



## Sacred Heart Pupil Premium Strategy

### Evaluation of Grant Expenditure 2016 -2017 *(pre national data release)*

#### **What is the Pupil Premium Grant?**

The Pupil Premium Grant (PPG) is funding given to schools to help close the attainment gap between children from low-income and other disadvantaged families and their peers. Pupil Premium Grant is primarily aimed at pupils who are from low-income families and are eligible for Free School Meals (FSM). This category now includes any child that has been registered for FSM in the past 6 years (known as 'Ever 6 FSM'). This funding also covers Children Looked After (CLA), children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order. Schools also receive a service premium for pupils whose parents either serve in the armed forces or are in receipt of a child pension from the ministry of Defence.

Careful analysis including: internal and external pupil- level data, historical attainment and progress rates is undertaken on an annual basis to ensure that the Pupil Premium Grant is used to maximum effect.

#### **Document Purpose**

The purpose of this strategy is to outline how the Pupil Premium Grant will be allocated to support pupils during the period between September 2016 and July 2017

This will include:

- our school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how we will spend the pupil premium to address those barriers and the reasons for that approach
- how we will measure the impact of the pupil premium
- the date of the next review of this pupil premium strategy

#### **Barriers to learning**

In making decisions on the use of the Pupil Premium funding we will consider

Quality of Teaching and Personalised Learning

- low attainment in English and maths
- poor communication and language skills

Social and Emotional Support

- social and emotional difficulties

Parent Partnership

- lack of parental engagement and support for home learning
- ensuring pupils have regular meals and a balanced diet
- low aspirations

Enrichment Experiences

- lack of funding for school trips and residential trips
- limited life experiences

Attendance and Punctuality

- poor attendance and increased number of broken weeks

In 2015-2016 the total Pupil Premium we received was £118,060 and this year it is £120,120

**Pupil Premium Grant 2016 – 2017** – Based on the January 2016 census

<b>Overview of the school</b>	
Total number of pupils on roll	452
Total number of Free School Meal (FSM) pupils on roll	86
Total number of Service family pupils	3
Total number of Children Looked After (CLA)	0
Total number of pupils Adopted from Care	3
Total grant for FSM PPG entitlement	£113,520
Total grant for Service children	£900
Total grant for Adopted from care	£5,700
<b>Total amount of funding received</b>	<b>£120,120</b>

<b>Desired Outcomes</b>
<p><u>Priorities from school data</u></p> <p><b>Y1 Phonics:</b> To increase the percentage of disadvantaged children who achieve the Year 1 phonics screening to be in line with that of non-disadvantaged nationally.</p> <p><b>Y2 Phonics:</b> In Year 1 (2016) there was a significant difference between the attainment of the pupil premium children and the non-pupil premium children. Further analysis showed that those children who did not meet the required standard had low or no starting points eg new to the country. These children will continue to receive support and intervention to ensure they meet the standard by the end of Y2.</p> <p><b>Key Stage 1:</b> To maintain the percentage of disadvantaged children attaining at least the expected standards in all subjects for all Early Years (EY) development groups so that the percentage is close to or above national figures for other pupils.</p> <p><b>Key Stage 2:</b> In 2016 progress of disadvantaged pupils at Sacred Heart was in line with progress made by non-disadvantaged pupils nationally with no significant difference in all subjects. The challenge now is to narrow the gap between Sacred Heart disadvantaged pupils and non-disadvantaged nationally in English.</p> <p><b>Attendance :</b> To improve the attendance of disadvantaged pupils so that it is no longer in the lowest 10% of schools.</p> <p>To reduce the persistent absence rate of disadvantaged pupils so that it is no longer in the highest 10% of schools.</p>

<b>Spending Rationale</b>
<p>At Sacred Heart we have grouped the barriers to learning under five key areas. Our rationale for spending our Pupil Premium Grant is set out under these key areas.</p> <p><b>Quality of Teaching and Personalised Learning</b></p> <p>We use evidence based research to choose the best ways of ensuring the quality of teaching is the best it can be and this raises standards for all children. The recognition of problems and intervening early can mean that gaps in learning are closed quickly. There are also times when individual children need a</p>

little bit of extra help to remove a barrier in their learning.

**Social and Emotional Support** – Children who develop good social skills, are emotionally well and have good mental health tend to make good progress.

**Parent Partnership** – Having parents involved in supporting their children’s learning and engaging with the life of the school makes a big difference to learning and progress.

**Enrichment Experiences** – We know that providing real life experiences for children who may not have the opportunity to access these at home, can help to bring learning to life.

**Attendance and Punctuality** – We know that if children attend school on time every day, they will make more progress.

This table sets out our initial plan for the spending of the Pupil Premium Grant

Spending for school year 2016-2017			
Resource/Activity	Cost	Objective	Intended Outcome
Quality of teaching and Personalised learning			
To part fund RWInc interventions	£6000	To provide tailored and differentiated phonics to small groups of disadvantaged pupils	To increase % of disadvantaged pupils making rapid progress in phonics
Part Fund after school phonics club KS1	£407	To part fund a TA in delivering phonics after school to disadvantaged pupils	To increase the % of disadvantaged pupils passing Y1 phonics screening to be in line with non-disadvantaged in school and nationally. To sustain the % of disadvantaged pupils achieving the Y2 phonics recheck
Part funded Teaching Assistant support for learning	£1423 £30,032 £475	To contribute to provision planning meetings for disadvantaged pupils  To deliver planned interventions to disadvantaged pupils  Provide feedback to pupils and teachers  To attend pupil progress meetings with SLT	To increase the % of disadvantaged pupils being on track to achieve end of Key Stage expectations.
Part fund (25%) Singapore Maths	£5100	To provide training and resources to ensure quality first teaching in maths	To increase the % of disadvantaged pupils meeting end of year expectations in maths throughout the school.
Training for teachers and support staff	£1000	To increase the capacity of leadership and management to sustain improvement.	

<b>Spending for school year 2016-2017</b>			
<b>Resource/Activity</b>	<b>Cost</b>	<b>Objective</b>	<b>Intended Outcome</b>
Singapore Maths Leader training			
Part fund part time KS2 Teacher	£5842	To provide intervention for identified groups of children in Y5 and Y6 ensuring disadvantaged pupils make accelerated progress in English and maths.	To increase the % of disadvantaged pupils achieving expected/ better than expected progress.
Easter School for Y6 pupils	£2117	To boost pupils confidence and accelerate progress of disadvantaged pupils	To sustain the % of disadvantaged pupils achieving National expectation and be in line with non disadvantaged children nationally.
Part fund after school booster sessions and 1:1 tuition  Y5 Writing Club	£1800	To ensure all Y6 disadvantaged pupils make at least expected progress  To ensure Y5 disadvantaged boys make at least expected progress in writing.	To maintain the % of disadvantaged pupils making expected progress. To maintain the % of disadvantaged pupils achieving better than expected progress (similar to non disadvantaged)
TA Level 2 support for disadvantaged pupils with specific emotional needs as identified through the provision maps.	£7427	To support disadvantaged pupils with emotional needs that impact on learning.	Improved attitudes to learning. Increased classroom engagement.
<b>Social and Emotional Support</b>			
Children and Family Support worker – support for children (part funded)	£10,894	To provide early intervention and support for all disadvantaged pupils.  To work with external services in referring vulnerable pupils.  To form Health Care Plans for vulnerable children	Disadvantaged pupils and parents are supported and signposted to interventions so that disadvantaged pupils make accelerated progress. Successful intervention for pupils with social, emotional and health difficulties results in their needs being met and removal of barriers to learning.
Learning Mentor	£12,125	To provide emotional support to disadvantaged pupils. To target pupils with barriers to learning or	Vulnerable children access support, their emotional and social needs are met enabling

<b>Spending for school year 2016-2017</b>			
<b>Resource/Activity</b>	<b>Cost</b>	<b>Objective</b>	<b>Intended Outcome</b>
		poor social skills.	them to engage in learning making expected and accelerated progress.
Pyramid club Lego Therapy Talking mats	£453 £407 £300	Key staff to receive training and support in the delivering of specific interventions with vulnerable children. Interventions which support the social and emotional development of the child.	Successful intervention for pupils with social, emotional and health difficulties results in their needs being met and removal of barriers to learning.
Play leaders	£126	To introduce play interventions with small groups of identified pupils across the school to support the social needs and vulnerability at lunchtimes.	Disadvantaged pupils with social and emotional needs are met during lunchtime.
Emotionally Friendly Schools CAMHS Project	£2670 £748 £610	To increase the capacity of all staff in understanding barriers for learning for disadvantaged children.	Early identification of poor emotional health and wellbeing of disadvantaged children enables staff to trigger a graduated response to address individual needs. If emotional needs are met then children will be able to make effective progress in their learning.
A lunchtime assistant to specifically monitor and work with disadvantaged pupils.	£2821	To support disadvantaged pupils over the lunchtime period. Encouraging them to engage in play and interact with others.	Fewer recorded behaviour incidents involving disadvantaged pupils over the lunchtimes.
<b>Parent Partnership</b>			
Subsidised Kids Club	£500	To enable parents of disadvantaged pupils to attend multi-professional sessions with child.	Parents and pupils regularly attend multi-professional meetings without other siblings.
Parent workshops	£697	Curriculum workshops provide parents with the opportunity to find out about the curriculum, what their children will learn and how they will be taught.	Parents who have an understanding of the curriculum are able to support their children at home.
Children and Family Support worker – support for parents (part funded)	£11,642	To support vulnerable parents in the application process for Free School Meals To support vulnerable parents and pupils in attendance at Early Help Meetings.	Disadvantaged children access a healthy balanced diet  Vulnerable families are supported during difficult times.

Spending for school year 2016-2017			
Resource/Activity	Cost	Objective	Intended Outcome
		<p>To work with external services in referring vulnerable pupils and families.</p> <p>To provide support and engagement opportunities for our disadvantaged families.</p>	Parents provide positive feedback.
<b>Enrichment Experiences</b>			
Subsidies for educational visits / visitors and extra – curricular enrichment	£3590	To ensure that all pupils including disadvantaged pupils have access to school visits and enrichment activities to enhance their learning opportunities.	All pupils experience visits and enrichment Eg Theatre visits, Shakespeare – Stadium visits.
After school clubs	£859	Disadvantaged pupils have access to extracurricular activities run by qualified staff.	Disadvantaged pupils access and achieve in clubs like the choir, rugby, athletics
Leadership time for PP Champion	£4500	<p>To carry out data analysis and evaluation.</p> <p>To identify priorities for pupil premium grant spending and provision</p> <p>To produce new provision maps for each year group, which clearly map out the planned interventions for all disadvantaged children</p> <p>To monitor provision for disadvantaged pupils</p> <p>Liaison with governing body</p>	<p>Closing the gap between disadvantaged and non-disadvantaged pupils in school and nationally.</p> <p>Governing body are well informed of PP premium outcomes and able to make evaluative judgements about the impact of spending.</p>
<b>Attendance and Punctuality</b>			
Children and Family Support Worker	£5821	<p>To chase up attendance and punctuality issues, which are significant barriers for our disadvantaged families.</p> <p>To monitor and recognise good and improved attendance through awards and recognition. These awards support good attendance and punctuality, which is essential if children are to make rapid progress.</p>	Improved attendance and punctuality of disadvantaged pupils.
Morning 'Meet & Greet'	£810	Disadvantaged pupils with persistent attendance or lateness attend morning meet and greet sessions with learning mentor and receive breakfast. Our Learning Mentor	Disadvantaged children in school and ready to learn at 8.45am. Reduction in the persistent lateness of disadvantaged pupils. Increase in attendance.

<b>Spending for school year 2016-2017</b>			
<b>Resource/Activity</b>	<b>Cost</b>	<b>Objective</b>	<b>Intended Outcome</b>
		spends some of her time supporting children who find the start of the day difficult, giving them time to talk about things they are upset about, allowing the children to be ready to start learning	
<b>Total planned spend</b>	<b>£121,196</b>		

Any shortfall will be met from the school budget.

## EVALUATION

PP – Pupils in receipt of Pupil Premium Grant NPP – Pupils who are not in receipt of Pupil Premium Grant

### PHONICS

	Sacred Heart School PP	Sacred Heart School NPP	National PP	National NPP
Y1 PHONICS	50%	98%		

15 children took the phonics re-check in June 2017	Sacred Heart School PP	Sacred Heart School NPP	National PP	National NPP
Y2 PHONICS	100%	78%		

#### Year 1 - Phonics

In Year 1 the data identifies a significant difference between the attainments of the pupil premium children and the non-pupil premium.

50% (4 children) of the pupil premium children achieved the standard in phonics, of these four children, three children made accelerated progress from their low starting points at the end of reception ( one of these pupils achieving full marks).

Further analysis shows that of the 50% of PP children who did not meet the required standard 40% belonged to other significant vulnerability groups. The remaining 10% (1 pupil) was only 2 marks away from the pass mark. These children will continue to receive support and intervention to ensure they make maximum progress in phonics in Year 2.

#### Year 2 - Phonics

Prior attainment of current year 2 - at the end of year 1 30% of the pupil premium children achieved the phonics standard. Now at the end of year 2 **all pupil premium** children have now achieved the required standard.

### KEYSTAGE 1

2016 - 2017	Sacred Heart School PP	Sacred Heart School NPP	National PP	National NPP	Sacred Heart School PP	Sacred Heart School NPP	National PP	National NPP
	Expected Standard				Greater Depth Standard			
Reading	45%	81%			0%	30%		
Writing	36%	74%			0%	13%		
Maths	64%	87%			0%	23%		

Attainment Gap 2016 - 2017	Sacred Heart PP compared to Sacred Heart NPP	Sacred Heart PP compared to National PP	Sacred Heart PP compared to National NPP
Reading	-36%		
Writing	-38%		
Maths	-23%		

### Key Stage 1 Attainment

Context - Of the 11 PP children 7 also have an SEN marker, 6 children also had low starting points and 1 child had no data.

All pupil premium children who were at the 'expected standard', in reading, writing or maths, at the end of Reception have achieved the 'expected standard' at the End of KS1. In addition, at the End of KS1, in maths 2 pupil premium children with low prior attainment achieved the expected standard and in Reading 1 pupil premium child moved from low attainment to expected standard.

### KEYSTAGE 2

2016 - 2017	Sacred Heart School PP	Sacred Heart School NPP	National PP	National NPP	Sacred Heart School PP	Sacred Heart School NPP	National PP	National NPP
	Expected Standard				Greater Depth Standard			
Reading, Writing and Maths	53%	77%			0%	13%		
Reading	53%	77%			20%	29%		
Writing	73%	87%			13%	23%		
Maths	73%	94%			13%	32%		
Grammar, Punctuation and Spelling	73%	90%			7%	32%		

Attainment Gap 2016 - 2017	Sacred Heart PP compared to Sacred Heart NPP	Sacred Heart PP compared to National PP	Sacred Heart PP compared to National NPP
Reading, Writing and Maths	-24%		
Reading	-24%		
Writing	-12%		
Maths	-21%		
Grammar, Punctuation and Spelling	-17%		

**Key Stage 2:** The attainment gap between pupil premium and non-pupil premium is similar to last year in reading and writing. The attainment gap in maths is wider; this is due to the improved attainment of the Non-pupil premium.

53% (8 children) achieved the standard in all RWMa (where there were limited additional barriers to learning). Where 7 pupil premium children did not achieve in all RWMa this is because there were significant additional barriers to learning.

**Attendance:** The attendance of pupil premium children in school has increased but must continue to be a focus in school.