

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Primary School |
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 27.75% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-25 2025-26 2026-27 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Lucy Scanlon (Headteacher) |
| Pupil premium lead | Sandra Speight Senior Leader |
| Governor / Trustee lead | Michael Crowther |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £95,488 |
| Children looked after grant (CLA) Currently three children, reducing to one September 2023 | £1240 |
| 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 | £96,728 |

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 their full potential 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. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We carefully identify the challenges our disadvantaged children's experience through robust diagnostic assessments (specific to elements of education as well as non-academic challenges), and do not rely on assumptions about the impact of disadvantage.

To ensure our approaches are effective we:

- 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

Our priorities and aims of our Pupil Premium strategy:

- Provide quality first teaching for every child in school
- Close the attainment gap between disadvantaged pupils and their peers
- Promote wellbeing, mental health and safeguarding

The costs outlined in this strategy will be covered by the Pupil Premium Grant, the Recovery Premium funding as well as from school budget.

Challenges

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

| Challenge number | Detail of challenge |
|---|--|
| 1 SEND | Low level language skills on entry to reception Baseline data indicates that pupils enter Sacred Heart Catholic Primary School at considerably lower starting points compared with national. This is particularly pronounced for PPG children in the prime areas of communication and language. A significant number of PPG children have delayed early speech, language, and vocabulary skills. However, this gap does lessen over time. |
| 2 SEMH | Social, emotional, mental wellbeing including self-regulation and resilience and readiness to learn on arrival at school. Behaviour, low self-esteem, learning environment stimulation, lack of opportunities to be outdoors have affected our most vulnerable families during the pandemic especially. These children are now struggling to regulate their emotions. |
| 3 CULTURAL CAPITAL | Limited life experiences Engendering aspiration in children is an aim at Sacred Heart Catholic Primary School. Given the levels of disadvantage, it is very difficult for our most vulnerable families, including a significant number of PPG, to provide enriched life experiences outside of school. This can result in low aspiration. |
| 4 OUTCOMES | Attainment gap between PPG children and their peers in the core subjects of reading, writing and maths. Tracking throughout school indicates that lower proportions of PPG children are working at Age Related Expectations in reading, writing and maths than non-PPG. Historical attainment data shows that disadvantaged pupils underperform at the end of KS2 in comparison with their peers, particularly in reading and writing. There is a smaller gap in maths performance but still lower for our 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 |
|--|--|
| Language Development | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. |
| Improved social and emotional wellbeing among disadvantaged pupils | Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none">• Qualitative data from student voice, student and parent surveys and teacher observations.• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.• A reduction in referrals from teachers for support for individual pupils, closer to pre-pandemic levels. |
| Clearly defined and increased awareness of cultural capital and its benefit to increase the life chances of all pupils | PP pupils given a range of opportunities (including residential and trips) across the year and during their whole journey through school to increase cultural capital. Evidenced in PPG children's Personal Development Pupil Passports and quality assurance of wider curriculum. Case studies including pupil voice and parent voice show impact. |
| SEND Improved progress and attainment for disadvantaged pupils who have SEND | KS2 outcomes in 2025/26 show that disadvantaged pupils with SEND make at least good progress and attainment is more in line with their peers. |
| Improved progress and attainment in Reading, Writing and Maths for disadvantaged pupils | KS2 Reading, Writing and Maths outcomes in 2025/26 show that more disadvantaged pupils met the expected standard. |

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: £2850

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD through the National College | Online training for all staff and governors to access. Covers all compliance training and bespoke. | All |
| 'Reach Behaviour' outreach support including staff CPD | Advice and support empower staff to provide highly effective provision in order to meet the needs of our most vulnerable pupils. | 1, 2 and 4 |

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

Budgeted cost: £183,325

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Specialist teacher (15 hours) | <p>Specialist teachers provide assessment of children's development and learning where SEND provision may be required. Advice is provided to school to ensure that all children's needs are met.</p> <p>Disadvantaged children with SEND or additional needs are provided with the same opportunities for specialist help as those who are not disadvantaged.</p> <p>The specialist teacher provides identification of needs, outcomes and provision for children and young people as part of the statutory Education, Health and Care Needs Assessment process.</p> | 1 and 4 |
| 1:1 play therapy | Play therapy can help with a variety of issues and circumstances, including trauma, bereavement, anxiety and depression. It may be of help for children who have attention deficit hyperactivity disorder (ADHD) or autism spectrum disorder (ASD), or whose behaviour and anger are becoming problematic. | 2 |
| Disadvantaged pupils with SEND receive additional support in class | Teaching assistants support pupils in class as well as running interventions including 1:1 and small group interventions, 'same day' interventions and TLP work. | 1 and 4 |

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

Budgeted cost: £5125

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| School to subsidise the cost of educational visits for disadvantaged pupils | <p>Meeting the cost of educational visits, particularly residential can be a barrier to pupils attending. By subsidising the cost, we remove this barrier, therefore providing disadvantaged pupils with equal opportunities as their peers.</p> <p>School to subsidise visits with 50% contribution for disadvantaged pupils -This is £1705 total funded by school which includes £963.75 for the Y6 residential</p> | 3 |
| Provide free breakfast club for identified pupils to improve individual transition into school and also improve attendance and punctuality | 6 places have been funded for this year | 1, 2 and 4 |

Total budgeted cost: £191,300

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 2024-25 academic year.

| Intended outcome | Impact 2024-25 |
|--|---|
| Language Development | Improved focus on the teaching of language across school including pre-teach key vocabulary and use of targeted intervention such as TalkBoost. Provision-based model in EYFS, Y1 and Y2 providing more opportunities for quality talk. This is a model which will be developed across school. |
| Improved social and emotional wellbeing among disadvantaged pupils | Funded breakfast club places have significantly improved attendance and punctuality for targeted pupils. Play Therapist provided 1:1 sessions with identified children which had and continues to have a significant impact on pupil wellbeing. |
| Clearly defined and increased awareness of cultural capital and its benefit to increase the life chances of all pupils | Part-funded places on the Y6 residential meant that every pupil in the cohort was able to participate. No child has missed an educational visit in any cohort due to financial barriers faced by families. Parent surveys show positive feedback School Development Plan 2025-26 has a Key Priority geared to further developing cultural capital and wider faith life of the school. |
| SEND Improved progress and attainment for disadvantaged pupils who have SEND | SEND pupils perform as well as their peers in foundation subjects. High needs provision is established in school targeting a small group of children in need of specialist provision and/or with a higher level of need than their peers. Four children have successfully exited this provision and are now back in their own class full time with support. |
| Improved progress and attainment in Reading, Writing and Maths for disadvantaged pupils | NNFSP launched in school in LKS2 aiming to improve parental engagement and foster enthusiasm for Maths Subject lead engaging with Blackpool Reading Hub CPD |

Further information

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not funded by pupil premium or recovery premium. This will include:

- Continuing to develop the curriculum so that every pupil makes good progress and thrives throughout their learning journey
- Offering a wide range of enrichment activities to boost wellbeing, behaviour, attendance and aspiration. Disadvantaged pupils will be encouraged and supported to participate

Planning, Implementation and Evaluation

In planning our new pupil premium strategy, we evaluated evidence from multiple sources including assessments, book scrutinies, conversations with parents, pupils and staff in order to identify the challenges faced by disadvantaged pupils.

The senior leadership team will regularly monitor progress of disadvantaged pupils through pupil progress meetings. These are half termly so that progress can be well tracked and identified support implemented. Throughout our three-year approach we will adjust our plan when necessary to secure better outcomes for pupils.