

Pupil premium strategy statement for Sacred Heart

School overview

Detail	Data
School name	Sacred Heart Voluntary Academy
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	11% (22PP, 1 SPP, 1 PLAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	26.9.25
Date on which it will be reviewed	Dec '25 Feb '26 Jun '26
Statement authorised by	Lucy Gunton
Pupil premium lead	Fiona Keast
Governor / Trustee lead	Bernard Monaghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-2025	tbc
Recovery premium funding allocation this academic year	n/a
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	tbc
Detail	Amount £35,097
Pupil premium funding allocation last academic year 2024-2025	£32,998
Recovery premium funding allocation last academic year	n/a

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	£35,097
Detail	Amount £35,097

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium At Sacred Heart

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.

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills to achieve in all areas of the curriculum. In line with our whole school SIP, our vision is that every child is enabled to communicate to the very best of their ability.
- Progress by the end of each key stage is equitable for all children.
- All children can regulate their behaviours so that disruption to learning is minimal and high aspirations are instilled by encouraging PP children to apply for leadership roles.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 97%.

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.

Challenges

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

Challenge number	Detail of challenge
1	To address issues associated with mental health and disadvantage. Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities.
2	Our attendance data last year indicates that attendance among disadvantaged pupils has been almost 2% lower than for non-disadvantaged pupils. In the academic year 2024-25 we managed to reduce our 'persistently absent' to just 5.4% for disadvantaged pupils compared to 3.3% of their non-disadvantaged peers during that period. However our attendance records and assessments suggest that lateness is negatively impacting disadvantaged pupils' progress with our disadvantaged pupils having a 16% higher late mark in the morning register than our non-disadvantaged pupils.
3	To continue to encourage a love of reading and narrow the gap even further between PP and non-PP.
4	"Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three." <i>Taken from communication trust document.</i> We have noticed an increase in oracy difficulties, children coming in with lack of vocabulary and increased speech impediments over the last few years.
5	To ensure our disadvantaged pupils make broadly the same progress in maths as our non-disadvantaged pupils. Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

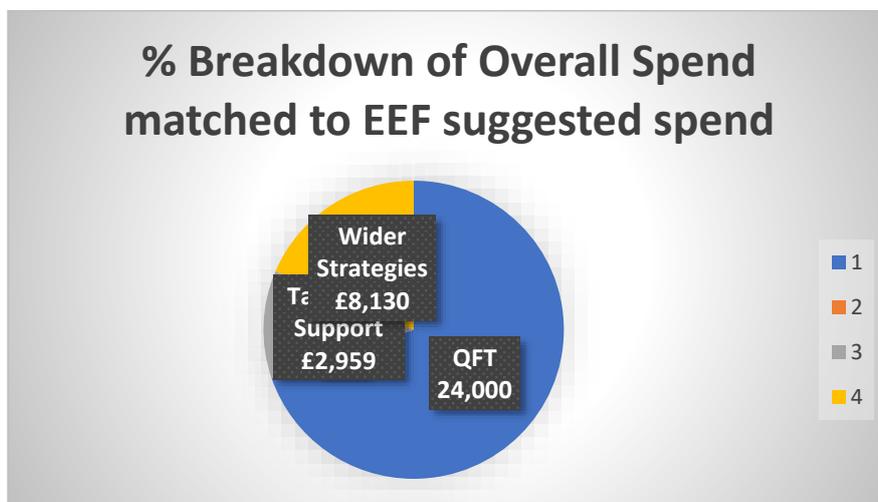
Intended outcomes

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
1	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for a number of disadvantaged pupils, due to a lack of resilience and in a number of cases, opportunities outside of school. Teacher referrals for support (both for internal ELSA and external agencies) remain relatively high. 70% of our disadvantaged pupils required additional support with social and emotional needs, receive small group or 1-1 interventions last year.	Pupils speak positively about the school, about lessons and about playtimes. Pupils support one another and are willing to take chances/challenge themselves. Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn. Pupils are able to achieve their potential as they are ready to learn. PP self esteem, love of learning and confidence is in line with non PP's.
2	Improved speech, language and communication skills among all students but especially disadvantaged pupils.	Observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, speaking in public situations such as liturgies and whole school settings, book scrutiny and ongoing formative assessment.
3	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Ultimately, the goal is to ensure that each student is happy, healthy and able to attend school ready to learn.	Sustained high attendance by 2024/25 (97%), which will be demonstrated by the overall absence rate for all pupils continuing to be above the national average and there being no attendance gap between disadvantaged pupils and their non-disadvantaged peers.
4	In 2022 a whole school reading questionnaire on the love of reading it highlighted a dramatic difference in pp and non-pp enjoyment of a book. Our aim was to bring pp's love of reading in-line with that of non-pupil premium within the school. Reading outcomes now are only 6% lower than non-pp pupils but reading questionnaires show.... Outcome to achieve love of reading in line with non-disadvantaged pupils.	Pupils pp and non-pp are in line with their love of reading. Reading is seen as an exciting activity and this is clear in observing classes.
5	Improved maths attainment among disadvantaged pupils.	Every pupil premium pupil across all phases of the school to be deemed to have made at least good progress in Maths. The above is evident when triangulated with sources of evidence including workbook scrutinies (which demonstrate a reduction in errors), end of term attainment test data, engagement in lessons and on-going formative assessment.

Activity in this academic year

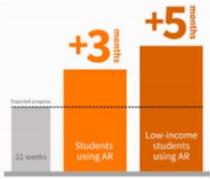
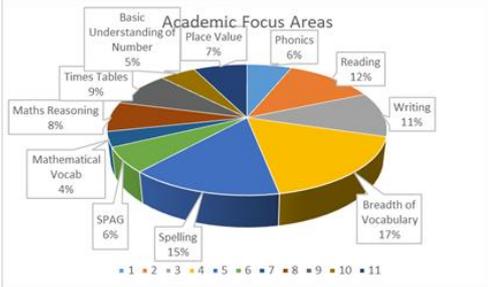
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

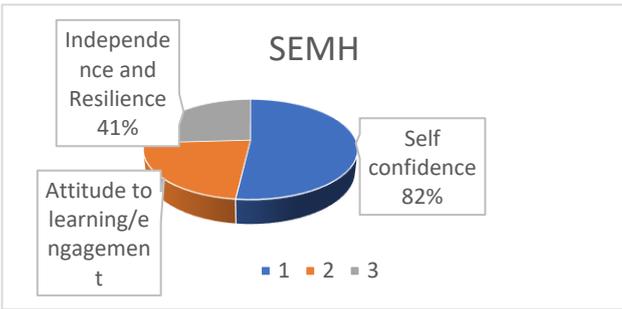


Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments, inc NFER assessment tool to provide gaps analysis.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u>NFER £1500</u></p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Teacher/teaching staff wage allocation 3 hrs a week (Phonics Little Wandle reading programme) £1759</p> <p>PP Lead £3767 (From May 25)</p>	3
<p>Embedding talk activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Home - SLCF - The Communication Trust (slcframework.org.uk)</p> <p>WellComm</p>	2

<p>Investment for 4 years in the Accelerated Reader scheme. Inform instruction with research proven, rigorously developed program that is nationally recognized for excellence. Getting lost in a book is a joy every child should experience because the more they read for pleasure, the more likely they are to progress in vocabulary, spelling and other key literacy skills.</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. Reading, Vocabulary, Spelling and writing all being the highest areas of concern in our pupil analysis. Accelerated Reader</p> <p>£2,525</p> <p>Supplement Y2 Little Wandle reading Scheme £5000</p>  <p>"Low-cost internet-based programme found to considerably improve reading ability," according to EEF study</p>  <p>"Children and young people who use Accelerated Reader continue to enjoy reading more, are more likely to have a favourite book and read more frequently than those who do not use AR."</p>	<p>4 (3)</p>
<p>Creative Learning Services</p>	<p>Designed to foster a love of independent learning in pupils, Leicestershire County Council Creative Learning Services supports schools with a wide range of resources, pupil sessions and professional help to stimulate reading for pleasure and creative learning across the curriculum. Book loan, activity loan service, in house training, activity sessions led by specialists.</p> <p>£2,600</p>	<p>4 (3)</p>
<p>To build positive mental health in children and young people, supporting them to develop wellbeing and resilience.</p>	<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>Analysis of our data showed that teacher feedback voiced concerned of the SEM health of 82% of the pupils, ranging from lack of confidence, lack of resilience or nonchalance from pupils within sessions. The worth is project is a government approved and funded course aimed at targeting low self esteem with proven results.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>1 (3)</p>

		
<p>Increase engagement in physical activities, both before and after school to build positive mental health in children and young people, supporting them to develop wellbeing and resilience.</p>	<p>Our Pupil Premium lead works closely with the PE teachers to ensure staff are up to date with PP and SEND children's needs and emotional coaching strategies. There is also a close link between physical development and communication and language acquisition. There are many reasons for this link between movement and communication one of which is that physical movement uses a neural network that overlaps areas for communication and language in the brain. By encouraging our children to be active before school, during PE sessions, brain breaks in the classroom and afterschool sports research shows that this will be having a positive affect on their mental health.</p> <p><i>"Feel-good" chemicals in the brain, known as endorphins, are released by the brain during physical activity and help to improve mood, energy levels and even sleep. Together, these positive effects help to improve self-confidence and resilience. Effects on Children's Physical and Mental Well-Being of a Physical-Activity-Based School Intervention Program: A Randomized Study - PMC (nih.gov)</i></p> <p>£0</p>	<p>1, 3</p>
<p>Ignite 24 mentoring</p>	<p>Using sport to focus on improving challenging behaviours, supporting children with low self esteem and improving communication skills.</p> <p>£5,700</p>	
<p>Training – ELSA</p>	<p>Ongoing membership of ELSA Network including leadership form Educational Psychologists.</p>	<p>1, 3</p>
<p>To bring pp's love of reading in-line with that of non-pupil premium within the school -</p>	<p>Library timetable for all children.</p> <p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. Reading, Vocabulary, Spelling and writing all being the highest areas of concern in our pupil analysis.</p> <p>If we can engage parents and convince them of the importance of reading regularly at home and the benefits of</p>	<p>4</p>

Opening the library after school for 20 min twice a week	loving reading then research shows progress outcomes in school will follow. £550	
QFT – Focussed Training for each teacher discussed at appraisal meetings	HT Literacy Lead , PP Lead input with teacher development through staff meetings/appraisal.	1, 2, 3, 4
Magazines and ‘papers’ for each KS2 classroom - The week Junior, Match, how it works	National Literacy Trust “The report, taken from the results of 114,970 children and young people shows a continued decline in children and young people’s reading enjoyment.” Research shows that children reading magazines offers significant benefits, including improved reading engagement for reluctant readers, better comprehension, and increased knowledge across diverse subjects. Magazines foster a "reading for pleasure" habit due to their accessible, shorter, and visual formats, which boost confidence and vocabulary. Total – £600	

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

Budgeted cost: £ 6759

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive mental health sessions and behaviour therapy provided by our specialist ELSA trained member of staff to address behaviour issues to support children to feel ‘more settled’ in order to facilitate a situation conducive to learning.	<u>Improving Social and Emotional Learning in Primary Schools EEF</u> (educationendowmentfoundation.org.uk) £0	1 (3)
Small group reading and phonics support	Additional adult 3 x 1 hour sessions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk) And in small groups: <u>Small group tuition EEF</u> (educationendowmentfoundation.org.uk) Department for Education-validated Systematic Synthetic Phonics (SSP) programme based on extensive, up-to-date research into cognitive	4

	<p>psychology, neuroscience, and early reading best practices. It uses a structured approach—including daily, fast-paced lessons, "keep-up" support, and fully decodable books—to ensure high-success rates in learning to read, particularly focusing on building neural pathways for automatic word recognition.</p> <p>£1759</p>	
<p>Switch on Reading Volunteer Programme - aim this year is to bring pp's love of reading in-line with that of non-pupil premium within the school.</p>	<p>See above 9.25 hours- 4 hrs of this is switch on. No cost other than tables to allow for a new reading area, time heavy. Currently 18 Volunteers, 1 teacher and 2 support staff supporting 14 children 3 x a week.</p> <p>Action – to create a video format of training to send to volunteers.</p> <p>Case Studies</p> <p>ES – year 4 - 18months progress in 8 months.</p> <p>LP – year 2 – moved up 3 book bands in 3 months</p>	4
<p>Reading Eggs Subscription for all ch in EYFS – Year 3</p>	<p>“Over a 2 month period 93% of children made accelerated progress making at least 4 months progress in their reading age. A third of pupils made over a 1 year progress with one child going up by 1 year and 6 months.</p> <p>£1200.</p>	4

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

Budgeted cost: £8,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Clear evidence shown between poor attendance and lower academic achievement.</p> <p>EEF Toolkit – attendance</p> <ul style="list-style-type: none"> - Monthly attendance reports - Awareness among both the children and the parents of what our high expectations are regarding attendance. - Regular promotion of 97% attendance aim – awards at prize day, mentions at parents meetings etc. - Close teacher parent relationship and parent relationship with the PP lead to support with barriers. - New Arbor system tracks minutes lost of learning time due to lateness – this is reported back to parents regularly. 	3

<p>Affordable uniform with financial support available to PP learners</p>	<p>Uniform from 2nd hand shop for free provided and if not in stock bought from Rosebuddies. Shoe budget to continue.</p> <p>£1400 for shoes, 1,350 for clothes</p>	<p>3 (1)</p>
<p>Pupil Premium learners are participating in a wide variety of enrichment experiences</p> <p>-Trips and all additional learning opportunities are covered by the PP budget to reduce stress to the parents and allow fair opportunities.</p>	<p>Enrichment in language and in activities/opportunities</p> <p>The toolkit on Physical Activity states that there is some evidence that involvement in extra curricular sporting activities may increase pupil attendance.</p> <p>There is much evidence to prove the positive relationship between exercise and wellbeing.</p> <p>-new enrichment register to track pupil uptake on extra-curricular clubs</p> <p>Residentials yr3 and 6 £900 Class trips £500 Orchestra £3000 Swimming - £180</p>	<p>1, 3</p>
<p>Playtimes being a positive, enriching experience where children begin to challenge themselves, problem solve and work as a team to enrich social interaction. Recognition that much necessary development takes place during unstructured times in the school day therefore lead by our highest trained emotional staff support.</p> <p>Training for the lunch time supervisors on the importance of play, positive role models, physical challenges and taking risks.</p> <p>Zoning of the playtimes to ensure children have the opportunities for stress relief, physical exertion and calming area.</p>	<p>Playtime matters report - why play should be a key part of the school day (outdoorclassroomday.com) “Getting children outdoors as part of their school day can create improvements across all academic disciplines(Sobel 2004, Rhea & Rivchun 2018), helping with on-task behaviour, problem-solving, enthusiasm for learning and contributing to improved test scores and grade averages.” Sobel</p> <p>“Research from around the world points to the ability of nature to restore our sense of wellbeing(Williams, 2017. Children feel better and perform better after they have been outdoors(Stixrud and Johnson 2018 p209)</p> <p>Play Wales Chwarae Cymru “outdoor play at school helps develop healthy, curious and active kids who are better connected to their environment. It brings together evidence that shows that time outdoors is particularly important for children’s mental health – reducing stress, giving a sense of calm and simply making them happier.”</p> <p>The Health and Safety Executive has gone on record stating that “Overprotecting Children damages their development.” Links have now been made between experiencing risky play and positive mental health, increased resilience and even life expectancy.</p> <p>BKHughes Training for supervisors - £500 payment for additional hours for training - £300</p>	<p>1 (2, 3)</p>

Total budgeted cost: £ 35,097

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
Accelerated Reader	Renaissance
Purple Mash Literacy Gold	Purple Mash Dyslexia Gold

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?	
LAC Funding	

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.