

# SACRED HEART CATHOLIC PRIMARY SCHOOL

## Hindley Green

### Pupil Premium Statement 2018-2019

The Government launched Pupil Premium funding in April 2011.

The Pupil Premium was at first allocated to children from low income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months.

Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals Measure).

From 2014 the Pupil Premium was also allocated to children who have been in care for 1 day or more and those who are adopted.

Schools also receive funding for pupils who are children of service personnel.

In 2018 -2019

Pupils in year group's reception to year 6 as recorded as Ever 6 FSM £1,320

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order £1,900

*It is for schools to decide on how the pupil premium, allocated to schools per free schools meal pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility*

DfE Website

At Sacred Heart, Mrs Ryding Headteacher, has overall strategic responsibility for this area.

She is supported by the Deputy Head, Mr. McDermott (from Sept18 Mrs Thomas)

The Senior Leadership team comprises of the Head teacher, Deputy Head teacher, Key Stage 2 Lead, Key Stage 1 lead and between them they hold responsibilities for Special Educational Needs, English, Maths and Assessment

The Governors Resource Committee monitors and reviews provision, at its termly meetings.

### Our Mission

*"Grow in the spirit of love and learning"*

Our Mission is to put our Catholic faith at the centre of everything we do

to value and respect each individual to inspire a love of learning

harness a natural curiosity to develop a thirst for knowledge

to prepare our children for opportunities and responsibilities in the adult world

To share our talents at the heart of the local and wider community

*Finally We will cherish the Christian values of forgiveness, love, care and respect for others, especially the more vulnerable, encouraging a love of learning and a zest for life.*

### Safeguarding Children

Sacred Heart Catholic Primary school is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The School's Safeguarding policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, and the guidance contained in "*Working Together to Safeguard Children*", the DfE's statutory guidance "*Keeping children safe in education*", Guidance and procedures produced by the Wigan Safeguarding Children Board. We also have regard to the advice contained in DfE's "*What to do if you're worried a child is being abused*" and "*Information Sharing – Advice for practitioners*". The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

1. Summary information					
School	Sacred Heart Catholic Primary School £260 Increase On Last Year				
Academic Year	2018-19	Total PP budget	£35,000	Date of most recent PP Review	Jul18
Total number of pupils	189	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Jul19

## 2. Current attainment 2017/2018 results

	<i>Pupils eligible for PP (your school) (2 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing & maths	50%	64%
Expected progress in reading	50%	75%
Expected progress in writing	50%	??
Expected progress in maths	50%	76%

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers

A.	Attainment on entry of PPG is below or at national average
B.	Poor language acquisition of PPG children due to limited experiences in early childhood and beyond
C.	Limited life experiences and lack of stimulation in home environments
D.	Parental engagement with school and children's learning is inconsistent across the school – low aspiration and expectation of children from home
E.	Limited perseverance, resilience and aspiration

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

F.	Poorer attendance and punctuality
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## 4. Desired outcomes (*Desired outcomes and how they will be measured*)

### Success criteria

<b>A.</b>	In school attainment and progress gap is closing between disadvantaged children and other pupils in every year group	Every year group shows the in school gap is closing
<b>B.</b>	Improved speech and language acquisition in the Early Foundation Stage	Good progress demonstrated in assessment showing improvement from starting point. Writing attainment is increased
<b>C.</b>	Wide range of activities provided for all children to enhance the curriculum. Targeted children to attend specific after school clubs or lunchtime clubs	Increase levels of aspiration and engagement. Improved attainment and progress
<b>D.</b>	Increased parental engagement of Pupil Premium families with children's learning	Questionnaires show high level of satisfaction of families. Improved attendance at parents' evening. Engagement with school social media
<b>E.</b>	Increased levels of resilience and perseverance	Lesson observations and pupil discussions show a marked improvement
<b>F.</b>	Improve attendance and punctuality of all pupil premium pupils	Attendance and punctuality percentages will improve for all PP children

**5. Planned expenditure****Academic year****2018-2019**

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continue to increase the percentage of pupil premium pupils who are working at the expected levels in Reading, Writing and Maths at KS1 and KS2	SLT to monitor standards and identify areas of success to share across school. Progress meetings to focus on PP attainment – especially those who are not SEN.	All children are monitored closely at pupil progress meetings. Maintain emphasis on standards for PP children in progress meetings Highlight pupil premium children who are of higher ability- provide challenge to aim for the higher scores.	SLT report to governors on spending and its effectiveness.	CR GT ZS PM	Oct 2018 Jan 19 May19  Cost: £11,740
Quality first teaching- never less than good. Effective assessment (formative) to identify gaps in knowledge and skill and differentiate lessons to ensure adequate challenge and support.	Bespoke curriculum planned to stimulate all children but especially the pupil premium children.	Most vulnerable children to be taught by highest quality staff each day. Use of formative assessment and quality feedback proven to aid progress (EEF)	Half termly progress meetings. Pupil Premium Champion to track progress of PP children specifically. Provision map for each class to identify how weaker areas will be supported and higher ability children will be challenged. Lesson observations, work scrutiny and pupil discussion.	CR ALL STAFF	Oct 2018 Jan 19 May19  Cost: £ 6,840

Improve writing attainment of PP children across school – including high achievers and those who are not SEN	Using the Steps in writing and working with writing consultant In school and external moderation to standardise expectations Guided writing sessions daily Quality phonics sessions daily in KS 1	Staff meetings and inset to develop teacher knowledge and ability to deliver good quality writing lessons which ensures children are developing their writing skills	Class teachers to assess effectively and use information to inform planning. SLT to analyse data half termly- monitoring progress of PP children specifically Provision map for each class to identify clear plan to improve writing for vulnerable children- including more able. Class teachers to monitor via team work scrutiny Pupil progress meetings to include work scrutiny	CR GT ZS PM	Oct 2018 Jan 19 May19  Cost: £4,660
<b>Total budgeted cost</b>					£23240
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and Rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Daily reading and precision teaching	Daily reading with TA or trained reading volunteer.	Research demonstrating the impact of reading frequently. Many of our PP children do not receive this support	Drop in monitoring. Reviewing progress achieved. Pupil interviews	Senco English leader	Through half termly progress meetings Dec18 March19 May19
Assessment and support	Assessments carried to support children's individual	Assessments allow provision to be tailored to the needs of a child more precisely.	Review of provision and reports.	Senco ASSESSMENT LEAD	
Improvements in speech and language in the early years	Base line assessments	Improvements in speech and language lead to improvements in participation and ability to access the curriculum.	Improvements in speech and language lead to improvements in participation and ability to access the curriculum.	Early years lead to monitor	

Improvements in PP writing in the early years	Story scribe, Outdoor writing opportunities – writing shed,	Improvements in PP children achieving ELG in writing	Early years lead to monitor and discuss with SLT		Through half termly progress meetings Dec18 March19 June19
Support by teaching assistant one to one	Individual children hearing read, checking homework such as spellings and timetables and targets in class	Some children need direction and support in their work to meet their targets.	Drop in monitoring. Reviewing progress achieved. Pupil interviews	CR GT ZS PM	Drop in monitoring

**Total budgeted cost** £5,800

### 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?
Improve attendance and punctuality of PP children	Rigorous monitoring of attendance data. Clear system of warning letters and parent meetings in place Early Help assessment where necessary followed by Startwell referral if necessary Rewards system in place	PP children have poorer attendance than non PP children. Data suggests that the PP girl's attainment is poorer than PP boys and is often cohort specific. Improved attendance leads to improved attainment.  Children with punctuality issues often miss phonics and are therefore at risk of not passing phonics check or meeting end of year writing requirements.	HT to work directly with families and Pastoral TA to ensure success	CR	Fortnightly review of individual children and half termly school analysis.

Improved mental health and well-being of PP children to allow better access to curriculum and build resilience and perseverance	Nurture sessions Therapeutic group and 1:1 sessions Social skills groups 1:1 Mentoring Counselling	Mental health issues, dysfunction and chaotic home lives can lead to low confidence and self-esteem and poor social skills which in turn prevent children from accessing learning effectively.	Use of effective assessments at start of support followed by timely assessment of progress. Provision map in place – focus on outcomes in both attitude and achievement	CR GT ZS PM	Through termly progress meetings Dec18 March19 May19
Widen pupil experiences – raise aspiration	Awards for good attitude and achievement – Performances in school visits to businesses Maths Roadshows Science events Trips and visits linked to curriculum Attendance awards Subsidise ks2 residential trips Subsidise some school trips Music lessons paid for				Cost: £ 5,700
<b>Total</b>					£5,700
<b>Total budgeted cost</b>					<b>£35,000</b>

Review of expenditure			
Previous Academic Year		2017-2018	
Desired outcome	Chosen action /	Estimated impact	Lessons learned
Improve attainment and progress of identified underachieving pupil premium children	1:1 and small group tuition in English and Maths	<p>Clear evidence of impact in sessions evidenced in children's books.</p> <p>Disadvantaged children</p> <p><b>End of KS2 (3 children)</b></p> <p>Reading- 33% of disadvantaged children met the expected standard in reading compared to 77% of others nationally</p> <p>Maths – 100% of disadvantaged children met the expected standard in maths compared to 81% of others nationally</p> <p><b>End of KS1 (6 chdn)</b></p> <p>Reading – 17% of disadvantaged children met the expected standard compared to 79% of others nationally</p> <p>Maths – 17 of disadvantaged children met the expected standard compared with 79% of others nationally</p>	<p><b>NOTE NUMBERS OF PUPILS NOT SIGNIFICANT IN YEAR 6</b></p> <p>Although impact is clear during sessions and in books impact on majority of children across the year groups in terms of progress in was not as good as hoped for.</p> <p>Year 2 cohort – children new to school with significant barriers to learning, more staffing to support that cohort in KS2</p>
Assessment and support	Specific assessments carried out to support specific children in receipt if pupil premium funding	To enable provision to be carefully planned to meet the needs of individual children and so accelerate their progress.	Assessment carried out gave useful insight into support needed.
Improved mental health and well-being of PP children to allow better access to curriculum and build resilience and perseverance	<p>Nurture sessions</p> <p>Therapeutic group and 1:1 sessions</p> <p>Social skills groups</p> <p>1:1 Mentoring</p> <p>Lego club</p>	Noted impact on those involved in terms of ability to access curriculum. Reduction in distress when starting school then continue with their learning following sessions	<p>To continue next year.</p> <p>To train staff to deliver the Pyramid club – aimed at supporting the quieter, less confident child who may suffer from some form of anxiety but does not meet the criteria for therapy.</p>
Improved access to additional opportunities that pupil premium families may not be able to afford	Funding for music tuition and subsidies for school trips	This funding has allowed children to access the Y6 residential for a much reduced fee. Subsidies for trips and music lessons allows all children to afford trips and activities.	To continue in the future