

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Sacred Heart Catholic Primary
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	16 pupils- 8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2022 to August 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Michelle Fusi
Pupil premium lead	Michelle Fusi
Governor / Trustee lead	Bernadette Miele

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,250
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,250

## Part A: Pupil premium strategy plan

### Statement of intent

Our curriculum at Sacred Heart is knowledge rich, with Christ at the centre of all we do. We want our children at Sacred Heart to be independent thinkers, resilient, enabled to solve problems whilst following the Gospel Values.

Highly effective teaching at Sacred Heart is characterised by personalisation. Children make the best progress when they are encouraged and their effort is noticed and praised. We want them to feel secure and confident enough to take risks and 'have a go'. We believe in matching teaching technique and strategy to learning need and objectives.

The main school development focus is to improve cognitive strategies to support pupils' learning and progression. The school has two main focuses- **self regulation**, to aid self-independence and **metacognition**, to drive improvement to ensure all learners can talk about their learning confidently using subject specific vocabulary.

We aim to encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing what they learn – what helps them learn and what makes it difficult for them to learn. We encourage that children know their own next steps and can discuss what will help make them achieve them.

The school has taken Recommendations from the EEF to work closely with staff to develop their knowledge of metacognitive and cognitive skills. Included in this will be professional development on promoting oracy across the whole school.

Our approach is to ensure that 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 –

Our ultimate objectives for our disadvantaged pupils

- Providing targeted academic support for pupils who are not making the expected progress no matter their vulnerability
- To ensure all pupils, including those who are disadvantaged, have access to a range of opportunities to develop aspirations, whilst building cultural capital to enrich, complement and enhance their schooling.
- To ensure all pupils including those who are disadvantaged have access to excellent care to support and maintain / improve their Social, Emotional and Mental Health.

## Challenges

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

Challenge number	Detail of challenge
1 COVID	Since the return to full school opening from the closures due to COVID, senior leaders have found that pupils are unfamiliar with talking about their learning. A recent Pupil Premium Review (May 2021), also highlighted this. Pupils are less confident explaining their learning or using subject specific vocabulary when discussing work. Pupils are less confident explaining the strategies they apply to overcome any difficulties they have in learning
2 Cognition and Learning English	Through pupil progress meeting and teacher assessment, identified gaps in phonic awareness and reading are apparent in disadvantaged pupils.
3 Cognition and Learning Maths	Through pupil progress meeting and teacher assessment, identified gaps in knowledge of basic number and place value
4 LANGUAGE EAL SEN	Using the assessment tools, Wellcome and Language Links, language and communication difficulties have been identified across the school. This has risen and may be due to the impact of COVID.
5 SEMH	<p>Through dialogue with parents we understand that there are some pupils in the school whose confidence, wellbeing and behaviour have been effected by lockdowns.</p> <p>Observations and discussions with pupils' evidence that some of our disadvantaged pupils have limited experiences beyond their immediate environment little cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication.</p> <p>Through parent communication we understand that some disadvantaged pupils do not have the opportunities to undertake music lessons and extra-curricular activities.</p>

## 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
<p>Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books.</p>	<p>Teaching in all year groups will be consistently good, with a further increase in the amount being outstanding.</p> <p>Any PP child falling behind is identified quickly as a result of rigorous tracking and monitoring and this performance information is used to inform subsequent provision and timely intervention.</p> <p>Precise use of interventions and tutoring, support all PP pupils where the school closure has had a negative impact in comparison to their peers.</p> <p>As a result of quality first teaching and effective use of precisely targeted interventions, targets are met for all pupil premium pupils across school</p>
<p>To improve oral language and communication skills</p>	<p>Assessments (speech and language therapist reports, WellComm, Neli, language Links assessments) and observations indicate significantly improved communication and oral language skills.</p> <p>The approach to vocabulary development and use of knowledge organisers, will have been extended to support pupil's development of a richer vocabulary and knowledge across the curriculum.</p> <p>Pupils will engage proactively within class discussions and informal book chat across the curriculum, using a wider range of more precise vocabulary.</p> <p>An increased % of pupil premium pupils across school, in line with targets, make at least expected progress each year and reach the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing / mental health from 2023/24 demonstrated by:</p> <p>Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</p> <p>A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by MDT meetings, Safeguarding meetings, behaviour tracker and mental health care plans.</p> <p>Observations of children's engagement in learning</p> <p>Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations, positive attitudes to learning, ability to share feelings and regulate emotions</p>

<p>To achieve and sustain improved % of children working at curriculum related expectations for all pupils in our school, particularly our disadvantaged pupil.</p> <p>Increase the number of disadvantaged pupils achieving 'high standard' at KS2</p>	<p>In school tracking data (TT) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at curriculum related expectations year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.</p>
<p>An increased number of Pupil Premium pupils will be making a wider contribution to school life and engaging with wider opportunities</p>	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. Rocksteady music lessons available to pupils. Trips, workshops and visits are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children.</p> <p>The vast majority of Pupil Premium Pupils will have taken part in enrichment activities</p> <p>Pupil Premium pupils will engage with wider opportunities such as, School Council, choir, sporting activities</p>

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: £6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching and Learning- Professional Development, including developing leaders, school based approach through the EDT/ Schools Partnership Programme	Schools Partnership Programme March 2023 EEF ( second year) Building capacity in local areas, gives ownership of the model to schools to continue to develop peer review processes, supporting local priorities and enabling school-to-school support.	1,2,3
Professional Development- participation in Maths Hub- Maths Mastery	Studies involving primary school pupils have tended to be more effective (+8 months) Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).  A high level of mastery of about 80% is associated with more successful approaches.	3
Development of oracy across school Training and delivery	The EEF states that there is strong evidence oracy can improve pupil achievement, particularly for younger students. EEF <b>Improving outcomes in literacy:</b> <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1#nav-downloads">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1#nav-downloads</a> Other supportive research: <b>EEF Communication and Language approaches:</b> <a href="https://educationendowmentfoundation.org.uk/educationevidence/earlyyears-toolkit/communication-and-languageapproaches">https://educationendowmentfoundation.org.uk/educationevidence/earlyyears-toolkit/communication-and-languageapproaches</a>	1
<b>Communication and Language</b>  1-Wellcomm assessment used with all EYFS pupils to identify communication / language	<b>EEF EY Toolkit Evidence:</b> Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children	4

<p>baselines and to measure progress made</p> <p>Staff training CPL including NELi,</p>	<p>who are involved in communication and language approaches make <b>approximately six months' additional progress over the course of a year.</b></p> <p><b>The EEF toolkit states that Oral Language impact development</b> (Average impact +5 months),</p> <p>The EEF toolkit states that <b>phonics approaches</b> has a moderate impact (+4 months) for a very low cost.</p> <p><b>NELi</b> has been identified by the EEF as a <b>promising project.</b></p>	
<p><i>Targeted SEMH support</i></p>	<p>Training for staff in Drawing and Talking Therapy</p>	<p>5</p>
<p><i>Extra phonics sessions for Years 1-2</i></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. ( EEF Toolkit)</p>	<p>2</p>

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

Budgeted cost: £15,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide evidenced based intervention- Catch up literacy and numeracy for pupils below age related expectations.</i></p> <p>Classroom based intervention with pre teaching / consolidation with TA</p>	<p>Two <a href="#">Education Endowment Foundation (EEF) randomised controlled trials</a>, involving Catch Up® trained Teaching Assistants supporting pupils over 30 weeks, showed:</p> <ul style="list-style-type: none"> <li>• Pupils receiving Catch Up® Numeracy support in Years 2 to 6 improved their numeracy outcomes by 3 months compared with the control group.</li> <li>• Ensure that connections are made between intervention and whole-class instruction. Interventions are often quite separate from classroom activities. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. (EEF)</li> </ul>	2 and 3
<p><i>Personalised Reading programme for individual pupils</i></p>	<p>Reading Solutions- Personalise electronic reading programme for use at home and school to develop stamina in reading</p>	2
<p>Other targeted interventions:</p>	<p>- Small group one to one and tutoring support from support staff throughout year for catch up.</p> <p>Rapid intervention sessions will also provide opportunities to teach and reinforce retrieval practice skills.</p>	2/3
<p><i>Targeted SEMH support</i></p> <p><i>Weekly 1:1 specialist counselling session with pupils to support their emotional needs and behaviour.</i></p>	<p>1:1 therapy provided through MHNT for targeted pupils.</p> <p>The attainment and progress of identified disadvantaged pupils in school is beginning to be negatively impacted by rising anxiety leading to school avoidance. By supporting their emotional needs regularly in school, this will have a positive impact on their future achievement.</p>	5

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

Budgeted cost: £ £4678

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupils to attend Rock Steady Music sessions</i>	<p>Playing an instrument can help young people to reduce anxiety, gain control of emotions, and focus attention – by altering the behaviour-regulating and motor areas of the brain.</p> <p>A report on young people-led, inclusive, music making, found that by encouraging mastery and resilience in overcoming obstacles, making music can improve young people’s belief in their ability to exert influence in their learning and their lives. Exploring Self-Efficacy in Youth Music Projects, Youth Music (2014)</p>	5
<i>Family Support Worker</i>	<p>This is a strategy which has proven to be highly effective in strengthening positive relationships between home and school, The family support worker is able to offer support in the home and to direct families towards services and support available to them which can offer emotional, financial and behavioural support. In improving outcomes in the home, this has a positive impact on outcomes for the child in school.</p>	5
<i>Support for residential school trips</i>	<p>It is important to us that all children, including the disadvantaged vulnerable group, can have access to every experience and opportunity across the curriculum that is offered. The enrichment opportunities provided by residential trips and other day trips, is essential to the mental health and wellbeing of the individual pupil, and financial deprivation will not prevent them from receiving this so school covers the cost in full when needed to.</p> <p><i>‘When residential experiences explicitly addressed curriculum content (in this case creative writing and geography), they impacted significantly on progression and attainment.</i></p> <p><i>The residential experiences developed a learning community that impacted on socialisation, maturation and pro-active learning behaviours that are sustained in the classroom post residential.’</i></p> <p>Dudman, J.; Hedges, C. &amp; Loynes, C. (2019). the impact of residential experiences on pupil progress and attainment in year six (10 – 11 year olds) in</p>	5

	England: a Learning Away comparative research Study:. Learning Away Consortium.	
<i>Rainbows Provision</i>	<p>Young people’s awareness of people in their lives who care about them is significant. Research literature indicates that this awareness has a significant role to play in developing emotional resilience following trauma such as bereavement and loss.</p> <p>Paying attention in school can be viewed as young people’s perception of their ability to engage and participate in learning activities in school, their sense of personal agency and self-efficacy.</p> <p>(A Report from the Rainbows Evaluation, Research and Development Committee 2019.)</p>	5

**Total budgeted cost: £26392**

## 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 2023 to 2024 academic year.

#### Outcomes for Disadvantaged Pupils Summer 2024

Teacher assessment for Summer 2024 that progress of PPG pupils in Year 1 – 6, compared to 2023, had improved across the school in reading (12.5%), Writing ( 18.8%) and maths (31%)

PPG achievement was higher in Summer 2024 compared to Summer 2023, although the gap between PPG and Non-PPG is widening in the core subjects.

There has been an increase in the number of PPG children in extracurricular clubs and all PPG pupils have attended a sports celebration or competition outside of the school.

The most recent Ofsted Report (October 2024), states that ‘Pupils are proud of their inclusive school. The school ensures they all have the same opportunities as each other. This includes the wide-ranging sporting events, extra-curricular clubs, and trips.’

	All	PP	Not PP
Early Years GLD3 PPG	66.7%	0:	69%
Phonics (1 PPG)	96.6%	66.7%	100%
KS1 RWM (3 PPG)	62.1%		
KS1 reading	69%	N/A	65.2%
KS1 Writing	69%	N/A	65.2%
KS1 Maths	75.9%	N/A	73.9%
KS2 RWM (2)	73.3%	66.7%	74.1%
KS2 reading	80%	66.7%	81.5%
KS2 Writing	86.7%	66.7%	88.9%
KS2 Maths	80%	66.7%	81.5%

## 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*

<b>Programme</b>	<b>Provider</b>
Life to the Full	Ten Ten
Catch Up Literacy and Numeracy	Catch Up®
Rainbows/ Silver Linings	<a href="https://rainbowsgb.org/">https://rainbowsgb.org/</a>
Plus1 Maths/ Power of 2	
Toe by Toe	<a href="https://toe-by-toe.co.uk/">https://toe-by-toe.co.uk/</a>
Reading Plus	Reading Solutions
Mathletics	Three Space Learning