

# Sacred Heart Catholic Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 (2025-2026) and outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	55 children 9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025-26 to 2026/2027
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Catherine Stockwell
Pupil premium lead	Catherine Stockwell
Governor / Trustee lead	Valerie Wendorff and Rowena Geraghty

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,030
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	-£6,100 (deficit)
<b>Total budget for this academic year</b>	<b>£60,130</b>

# 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. 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”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

At Sacred Heart Catholic Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Sacred Heart, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.
- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- 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 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 mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Additional SEND needs of some of our children in receipt of PP funding.
2	Oral language skills and vocabulary among disadvantaged pupils.
3	Assessment and progress data analysis show that in some year groups the progress of some pupil premium children is lower than that of their peers. Gaps are evident in attainment in reading, writing and mathematics for some children.
4	Additional social, emotional and mental health needs (SEMH) experience by some of our children and families in receipt of PP funding.

## 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
Disadvantaged children who also have identified SEND receive appropriate and targeted provision matched to their needs.	Disadvantaged children with SEND needs will be observed to have made positive progress in response to appropriate support for these needs. Measures of progress will include qualitative and quantitative data.
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement and talk in lessons, and ongoing formative assessments with the SALT as well as the Language Link programme.</p> <p>In 2025/6 we are embedding training in oracy across school, so that children have a number of opportunities to engage in varied forms of talk and become more confident in talk, using a wider range of vocabulary.</p>

Early identification of gaps leading to targeted planning and high quality provision for these children – through; Quality First teaching [QFT] , wave 2 groups and where appropriate 1:1 intervention.	Disadvantaged children make at least good progress – across the academic curriculum, This will be evidenced through: formal and ongoing informal assessment; triangulation of marking and pupil feedback/observations,
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils with SEMH.	Disadvantaged children with SEMH make at least good progress – as measured through a range of formal and informal assessment, observation and feedback. Parental workshops available to support parents with regards to SEMH.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year 2025-2026** to address the challenges listed above in order to reach intended outcomes.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£28,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved oral language skills and vocabulary among disadvantaged pupils	<a href="https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice">https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice</a> <a href="https://voice21.org/oracy-across-the-curriculum-the-evidence/">https://voice21.org/oracy-across-the-curriculum-the-evidence/</a> <a href="https://junipereducation.org/blog/the-importance-of-oracy-in-our-schools/">https://junipereducation.org/blog/the-importance-of-oracy-in-our-schools/</a> <a href="https://oracycambridge.org/oracy-at-the-heart-of-the-curriculum/">https://oracycambridge.org/oracy-at-the-heart-of-the-curriculum/</a>	2
Additional teaching staff and support staff deployed to support disadvantaged children in class - as appropriate [pre-teaching, targeted in class support, wave 2 groups] .	Various research projects over time , including the DISS report and others published by the Institute of Education and the Education Endowment Fund [EEF] have provided a range of conclusions and recommendations.	1,2,3
To continue to enhance our reading teaching and phonics provision in line with DfE and	The DfE revised Reading framework and EEF guidance on reading and phonics. Phonics approaches have	1,3

EEF guidance. We will fund CPD and teacher release time to embed key elements of guidance in school and continue to purchase resources.	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	
To embed strategies for early language and writing for those with SEND/EAL.	Colourful semantics training with all staff  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EAL_Systematic_review.pdf?v=1741688627">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EAL_Systematic_review.pdf?v=1741688627</a>  <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>	1,2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund CPD and teacher release time to embed key elements of guidance in school.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)  The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,3

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

Budgeted cost: **£17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group planned interventions delivered by our `Pastoral Support Leads` and ELSA. These include the programmes ; Zones of Regulation, `Drawing and	Previous successful outcomes for children  Research based evidence for these individual programmes.	1,2,3

Talking`, `PALS` and bespoke individual pieces of work .		
ELSA [ Emotional Literacy Support Assistant] training for one of our learning support staff	This training programme is supported and managed by the Hillingdon Educational Psychology service- who provide ongoing supervision and training for all trainees- linked and quality assured by the ELSA national network .	4
Infant and Junior Language Link programmes	Group interventions to close the gaps in receptive language skills – fully supported by the speech and language therapy service. <a href="https://speechandlanguage.info/">https://speechandlanguage.info/</a>	1,2,3
1:1 and small group targeted interventions delivered by experienced Learning Support staff e.g. Little Wandle, Colourful semantics, Dynamo Maths	Various research projects over time , including the DISS report and others published by the Institute of Education and the Education Endowment Fund [EEF]– have provided a range of conclusions and recommendations. All however assert that where the additional adult support is high quality and appropriate training is given, the outcomes for children can be very good/outstanding.	1,2,3
Targeted therapy support from our Therapy Support Lead TA	Visiting external professionals feed back that the presence of a therapy lead member of staff who can be trained up, can attend sessions and 1,2,4 and 5 7 then provide the carry over work in between visits, is the most effective way of working, high impact and best practice.	4

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

Budgeted cost: **£15,030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Based School Avoidance Training for our	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-</a>	4

Pastoral Support Lead and other key staff.	<a href="#">planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs</a>	
Whole staff training on behaviour strategies and approaches with the Inclusion commitment team – with the aim of developing our school ethos and improving aspects of SEND across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   EEF (educationendowmentfoundation.org.uk)	1
Associate staff inset programme and training	EEF –Research to show importance of good quality and relevant training for support staff – [particularly if they are being asked to deliver a specific intervention	1,2,3
Further development of enhanced lunchtime provision provided by teaching assistants and regular visiting sports coaches.	This has had very successful outcomes in the past – providing alternative, structured activities for some of our children during lunchtimes who find it difficult to cope out in the playground –for a range of possible reasons. They may have difficulties with self-regulation and problem solving in social situations for example, and this provision can target this and support the development of putting these skills in to practice at play and lunchtimes.	4
A range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration - Stage Talent, Drama and Theatre and Art trips, Sporting Activities, Clubs and a new Art Club for children 2025	Provision of a range of initiatives to extend children’s experiences. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extracurricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.  There is some evidence to suggest a causal link between arts education and the use of arts-based	4

	<p>approaches with overall educational attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/arts-participation</a></p>	
<p>Subsidising Breakfast and After School Club, Sports clubs, Holiday Clubs, Multi Skills educational visits and residential visits.</p>	<p>Providing this support can help families</p> <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p>	4
<p>Subsidising school uniforms</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p><a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a></p>	4

**Total budgeted cost: £60,130.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024 25 academic year using Key Stage 1 and 2 performance data, phonics screening check results and our own internal assessments.

Impact is also measured using progress and attainment data for the Disadvantaged and Non-disadvantaged groups after interventions have taken place.

The school assessment system allows us to effectively track and monitor pupil progress and identify areas for development. Data is evaluated on a termly basis. Other measures will be used to provide 'soft' data to evaluate impact such as pupil self-confidence or social and emotion well-being.

Termly pupil progress meetings allow analysis and discussion of Disadvantaged pupils to ensure that any gaps are addressed with timely interventions.

The Governing Board receive regular updates on our Pupil Premium spending and a Pupil Premium report once a year detailing spending on each project and reporting on its impact.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils.

**Reception GLD:**- 82% of children attained a GLD. 67% (2/3 children) of disadvantaged children attained a GLD.

**Year 1 Phonics Check 2025:** 90% of pupils met the expected standards, 60% (6/10 children) of disadvantaged pupils met the expected standard

**Year 2 Phonics Check 2025:** 50% (3/6 children) of disadvantaged pupils met the expected standards.

**Year 6:** 83% of pupils attained expected in Maths, 60% (6/10 children) of disadvantaged pupils attained the expected standard in Maths .

89% of pupils attained expected in Writing, 80% (8/10 children) of disadvantaged pupils attained the expected standard in Writing.

88% of pupils attained expected in Reading, 80% (8/10 children) of disadvantaged pupils attained the expected standard in Reading.

88% of pupils attained expected in GPS, 70% (7/10 children) of disadvantaged pupils attained the expected standard in GPVS.

Pupil premium funding attendance is only 1% lower on average than all pupils.

