

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 (2024-2025) and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	681
Proportion (%) of pupil premium eligible pupils	57 children 8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024-2025 to 2025/2026
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Ms McManus
Pupil premium lead	Mrs Catherine Stockwell
Governor / Trustee lead	Valerie Wendorff and Rowena Geraghty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,835
Recovery premium funding allocation this academic year	£2755
Pupil premium funding carried forward from previous years	- £4634 (deficit)
Total budget for this academic year	£67,224

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	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.
2	Additional social, emotional and mental health needs (SEMH) experience by some of our children and families in receipt of PP funding.
3	To sustain improved attendance for all pupils, particularly our disadvantaged pupils.
4	Additional SEND needs of some of our children in receipt of PP funding.
5	Improved oral language skills and vocabulary among 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
1] 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, Purchase of standardised assessments for end of year expectations, assessments to measure impact of provision.
2] To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils in SEMH. To continue to support families with appropriate and relevant information.	Disadvantaged children with SEMH 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. An increase in parental engagement with school. Parental workshops available to support parents
3] To sustain improved attendance for all pupils,	Attendance data for our Pupil premium pupils is 94% which is only 1% lower than other pupils

particularly our disadvantaged pupils.	(95%). We would like to maintain this progress going forwards.
4] Disadvantaged children who also have identified SEND receive appropriate and targeted provision matched to their needs.	Disadvantaged children with SEND make at least good progress – as measured through a range of formal and informal assessment, observation and feedback.
5] Improved oral language skills and vocabulary among disadvantaged pupils particularly in EYFS and KS1	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments with the SALT as well as the Language Link programme. In 2025 we are also embedding training in colourful semantics across school, so that children learn sentence structure and language.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year 2024-2025** to address the challenges listed above in order to reach intended outcomes.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£31,508.57**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to enhance our reading teaching and phonics provision in line with DfE and EEF guidance. We will fund CPD and teacher release time to embed key elements of guidance in school and continue to purchase resources.	The DfE revised Reading framework and EEF guidance on reading and phonics. 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	1,4
To embed strategies for early writing and writing for those with SEND/EAL.	Colourful semantics training with all staff https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EAL	

	<p>_Systematic_review.pdf?v=1741688627</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	
<p>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.</p>	<p>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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1,4
<p>ELSA [Emotional Literacy Support Assistant] training for one of our learning support staff</p>	<p>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 .</p>	2,3 and 4
<p>Emotional Based School Avoidance Training for our Pastoral Support Lead and other key staff.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs</p>	2,3
<p>Additional teaching staff and support staff deployed to support disadvantaged children in class - as appropriate [pre-teaching, targeted in class support, smaller class sizes, wave 2 groups] .</p>	<p>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.</p> <p>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.</p>	1,4 and 5

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

Budgeted cost: **£18,998.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group planned interventions delivered by our `Pastoral Support Lead` and ELSA. These include the programmes ; Zones of Regulation, `Drawing and Talking`, `PALS` and bespoke individual pieces of work .	Previous successful outcomes for children Research based evidence for these individual programmes.	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.	1,2,4 and 5
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. https://speechandlanguage.info/	4, 5
1:1 and small group targeted interventions delivered by experienced Learning Support staff	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.	1,4,5

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

Budgeted cost: £16,717.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	2,3,4
Development of a programme of parent workshops across the year	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4 and 5
Associate staff inset programme	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, 4 and 5
Provision for class teachers and support staff to attend various `surgeries` with raised confidence and expertise for school staff impacting on pupil progress and attainment. External professional feedback for general consultations – - Educational Psychologist - Speech and Language Therapist -Occupational Therapist	Raised confidence and expertise for school staff impacting on pupil progress and attainment. Staff feedback External professional feedback	1,2,3,4 and 5
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	2, 3

	for example, and this provision can target this and support the development of putting these skills in to practice at play and lunchtimes.	
Teacher/pupil conferencing	EEF cites high quality and timely feedback of this type as having high impact on progress and attainment for children.	1,2, 3,4
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	<p>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.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/arts-participation</p>	2,3, 4, 5
Subsidising Breakfast and After School Club, Sports clubs, Holiday Clubs, Multi Skills educational visits and residential visits.	<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>	2,3
Subsidising school uniforms	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p>https://educationendowmentfoundation.org.uk/education</p>	2

Total budgeted cost: £67,224.00

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 2023 2024 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:- 87% of children attained a GLD. 72% of disadvantaged children attained a GLD.

Year 1: Phonics Check 2024 93% of pupils met the expected standards, 100 % of disadvantaged pupils met the expected standard (4/4 children).

Year 2 : Phonics Check 2024 retakes 67% of pupils met the expected standards, 100 % of disadvantaged pupils met the expected standard (2/2 children).

Year 6:

90% of pupils attained expected in Maths, 80% (8/10 children) of disadvantaged pupils attained the expected standard in Maths .

87% of pupils attained expected in Writing, 90% (9/10 children) of disadvantaged pupils attained the expected standard in Writing.

87% of pupils attained expected in Reading, 80% (8/10 children) of disadvantaged pupils attained the expected standard in Reading.

82% of pupils attained expected in GPS, 70% (7/10 children) of disadvantaged pupils attained the expected standard in GPVS.

The school's % of total attendance has improved again this year and those with Pupil premium funding attendance is only 1% lower on average than all pupils.