

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Sacred Heart Catholic College
Number of pupils in school	1198
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	22.12.21
Date on which it will be reviewed	February 2022
Statement authorised by	D Morgan
Pupil premium lead	K Jones
Governor / Trustee lead	E Furlong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244 420
Recovery premium funding allocation this academic year	£29 977
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£274 397

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and a curriculum that is suitable for all pupils. We aim to build resilience in our pupils in order that they gain confidence in their own abilities and develop a deeper understanding of their own learning.

Challenges

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

Challenge number	Detail of challenge
1	There is evidence of underachievement in literacy and numeracy of some pupils on entry. This has been compounded by COVID-19 lockdowns and it is evident that some pupils will have significant gaps in knowledge and skills if they have been unable to access remote learning regularly.
2	Research suggests that there is a language/cultural deficit of some disadvantaged pupils and this impacts on their aspirations and ability to achieve their potential.
3	Some disadvantaged pupils have a lack of resilience and find it difficult to develop an understanding of their own learning. They lack confidence in their own abilities and don't always fully engage in the learning process.
4	Often disadvantaged pupils have poor attendance and punctuality which prevents them from making sufficient progress. Data from the last three years shows that attendance of DP is below that of non-DP and has got progressively worse over the three year period.
5	Lack of access to resources (IT or otherwise) at home for some pupils can hinder progress. This has become more evident during periods of lockdown where some disadvantaged pupils did not have access to sufficient resources and a suitable working environment.
6	There can be difficulties with the engagement of parents and carers of some disadvantaged pupils.

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
<p>1. Ensuring that teaching & learning is the highest quality: It is imperative that disadvantaged pupils have access to the best teaching. All teachers have the authority and ability to adapt their pedagogy in support of individual pupils.</p>	<p>Observations and work scrutiny demonstrate that disadvantaged pupils are engaged in their learning and making progress in line with their non-DP peers. Internal progress checks and assessment data show that disadvantaged pupils are making progress in line with their non-DP peers.</p>
<p>2. Ensuring that the curriculum is right for all pupils: A school should provide a broad and balanced curriculum which is also exciting and relevant. We want our disadvantaged pupils to have access to courses which are relevant to their ability and aptitudes.</p>	<p>Monitoring and evaluation of knowledge and key skills through curriculum maps, knowledge organisers, work scrutiny, lesson observation and discussions with HODs.</p>
<p>3. Ensuring that disadvantaged pupils have access to the best career education advice: Our aim is to inspire disadvantaged pupils so that they are in education, training or employment when they leave school.</p>	<p>Pupils have access to good quality careers advice. Disadvantaged pupils are a priority for careers interviews. Careers events target disadvantaged pupils.</p>
<p>4. Ensuring that disadvantaged pupils maintain high rates of attendance and punctuality: children will only make progress in their learning if they are in school. In addition, being in school supports the overall safeguarding agenda relevant to all pupils. Healthy attendance and punctuality helps young people develop life skills which will impact on attitudes to work in the future.</p>	<p>Develop robust systems to monitor attendance and punctuality. Develop a set of actions for pupils with persistence absence in order to improve attendance. Rates of attendance and punctuality to improve following implementation of more robust systems.</p>

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of 5 Pastoral Support Managers – 3 to work on attendance and reduction of exclusions; 2 to work on creating and managing positions of responsibilities for pupils.	This will help improve engagement in lessons, improve attendance, reduce exclusions and increase involvement of DP in wider aspects of school life.	4
Recruitment of Learning/behaviour mentor	According to EEF, A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. Targeted interventions tend to produce a more positive impact on attitudes to learning.	1, 2 & 4

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Action Tutoring to support targeted individuals in years 7 & 11 in English and Maths.	According to EEF, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1, 2

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

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of attendance officer; this person will be a core attendance worker and liaise with pastoral team members.	Improved attendance ensures students are not falling behind with work due to absence. According to EEF research attending to wider barriers to learning such as attendance allows other interventions to be more effective.	4
Use the school minibus to transport targeted year 7 & 8 disadvantaged pupils from home to school.	This will contribute to improving attendance.	4
Provision for additional resources for DP pupils allocated on a needs basis.	Practically, situations arise across a school year where it is necessary to support disadvantaged pupils with additional resources. This allows quick access to deal with emerging situations.	1, 2, 3 & 4
Staffing to work on issues relating to attendance, first day response, coaching of disadvantaged pupils.	As noted above improving attendance allows other interventions to be more effective. According to EEF, mentoring can have a positive effect on a student's attainment	1, 2, 3 & 4

Total budgeted cost: £227 500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

An intervention teacher was employed to work with small groups of pupils predominantly in years 9, 10 & 11 for literacy. Records show that students have generally responded positively to the support and have been appreciative of help. They have increased confidence in their literacy skills and this has had an impact on other subjects.

A targeted group of 20 year 7s have been involved in Action Tutoring, an online tutoring facility for English and Maths. Although delayed due to lockdown, students have engaged well, and attendance is good. Students are demonstrating increased confidence in their targeted subject.

Similarly a targeted group of 20 year 11 pupils have been involved in Action Tutoring. Lockdown delayed the start of this tuition, but several pupils did access the tutoring from home initially. Sessions resumed in school when pupils returned. The students who have regularly attended have engaged well and demonstrated increased confidence in their targeted subject.

Procedures for monitoring attendance have been tightened. Regular contact is made with home via phone contact and letters for PA pupils. COVID lockdowns have had an adverse effect on some pupils. Attendance of DP is still an area that requires improvement.

The school minibus has been deployed to transport a small number of DP students in Years 7 & 8 to and from school. This has proved successful for these students.

Form time Cultural Capital PowerPoints have been completed. Although delayed due to COVID Form tutors have begun to discuss a cultural item one form time per week from the PowerPoint presentations. The school has also introduced a Drop Everything and Read initiative to encourage reading across the key stages.

Revision guides have been purchased for Year 11 in English, Maths and Science.

Over 100 laptops were issued to pupils during lockdown in order to facilitate remote learning.

16 pupils took advantage of the increased data offer from the 'get help with technology' scheme.

Externally provided programmes

Programme	Provider
Online tutoring	Action Tutoring

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

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