

Sacred Heart Catholic Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium funding **for the 2025 to 2026 academic year** 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 | Sacred Heart Catholic Primary School |
| Proportion (%) of pupil premium eligible pupils | 24.5% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025-2026 |
| Date this statement was published | 14/10/25 |
| Date on which it will be reviewed | 1/10/26 |
| Statement authorised by | Amanda Palmer |
| Pupil premium lead | Amanda Palmer |
| Governor / Trustee lead | Chris Collins |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £113,625 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £6,385 |
| 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> | £120,010 |

Part A: Pupil premium strategy plan

Statement of intent

At Sacred Heart, we recognise that Pupil Premium pupils are not necessarily low ability therefore we focus on supporting all disadvantaged pupils to achieve the highest attainment. The context of Sacred Heart means that a quarter of our pupils are in the upper most deprived in the UK.

| IDACI Band | Pupils living in areas ranked in: | School Overall | School R - Y6 | |
|------------|-----------------------------------|----------------|---------------|----------------|
| A | Most deprived 2.5% | 4% | 4% | Most Deprived |
| B | 2.5-7.5% most deprived | 18% | 19% | |
| C | 7.5-12.5% most deprived | 2% | 2% | |
| D | 12.5-17.5% most deprived | 8% | 9% | |
| E | 17.5-27.5% most deprived | 11% | 10% | Least Deprived |
| F | 27.5-37.5% most deprived | 24% | 24% | |
| G | Above 37.5% | 33% | 32% | |
| A-F | >=0.20 and <=1.00 | 67% | 68% | |

We intend that all children attain above their expected trajectory; expected achievement for disadvantaged children would still mean they achieve well and are not further disadvantaged in education. This reflects one of the key principles at Sacred Heart Catholic Primary School: equity.

We firmly believe in the principles of equity, and we work tirelessly to remove barriers that may hinder our pupils' progress. Our creative and strategic use of Pupil Premium funding has been instrumental in providing targeted support, fostering resilience, and enhancing the educational experiences of our disadvantaged pupils. Even in the face of significant challenges, our pupils can achieve remarkable success.

At Sacred Heart, we have learnt that if practice is developed to 'get it right' for the most vulnerable: then our practice is well-suited to support children eligible for pupil premium. Therefore, the curriculum, practice and programmes we have developed address the needs we have identified rather than any 'label' that has been attached to children.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil who we have legitimately identified as being disadvantaged. Many of our families are considered the "working poor" often in multiple employments and in unstable zero hours contracts.

School makes use of available evidence from both its own experience and that of others, including research-based evidence from the EEF, when allocating funding that is most likely to have an impact on improving pupils' achievement

- This plan to is help close the widening and worsening gaps in attainment and progress of our pupil premium children.
- This PP report is part of a whole school ethos.
- Achievement data is reviewed regularly and robustly to monitor whether interventions or programmes are working effectively. The school does not simply use data retrospectively to see if something has been successful.
- This plan will help PP access wider opportunities with school hours and out of school hours.
- Class teachers know which pupils are eligible for pupil premium which enables them to assume responsibility for accelerating progress of those individuals, this is monitored by SLT and PP champion.
- Pupil premium funding is used successfully to deal with a range of issues, for example: attendance, behaviour, confidence, mentoring, well-being, reading, factors outside of school, professional training for staff on helping disadvantages pupils, effective teaching and learning, targeted support, further enrichment, etc.
- This plan will ensure that attendance of PP children will at least be in-line with the national average of all children.
- This strategy is a targeted and bespoke approach based on assessments of teachers. Identified children will be given support that will close gaps in their learning and knowledge. We acknowledge that wider strategies that support with mental health and wellbeing, attendance and behaviour may also have a positive impact on the success of the child at school.
- School takes a tiered approach to Pupil Premium spending. Teaching should be the top priority followed by a targeted approach and wider strategies and interventions.

We also find that children entitled to pupil premium make more use of some elements of school life – maybe those ones they are not finding elsewhere - both valuing them more and accruing greater benefit than other children in the setting.

In pastoral:

- Listening Culture: time and opportunity are built into the day, such as filtering into classrooms before lessons start in the morning, emotion check-ins, and practitioners are accessible for conversations with children.
- A School Family: all children belong to one of 4 houses led by the oldest (House Captain) which also includes adults.
- Leadership: school council, eco-warriors, sports leaders, Supporty Talkies, companions. Children take responsibility for aspects of school life.

In learning:

- Interventions: NELI; precision teaching, phonics etc, are available to support children’s learning, by intervening quickly.
- With increased demand for speech & language provision, adopting WellComm provides a practitioner-led ‘assessment and next steps programme’. We provide and in-house Speech & Language service to avoid long NHS waits.
- Reading comprehension: fluency building through repeated reading; fluency into comprehension, focusing on reading for purpose.
- Behaviour: practitioners provide support and challenge to children needing more than the general behaviour policy to become self-regulating.

In enrichment:

- Wider opportunities: children learn to play instruments – piano, guitar, ukelele, drums or take up performing arts, singing in one to one lessons or group lessons.
- After school learning activities: a wide range of opportunities beyond the many sporting options, to music, performance and creative, such as gardening club, debate club, reading club, art club, games club, board games club.
- Educational visits: the curriculum is enhanced by visits and visitors. The aim is for children to attend at least 2 visits per year, including a theatre visit.

Therefore, equity is not equality. Everyone receives what they need and funding follows need.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Early Language Delay -many of our children enter school with low baselines in relation to language skills and word acquisition. This impacts our level of SEND pupils in later key stages and a number of our lowest - performing pupils have experienced and may still be receiving Speech & Language intervention This is evidenced through baseline assessment and NELI tracking. To ensure that disadvantaged pupils at least match attainment of other pupils within Sacred Heart for Good Level of Development |
| 2 | Low attainment of Pupil Premium children in relation to their non-PP peers. This is evidenced through data gap analysis. |

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| 3 | Writing age related attainment. This was the most challenging aspect of learning to address throughout lockdown and this has had an adverse impact on results. This is evidenced through ongoing formative teacher assessment of writing, alongside PP tracking and categorisation of need for SEND and PP children. Access to high-quality teaching in all lessons, including targeted support and intervention. |
| 4 | Low attainment of children who are Pupil Premium and SEND. Many of these children have significant barriers to overcome as well as SEND needs, i.e. persistent absence, safeguarding concerns, Social and Emotional Health needs in addition to Primary SEND need. This is evidenced through NFER assessments, SENDco, Attendance Team and PP tracking. Disadvantaged children to perform at least in-line with national average in R/W/M and CR/W/M in Phonics and attainment at end of KS2. |
| 5 | A significant minority of Pupil Premium children demonstrate very complex and highly challenging behaviour. Staffing levels are stretched and are often monopolised by provision of support to these high-level needs children, which has an impact on the support we can provide for the more general PP population. Stabilising emotional behaviours so that children are ready to learn. |
| 6 | Higher percentage of Pupil Premium pupils have high levels of absence, which leads to gaps in learning. Currently, there is a 16.6% gap between persistent absentees of Pupil Premium and non Pupil Premium. This is evidenced in attendance and absence tracking, persistent absence correspondence with parents, Attendance Support Plans and minutes from Child in Need meetings /Child Protection minutes/ PEP attendance targets. Visits to home address are logged. Notes with Attendance Team to discuss strategies to support improved attendance. Attendance to be in-line with attendance of non-PP pupils. Reduce discrepancy of persistent absentees and all other pupils and PP 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 |
|---|--|
| Outcomes and progress for all pupils and specifically for disadvantaged pupils are at least in line with national expectations at the end of Early Years, KS1 and in Year 1 phonics screening check for all pupils. | Data shows that PP children are catching up with non-PP children. Gap between attainment and progress for national data for all children is closing. |
| Maintain high overall attendance so that it remains consistently better than local and national averages. Reduce the level of persistent absence among disadvantaged children so there is no difference with non-disadvantaged children | Children are happy and confident to come to school. Our attendance for all groups is at least in line with all groups national average for attendance. We continue with well below national, local authority and trust absences averages for disadvantaged children. |

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| To ensure that identified children has access a high degree of wider opportunities with school and school will support with wider opportunities that are provided within the local community. | Children are prioritised for wider opportunities and school removes barriers for attendance at After School Clubs. School provided direct funding to outside organisations to allow children to attend at weekends and/or evening. School greatly subsidises school visits and ensures that all children have at least two offsite visits per year. Disadvantaged children have the opportunity to learn a musical instrument in addition to class based musical instrument instruction. Heavily subsidised educational visits. |
| Improved performance in EY Good Level of Development (GLD). | GLD performance matches that of other children. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15, 178

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| CPD for all class-based staff on reading fluency and latest RWInc phonic training. | All class-based staff will receive training in reading fluency, reading comprehension and how we teach phonics. All staff access to RWInc portal for up to date training on phonics. Those staff delivering the phonics will be given the latest RWInc training and use the latest resources that emphasis fluency. | 1/3 |
| Reading Plus intervention delivered x 2 weekly from Year 3 upwards, more able Year 2 to access in the summer term. | A reading plan is developed from the initial assessment. The planned suite of work matches the pupil's reading ability and is continually assessed. Interventions are based on the pupils' area of need. It is immediate assessment. Pupils also access this at home to develop vocabulary and reading fluency. Teachers are able to use the analysis to identify weaknesses and provide interventions based on need. | 3/4 |

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|---|---|---------|
| NELi Intervention in Reception. 1 T.A. to carry out intervention on an afternoon. | Early intervention is the best approach at reducing the disadvantage gap. | 1/3 |
| Targeted KS1 and EYFS interventions to be carried out by staff. | Early invention is the best approach in reducing the disadvantaged gap | 1/3/4 |
| Diagnostic assessment using NFER English & Maths | | 1/3/4 |
| Training on effective feedback and its delivery | EEF suggest a +6 months impact | 1/3/4/5 |

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

Budgeted cost: £ 29,310

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Increased hours of experienced teacher to support PP with small group/individual interventions | EEF research and in school data has shown that high quality teaching in smaller class sizes can have a positive impact if attendance is maintained. A rigorous monitoring and overview by all stakeholders ensure that the impact of these interventions is positive. Children work best with familiar faces in familiar environment. | 1-6 |
| Pre -post teaching carried out by all staff | Addressing misconceptions quickly and carrying out pre-teaching has a positive impact on the outcomes in a lesson. This is a strategy that is school wide and carried out on a daily basis. | 1-6 |
| Intervention's manager to oversee all interventions and along with class teacher monitor their impact. | This ensures we have a "joined up" approach and have a clear oversight of what interventions are being covered, who is accessing them. Crucially, the SLT and interventions manager can monitor the impact of any interventions carried out. | 1-6 |
| Non-school based enrichment for targeted children | We budget for children who may want to join an outside club or society or activity, but financial constraints prevent the children from doing this. | 4 |

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| TA support x3 | TAs are deployed (after full training) to carry out post and pre teaching activities and delivery of specific interventions. | 1-6 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 74,427

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Play therapist in school one day per week.</p> <p>Children have access to child psychotherapist based in school one day per week.</p> | <p>The OFSTED framework highlights expectations round school to provide wider opportunities and to remove barriers to learning. School recognises the low level of children entering school and the very high deprivation index and current pressure on NHS support services. We use of PP funding to ensure children get access to opportunities and support/ enrichment quickly.</p> | 1-6 |
| <p>Future steps occupational therapy programmes</p> <p>Educational psychologist, termly support</p> <p>School to pay for speech and language therapist to attend weekly.</p> | <p>When it becomes evident that a child needs more support to catch up to their peers. We discuss possible reasons and intervene that goes beyond supporting academic progress.</p> <p>The providers identified are experts in their fields and have a proven track record in supporting children to be more successful in school. School monitors these interventions and measures the impact for each child on attainment and progress.</p> <p>We have used the EEF model of a tiered approach in supporting PP children.</p> | 5/6 |
| £1 book club | This allows children to purchase at school high quality text (they request) at a highly subsidised price. | 1-6 |
| Breakfast club subsidy | Due to the school's locality and socio-economic challenges, we subsidise breakfast club to ensure all children have access to a breakfast and to support working parents with morning childcare. | 1-6 |
| NSM | <p>All KS2 children will learn a musical instrument.</p> <p>All children will be receiving singing and music lessons by qualified professional</p> | 106 |

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|--|--|-----|
| | Children will have opportunity to join an afterschool choir. | |
| Subsidy of school trips/residentials/enrichment visits | <p>We commit to wider experiences in the local area and beyond. We do not make this cost prohibitive.</p> <p>Educational visits are charged at a very low cost and targets our most disadvantaged and “working poor” families.</p> | 1-6 |

Total budgeted cost: £ 118,915

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

Challenge 1: Attendance was addressed through forensic analysis, personalised contact and support, parental engagement promoting the purposes of education and the need to be 'in school every day' resulted in an improving trend for overall absences from 94.4% in 2022-23, 95.2% in 2023-24 and 96 % in 2024-25. Persistent absence sees improvement from 86% in 2022 -23, 89% in 2023-24 and 91.3% in 2024-2025. While successful, focus on absence and persistent absence of only PP in our new strategy should continue this improving picture.)

Challenge 2: At the end of key stage 2, performance at greater depth for children eligible for pupil premium improve at greater depth standard.

Challenge 3: In Early Years, in 2023 75% of children in receipt of early years premium attained a good level of development, which by 2025 has risen to 89%, showing the in-school gap compared to non pp (88%) is closing.

Challenge 4: Resilience for children eligible for pupil premium has seemingly improved. We continue to support parents while awaiting access to services in the community. Our provision for mental health and well-being needs to continue.

Externally provided programmes

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

| Programme | Provider |
|---|---|
| WellComm | GL assessment |
| NFER tests | nfer |
| Therapeutic occupational therapy interventions | Future steps occupational therapy |
| Child counselling, psychotherapy, art, play, trauma therapy | Bungalow Partnership |
| Reading Plus intervention | Reading plus |
| Times table rock star | TTRS |
| Ability to refer and assess children within two weeks, to have therapist deliver/design a programme in school | NHS Tees speech and Lang service for stutters |

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|---|--|
| within a month of a problem being identified. | |
| Private Speech and language therapist – ½ a day a week | SLT |
| Intensive 20-week Lang programme for reception age children | NELI Nuffield early lang intervention |
| Private Ed PSY | Pegasus services |

Service pupil premium funding (optional)

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|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| Teaching children in small, targeted groups. Access to child counselling and other therapies continuing. |
| The impact of that spending on service pupil premium eligible pupils |
| Improved attendance – children are happy to come to school. Children were able to access reading interventions. |

Further information (optional)

At Sacred Heart, we believe in "always equity, rarely equality" when it comes to supporting our pupil premium pupils. We know that cultural and arts opportunities, along with teaching them "skills for success" (speaking, listening and other social skills) are essential for helping them learn and grow and become valuable contributing member so society. By offering experiences like art workshops and theatre trips, we aim to open new worlds for our pupils and help them engage with the wider curriculum. We explicitly teach the softer skills that more affluent children are immersed in daily. We explicitly give them the experiences that many more affluent children take for granted. Good academic attainment is vital, but we nurture, develop and teach the skills that will help our wonderful pupils become successful in life. These skills cannot be quantified by an exam result.