

Pupil premium strategy statement – 2024/25

The Pupil Premium Grant is allocated to schools based on the number of pupils on the current roll who have been entitled to Free School Meals at any point during the past six years, have been in the care of a Local Authority ('Looked After') continuously for more than six months, or have parents who are in the regular armed forces.

Schools are charged with using Pupil Premium Grant funding to 'close the gap' between the attainment of those children from disadvantaged backgrounds and those living in families with incomes above the low-income threshold. Some of the funding is used to offer support to those pupils who are at a disadvantage compared to their peers even if they are not eligible for a free school meal. Schools are free to spend the Pupil Premium Grant how they see fit but it must be to the benefit of this group of children.

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	159
Proportion (%) of pupil premium eligible pupils	20.8% (33 pupils)
Academic year/years that our current pupil premium strategy plan covers	3 years (to be reviewed annually)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs B Green
Pupil premium lead	Mrs C T M Taylor
Governor / Trustee lead	Mrs J Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,840
Recovery premium funding allocation this academic year	£ 0
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	£48,840

Part A: Pupil premium strategy plan

Statement of intent

The Sacred Heart Approach:

At Sacred Heart our intent is that all pupils in receipt of the Pupil Premium Grant will:

- make at least expected progress or more in relation to their individual targets and against ARE
- be able to cope with the social, emotional and behavioural expectations at school
- receive financial support for uniform, trips, educational visits as appropriate
- reach an acceptable level of attendance (95% +)

As a school, we are mindful of both the academic and pastoral needs of the children. As a result, when considering the how we spend the school's pupil premium funding, we will consider the following factors:

- Families will have different needs and these need to be identified to ensure pupils have the same opportunities as their peers.
- Pupils may need additional well-being, mental health and pastoral support, and we will look to ensure these needs are identified and met.
- Literacy and Numeracy– identified gaps in learning within the core areas of literacy and numeracy will be addressed to ensure future success for all. The school believes pupils need a solid foundation in Literacy and Numeracy to ensure they gain a deeper understanding of concepts during their primary education.
- Attainment – as a school, we will be mindful of pupils' prior attainment and will look to ensure that pupils are attaining well and any gap with their peers is being addressed.
- Pupil Context – as a school, we are mindful that some pupils in receipt of the PPG may have a greater need and will utilise internal expertise and the expertise of external agencies to provide this support.
- Secondary Ready – as a school, we want every child to leave us 'Secondary School ready' and we appreciate that the skills required are more than just academic. It is our aim that every pupil is targeted to achieve to the best of their ability. As a school, we will focus on any gaps academically, socially and emotionally to ensure they develop the necessary skills to be effective learners when they move on to secondary school.

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

1. Quality Teaching (including professional development)
2. Targeted Academic Support (for example interventions and one to one support)
3. Wider Strategies (for example behaviour approaches, breakfast clubs, trips and attendance)

Challenges

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

Challenge number	Detail of challenge
1	Evidence shows that some of our children from families in receipt of the PPG may not have the same opportunities as their peers.
2	Evidence shows that some of our children from families in receipt of the PPG may need additional pastoral support.

3	Evidence shows that some of our children from families in receipt of the PPG have identified gaps in learning within the core areas of literacy and numeracy.
4	Evidence shows that some of our children from families in receipt of the PPG prior attainment may be lower than their peers and that they may not attain as highly as their peers as some families lack confidence in their own abilities in these areas, which in turn impacts on the learning of their children.
5	Intersectionality may be present for some of our children from families in receipt of the PPG, and this will impact their learning.
6	Evidence that some of our children from families in receipt of the PPG have reduced language and communication skills, and this impacts on their learning.
7	Evidence shows that attendance for some of our children from families in receipt of the PPG is lower than their peer group, which can impact on learning.

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
Where identified as a need, PPG pupils receive additional well-being and mental health support.	Thrive Online Profiling and parental engagement identifies pupils in need of support and outcomes from the Thrive Profile can identify key areas of progress.
Staff to identify PPG pupils, plan for their gaps in learning within the core areas of literacy and numeracy.	Progress of non-SEND disadvantaged pupils is at least in line with that of their peers to ensure where necessary parity with their peers.
No child faces restrictions on an activity due to family finances. School to provide a minimum of 25% subsidy on all paid-for activities.	100% of disadvantaged children facing financial constraints can access paid-for activities such as residential trips, clubs etc.
PPG pupils have the same opportunities as their peers in being able to access the full curriculum.	100% of disadvantaged pupils attend school activities and have the equal access to personal development opportunities offered in school.
Staff to be aware of PPG pupils' prior attainment and provide additional support around this, including access to home learning clubs, additional internal targeted support.	Progress of non-SEND disadvantaged pupils is at least in line with that of their peers to ensure where necessary parity with their peers.
Where identified, PPG pupils to be supported to improved language and communication skills.	Progress and attainment of non-SEND disadvantaged pupils is in line with that of their peers
Families to engage with homework with their child and to attend parent consultation evenings.	All disadvantaged pupils to be provided with the opportunity to attend weekly home learning club. Home learning completion for disadvantaged pupils to be comparable to non-disadvantaged pupils Parental engagement at parents evening to be comparable with non-disadvantaged pupils
Impact of intersectionality on learning to be reduced.	Utilisation of internal expertise and the expertise of external agencies to support so that

	progress of SEND disadvantaged pupils is at least in line with that of their peers.
Where attendance is identified as impacting attainment and progress that this improves	100% of PPG pupils to have attendance judged as good or better; where attendance is a concern, that improvements in attendance levels are demonstrable.

Activity in this academic year 2024-2025

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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Staff confidence and expertise in supporting attainment and progress in Maths, Reading Skill, writing skills and spelling</u> <ul style="list-style-type: none"> • QFT CPD for all staff • Identified CPD for staff • Identified CPD for subject leader • SIP time • Peer to Peer review • NELI programme – R • Maths mastery programme – R to 2 • Assessment packages • Transition from EYFS to Year 1 <p>Anticipated spend: £ 6,000</p>	<p>EEF Teaching and Learning Toolkit</p> <p>EEF Attainment Gap Report (2018) - Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school.</p> <p>EEF Teaching and Learning Toolkit</p>	3, 4, 5, 6

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Progress/Attainment in Reading, Writing, Mathematics</i></p> <ul style="list-style-type: none"> • Little Wandle tracking Reception to Year 6 • Reading Analysis – Years 2 to 6 • Termly Assessments Analysis of data • Devise individual provisions – SEND • Deliver individual provisions - SEND • Deliver interventions and review • Termly review – Pupil Progress meetings, Provision map outcomes • Additional reading resources • Analysis of Data 	<p>EEF Teaching and Learning Toolkit – One to one tuition</p>	3, 4, 5, 6, 7

<ul style="list-style-type: none"> • Support of external professionals • Training by external professionals on suggested strategies • Home learning club • Cycle repeats termly • Diagnostic Assessments following Pupil Progress meetings re: potential SEND issues <p>Anticipated Spend: £ 28,000</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Social and Emotional issue – friendships, separation, anxiety,</i></p> <ul style="list-style-type: none"> • Attendance at DST forums • Coaching sessions • Documentation and Evidence • Training for staff • Impact monitoring • Review • PSHE Lesson delivery • CPD for staff • Ed Psyc time with staff • Thrive practitioner training • Assessment and planning programme • Thrive sessions <p><i>Lack of resources when outside of school during holidays</i></p> <ul style="list-style-type: none"> • additional resources: IT, books, • clubs • clubs during holidays • day trips and residentials • uniform • equipment <p><i>Attendance is at least 95%</i></p> <ul style="list-style-type: none"> • Monitoring • Review • EWO meetings • Meetings with families • Support for attendance <p>Anticipated spend: £14,840</p>	<p>EEF Parental Engagement</p> <p>EEF Improving Social and Emotional learning in Primary Schools</p> <p>PPG monitoring indicates improved attendance for children who have received FSW intervention, and significantly improved outcomes</p> <p>EEF Improving Social and Emotional Learning in Primary Schools EEF Teaching and Learning Toolkit</p> <p>Purchase of books and resources for low-income families to have at home to enrich the home environment with learning resources has led to greater family engagement in learning.</p> <p>Financial hardship does not hinder inclusion – full access to the wider school offer and increased take-up.</p> <p>Support for pupils with Breakfast and After School club attendance supports low income working parents ensuring improved outcomes for pupils</p>	1, 2, 5, 7

Total projected cost: £48,840

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

2023/2024 Evaluation

Section 1: EEF Based plan – Quality of Teaching and Professional Development

1. Teachers and support staff accessed 3 whole school CPD sessions across the year with a focus on 2 areas of QFT to develop their confidence and ability to provide high quality whole class teaching. Sequencing concepts and modelling (principles 2,4 and 8) Stages of practice (principles 5, 7 and 9).
Subject Leadership observations demonstrate use of Rosenshine Principles and where this needs further support individuals were given further support/coaching or mentoring.
2. Key Stage 2 Support staff accessed Little Wandle training to deliver Rapid Catch-up for new children arriving with gaps in phonic knowledge. Staff are now able to deliver the Rapid Catch-Up programme and are monitored by the phonics/ early reading lead.
Outcomes of pupils are rigorously tracked using the Little Wandle tracker.
3. Teachers led staff meetings to further develop strong curriculum knowledge and skills across English reading, maths problem solving, science and PE, with a clear focus on language acquisition.

Section 2: EEF Based plan – Targeted Academic Support

1. Pupils in receipt of the PPG were provided with 151 individual targeted interventions, including but not limited to phonics, reading, maths, Thrive®, Colourful Semantics and Lego Therapy. These were delivered by teachers and teaching assistants both in and out of the classroom, either 1:1 or in small groups. 84% of the pupils made at least expected progress in these interventions across the year, with 27% making good or outstanding progress. 85% of all groups of pupils who received interventions made at least expected progress so our pupils in receipt of the PPG were in line with their peers.
2. Detailed tracking of interventions each term through detailed provision maps and every 4 weeks for Little Wandle ensured that children received well targeted interventions with a personalised approach.
3. Reading resources for Key Stage 1 to support guided groups and expand the breadth of the Little Wandle reading scheme ensured that 100% of Year 1 achieved their phonics screening check and the 100% pass rate for the Year 2 retakes. No children entered KS2 without secure phonics knowledge.
4. Diagnostic assessments for reading and maths were used to support the identification of pupils in receipt of PPG if there was also a SEND.
5. Class teachers provided lunchtime support for home learning where pupils were not able to complete this at home for a variety of reasons. This ensured that all pupils were able to consolidate learning from the previous week.
6. External professionals were engaged to provide support with 1:1 or through clinic discussions so that the pupils needs could be met with the appropriate interventions.

7. As with the SEND pupils the children in receipt of the PPG follow the school's rigorous cyclical, assess, plan, do, review approach.
8. The school have involved the support of the Speech and Language Therapy service as well as the Occupational Therapy service to support the school with strategies to meet the children's needs in school.
9. Referrals to Early Help and EISS (Education Inclusion Support Service) have been made to ensure that there is holistic support for both family and the school.

Section 3: EEF Based plan – Wider Strategies

1. The school offered after school clubs for 32 of the children in receipt of PPG.
2. Home learning books were provided for 14 children so that they could access the home learning as their peers.
3. 162 sessions were given at Breakfast Club and 418 sessions at After School Club to support parents with their ability to return to work.
4. Uniform was provided to pupils so that they could feel included and part of the Sacred Heart Community.
5. Home learning club was offered to pupils so that they could be well supported in school with their home learning.
6. Overall school attendance was 94.56% and those in receipt 92.51% however if one child is removed from the data (specific medical needs) the percentage is more in line with overall school percentage with 93.47. We continue to rigorously monitor all children whose attendance drops below 90% and look to see if there are patterns in any non-attendance.

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.

In the academic year 2023/2024

21.1% of pupils were in receipt of PPG within the school which was well above the borough average of 12.6% but in line with the English statistic of 24% in Primary Schools. The number of pupils in receipt of PPG pupils with additional needs was 30% which means that 'closing the gap' for these pupils to their peer groups in terms of attainment will become increasingly challenging. In addition, the progress trajectory for pupils with lower starting points and additional needs tends to be lower – our challenge is to ensure that these pupils make more than expected progress in relation to pupils with similar needs.

At Sacred Heart we use a number of assessment tools to identify these gaps and ensure that Quality First teaching or targeted interventions are put in place to ensure that all children can achieve and make good progress. These assessment tools have been highly effective in supporting us as a school to target specific interventions and better support our pupils across the different key stages.

PPG Spend across the tiers:

1. Quality Teaching and Learning

Actual Spend 2023/2024 £7,785.44

2. Targeted Academic Support

Actual Spend 2023-2024 £43,904.93

3. Wider Strategies

Actual Spend 2023/2024 £13,143.48

Total spend: £64,833.85

Budget: £57,775.00

Overspend: **£7,058.85**