Pupil premium strategy statement Sacred Heart

This statement details our school's use of pupil 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	190
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025/26
Date this statement was published	7/10/25
Date on which it will be reviewed	7/10/26
Statement authorised by	Paul Eaton
Pupil premium lead	Paul Eaton
Governor / Trustee lead	Melissa Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59850
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*	£59850

Part A: Pupil premium strategy plan

Statement of intent

- *We ensure that teaching and learning opportunities meet the needs of all pupils in school.*
- *We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.*
- *In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.*
- *We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.*
- *Pupil Premium funding is allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.*
- *All our work through Pupil Premium will be aimed at accelerating progress so that children's attainment is at age related expectations or above, initially in Literacy and Numeracy. It may also be used to target more able children on free school meals to achieve greater depth at the end of Key Stage 1 or greater depth at the end of Key Stage 2.*
- *We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support individual pupils, reviewing termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision.*

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing and maths. Pupils achieve well by the end of KS2 but fail to convert to a greater depth standard due to gaps in prior knowledge.
2	Observations and discussions with pupils and families indicate less experience of pre-school settings resulting in lower attainment on entry and by the end of reception disadvantaged pupils attain below their peers particularly in communication and language.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics at KS2 than their peers. This negatively impacts their development as readers.

4	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils are more likely to struggle with writing, particularly with composition and effect due to reduced access to a wide range of opportunities and experiences outside their immediate area.
5	Observations and discussions with pupils and families indicate social, emotional and mental health issues are more prevalent amongst disadvantaged pupils than non-disadvantaged.

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
Reduce the gap between non-PP and PP pupils achieving Expected and Greater Depth in Reading, Writing and Maths at the end of KS2	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Ongoing formative assessment particularly for those pupils in EYFS and Y1
Improved outcomes in reading associated to phonetic skills in some disadvantaged children across KS2	Summative and formative assessments indicate improved reading outcomes for identified disadvantaged children across KS2
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice and teacher observations; a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leads will be released to monitor and develop teaching and learning alongside SLT Professional development: Weekly individual and group coaching sessions to support teachers/TAs, with a particular Centre for Excellence and Outcomes in Children and Young People's Services report – 'The quality of teaching makes the biggest difference to learning outcomes. 'Coaching teachers in specific teaching strategies significantly raises outcomes for 1, 2, 3, 4 5 emphasis on maths, literacy/vocabulary and curriculum development Planned release time for 1 x teacher to complete NPQ	Centre for Excellence and Outcomes in Children and Young People's Services report – 'The quality of teaching makes the biggest difference to learning outcomes. 'Coaching teachers in specific teaching strategies significantly raises outcomes for children living in poverty' Pedagogy matters'. EEF – Effective Professional Development	1,2,3,4
Read, Write, Inc CPD Ensure all staff (including new staff) have received training to deliver the phonics scheme (RWI) effectively New Fresh Start RWI KS2 materials introduced and staff trained on its delivery Ensure the effective teaching of reading across all year groups and promote reading for pleasure through the use of high-quality books	Children who develop their reading skills at a younger age perform better overall in all subjects as they get older Data indicates that the reading programme is working for early readers and PP pupils are achieving above the national average at 77% Phonics approaches (Read, write inc) have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3
Speech and language specialists working with the school to devise programmes for identified pupils	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted Improved language and communication skills will improve reading and writing outcomes	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group Phonics interventions for disadvantaged pupils falling behind age-related expectations	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,3
1:1 and small group Tutoring – identified pupils to receive tuition with qualified teachers or trained school led tutors to support reading, writing and maths.	Group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher 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, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2,3,4
Learning Mentor to support identified pupils to support behaviour for learning. *Structured interventions for reading, writing and maths across school*	It is essential that we know our disadvantaged children and can spot triggers which will affect learning. Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide effective emotional support for disadvantaged pupils through targeted support and interventions	Providing support for social and emotional needs, allows children to achieve as well as their non-disadvantaged peers and ensure positive well-being	3
An extensive programme of clubs and activities before and after the school day and during holiday time are	Wider opportunities for all children will have a positive impact on the learning and attainment of all pupils	1,3,4

available and PP children are targeted		

Total budgeted cost: £59850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *We ensure that teaching and learning opportunities meet the needs of all pupils in school.*
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