

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year.) This also covers the period up to the academic year 2025/ 2026. This is a three-year strategy identifying 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. This strategy will be reviewed annually.

School overview

Detail	Data
School name	Sacred Heart RC
Number of pupils in school	214 (including Nursery)
Proportion (%) of pupil premium eligible pupils	62 pupils / 30.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 – 2025/2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	P Dungworth (Headteacher)
Pupil premium lead	P Dungworth (Headteacher)
Governor / Trustee lead	R Taylor (Chair of Governors)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year 2025/2026	£ 93,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable) 2025/2026	£0
Total budget for this academic year 2025/2026	£ 93,930

Part A: Pupil premium strategy plan

Statement of intent

At Sacred Heart RC, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to enable our children to become articulate, confident, resilient, self-managing and above all, supportive of others, through opportunities sought out for them

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already attain highly. The academic progress of children eligible for the Pupil Premium is carefully monitored using an internal tracking system which informs decision making regarding appropriate interventions.

Pupils make good progress through a wide range of support specific to the needs of individual pupils and their families. Quality First Teaching (QFT) is our primary approach for all pupils and has proven to narrow the gap between disadvantage and all pupils.

In addition, we will provide emotional and practical support for our children and their families through our CARITAS workers and Early Help support.

We aim for our disadvantaged pupils to improve their punctuality and attendance at school therefore diminishing the difference between themselves and non-disadvantaged thus enabling everyone to get the same opportunities when in school.

We will arrange for all of our pupils to equally access a wide range of enrichment opportunities both in and out of school where the aim will be to positively impact on their well-being and academic achievement.

Challenges

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

Challenge number	Detail of challenge
1	The % of persistent absentees has decreased however attendance remains below the school's target of 96%. Regular school attendance is critical to children accessing QFT as well as the interventions put in place to raise attainment.
2	Particularly for, children attaining in the lowest 20%, learning and progress requires additional teaching, support and intervention to ensure that all

Sacred Heart RC Primary Pupil Premium Strategy Report Sep 2024 – July 2026

	children and particularly disadvantaged children are on track to achieve their potential by the end of the phase. Staff are deployed to provide intervention outside of curriculum to identified children focused mainly on reading and maths.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the isolation of lockdown periods, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have continued to increased and currently 34 children require additional support with social and emotional needs, receiving small group / individual interventions provided by school staff as well as external agencies.
5	The pressure many of our families experience particularly financially and in accessing appropriate family support has resulted in increased poor emotional and mental health. School continues to engage with and support parents and families through the employment of two CARITAS workers and Early Help support.
6	School provides equal access to curriculum enrichment opportunities to all children through the subsidy of school trips, visits and residential as available based on each year group's opportunities and curriculum.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance of disadvantaged pupils and reduction of percentage of children classed as persistent absentees	Sustained high attendance from 2024/25 through 2025/2026 demonstrated by:

Sacred Heart RC Primary Pupil Premium Strategy Report Sep 2024 – July 2026

	• overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1.5% • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
Improved attainment in reading for all pupils, particularly disadvantaged children and those in the <20%.	KS2 reading outcomes in 2024/25 & 2025 / 2026 show that more than 85% of disadvantaged pupils met the expected standard.
Improved language and communication skills as evidenced by Blanks levels and Welcome assessments	Language assessments evidence significantly improved language and communication skills among all pupils, particularly disadvantaged pupils. Evidence is supported by improved engagement in lessons and formative assessments.
Access to mental health and well-being support at the point of need for all pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • voice, student and parent surveys and teacher observations • improved attendance and engagement in learning as evidenced in pupil and staff feedback • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Opportunities for experiential learning including visits to school and educational trips to enrich and enhance curriculum learning for all children.	All pupils access stimulating and engaging learning supported by expert visitors to school and educational visits. This is evidence in pupil voice and increased engagement in learning. Book scrutinies indicate a high level of engagement, progress and enjoyment in learning.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess pupil progress and attainment using PIRA Reading Assessments, GAPS Assessments, Power Maths Assessments and TAPS Science Assessments (3 assessment points throughout year)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3, 4
Embedding direct instruction across the school curriculum. This will support pupils to gain clarity in learning and consolidate understanding. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests direct instruction is inexpensive to implement with high impact on pupil outcomes: Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Within EYFS, gain the 'Communication Friendly' environment already established by following Blanks level questioning alongside Wellcomm intervention programmes to support communication development.	Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
Embed the robust daily delivery of Little Wandle	Phonics approaches have a strong evidence base that indicates a positive impact on the	2, 4

Sacred Heart RC Primary Pupil Premium Strategy Report Sep 2024 – July 2026

phonics programme to support teaching of reading. This is supplemented by daily Guided Reading, home school reading and Reading for Pleasure programme.	accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Involvement with Maths Hub and NCETM Mastery in Number supports and enhances daily maths lesson and supports direct intervention for children not at ARE. Teacher CPD, staff development and purchase and reorganisation of resources will be prioritised to support implementation of programme including further embedding Power Maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Pastoral support is enhanced through implementation of our Enrich, Enjoy, Endeavour Award, 'Come and See' RSE scheme and continued development of outdoor learning. Investment in resources and staff training has been committed to ensure its impact and effectiveness.	Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 4, 5, 6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm intervention programmes, Blanks level questioning sessions are used to target children whose language and communication skills fall behind their chronological age. SaLT and school staff deliver these programmes.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 4, 5
6 weekly phonic assessments support the implementation of daily 'Keep Up' and regular 'Rapid Catch Up' sessions for children not making required progress or falling behind ARE. Pupils in KS2 access daily after school phonics intervention following the Units of Sound Programme	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4
NCETM Mastery in Number materials are delivered as additional daily intervention programme for KS2 pupils who are not at ARE. Staff training and purchase of resources are a school commitment.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) This is also supported by further EEF evidence: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using DfE's Improving School Attendance advice, continue with the attendance strategy to target and challenge poor attendance. This will involve training as required and release time for staff to continue to implement procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Zones of Regulation and Crisis Prevention Institute strategies are in place to support positive learning behaviours. Two CARITAS social workers are employed to work directly with children and their families who have been identified as in need of help.	Targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 4, 5

Total budgeted cost: £85,000

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 **2023 to 2024** academic year.

Little Wandle phonics programme was introduced last year and significant time and funds allocated to training and resources. As a result, staff report that they are confident in delivering the programme to high standard across the school, supporting children to bridge the gap of two years disrupted learning. Further embedding this and highlighting the importance of early reading to parents / carers remains a significant focus this year.

Reading for Pleasure initiative has remained in place throughout the periods of disruption and kept the focus on reading, reaching every year group. This has included purchasing more banded reading books and low level / high interest books for pupil's in KS2. A significant investment has also been made in purchasing more books in EYFS and KS1 to ensure that the books taken home by the children support the phonics scheme.

Writing has suffered the most because of the school closure periods and home learning. Opportunities for writing instruction have been dramatically reduced, leading to fewer opportunities to write and restricted access to direct teacher support and input to support the writing process. Weekly moderation of children's written work will continue throughout this year with an initial focus on handwriting and presentation.

The focus on increasing the number of pupils particularly at the end of KS2 achieving the expected standard in reading, writing and maths to those achieved by the school pre-pandemic will remain with a particular focus on raising the attainment of disadvantaged pupils.

All leaders will continue the focus of developing the school's Dawn Curriculum ensuring that long, medium and short-term planning details how knowledge is progressively taught before skill. Power Maths, the teaching of spelling and Little Wandle phonics teaching will be continue to be embedded and the impact of these monitored.

The school's focus on developing children's emotional resilience through the introduction of the Zones of Regulation and Colour Monster has had a very positive impact on children's learning behaviours and resilience when tackling new learning. All pupils have enjoyed increased opportunities for curriculum enrichment, including the further development of learning outdoors.

Our school's CARITAS worker, works effectively with the leadership team to identify families needing Early Help support and interventions. These have been highly effective in preventing escalation ensuring that children's needs are met so that they can access learning in school.

Sacred Heart RC Primary Pupil Premium Strategy Report Sep 2024 – July 2026

This details the impact out pupil premium activity had on pupils in the **2024 to 2025** academic year:

Little Wandle phonics scheme has now been in place for two years and is having a positive impact on outcomes for pupils which remain in line with National Averages. Fidelity to the scheme and rigour in the heatmap assessments is a focus for this year to ensure that catch up interventions consistently take place for all pupils across Rec – Y3.

In Key Stage Two, more fluency books have been purchased and the new FFT Reading Assessments are being used to more accurately identify children's de-coding and fluency levels. This information is then used to carefully match pupil reading abilities against the correct book banding, in some cases children have an additional fluency reading book.

Take One Book Reading scheme has been adopted across Y3 – Y6 developing children's skills and abilities to answer a range of literal and inferential comprehension questions. Schofield Sims written reading comprehension scheme has also been adopted Y1 – Y6.

The Write Stuff writing scheme has been strengthened by the introduction of daily 'Great at Grammar' and 'Word of the Day' exercises which, develop children's understanding of and application of a breadth of vocabulary. In addition, this supports the school's Framework for Teaching and Learning and the consistent use of rich scripting within lessons.

The use of the Provision Maps Programme has enabled all school leaders to better identify and track provision for groups of children across our school including SEND, PP, vulnerable pupils and those children in the lowest 20% of readers. As a result, the impact of the interventions in place can be measured against outcomes for pupils and adapted as needed.

Whole staff training in Teaching Positive Connections has further developed staff's ability to recognise all behaviour as communication and to respond to this with increasing effectiveness. The school has also developed our own, Internal Alternative Provision Policy to support staff and pupils, recognising that for some children, to feel safe and to make progress, adaptations for learning provision needs to go beyond the classroom environment.

Our school's CARITAS workers, work effectively with the leadership team to identify families needing Early Help support and interventions. These have been highly effective providing families with practical support, preventing children's social care escalation and ensuring that children's needs are met so that they can access learning in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Units of Sound	Nisai
Learning by Questions	The British Educational Suppliers Association
IDL Literacy and Numeracy Programmes	Ascentis
IDL well-Being Survey for Pupils	Ascentis
Provision Maps	Edukey
FFT Fluency Reading Assessments	Fisher Family Trust