

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	203
Proportion (%) of pupil premium eligible pupils	33%
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 2024
Date on which it will be reviewed	November 2025
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	£99,160
Children looked after grant (CLA) Currently three children, reducing to one September 2023	£1000
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	£100,160

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 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. • 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 residentials 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 2024/25 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 2024/25 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 empowers 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: £239,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teacher	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. Disadvantaged children with SEND or additional needs are provided with the same opportunities for specialist help as those who are not disadvantaged. 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.	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: £6837

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to subsidise the cost of educational visits for disadvantaged pupils	Meeting the cost of educational visits, particularly residential visits 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. School to subsidise visits with 50% contribution for disadvantaged pupils In the case of residential visits, for any pupils whose families cannot pay, school will source external funding where appropriate (2023-24 £1012) School will cover the cost of transport for residential visits (2023-24 £600)	3
Provide free breakfast club for identified pupils to improve individual transition into school and also improve attendance and punctuality	11 places have been funded for this year	1, 2 and 4

Total budgeted cost: £248,906

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 2023-2024 academic year.

Key Stage 2 Tables: Free School Meals - 2023/24
Sacred Heart Catholic Primary School, Preston (06516)

	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA Expected standard
		Expected+ (100-120)	Higher standard (110-120)	Expected+ Greater depth		Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	
FSM 2023/24	15	80.0	33.3	66.7	26.7	80.0	26.7	73.3	26.7	66.7
Not FSM 2023/24	16	75.0	43.8	75.0	25.0	81.3	43.8	75.0	31.3	87.5
GAP	1	-5.0	10.4	8.3	-1.7	1.3	17.1	1.7	4.6	20.8

By the end of KS2:

- More FSM pupils achieve the expected standard than non-FSM pupils in reading
- More FSM pupils achieve the greater depth standard than non-FSM pupils in writing
- FSM pupils achieve broadly in line with non-FSM pupils in the expected standard in maths

- Ofsted SEP 2023: GOOD

2024 Data

Y1 Phonics screening

- Remains above previous years and above National:

	Year 1	Year 2 Retake
Current	83%	100%

Comparison

	Sacred Heart	National
2023	67%	67%
2022	77%	74%
2019	83%	72%

KS2:

- Above national average in children achieving the expected standard across all areas including combined
- Outcomes show that children make good progress from their starting points and by the end of KS2

	Reading E+	Writing E+	Maths E+	GPS	Combined EXS+
2019 SH	60%	76%	60%	48%	48%
<i>National</i>	73%	78%	79%	78%	65%
2022 SH	60%	60%	40%	44%	40%
<i>National</i>	74%	70%	71%	72%	58%
2023 SH	78%	67%	78%	70%	67%
<i>National</i>	73%	71%	73%	72%	59%
2024 SH	83%	76%	86%	79%	76%
<i>National</i>	74%	72%	73%	72%	61%

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.