range of extra-curricular opportunities |

| 4. Desired outcomes | | |
|---------------------|---|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improved calculation, problem solving and reasoning skills demonstrated in regular summative assessments | Measurable termly progress |
| B. | Improved vocabulary and articulation demonstrated in regular writing assessments | Measurable termly progress |
| C. | Improved decoding and comprehension skills in reading demonstrated in improved reading ages, or progress through reading book bands and in summative assessment | Measurable termly progress |
| D. | Broadening experiences in an enriched curriculum | Topic books show good progress in a wide range of areas. |

| 5. Planned expenditure | | | | | |
|--|---|---|---|------------|--------------------------------------|
| Academic year | £78,767 | | | | |
| 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? |
| Improving outcomes for lower and higher attainers | Setting and intervention for mathematics in year 5 and 6 | Current and previous outcomes in mathematics. Pupil Premium Review Meetings evaluation | Learning walks with SLT and educational adviser. Monitoring pupil work and analysis of pupil outcomes from termly assessments. | LB | Dec, Mar, June |
| Quality first teaching takes account of all learners | Regular pupil progress meetings for vulnerable groups | Raising awareness of progress and fine tuning strategies maximises outcomes for all students Using PP money to appoint an Inclusion Team Lead | Termly review of outcomes and strategies employed. | SN | Nov, Mar, June |
| Total budgeted cost | | | | | £46,056 |
| 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? |
| Pupils narrowing the attainment gap. | Mathematics mastery CPD | Maths Mastery is an approved approach of NCETM | Learning walks, analysis of outcomes, SLT Review | LB | Dec, Feb, June |
| Pupils narrowing the attainment gap | Reading Intervention | Current and previous outcomes in reading comprehension | Learning walks, analysis of outcomes | JG | Dec, Feb, June |
| Support for vulnerable pupils | Extending and establishing a safeguarding team supporting learning and families | School context of increasing numbers of vulnerable pupils and families | Auditing safeguarding meetings, ensuring pupils make appropriate progress and attend regularly, monitoring the development of staff in EYFS | JM | Dec, Feb, June |
| Total budgeted cost | | | | | £34,522 |
| iii. 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? |

| | | | | | |
|---|---|--|--|-------|----------------|
| Broadening experiences through an enriched curriculum | Embedding IPC | Pupils have few extra-curricular opportunities to ensure a broad learning experience | Monitoring of pupils books. Audit at the end of the spring term. | MD/JM | Dec, Feb, June |
| Enabling access to the curriculum | Funding music, extra-curricular clubs and trips | | | | Feb, June |

Total budgeted cost £2,000

6. Review of expenditure

Previous Academic Year **£58, 485**

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|--------------|------|----|--------------|-----|----|-----|-----|-------|------|----|-----|-----|-------|-------|----|-----|-----|-------|----|---|------|-----|-------|------|---|----|----|------|-----|---|------|-----|-------|---------------|--|-----|-----|-------|--|---------|
| Improving outcomes for lower attainers | Setting and intervention for mathematics and reading in year 5 and 6 CPD for teaching staff focusing on lower attainers | <p>MATHEMATICS</p> <table border="1"> <thead> <tr> <th></th> <th>No.</th> <th>Exp.</th> <th>GD</th> <th>Scaled Score</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>30</td> <td>90%</td> <td>27%</td> <td>105.4</td> </tr> <tr> <td>Boys</td> <td>16</td> <td>88%</td> <td>31%</td> <td>105.6</td> </tr> <tr> <td>Girls</td> <td>14</td> <td>93%</td> <td>21%</td> <td>105.1</td> </tr> <tr> <td>PP</td> <td>8</td> <td>100%</td> <td>25%</td> <td>105.4</td> </tr> <tr> <td>SEND</td> <td>1</td> <td>0%</td> <td>0%</td> <td>91.0</td> </tr> <tr> <td>EAL</td> <td>8</td> <td>100%</td> <td>50%</td> <td>107.6</td> </tr> <tr> <td>National 2017</td> <td></td> <td>75%</td> <td>23%</td> <td>104.2</td> </tr> </tbody> </table> | | No. | Exp. | GD | Scaled Score | All | 30 | 90% | 27% | 105.4 | Boys | 16 | 88% | 31% | 105.6 | Girls | 14 | 93% | 21% | 105.1 | PP | 8 | 100% | 25% | 105.4 | SEND | 1 | 0% | 0% | 91.0 | EAL | 8 | 100% | 50% | 107.6 | National 2017 | | 75% | 23% | 104.2 | Targeted intervention with small group intervention enables pupils to meet standard. | £38,870 |
| | No. | Exp. | GD | Scaled Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 30 | 90% | 27% | 105.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys | 16 | 88% | 31% | 105.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Girls | 14 | 93% | 21% | 105.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 8 | 100% | 25% | 105.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEND | 1 | 0% | 0% | 91.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EAL | 8 | 100% | 50% | 107.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National 2017 | | 75% | 23% | 104.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Improved learning behaviours | Coaching teachers, learning walk feedback | Coaching programme halted due to staff sickness, Professional development and tracking of all pupils through pupil progress meetings beginning to have impact | Inclusion team established to track PP progress across all year groups more effectively. | £6,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

ii. Targeted support

| Desired outcome | Chosen action/approach | 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 |
|-----------------|------------------------|--|--|------|
|-----------------|------------------------|--|--|------|

| Pupils narrowing the attainment gap. | Mathematics intervention | Whole school approach on targeting lower attainers <table border="1" data-bbox="819 156 1200 491"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="2">On Track for Expected+</th> </tr> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>60%</td> <td>73%</td> </tr> <tr> <td>2</td> <td>71%</td> <td>92%</td> </tr> <tr> <td>3</td> <td>73%</td> <td>74%</td> </tr> <tr> <td>4</td> <td>33%</td> <td>65%</td> </tr> <tr> <td>5</td> <td>77%</td> <td>68%</td> </tr> <tr> <td>6</td> <td>100%</td> <td>86%</td> </tr> </tbody> </table> | Year Group | On Track for Expected+ | | PP | Non PP | 1 | 60% | 73% | 2 | 71% | 92% | 3 | 73% | 74% | 4 | 33% | 65% | 5 | 77% | 68% | 6 | 100% | 86% | Focusing on lower attainers is important in our context, combining this with pupil progress reviews for all pupil premium pupils is important as we move forward to ensure the more able are enabled to meet expectation. | |
|--------------------------------------|--------------------------|--|------------|------------------------|--|----|--------|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|------|-----|---|--|
| Year Group | On Track for Expected+ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP | Non PP | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 60% | 73% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 71% | 92% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 73% | 74% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 33% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 77% | 68% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 100% | 86% | | | | | | | | | | | | | | | | | | | | | | | | | |

| Pupils narrowing the attainment gap | Reading Intervention | Whole school approach - <table border="1" data-bbox="819 587 1218 922"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="2">On Track for Expected+</th> </tr> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>53%</td> <td>65%</td> </tr> <tr> <td>2</td> <td>57%</td> <td>88%</td> </tr> <tr> <td>3</td> <td>68%</td> <td>64%</td> </tr> <tr> <td>4</td> <td>17%</td> <td>43%</td> </tr> <tr> <td>5</td> <td>77%</td> <td>74%</td> </tr> <tr> <td>6</td> <td>88%</td> <td>82%</td> </tr> </tbody> </table> | Year Group | On Track for Expected+ | | PP | Non PP | 1 | 53% | 65% | 2 | 57% | 88% | 3 | 68% | 64% | 4 | 17% | 43% | 5 | 77% | 74% | 6 | 88% | 82% | Whole school approach to teaching reading needs to continue to impact on all pupils but there is an increasing awareness of how important an application of these skills across the wider curriculum enables success. | |
|-------------------------------------|------------------------|--|------------|------------------------|--|----|--------|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|--|
| Year Group | On Track for Expected+ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP | Non PP | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 53% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 57% | 88% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 68% | 64% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 17% | 43% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 77% | 74% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 88% | 82% | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---|-------------------------------|---|---|-------------|
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | 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 |
| Broadening experiences through an enriched curriculum | Introduction of the IPC | IPC has had significant impact on broadening the curriculum | Approach continued. | £11,002 |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

Evaluation shows that where intervention is structured working with small groups over time. There is a measured outcome. However, lower attaining pupils do not meet expectation. Therefore, there needs to be a focus on lower attaining pupils with progress meetings to identify barriers to success.