

Pupil premium strategy statement - Sacred Heart Catholic Primary School

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 and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Sacred Heart Catholic Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils *excluding 4 service pupils	24/197 = 12.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25 - 26/27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sean Woods
Pupil premium lead	Sean Woods
Governor / Trustee lead	Claire Iles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including 4 x service pupils = £1340)	£43060
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£43060

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.

High-quality first 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. 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're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take a collective responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve (not letting the label drive the narrative)

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 indicate that literacy skills are poorer among disadvantaged pupils; particularly in reading comprehension.
2	Assessments, observations, and discussions indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is particularly the case in number knowledge and fluency.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have a vocabulary gap with their peers when they enter school. According to one influential piece of research, disadvantaged children hear 30 million fewer words than their peers.

5	<p>Our attendance data in 23-24 indicates that absence among disadvantaged pupils was 5.6% higher than the overall school absence</p> <p>In 23-24, persistent absence of disadvantaged children was 24.9% higher than the overall school persistent absence.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	Disadvantaged pupils have less exposure and opportunity for wider life / educational experiences.

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes show that a greater proportion of disadvantaged pupils meet the expected standard (compared to the disadvantaged national average).
Improved maths attainment for disadvantaged pupils.	MTC & KS2 maths outcomes show that a greater proportion of disadvantaged pupils meet the expected standard (compared to the disadvantaged national average).
Improved phonics attainment for disadvantaged pupils.	Phonics Screening Check outcomes show that a greater proportion of disadvantaged pupils meet the expected standard (compared to the disadvantaged national average).
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance for disadvantaged pupils ensuring that the attendance gap and persistent absence gap between disadvantaged pupils and the overall school is reduced.
Disadvantaged pupils are given the same life / educational opportunities as their peers	Good uptake in the proportion of disadvantaged pupils accessing wider experiences such as school trips, school clubs and residential.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise 'Accelerated Reader' to ensure that pupils are reading the correct books and are being assessed on their comprehension. Ensure that comprehension skills are also developed in classes in English lessons.</p> <p>Effectively support and challenge 'spotlight' children in English lessons so that they are able to read with greater fluency.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1
<p>Utilise 'Mastering Number' so that pupils in EYFS & KS1 master number knowledge and fluency.</p> <p>Utilise Times Tables Rockstars software in order for pupils to master their xtables knowledge / recall.</p>	<p>Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2
<p>Utilise Read Write Inc (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p>Subscribe to online training and complete at least one annual development day to upskill all phonics teachers.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3

<p>Ensure that all new staff have undertaken two-day phonics training</p>		
<p>Develop communication and language by targeting oracy skills as laid out in the new Trust English curriculum. Allow the opportunity for children to discuss and debate in the KS2 Class Reading curriculum. Engage with the Trust Speech and Language Strategy to ensure that a language screen of all Reception children is carried out - establishing specific speech and language issues which can be addressed.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1 4</p>
<p>Ensure the successful implementation of 'Opening Worlds' curricula in History and Geography which are vocabulary rich and develop language in a carefully sequenced way.</p> <p>Successfully implement the Trust English curriculum which exposes children to a progressive sequence of high quality texts and develops skills in Reading, Writing, Grammar and Oracy.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1 4</p>
<p>Ensure enough time is given to staff for professional development to enhance quality first teaching (use of INSET days and providing cover for training & networking opportunities)</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1 2 3 4</p>

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

Budgeted cost: £36060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise additional hours for SENDCo and TAs to provide targeted interventions across all year groups (including RWI Fast Track phonics interventions).</p> <p>Utilise TAs to provide smaller / similar ability groups in the implementation of RWI phonics programme.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 2 3 4</p>
<p>Subscribe to and utilise digital reading subscriptions for targeted interventions (Accelerated Reader, Nesy, Self Learn Read Spell) to improve reading comprehension and increase reading for pleasure.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>
<p>Lease iPads which can be used across all year groups to develop reading skills (see above) and xtables knowledge – xtables rockstars / hit the button.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Individualised instruction can be an effective approach to increasing pupil attainment.</p>	<p>1 2</p>

	<p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Encourage good attendance using guidance from working-together-to-improve-school-attendance</p> <p>Track attendance regularly and implement systems and processes to ensure that poor attendance is 'caught early'. Work in partnership with families to resolve issues.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	5
<p>Utilise 'TenTen' to deliver a comprehensive PSHE / RSHE curriculum across the whole school; having a positive impact on pupil wellbeing and Personal Development.</p> <p>Invite RISE into school to complete a sequence of lessons to support children with their emotional wellbeing and mental health.</p>	<p>Recognising that attendance improvement does not happen in isolation and therefore ensuring it is prioritised in wider improvement strategies, such as raising attainment, behaviour, special educational needs and disabilities, wellbeing, and safeguarding.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>P21</p>	5

<p>Offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising.</p> <p>Follow the 'Live Simply' pledge - developing an allotment area in school where fruit and vegetables can be grown.</p> <p>Disadvantaged pupils will be encouraged and supported to participate.</p>	<p>One trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. These results have moderate security, and further evaluation would be needed before there can be confidence that the results apply to other schools, but they provide initial evidence that well-supported enrichment activities can improve children's academic and non-cognitive outcomes.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university-re-grant</p>	<p>5 6</p>
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Total budgeted cost: £43060

Part B: Review of the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using EYFS, phonics check results, multiplication check, key stage 2 performance data, and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we have compared their results to the school cohort and to disadvantaged pupils at a national level.

EYFS (2 pupils):

Meeting ELG - School Dis 50% / School Cohort 80%

Phonics (5 pupils):

Meeting PSC - School Dis 100% / School Cohort 94% / National Dis 67%

Multiplication Check (1 child):

Achieving 25/25 - School Dis 100% / School Cohort 38%

Mean Average Mark - School Dis 25 / School Cohort 22

KS2 (5 children):

Reading EXS - School Dis 60% / School Cohort 85% / National Dis 64%

Writing EXS - School Dis 80% / School Cohort 76% / National Dis 67%

Maths EXS - School Dis 60% / School Cohort 81% / National Dis 64%

RWM EXS - School Dis 20% / School Cohort 67% / National Dis 51%

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2023/24 had partial success. Compared to their cohort or other disadvantaged peers nationally, disadvantaged pupils scored higher in: Phonics, MTC and KS2 Writing but scored lower in: EYFS, KS2 Reading, KS2 Maths and KS2 combined. However, disadvantaged pupils still made good progress from their starting points and several pupils had other barriers to their learning.

Absence among disadvantaged pupils was 5.6% higher than the overall school absence and persistent absence was 24.9% higher. These gaps continue to be too large which is why attendance continues to be an ongoing focus of our current plan.

Disadvantaged pupils were able to access a range of school trips, clubs and residential. 44% of all pupils in the school accessed an extracurricular club over the course of the year compared to 44% of disadvantaged pupils. Support in this area will continue in the

current plan so that disadvantaged children have at least the same uptake as their non-disadvantaged peers.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Mastering Number	NCETM & Maths Hubs
Read Write Inc	Oxford University Press
Nessy	Nessy Learning
Self Learn Read Spell	Phillips Education Foundation Ltd
Times Tables RockStars	Maths Circle Ltd

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>There were four service pupils across the school in the last academic year. Of these, two pupils (siblings) had a parent actively working in the armed forces. Time was allocated to the pupils (as and when required) to provide pastoral support in and out of the classroom setting. This included SEMH interventions and informal drop in sessions at the end of the day with the SENDCo.</p> <p>Designated staff have also completed Rainbows bereavement training and resources have been purchased in order to deliver sessions as required.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers observed improvements in wellbeing amongst the service pupils who received interventions.</p>