

Pupil premium strategy statement – Sacred Heart Catholic Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	61
Proportion (%) of pupil premium eligible pupils	36%
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)	2024-2027
Date this statement was published	February 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Darryl James
Pupil premium lead	Megan Stuart
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£59,850

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level
- To broaden the experiences of disadvantaged children.
- To systematically track progress and attainment of pupils eligible for funding, reviewing the impact of actions to ensure that they are appropriate.
- To ensure that all disadvantaged pupils benefit from a broad, balanced and high quality curriculum which includes trips, visits and access to sporting events.

We aim to do this through

- Ensuring a ‘quality first’ teaching approach in every class
- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- Subsidising educational visits and residential to ensure full access to enrichments for disadvantaged pupils
- Funding specialist sports coaches to broaden and enhance the curriculum offer for all pupils
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also 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 or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be 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.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching and curriculum experienced by all children is improved.
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma

Challenges

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

Challenge number	Detail of challenge
1	The school has not developed its teaching, learning, or assessment in line with expectations due the significant changing context of the school.
2	A growing number of pupils have social and emotional issues which impact on their well-being. They are, therefore, not always emotionally ready for learning and focussing in lessons.
3	Limited vocabulary and poor speech and language skills impact on learning, (particularly reading) gaps in prior knowledge, and results in children not yet working at expected levels for their age.
4	Attendance and punctuality of these pupils is not in line with their peers and significantly below the national average.

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
Pupils access teaching, learning and assessment which is at least good and take their learning from a curriculum which supports their learning and develops them in the context on which they are growing up in. Pupils are provided with high-quality teaching that encourages a growth mindset approach and which encourages reflective practice.	Introduction of new school curriculum model and vision, based on school's uniqueness and encompasses all subjects. All pupils have are well supported through rigorous assessment and targeted support.
Pupils' can access learning in class because their emotional and self-esteem needs are met. Pupils are ready to learn in class without the need for intervention to ensure they are organised and on task. They can focus on learning and achieving knowing that their emotional worries and concerns are listened to and that they are supported effectively.	All children accessing the curriculum whilst demonstrating excellent behaviour for learning. Learning behaviour monitored through SLT and pupil voice. Children are receiving appropriate support in and out of the classroom setting to support their emotional wellbeing

Recover from the impact of COVID-19 by accelerating pupil progress and ensuring pupils are provided with the relevant social emotional support to account for those missing years of isolation.	Fewer suspensions Better attendance. Children feel safe in school.
Gaps in learning are identified and targeted teaching/intervention support teaching to address those gaps. Formative assessment will show gaps being addressed.	Progress data, book looks, learning walks and statutory test results being in line with
Pupils from disadvantaged backgrounds attendance school is at least as good as peers.	Attendance of disadvantaged pupils is raised, with aim to be above non-fsm pupils
Improved attitudes to learning	Reduction of reflection sheets of Disadvantaged pupils on CPOMS and increase in pastoral support interventions

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding Phonics scheme into daily practice, enhancing assessment and ongoing intervention to improve phonics results.</i>	EEF(+5) <u>Phonics</u> The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. We are embedding the Little Wandle Phonics scheme	1, 3

<i>Embed termly pupil progress meetings to ensure targeted support and intervention in English, Maths and pastoral care.</i>	<u>EEF: Making Best Use of Teaching Assistants</u> As per the recommendations of the above report, professional dialogue and conversations must be developed with leadership and teachers in order to effectively deploy teaching assistants.	1, 3, 4, 5
<i>Purchasing of schemes for other curriculum areas</i>	<u>EEF: Great Teaching Toolkit</u> 'Four priorities for teachers who want to help their student learn more: 1. <i>understand the content they are teaching and how it is learnt</i> 2. <i>create a supportive environment for learning</i> 3. <i>manage the classroom to maximise the opportunity to learn</i> 4. <i>present content, activities and interactions that activate their students' thinking</i> To ensure a broad and balanced curriculum offer to pupil premium children, the school needs to purchase schemes of work to support teachers in implementing good teaching in all subjects. This will support teachers in understanding the content required for each subject and present content, activities and interactions that activate	1, 3, 4
	their student's thinking. Purchasing schemes supports leaders in identifying strengths and weaknesses in teaching and presents a clear framework for progression where previously there was not.	

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

Budgeted cost: £35,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchasing and setting up of key interventions to support progress in Maths and English</i> • Lexia • Times Table Rock Stars • My Maths • Pathways to Reading • Pathways to Write	Recommendation 3: Use TAs to help pupils develop independent learning skills and manage their own learning Recommendation 5: Use TAs to deliver high quality one-to-one and small group support using structured interventions By establishing programmes for intervention that follow systematic progression models, TAs can concentrate on supporting pupils to complete their work independently, giving them the skills and confidence to complete their work. This will utilise the effectiveness of the teaching assistant in 1:1/ small group work.	1, 3, 4, 5
<i>Additional support staff employment, to support interventions, (SEMH/ academic interventions / behaviour reflections / phonics)</i> - HLTA SEMH Practitioner - Additional Support Staff KS1 / EYFS	EEF Report: Special Educational Needs in Mainstream School All recommendations EEF Report: Improving Behaviour in Schools All recommendations EEF Report: Making Best Use of Teaching Assistants All recommendations Employing a full-time teaching assistant and training them specifically in areas for development through the Pupil Premium Strategy allows the school to deliver on several objectives throughout the academic year. As PP and SEN is a high percentage in the school, there is an immediate need for more teaching assistants to deliver inclass and out-of-class support. TA in KS1 will provide ELSA sessions for pupils in KS1 through targeted sessions in order to improve self-regulation.	2

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidising school trips and residential to remove financial barriers and ensure full participation</i>	EEF guidance highlights that broadening pupils' experiences and improving parental engagement can have a positive impact on learning outcomes. High-quality enrichment boosts motivation, engagement and contextual understanding, contributing to improved attainment.	1,2,3,4
<i>Contributing towards the cost of external sports coaches to extend the breadth and quality of our curriculum.</i>	EEF guidance shows that physical activity and structured enrichment can support social, emotional and behavioural development as well as improve readiness for learning. Increasing high-quality interactions through enrichment (including sports provision) supports whole-child development and contributes to improved behaviour and engagement.	2,3,4
<i>Creation of weekly newsletter with focus on pupils achievements, snapshots of learning and associated pictures, in order to engage with parents on a regular basis. Also include key messages throughout the year regarding attendance. Introduce more regular use of text messaging system to engage with all parents.</i>	EEF: Working with parents to support children's learning Recommendation 3: Tailor school communications to encourage positive dialogue about learning Increasing the communication with parents, to try and create a positive atmosphere around school life, homework and their child's daily experience will hopefully improve the confidence parents and the community have in the school.	1, 2, 4, 5
<i>Introduction of Emotion Coaching and training for staff and parents to support the social/emotional needs of our pupils.</i>	EEF: Working with parents to support children's learning Recommendation 3: Tailor school communications to encourage positive dialogue about learning Increasing the communication with parents, to try and create a positive atmosphere around school life, homework and their child's daily experience will hopefully improve the confidence parents and the community have in the school.	2, 3, 4, 5

<i>Increase support staff levels in the school to reduce disruption to learning through supporting the regulation of all children with social/emotional needs.</i>	EEF: Teaching Assistant Interventions Recommendation 3 Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.	2, 3, 4, 5
---	--	-------------------

Total budgeted cost: £59,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes 2025

Reading

50% of KS2 pupils met the expected standard at the end of Key Stage 2.

50% of Key Stage 1 pupils reached the expected standard by the end of Key Stage 1, whereas only 40% reached the expected standard the previous year.

Writing

50% of KS2 pupils met the expected standard at the end of Key Stage 2, whereas no children reached the expected standard the previous year.

25% of KS1 pupils met the expected standard at the end of Key Stage 1, whereas no children reached the expected standard the previous year.

Mathematics

50% of KS2 pupils met the expected standard at the end of Key Stage 2, whereas no children reached the expected standard the previous year.

50% of Key Stage 1 pupils reached the expected standard by the end of Key Stage 1, whereas only 40% reached the expected standard the previous year.

Phonics Screening

60% of pupils reached the expected standard, where as 33% reached it the previous year.

GLD

50% of pupils reached GLD in 2024.

Attendance 2023-4

87.05%

Service pupil premium funding (optional)

<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>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

This statement has been updated following identification that the previous review date required correction. The new annual review cycle aligns with the DfE requirement for statements to be updated and published by 31 December each year.