



Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium 2025 to 2026 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	338
Proportion (%) of pupil premium eligible pupils	62chn (15%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2027
Date this statement was published	September 2025
Date last reviewed	June 2026
Date on which it will be reviewed	June 2027
Statement authorised by	G. Somes
Pupil premium lead	G. Somes
Governor / Trustee lead	N. Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90384.00
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	£90384.00

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 high attainment 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.

We will consider the challenges faced by vulnerable pupils, such as those who have in care, with social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped spoken language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
3	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with writing and spelling than their peers in KS2. This negatively impacts their development as writers in the next stage of education.
4	Internal and external assessments indicate that maths attainment among disadvantaged children is below that of non-disadvantaged pupils.
5	Our assessments, observations and discussions with children and families have identified social and emotional issues and early childhood trauma for many children, notably due to a lack of enrichment opportunities. These challenges particularly affect

	disadvantaged children, including their attainment and limits the development of their cultural capital. Teacher referrals for support have markedly increased during the past year. 56 children (32 of whom are disadvantaged) currently require additional support with social and emotional needs.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1.5% lower than for non-disadvantaged pupils. 40% of disadvantaged pupils have been 'persistently absent' compared to 8 - 12% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children's' progress.

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
Improved and maintained spoken language skills and vocabulary among disadvantaged pupils.	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 looks and ongoing formative assessment.
Improved and maintained reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026 show that more than 80% of disadvantaged pupils met the expected standard.
Improved and maintained writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2026 show that more than 80% of disadvantaged pupils met the expected standard
Improved and maintained maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing in 2026 demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026 demonstrated by: • overall absence rate for all pupils being no more than 3.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.

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: £36867.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting high quality teaching in phonics, English and maths		
Leader of RWInc receives ongoing strategic CPD with RWInc Consultant to ensure strong outcomes for all EYFS and KS1 children in phonics. £2916.00 x 3 Development Days and portal £125.00 x 3 = £375.00 Strategic Calls Renewed resources = £500.00 Total = £3325.00	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Secure support from HfL for the development of the maths curriculum ensuring it is closing the gap. CPD – From HfL: Purchase resources for PPG children to use at home to help practice their Maths learning. CPD – From HfL: Achieving Maths at ARE Y6. £495 x 6 days of support Maths Consultant £2970.00 £500.00 = HfL Planning Subscription £747.00 x 3 CPD sessions £500.00 Maths resources Total =£5707.00	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Develop practitioners' understanding of how children learn mathematics. Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	4

Improve the quality of social and emotional learning (SEL) and all staff to access CPD to upskill their ability to plan, resource and deliver lessons which are accessible to all children but especially those who are PPG with additional SEND to ensure they make progress in-line with their peers. £400.00 x 20 Support Days Trinity Education Consultant School Visit and bespoke CPD £8000.00	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	5
Secure support from HfL for the development of the reading and writing curriculum ensuring it is closing the gap CPD: HfL Y4/Y5 writing intervention for ARE to ensure all PPG children meet national target in writing. Purchase HfL Essential Spelling intervention to support PPG children to meet their outcomes in writing. £5784.00 HfL Consultant x 8 days £447.00 Subscription £400.00 Texts to support the delivery of curriculum £6631.00	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge to improve skills of writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3
Secure the support of Education Consultant to support the development of all leaders and across the school. Supporting with strategic planning, delivery and Instructional Coaching focused on accurate use of assessment data to inform planning and effective deployment of staff. JCW x weekly over year STCAT contribution = £5670.00 = 15 days	According to the EEF: • Average Impact: Instructional coaching has an average positive impact of +4 months' progress over the course of a year, making it a moderate but consistent method for improving pupil outcomes. • Use assessment to build upon pupils' existing knowledge and understanding • Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. • This should inform the planning of future lessons and the focus of targeted support. • Effective feedback will be an important element of teachers' response to assessment. • Feedback should be specific and clear, encourage and support further effort, and be given sparingly.	

	- Teachers not only have to address misconceptions but also understand why pupils may persist with errors. - Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise. - Sustained Professional Development: Coaching works best when it is sustained over time, ideally over two terms or more, with regular follow-up. - Professional development plays a crucial role in improving classroom practice and all pupil outcome - Supports all vulnerable children by reducing the disadvantaged gap https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Secure high quality planning, resourcing and delivery by fully resourcing all lessons across the curriculum to enable great teaching in all areas of the curriculum. £5000 Foundation Subject resourcing and planning £1500 EYFS Development £1500 Y1 Development £8000.00	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	

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

Budgeted cost: included in above budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics 1:1 sessions targeted at disadvantaged pupils who require further phonics support. £ Included in above	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2

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

Budgeted cost: £53517.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use spaces across the school flexibly (Library, Lodge, R2L, Shared Spaces) to continue to improve and support children and their families, improving the attendance, behaviour for learning and outcomes of those children eligible for PPG. £8200.00	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	5 and 8
Secure the schools place on 'The Scholars Programme' to increase aspirations and ambition beyond GCSE x 15 Y5/6 ch. £4000.00 includes cost of the programme and cost of the travel to and from university for graduation (ch and adults)	To further guide their aspirations about careers, university, and further education https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://thebrilliantclub.org/the-scholars-programme/for-schools/partner-with-us/thank-you-for-your-enquiry/	5 and 7
All children eligible for PPG funding to attend all curriculum enrichment activities to develop their cultural capital. Offer a wide range of extra-curricular activities that engage PPG children and broaden their experiences, cultural capital and increase their levels of ambition and aspirations. £1800 Y4 Residential £200 (x9 Ch) £2905 Y6 Residential £415 (x7ch) £2160 (x36ch not Y4&6) @ £30 for 2 x trips a year £480 (x 16ch) Y4&Y6 for 1 x trip @ £30 per trip £702 Y4 Swimming Lessons (£78 x 9) £5751.20 clubs (£110.60 each child x 52 for a paid TS club 2 x annually) (less £5333 SP = £418.20) Resources to support teacher led curriculum enrich £3730.80 Developing Young Leaders across the school (ties, bibs, badges etc) £486 £8682.00	Evidence suggests that taking part in extra-curricular activities including; residential trips and music lessons has many benefits; better social, behavioural and academic outcomes as well as improved social inclusion outcomes. Evidence also shows that disadvantaged and vulnerable children face increased barriers in accessing extra-curricular activities. (European Commission (EPIC) June 2021)	7
Improve the quality of social and emotional (SEL) learning through the use behaviour incentives and systems £4750.00 interventions, Family Prize Days, Boxing, resources and CPD	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) +4 mths. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5

Improve the attendance of children eligible for PPG to ensure that it is in line with school expectations and national at least 96% £2000.00 Attendance incentives and Training to improve the school's approach to PA	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	7
Raising the self-esteem, self-worth and mental wellbeing of PPG children and their families by ensuring that they are able to afford good quality school uniform and equipment. £2080.00 (£40 per child (52ch) 2 x School Jumper/Cardigan 60 x Book Bags for all EYFS new starters £4.99 x 60 = £299.40 Transition books for EYFS x 30 = £30.00 £2679.40	To be in-line with a school ethos and continue the improvement of behaviour and discipline. To support families that may not be able to afford uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	5
Ensuring that all children receive access to specialist sports coaching and PE teachers £20808.00 = 175x36 weeks x 2 = 12600.00 114 x36 x 2 = 8208.00	All pupils are entitled to high-quality PE. Developing pupils' competence and confidence in PE through a high-quality curriculum is as much a priority now as it has ever been. Developing competence is important because of its relationship to motivation, enjoyment and, subsequently, the potential to build confidence and engagement in physical activity and sport. Also supporting upskilling of all staff. Levelling the playing field: the physical education subject report - GOV.UK	
Enable our most vulnerable children access to a Play Therapist to support their SEMH needs therefore enabling them to better access learning and school life. 3 x 10 weeks blocks 5 ch each (15 total) 30 weeks @£200 p/d = £6000 £3205.60 = PPG £2794.40 = SEND Funding	DfE Guidance – Mental Health and Wellbeing in Schools (Updated 2026) Promoting and supporting mental health and wellbeing in schools and colleges States that good mental health improves learning, attendance, and life outcomes. Recommendations: A whole-school approach Targeted interventions for children who need extra support. Play therapists fit into this as a targeted intervention for children with emotional or behavioural needs. https://www.gov.uk/guidance/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges	

Total budgeted cost: ££90384.00

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 2024 to 2025 academic year.

Areas of concern from 2023-2024

Our school assessments and EOY statutory assessments demonstrated that the disadvantaged pupil performance in need to improve. Only 50% of our PPG children met expected at the end of Y6 in reading, writing and maths and only 40% of our PPG children 0% met expected in the .

Performance in phonics was similar to a concern for 24-25 as outcomes for all children dropped from high 90% to 62%, much lower than in previous years. Phonics and Core subjects were prioritised at the beginning of 2024 academic year to ensure that children learn well with quality first teaching our priority. Writing, in particular was identified as a weakness and our writing curriculum was enhanced to ensure all pupils write for a sense of purpose, increasing motivation and engagement in tasks.

Attendance and punctuality remain an issue for our children eligible for the PPG funding and this year we have focussed on improving this in our strategies.

Review of Year 1 2024-2025

Core subjects are all well established and follow a well sequenced and ambitious curriculum. CPD has been delivered to all teaching staff in Adaptive strategies, writing effective PLP's that ensure reasonable adjustments are made and that vulnerable children are better supported in class – **this is still a priority for the school for 25-26 so consultancy support is needed to add capacity for rapid improvement.**

Evidence from Quality Assurance activities demonstrates that the quality of teaching and learning has improved, planning of lessons is more considered, with NASEN 5-a-day considered to support all children to be successful. Oracy is a focus for all teachers.

RESULTS:

EYFS – as a result of improving the adult interactions and curriculum as well as the environment the % of children achieving GLD in 2025 was 76% an improvement of 29% from 2024.

Phonics – Y1 due to effective leadership, assessment and monitoring our phonics improved from 62% in 2024 to 87%.

KS2 – due to a change in widening our curriculum to teach the whole NC and not teaching to the test our SATs combined dropped in 2025 to a disappointing combined of 50% before disapplication. Individual subjects scores were broadly in line with national Reading = 65% Exp+, Writing = 72% Exp+, Maths = 68% Exp+. Assessment processes are now in place to ensure that data driven decisions have impact on combined for all children across the school – Venn diagrams etc. are used to support this.

SEND provision and support for the staff is greatly improved. We now have an effective procedure for reporting SEND concerns and referring children to the SENDCo. Our PLP system is clear and well understood by staff and shared with children and their parents/carers. These are written and reviewed using the graduated approach. We need time for these improvements to

have effect in our teaching and learning data and in the data for our SEND children. CPD has been delivered to support staff in adaptive strategies and possible interventions to support children to achieve well.

A new assessment tracking programme was introduced during 2024-25 and procedures for Pupil Progress Meetings and holding staff accountable have been introduced in 2025-26.

Attendance

PP PA is still an area for development:

	Attendance	PA
National	93.3%	18.10%
School	95.04%	10.95%
PP	92.96%	18.75%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
HfL Maths and English Consultants	HfL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.