

# Pupil premium strategy statement – Sacred Heart Catholic Primary School

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	01/12/2024
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Body
Pupil premium lead	Chris Greig-Jenkins
Governor / Trustee lead	Lisa Glen

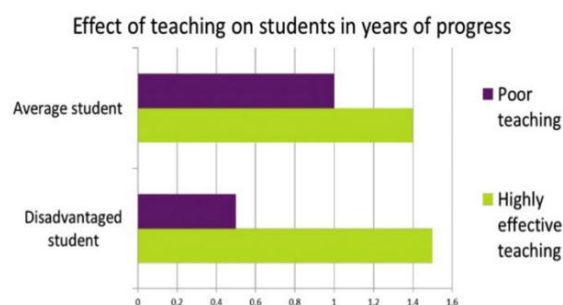
## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,930
Recovery premium funding allocation this academic year	£11,745
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><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></p>	£0
<p><b>Total budget for this academic year</b></p> <p><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></p>	£36,675

## Part A: Pupil premium strategy plan

### Statement of intent

At Sacred Heart we advocate for the importance of relentlessly focusing on the quality of Teaching and Learning, this is supported by research from the Sutton Trust (2011):



Source: Sutton Trust (2011)

This has challenged our thinking and helped shape our approach to Pupil Premium expenditure.

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Central to our strategy also is the value that we place on the emotional and social well-being of all of our children. We recognise and understand that children are unable to progress with their learning, unless they are mentally fit to do so. Therefore, we place great importance on supporting the emotional mental well-being and development of all of the children in our school. There is much evidence to support the theory that physical fitness plays a vital role in mental health and well-being – we are particularly proud of the many opportunities that we are able to offer the children at our school. We value the provision of emotional literacy support that our newly trained ELSA and our school counsellor deliver to our vulnerable children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The

approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance amongst disadvantaged pupils was lower than other pupils and lower than in previous years.
2	A high proportion of disadvantaged children also have safeguarding concerns linked with them.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to lack of opportunities for socialisation and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Financial factors which, without support, prevent disadvantaged children accessing enrichment opportunities such as visits and clubs.
5	Assessments, observations and discussion with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
6	Our assessments show that disadvantaged pupils have low academic start points (see reception baseline) and therefore are continually below the level of their peers.

## 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
Improved phonics and reading attainment	KS2 reading outcomes in 24/25 show that more than 75% of disadvantaged pupils met the expected standard. <b>22/23 data: 40%</b> Phonics results year on year show improvement.

To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 24/25 demonstrated by: qualitative data from student voice, student surveys and teacher observations.  Disadvantaged attendance (average) 81%, whole school: 83%
PP children will make at least expected progress <b>and</b> will achieve the expected attainment levels at different milestones.	GLD in EYFS Y1 phonics screening KS1 R, W, M, KS2 R, W, M,  See below for detail

## 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring, coaching and continued training of Twinkl phonics to secure stronger phonics teaching for all pupils. Continuation of phonics scheme using new resource for KS2 pupils where appropriate. Ongoing training and further materials £2,000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	5
Continue to embed the quality of social and emotional learning Behaviour learning support mentor <ul style="list-style-type: none"> <li>Children will receive, as a</li> </ul>	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	2,3

<p>minimum (where required):</p> <ul style="list-style-type: none"> <li>• Emotional and social support groups (ELSA training)</li> <li>• Access to school counsellor/ELSA</li> <li>• TA time to support PP pupils who have found the rigours of the school day a challenge</li> <li>• Lunchtime Support to provide high quality games and activities to engage pupils</li> </ul> <p>£4,000</p>	<p><a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Further develop pastoral and behaviour support provision in school. To ensure that children are supported in a holistic approach that allows them to be ready to access the curriculum and achieve the best possible outcomes. Continuing attachment/mental health training commitment.</p> <p>High quality, regular sporting and fitness session offered by our in house specialist sports coach.</p> <p>£4,000</p>	<p>There is evidence that appropriately trained and supported staff... teachers... teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems</p> <p>EEF: There is a strong evidence linking physical fitness to improved mental health and well-being as well as benefiting core academic attainment particularly in literacy and maths-</p>	2,3
<p>Small group support groups to support disadvantaged pupils falling behind age related expectations.</p> <p>Dedicated teacher and TA time to focus on PP children, receiving as a</p>	<p>EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	5, 6

<p>minimum (where required):</p> <ul style="list-style-type: none"> <li>• Keep-up sessions or</li> <li>• Pre-teach sessions</li> <li>• Read 4 times a week with children who do not get the opportunity at home.</li> <li>• Small group support groups to support disadvantaged pupils falling behind age related expectations.</li> </ul> <p>£10,000</p>		
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring intervention (1:1 and small group support) £10,000</p>	<p>Small group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop areas and expertise within school to support children in a holistic way- a significant number of our children eligible for PP grant need a quiet, low stimulus environment £ 500</p>	<p>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff</p>	<p>2,3</p>
<p><b>Attendance</b> Overall attendance was 97% whole school in July 2021 and 95% for pupils entitled to the PP grant. Although this is not a significant difference, we will continue to monitor attendance for all groups of pupils. Where necessary LA attendance officer to offer support package and work closely with families to improve attendance. Bespoke approach for those families not engaging with school wide approach £500</p>	<p>DFE: Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education <a href="#">The link between absence and attainment, research report.</a></p>	<p>1</p>
<p>Creating subsidised experiences to enhance academic learning, create aspirations and give children opportunities to excel in areas they might not otherwise</p>	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal</p>	<p>2,3</p>



<p>have access to. Trips and experiences subsidised to give opportunities to excel, engage and aspire. (Please see our whole school enrichment timetable to exemplify this). £5,000</p>		
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**Total budgeted cost: £ 36,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Attainment at Age-Related Expectations (ARE):**

The percentage of Pupil Premium students reaching Age-Related Expectations (ARE) in reading, writing, and maths varies significantly across year groups. Key takeaways include:

Year 1: 50% of PP students are at ARE in reading, writing, and maths, which is on par with their non-PP peers.

Year 2: The sole PP student meets ARE in all subjects (100%), slightly outperforming non-PP students (93%).

Year 3: None of the PP students reach ARE in reading, writing, or maths, compared to 77% of non-PP students.

Year 4: PP students perform well, with 83% meeting ARE in writing and maths, and 78% in reading. This is slightly below the performance of non-PP students, who score between 78% and 84%.

Year 5: Only 33% of PP students are at ARE in all three subjects, in stark contrast to the 73% of non-PP students.

Year 6: 50% of PP students are at ARE in reading and maths, while none are at ARE in writing. Non-PP students perform much better, with 95% meeting ARE in reading and maths and 90% in writing

#### **Progress of Pupil Premium Students:**

The percentage of PP and non-PP students making expected or better progress across reading, writing, and maths:

Year 1: 50% of PP students make expected progress in reading and writing, compared to 86% of non-PP students. In maths, 75% of PP students make progress, compared to 100% of non-PP students.

Year 2: The single PP student makes 100% progress in all subjects, matching their non-PP peers.

Year 3: 50% of PP students make expected progress in reading and maths, while none do so in writing. Non-PP students perform significantly better, especially in writing and maths.

Year 4: All PP students make expected or better progress in reading, writing, and maths, slightly outperforming non-PP students in some subjects.

Year 5: PP students lag behind, with 67% making expected progress in reading and writing and only 33% in maths. This is much lower compared to non-PP students (100% in all subjects).

Year 6: 100% of PP students make expected progress in reading and maths, but none in writing. Non-PP students perform better in writing and maths but slightly lower in reading (90%)

#### **Summary:**

Attainment: There is a significant gap between PP and non-PP students in several year groups, particularly in Year 3 and Year 5, where PP students are underperforming across the board.

Progress: PP students are making good progress in most year groups, but specific issues (such as attendance and special educational needs) affect the progress of some PP students, especially in Year 3 and Year 5.

**Actions:**

I have identified 3 key areas of development and strategies to improve these.

Area for Development: Year 4 and Year 6 students show notable underperformance, with no PP students meeting Age-Related Expectations (ARE) in Year 4, and only 33% reaching ARE in Year 6 for all core subjects.

Recommended Strategy: Prioritize additional interventions, such as structured tutoring sessions, one-on-one support, or targeted group activities, especially in reading, writing, and math.

Area for Development: Writing remains a weak area for PP students, especially in Year 6, where no PP students met ARE in writing.

Recommended Strategy: Introduce writing-focused interventions, such as guided writing workshops, increased classroom assistance, and consistent, structured feedback sessions for PP students struggling with writing.

Area for Development: Attendance and wellbeing challenges are highlighted as factors affecting the progress of PP students, particularly those with special educational needs.

Recommended Strategy: Increase emphasis on attendance tracking and implement mentoring or wellbeing programs. Consider collaboration with SEN specialists and develop tailored attendance and behaviour improvement plans.

## 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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*