

Pupil premium strategy statement – Sacred Heart Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

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It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	84/306 = 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	12/10/2023
Date on which it will be reviewed	31/08/2024
Statement authorised by	Mrs H Ahmed Headteacher Mrs T Turton Chair of Governors
Pupil premium lead	Mrs H Ahmed
Governor / Trustee lead	Mrs P Turton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,270

Recovery premium funding allocation this academic year	£8,871
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£151,141

Part A: Pupil premium strategy plan

Statement of intent

At Sacred Heart Catholic Primary School, Leigh our motto is 'Live and Learn with Jesus'. As a Catholic school it is our ethos that every child understands that they are unique and are loved by God. It is our intention that all children should have opportunities and access the support they need to ensure they reach their full potential in their academic, spiritual and personal lives. This will allow them to thrive as they move on into secondary school and then their adult life. Disadvantaged children should have aspirations and ambitions for their future. The key to children reaching their potential is through a quality first education supported by experiences and opportunities planned and provided for by the committed staff of the school.

We aim to do this by

providing small group work with an experienced member of staff/tutor focussed on overcoming gaps in learning

- 1 to 1 support*
- additional teaching and learning opportunities provided by trained teaching assistants*
- providing an outstanding tailored pastoral support package to children and families including a professional counselling service*
- targeted funding to enable access to after school clubs, educational opportunities, breakfast club and summer school*
- ensuring all a child's basic needs are met on a daily basis*

Reporting

Our headteacher regularly produces reports for the Governing Body about the progress made towards narrowing the gap, by year group for the disadvantaged children. The Governors also receive a report of the provision made for the Pupil Premium children, which is discussed as part of governor meetings.

The Governors of the school ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged children. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication skills, which affect phonics, reading and writing.
2	Special Educational Needs - developmental delays and autism.
3	Social, emotional and mental health
4	Gaps in attainment in reading, writing and maths.
5	Attendance and pastoral support

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
All Pupil Premium children can speak clearly in sentences to enable them to interact with other children and adults.	In Early Years children reach ELG in all aspects of communication In Key Stage 1 & 2 children achieve the objectives set in speaking and listening.
All Pupil Premium children participate confidently in phonics lessons and apply this knowledge in other areas of the curriculum.	Children in Early Years and KS1 work confidently with phonics and apply their knowledge across all curriculum areas. Children in Year 1 pass the phonics screening test.
Pupil Premium children with additional needs are identified early and specific programs of support are put in place.	Children of concern are raised at the planning meeting with the TESS team/Educational Psychologist. An action plan is written detailing interventions and support. Children are placed in the most appropriate class group to meet their needs.
That all Pupil Premium children and their families have positive mental health and seek support from professionals if needed.	The observations of staff in school show that children are more able to monitor and regulate their own learning.

Through targeted support Pupil Premium children work towards reaching the expected standard across all curriculum areas.	Termly assessments and staff observation demonstrate children are working at the expected standard.
Through individual support and nurture, children with social, emotional and behavioural needs are able to learn	Children show progress in their EBD scores
That 1:1 support for children will enable them to access the full curriculum.	Children with Special Needs are reviewed with the Inclusion Manager
Counselling service for Pupil Premium children removes barriers in their learning.	Children receiving counselling have barriers removed to enable them to achieve the expected standards
Children eat a healthy breakfast at the start of the school day and are ready to learn.	Children are focused and ready to learn
Pupil Premium children engage in a variety of out of school activities.	Out of school activities provide SEMH support and improve wellbeing as well as skill development
To ensure the children practise English, mathematics and social skills during the summer holiday and have fun working together.	Pupil Premium children attend summer school ready to return to school in September
That all children have their basic needs met on a daily basis	Pupil Premium children have correct uniform and equipment in order to learn.
That all Pupil Premium children are able to access additional out of school activities to learn new skills of their choice.	Pupil Premium children participate in lessons / activities of their choice, eg music, gymnastics, football and art club.

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: £28,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write Training Talk 4 Writing	The aim is to train staff to systematically teach pupils the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining	1, 2, 4

	<p>or 'blending' the sound-spelling patterns.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	£7000.00
Recruitment of TA to support EYFS and Y1 language acquisition and TA to support Mental Health and Wellbeing of KS2 students	<p>It is important that children have an adult who can speak their home language. This supports the children learning of English and their social skills.</p> <p>It is important to support the mental health and wellbeing of the KS2 children that need it.</p>	<p>1, 2, 3, 4</p> <p>£21,000.00</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £82,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor (SM)	<p>As a school we recognise the benefit one to one, one to two and one to three tutor led sessions have on improving children's learning</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 4</p> <p>£20,000.00</p>
Group work (MC)	<p>As a school we recognise the benefit small group tuition has on improving children's learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 4</p> <p>£26,000.00</p>
Summer and Easter School	<p>As a school we recognise the benefit of children attending school during the holidays. To continue to practice their English and Maths skills. We arrange both a summer and Easter for the Pupil Premium children.</p>	<p>1,2,3,4,5</p> <p>£15,000</p>
After school Y4 maths and English Club	<p>As a school we recognise the benefit small group tuition has on improving children's learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>4</p> <p>£7,000.00</p>
After school Y6 Maths Clubs	<p>As a school we recognise the benefit small group tuition</p>	<p>4</p>

	has on improving children's learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	£7,000.00
Counselling Service from Wigan Family Welfare	As a school we recognise that some children need to speak to a Counsellor on 1:1 basis to address their Mental Health needs	3 £7,000.00

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

Budgeted cost: £41,141.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported by Attendance Officer	The Attendance Service works in partnership with our school to identify young people's needs, develop interventions and secure positive outcomes. It supports our schools families and children by giving advice and practical support whilst ensuring that all legal requirements are met.	5 £3,000.00
Pastoral Lead/ Learning Mentor interventions	Our Pastoral Team provides appropriate support for all the families in our school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5 £20,000.00
Breakfast Club Staff	Children eat a healthy breakfast at the start of the school day and are ready to learn. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5 £10,000.00
Breakfast Sports Coach	Children have a healthy start to the school day and are ready to learn. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5 £8,141.00

Total budgeted cost: £151,141.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment – disadvantaged pupils

This shows the percentage of disadvantaged children working at ARE and above for each subject, in each year group compared to the percentage of non-disadvantaged children working at ARE, Summer 2023.

Year group	Reading		Writing		Mathematics	
	PP ARE	Non PP ARE	PP ARE	Non PP ARE	PP ARE	Non PP ARE
Year 1	43%	69%	43%	62%	50%	72%
Year 2	33%	53%	27%	47%	33%	57%
Year 3	42%	73%	37%	69%	37%	69%
Year 4	53%	88%	27%	53%	33%	63%
Year 5	36%	80%	14%	63%	36%	77%
Year 6	25%	65%	25%	68%	42%	74%
Average	41%	69%	31%	59%	39%	64%

- In reading, writing and maths the pupil premium children are being out-performed by non-pupil premium children.

We continue to have a Summer School and targeted interventions to support the pupil premium children in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT rockstars	Maths Circle
Get Set 4 PE	Get Set 4 PE