



1. Summary information					
School	Sacred Heart Primary School				
Academic Year	2020/21	Total PP budget	£92, 782	Date of most recent PP Review	n/a
Total number of pupils	244	Number of pupils eligible for PP	62	Date for next internal review of this strategy	

1. Current attainment				
	Pupils eligible for PP		Pupils not eligible for PP	
Attainment for: 2019-2020	Attainment	Progress	Attainment	Progress
% achieving expected standard or above in reading, writing and maths	67	8	76	6
% achieving expected standard or above in reading	83	9	88	8
% achieving expected standard or above in writing	67	-5	88	11
% achieving expected standard or above in maths	83	16	84	5

2. 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.	Attainment gap between PP children and non-PP children

B.	Address curriculum gaps from school Covid closure.	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	Attendance	
D.	Engaging the families facing most challenges	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	PP children catch up from school closure and are able to make progress in line with peers.	Children are able to make the same progress or more than non-pp peers.
B.	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about heir future at Secondary school and work.
C.	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
D.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%

4. Planned expenditure	
Academic year	2020/21

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?
To make sure all children feel safe in school following school closures.	THRIVE to be implemented across the school to allow chn who may be feeling low allocated time with an adult Dream job day to still be celebrated through chn talking and role playing their dream jobs Nurture group for allocated chn selected by class teachers as chn who need some more time with adults.	THRIVE has been implemented and agreed as a staff as an approach to sue across the school to help children regulate and understand emotions and how to deal with them. This approach has been successful in other schools and we believe we have the right setting for it to work here.	Chn are able to talk about their own aspirations confidently Resilient learners with an understanding of a growth mind-set. Less behaviour difficulties on the yard allowing chn thrive time.	BB, KMCK, HR	Nov 20

<p>To ensure a greater percentage of PP at expected and greater depth.</p>	<p>Continue to use and develop the existing strategies of:</p> <ul style="list-style-type: none"> • 20 day challenge to address gaps in learning • Group intervention targeting gaps and SDI • Ensuring that the correct chn are being targeted and the intervention is planned in line with the gap analyses and/or ARE <p>New staff and TA to understand all of the above.</p> <ul style="list-style-type: none"> • Staff training sessions/ CDP – followed by KS meetings to follow up on key strategies and check implementation • Continue to use 'Pupil Talk' sessions in all classes alongside the class teacher to recognise learning journeys and points of development. 	<p>20 day challenge was very successful last year. SDI is a way of addressing children's gaps quickly and allows them to be ready for the next step in learning the following day avoiding more gaps in learning.</p>	<p>All staff will be confident in closing the gaps in attainment.</p> <p>In KS1 the attainment gap between pupil premium pupils and non pp will be narrowed at the expected standard and at greater depth.</p> <p>In KS2 the attainment gap between pupil premium pupils and non pp will be narrowed at the expected level.</p>	<p>BB, KMck, HR</p>	<p>Ongoing</p>
<p>PP children's reading improves in line with non-pp children</p>	<p>Children will receive extra daily reading with teacher. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading -RWI assessment. Books will be celebrated and enjoyed in school – each teacher to display which books they are reading in school to create a reading culture in school. Library resources updated and make it a more vibrant place in school. Author visits -PP chn to receive a free book.</p>	<p>When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary.</p>	<p>Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about different books they are reading.</p>	<p>BB, KMck, HR</p>	<p>Jan 2021</p>

The attendance of PP children improves	Curriculum topics will be exciting and lead to lots of hand on experiences for children. They will include experience days and Forest school, Art/dt work and exciting activities throughout the term.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Experience days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs will be shared with parents and be interesting. Experience days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Forest school, DT and outdoor learning will be regular.		Ongoing
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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?
Children are able to talk about their feelings in a controlled way and discuss feelings confidently.	Some PP children will attend THRIVE time – a time where they can talk if they want to but is an opportunity to help a child regulate.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Thrive time will be recorded so teachers are aware of who is using it more than others.	BB, KMck, HR, CB	Ongoing

Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. Allowing chn to meet people from different careers.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff/progress and new LSA/TA will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the	BB, KMck, HR	Ongoing
A greater number of PP children meeting the greater depth standard.	English lead to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. The buzz around reading will be apparent with all staff discussing and displaying the books they are reading. Including non – teaching staff.	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading	The books used in class will be of interest of the children and at a standard that will challenge them. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked.	BB, KMck, HR	Ongoing

The attendance of PP children improves	EWO will be involved with families who's attendance falls below 87%. The PfSA will be asked to work with children who are consistently falling below 90%. Awards for whole class attendance not focussing on individual children.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.	BB, KMCK, HR	Jan 20
5. Review of expenditure					
Previous Academic Year		2019-2020			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned		Cost

PP children's reading improves in line with non-pp children	Children will receive extra daily reading with teacher. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading -RWI assessment. Books will be celebrated and enjoyed in school Author visits -PP chn to receive a free book	Through the removal of the reading scheme, we can see children's engagement for reading improving. More chn discussing books and recommending them to peers. Covid disruptions.	Targeted interventions will continue and early identification through pupil progress meetings will help to focus interventions to specific knowledge gaps.	£30, 000
A greater number of PP children meeting the greater depth standard.	Children will receive extra daily reading with teacher. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading -RWI assessment. Books will be celebrated and enjoyed in school Author visits -PP chn to receive a free book.	Covid disruptions.	As above.	£33,077
Children are able to talk about their feelings in a controlled way and discuss feelings confidently.	Some PP children will attend THRIVE time – a time where they can talk if they want to but is an opportunity to help a child regulate.	Mnay children wanted to return to normal rather than discuss what has happened during school closures. Many children identified from class teachers as needing this support. A lot of funding needed.	As above	£15, 000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
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		Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Children are able to talk about their feelings in a controlled way and discuss feelings confidently.	THRIVE approach carried out through school staff during closure. 1:1 phone calls home where staff felt appropriate Well-being zooms weekly.	Places were offered to many of our PP chn so they could maintain some form of normality.	Children need each other and this was made very apparent during school closures. Lots of wellbeing activities to continue next academic year.	£10,000