

## Pupil premium strategy statement – Sacred Heart Catholic Primary and Nursery School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	56 chdn
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	1/12/25
Date on which it will be reviewed	1/12/26
Statement authorised by	S Beach
Pupil premium lead	S Beach
Governor / Trustee lead	M Zebryk

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,637
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£112,637</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, regardless of their background, make good progress and achieve high attainment. We will use our Pupil Premium funding to ensure disadvantaged pupils achieve this, focusing on areas where they require the most support and ensuring they are challenged in their work.

We aim to close the achievement gap by using our funding to provide high-quality teaching, which is the foundation of our approach. We will act early to intervene at the point a need is identified, using robust diagnostic assessments, not assumptions.

Our strategy will be responsive to individual needs and common challenges including those arising and continuing from the evacuation from our school building in January 2023 and subsequent moves.

We recognise that disadvantaged pupils can face a wide range of barriers, both inside and outside the classroom, and our strategy is designed to support their overall development into active, socially responsible citizens.

### Challenges

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

Challenge number	Detail of challenge
1	Literacy - Our disadvantaged children often start school with a significantly smaller vocabulary and less language exposure, which makes it difficult to comprehend age-appropriate reading materials. As our curriculum becomes more demanding, a weak foundation in reading comprehension makes it increasingly difficult for our disadvantaged children to keep pace with their peers. Struggling with reading can negatively impact our children's confidence and overall attitude towards learning, creating a cycle where they may be less likely to try or read for pleasure. Some of our disadvantaged children who have literacy struggles then go on to have difficulties in secondary school.
2	Poor attendance - Some of our disadvantaged children suffer from poor health (including mental health), unstable housing, and a lack of resources such as the inability to afford school supplies or uniforms. They can also find it difficult to access early intervention services. Our disadvantaged children and families face immediate barriers and longer-term systemic issues that result in poor school attendance. Some of our disadvantaged children have caring

	responsibilities for siblings or family members, which can interfere with school attendance.
3	Some of our disadvantaged children have a significantly lower rate of achieving a "good level of development" (GLD) compared to their peers. A major factor is the "word gap," where our disadvantaged children have less exposure to language.
4	Emotional well-being: Poor emotional and mental health needs are frequently barriers to success for our disadvantaged children. Our disadvantaged children face challenges like anxiety, depression, and stress that affect their ability to learn. Some of our children exhibit aggression and hyperactivity. A number of our children have low self-esteem which can impact their motivation and engagement with school. There are also children in our school who have experienced adverse childhood experiences: abuse, neglect, or parental ill-health and they face additional risks to their academic success

### 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
High levels of literacy for all our children	<p>Increase the number of our children who demonstrate strong reading and writing skills across a range of texts.</p> <p>Increase the number of our children who have a positive attitude towards learning and language, and the ability to critically analyze and discuss what they read and write.</p> <p>Children receive consistent, high-quality teaching, early identification of needs.</p> <p>School engages with parents and the community to support learning at school and home.</p>
Great school attendance for all our children	<p>Increase the number of our children who attend over 96% of the time, as this provides the best chance for academic success, social development, and establishing good habits.</p> <p>We have a whole-school culture that promotes attendance, strong home-school partnerships, accurate and efficient data management, and the use of incentives and early intervention for those who are struggling.</p>
A good level of development at the end of EYFS for our children	At the end of EYFS, increase the number of our children who have met the expected level in all 12 Early Learning Goals (ELGs) across

	<p>the five key areas: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, and Mathematics.</p> <p>Increase the number of our children who show understanding and are regulating behaviour, managing their own basic needs and being confident, working cooperatively with others, listening to instructions, reading with comprehension, and having a good grasp of numbers.</p>
Healthy children both physically and mentally	<p>Increase the number of our children who can explain the physical and mental benefits of their lifestyle choice. Our children can talk about their own and others' emotions and they can identify and use simple self-care techniques and understand that setbacks are a normal part of life, helping them to manage difficult times. Our children know whom to speak to in school if they are worried about their own or someone else's wellbeing and understand that it is important to discuss their feelings with an adult. Children can demonstrate communication and conflict-resolution skills, work collaboratively in groups, and understand that happiness is linked to being connected to others. They understand the benefits of rationing time spent online and the risks of excessive use of electronic devices.</p>

### Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 23,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CUSP</i> SLT and Teachers will implement CUSP through a bespoke	Cusp is a knowledge rich, evidence based curriculum. It emphasises deep understanding, explicit vocabulary instruction, and the development of	levels of literacy GLD

implementation supported CUSP lead practitioner.	critical thinking skills across all subjects. It is underpinned by research in cognitive science and is designed to build upon prior learning, ensuring robust progression for every pupil.  Through its implementation we hope to see a deliberately sequenced, knowledge-rich curriculum that leads to our having the skills to become confident, successful learners.	
Moving the Box	Implementing “Moving the Box” in our early years setting will ensure every child receives the support they need to thrive. By focusing on equity over equality, it provides targeted, high-quality interventions for those who need them most, removing barriers to success. This research-informed, collaborative approach also strengthens staff expertise, creating a more inclusive and effective learning environment for all children.	GLD
Little Wandle	Implementing Little Wandle in our school provides a well-researched, systematic approach to daily phonics teaching across EYFS and KS1. Embedding clear, consistent routines helps to reduce cognitive load for pupils and ensures lessons run smoothly. All staff have received Little Wandle training, enabling them to effectively support all learners, including SEND and EAL pupils in KS2. ECTs and new to key stage teachers are being coached by the phonics lead to maintain consistency and high-quality phonics teaching throughout the school.	levels of literacy GLD
Development of TAs so they can be deployed to have maximum impact	Teaching assistants play a vital role in classrooms. Research shows that development of TA's, promotes high-quality teaching and inclusive learning environments. (EEF)	
Releasing teachers to allow them to engage with GTT and improve high quality teaching	GTT benefits teachers by helping them enhance their expertise, improve student outcomes and	

	engage in effective, evidence-based training.	
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The [Great Teaching Toolkit \(GTT\)](#) is a professional development platform that benefits teachers by helping them enhance their expertise, improve student outcomes, and engage in effective, evidence-based training.

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

Budgeted cost: £ 35,119

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Little Wandle small group intervention and precision teaching	EEF “Using Your Pupil Premium Funding Effectively.” Additional one-to-one and small group tuition in phonics enables children to be taught the letters and sounds they need to know. This results in children knowing more and remembering more in phonics.	Levels of literacy GLD
Ipad intervention - Century. Ensuring this is scheduled and aligned carefully with the curriculum	Diagnostic assessments identify the gaps in the children’s knowledge and generate questions/lessons tailored to their needs. Teachers are also able to plan further intervention as need is identified in lessons.	Levels of literacy Numeracy

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

Budgeted cost: £ 49,959

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Trust attendance strategy implementation	Regular school attendance is crucial for student engagement, academic achievement, social development, and long-term well-being, and the EEF provides evidence-based strategies to address current challenges. A strategy helps schools tackle the complex factors behind poor attendance and ensures students, especially disadvantaged ones,	Attendance

	receive the support they need to thrive and avoid widening achievement gaps. (EEF, Supporting school attendance)	
Reading culture and library development	<p>Research shows reading for pleasure can support reading, and wider <a href="#">literacy, skills</a>, wellbeing, <a href="#">empathy</a>, confidence and aptitude for learning. In fact, our 2024 research showed that twice as many children and young people who enjoy reading in their free time had above average reading skills than children who don't enjoy it (34.2% vs 15.7%).</p> <p>Therefore, reading for pleasure is an important mechanism to encourage reading frequency which in turn is more likely to foster and improve a child's reading skills - something which is of fundamental importance at a time when children and young people's reading skills are cause for concern, particularly for those from <a href="#">disadvantaged communities</a>.</p> <p>National Literacy Trust</p>	Literacy levels
Fund resources, experiences and opportunities both inside the classroom and outside (e.g clubs, uniform, trips, residential, equipment)	<p>Education Endowment Foundation: Arts/Sports participation (low- moderate cost, moderate impact)</p> <p>Qualitative Values- eg self-esteem</p>	Physical and mental health
ELSA TA support	<p>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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	Physical and mental health
High quality Early Help support	<p>Engaging with an early help team provides benefits such as preventing problems from escalating, improving children's long-term outcomes, and offering holistic support for families. This support can help families build their capacity to resolve challenges, improve home and family life, and</p>	Physical and mental health

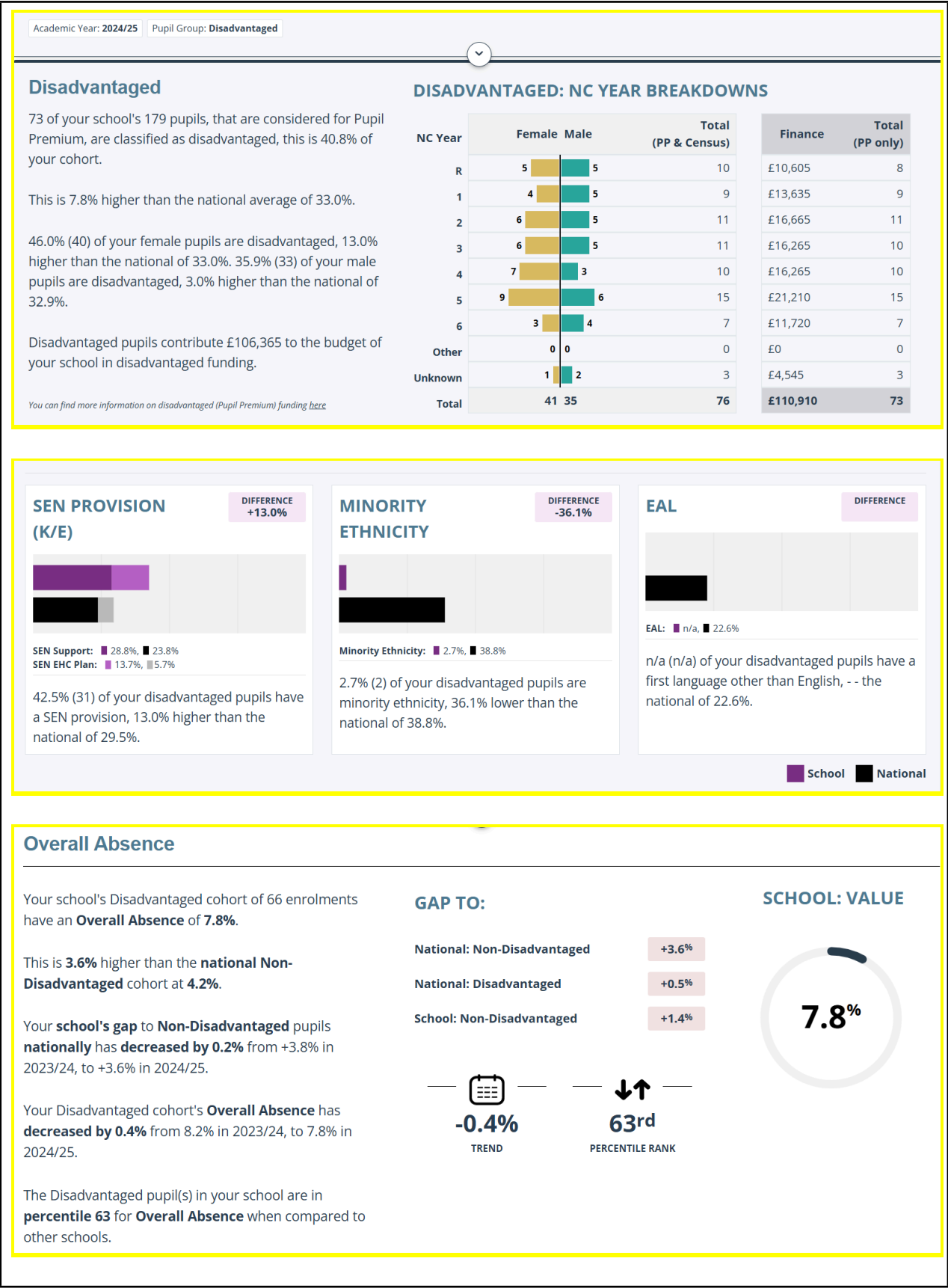
	access a range of professionals like mental health nurses, therapists, and family support workers. By providing support at an earlier stage, early help can reduce the need for more intensive services and help families thrive. (NSPCC, Early help and early intervention).	
My Happy Mind	Further embed the <i>My Happy Mind</i> programme. Through its structured focus on building resilience, self-awareness, and emotional regulation, pupils will develop greater confidence in understanding and managing their feelings. The emphasis on gratitude, character strengths, and mindfulness will help children feel more valued and supported, particularly those who may face additional challenges outside of school. We will see improved relationships, increased engagement in learning, and a noticeable boost in self-esteem. Through its use we will create a more nurturing and inclusive environment where all children—especially our pupil premium pupils—can thrive both emotionally and academically.	Mental health and wellbeing

**Total budgeted cost: £ 108,911**



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Century	Century tech
CUSP	Unity schools partnership
Little Wandle	Little Wandle
GTT	Evidence based education
Moving the Box	Westmorland and Furness

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
0
<b>The impact of that spending on service pupil premium eligible pupils</b>
0

Further information (optional)