



Pupil premium strategy statement 2024 - 2025

This statement details our school's use of pupil premium (and recovery premium for the **2023 - 2024 academic year**) funding to help improve the attainment of our pupil premium pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2024 – 2025) and the effect that last year's spending of pupil premium had within our school. This strategy has been informed by the: [EEF Guide to the Pupil Premium](#)

School overview

Detail	Data
School name	Sacred Heart Catholic Primary School
Number of pupils in school	372 – (2023 – 2024) 358 – (2024 – 2025)
Proportion (%) of pupil premium eligible pupils	70 (19.3%) 2023 - 2024 71 (20%) 2024 – 2025
Academic year/years that our current pupil premium strategy plan covers	2021/2 – 2024/5 (2024/5 – Y6)
Date this statement was published	January 2025
Date on which it will be reviewed	October 2025
Statement authorised by	Lorraine Dolan-Walsh
Pupil premium lead	Diana James
Governor / Trustee lead	Mr Jonathan Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium funding for 2023/24 academic year: £100,082 Pupil Premium allocation is calculated from: 7/12 of 2023/24 financial year (Sep 23 to Mar 24) and 5/12 of 2024/25 financial year (Apr to Aug) 7/12 of £101,850 = £59,412 (70 pupils @ October 2022 x £1,455) 5/12 of £97,680 = £40,670 (66 pupils @ October 2023 x £1,480)
Recovery premium funding allocation this academic year	Recovery premium funding allocation 2023/24 academic year: £9,860 2023/24 financial year - £4,930 (payment 1 and 2) 2024/25 financial year - £4,930 (payment 3 and 4)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	Total budget for this academic year: £109,942



Part A: Pupil premium strategy plan

Statement of intent

Our school values of Faith, Hope and Love underpins our intention to provide for all pupils irrespective of their background or challenges they face to make good progress. *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.*

The focus of our pupil premium strategy is to support pupil premium pupils to achieve these goals. We recognise that to achieve this we will need to help our pupil premium children overcome a number of barriers that we have identified, from improved academic achievement, to emotional wellbeing and good mental and physical health.

Pupil Premium Funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all pupil premium children identified will be in receipt of Pupil Premium interventions at one time.

The range of provision provided by the school (Governors, SLT, teaching staff and support staff) for the Pupil Premium group include and will not be limited to:

- 1:1 support
- Small group work with an experienced teacher or TA
- Mental health and wellbeing support
- Additional teaching and learning opportunities provided through trained TAs.
- Payment towards all activities, educational visits and residential. This will ensure children have first-hand experience to use in their learning in the classroom.
- Provision of specialist learning software e.g., Times Tables Rockstars.
- Entitlement to a free after school enrichment club. This increases to a minimum of 2 after school enrichment clubs for KS2 pupils.
- Homework Club (Power Hour) where children can complete their writing homework in a small, quiet setting with a member of staff to support.
- Each term, pupil premium children will receive a gift of a book.
- Attendance at weekly enrichment opportunities at local independent schools.
- Workshops in school e.g. art and science provided by specialist teachers from local schools.
- Drama and theatre workshops at a local children's theatre.
- Mentorship delivered by a premiership football club.
- Art Therapy
- Football coaching during school holidays.
- Participation in RockSteady weekly workshop where pupils learn to play a musical instrument with a professional musician.

This list is not exhaustive and it will change according to the needs of our pupil premium pupils.



Challenges

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

Challenge number	Detail of challenge																																
1. Attendance	<p>Sacred Heart Catholic Primary School's attendance data over the last 5 years has been good.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Year</th> <th>Percentage Attendance- Reception to Year 6</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>96.3%</td> </tr> <tr> <td>2019-2020</td> <td>95.9%</td> </tr> <tr> <td>2020-2021</td> <td>96.9%</td> </tr> <tr> <td>2021-2022</td> <td>94.6%</td> </tr> <tr> <td>2022 - 2023</td> <td>94.7% (Merton average 94%)</td> </tr> <tr> <td>2023 - 2024</td> <td>95.04%</td> </tr> </tbody> </table> <p>During 2021 – 2022 26 pupil premium pupils had attendance below 90%</p> <p>During 2022-2023 18 pupils had attendance below 90%</p> <p>During 2023 – 2024 19 pupil premium pupils had attendance below 90% (</p> <p>It must be noted 2 of the 19 pupils (siblings) who were below 90% were only on roll until 20th October 2023 and were likely to have been above 90% had they been on roll for the whole year. One other of the 19 pupils who was below 90% left Sacred Heart at the end of April. 11 out of the 19 pupils below 90% had genuine reasons (mostly illness) for gaps in their attendance. Our Attendance Officer works closely with our Family Liaison Officer and the school's Educational Welfare Officer to improve attendance for all children.</p>	Year	Percentage Attendance- Reception to Year 6	2018-2019	96.3%	2019-2020	95.9%	2020-2021	96.9%	2021-2022	94.6%	2022 - 2023	94.7% (Merton average 94%)	2023 - 2024	95.04%																		
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4. Vocabulary Acquisition	<p>Assessments, observations, and conversations with pupils consistently reveal underdeveloped oral language skills and vocabulary deficiencies across a broad spectrum of pupil premium pupils. These challenges persist from Nursery through to Year 6, with a higher incidence among our pupil premium pupil population in general.</p> <p>As at September 2024, 14% (26/190) of our pupil premium pupils have English as an Additional Language (EAL). This is a 12% fall compared to the previous academic year at this juncture.</p> <p>As at September 2024, 25% of our pupil premium pupils are pupils with SEND (Special Educational Needs and Disabilities). Enhancing vocabulary acquisition presents a unique challenge for SEND pupils, particularly in the realms of language pragmatics and semantics.</p> <p>Of the pupil premium pupils who have joined Sacred Heart Catholic Primary School during the 2023 – 2024 9% (8/86) are also EAL. This is a significant reduction from the 2022 – 2023 academic year.</p>												
5. Emotional wellbeing	<p>The emotional wellbeing of the whole school community is a priority. More than 24% of our pupil premium children and their families are currently benefiting from sustained support from our Family Liaison Office and our ELSAs. Emotional wellbeing support continues to be a priority for our pupil premium children and families.</p> <p>School continues to fund the supervision and accreditation of ELSAs and Mental Health Leads within the school community. In addition, interventions now include CBT techniques delivered by the SENDCo and accessed by pupil premium children.</p> <p>School and family requests and referrals for emotional support (e.g. to CAMHs and the Education Wellbeing Service) have markedly increased since the Pupil Premium Lead has also been the Mental Health Lead.</p>												
6. Extracurricular opportunities	<p>Our pupil premium children can face limited opportunities to engage in extracurricular activities. To address this, we remain committed to providing complimentary clubs, enrichment experiences and field trips specifically tailored to our pupil premium pupils' needs and interests. These include bursary placements with Fulham FC Foundation; drama workshop 'scholarships' and opportunities to take part in the Shine, Thrive and Strive programmes at Wimbledon High as well as enrichment activities at Kings College.</p>												



Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3-year current strategy plan (2024/2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attendance for pupil premium pupils.	The percentage attendance of pure pupil premium pupils closely matches or exceeds non-pupil premium pupils.
2. Attainment of pupils	All pupil premium pupils achieve at / above the level on non-PP pupils who share other key characteristics e.g. PP + SEND pupils in line with non-PP SEND pupils. All pupils with the capacity to achieve / exceed ARE are statistically closer to achieving this year on year.
3. Phonics Screening scores will match local and National.	All pure pupil premium pupils will pass the phonics screening. Pupil premium pupils with other key characteristics e.g., PP + SEND will match non-PP with the same characteristic e.g., non-PP and SEND.
4. Improved oral language skills. More diverse and higher order vocabulary used among pupil premium pupils.	Observations will indicate significantly improved oral language among pupil premium pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Assessment of writing will show pupils are able to evaluate and edit by proposing changes to vocabulary to enhance effects and clarify meaning. (Target Tracker Statement). Assessment of writing will show pupils are building a varied and rich vocabulary. (Target Tracker Statement). The Vocabulary Knowledge Scale assessment method is utilised at both the commencement and conclusion of topics to gauge the progress of vocabulary acquisition among our pupil premium pupils.



<p>5. Emotional Wellbeing</p> <p>To identify and provide wellbeing support for PP pupils (and families) on a needs basis. Children are able to achieve /maintain positive relationships.</p>	<p>The school will engage with all families facing challenges and provide effective support that helps to improve their overall mental wellbeing and enhances each pupil's ability to fulfil their potential.</p> <p>The Family Liaison Officer will be available daily to meet with families to discuss and signpost families to support.</p> <p>The Family Liaison Officer and/or Inclusion Lead will process referrals to CAMHs within 6 weeks.</p> <p>The Mental Health Lead will signpost families to the Educational Wellbeing Service (and support families to complete the referral). Support offered include:</p> <ul style="list-style-type: none"> • Worry Ninja Year 6 Transition; • Child Art Psychotherapy; • 1:1 Sessions of Guided Self Help with Parents with an NHS Wellbeing Practitioner • Half-termly webinars for parents. <p>Sustained high levels of wellbeing from Year 6 cohort in 2024 cohort will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among pupil premium pupils • a significant increase in pupil participation and enthusiasm for challenge.
<p>5. Extra-Curricular opportunities; improved access to extracurricular school clubs for PP children to develop their self-esteem; individual skills and provide enrichment opportunities.</p>	<p>Our pupil premium pupils frequently have reduced opportunity to access extra-curricular provision. We will continue to offer free clubs, enrichment opportunities and trips for these children.</p> <p>100% of pupil premium children are offered at least one extra-curricular club weekly and most pupil premium pupils in Key Stage 2 are offered a minimum of 2 extra-curricular clubs.</p> <p>Sacred Heart also offer free after school clubs for KS2. The following sports are offered:</p> <ul style="list-style-type: none"> • Gymnastics • Netball • Boccia <p>Clubs offered will take into account the preferences of pupil premium pupils.</p> <p>The PE Lead will meet with all pupil premium pupils termly to encourage them to choose an extracurricular club to attend.</p>



	Take up and engagement with extra-curricular clubs will continue to be consistently high.
7. Additional support offered to families to support child provision during school holidays through the HAF scheme; food hampers and additional vouchers.	<p>All eligible pupil premium families are invited to access support for childcare during the school holidays through the HAF scheme.</p> <p>23 pupil premium pupils attended the summer holiday HAF scheme based in the school premises.</p> <p>The Inclusion Lead and Family Liaison Officer work closely with the HAF scheme manager to ensure as many pupil premium families as possible consider attendance for their children.</p> <p>Families receive food hampers e.g. at Christmas and the Family Liaison Officer worked with a charity to provide 'Christmas Lunch on Jesus' for some. This included a 5kg turkey and all the trimmings.</p> <p>One family awaiting specialist provision from the Local Authority receives weekly supermarket vouchers to help cover food costs.</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: **£40,938**

Proportion of Inclusion Lead salary (**£14,400**); proportion of Phonics Lead salary (**£830**); Phonics Teacher 1 day weekly supporting the teaching of phonics and delivering bespoke intervention (**£11,083**); proportion of Assistant Head responsible for teaching and learning (**£7,380**); Staff Training: (**£6000**)

Annual Membership of Little Wandle including cost of online books: **£995** (subscription) plus **£250** for online books.



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training staff to ensure assessments are interpreted and administered correctly.</p> <p>Assessment Lead and SLT analyse PP data and adapt provision accordingly.</p> <p>Individual progress meetings with class teachers and Assessment Lead and Inclusion Lead.</p>	<p>Standardised tests, assessing and monitoring pupil progress 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2 and 3
<p>Training staff in ‘Rosenshine Principles’ focusing on daily review and providing models.</p> <p>CPD / TED / mentoring of ECTs</p>	<p>The most effective teachers ensure that pupils efficiently acquire, rehearse, teachers ensured that their students efficiently acquired, rehearsed and connect background knowledge by providing a good deal of instructional support.</p> <p>Principles of Instruction – research based strategies every teacher should know.</p>	2, 3 and 4.
<p>Assistant Lead responsible for challenge work with staff to ensure that there is challenge in all lessons.</p> <p>Core subject leads to work with teachers to monitor challenge in all lessons.</p> <p>Training and CPD for staff to ensure challenge in all lessons.</p> <p>Assistant Head responsible for challenge to have weekly release to monitor, train and support teachers in order to develop provision of challenge.</p> <p>Maths / English Leads and teacher weekly release time</p>	<p>According to the Sutton Trust:</p> <p>“Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average.”</p> <p>The ‘Potential for Success’ – Sutton Trust report states, “pupil premium pupils who do perform strongly in primary school [...] are much more likely to fall behind at secondary school, compared to other high attaining students, across a range of measures.”</p> <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils. (DfE University of Warwick).</p>	2, 3 and 4.



<p>to embed challenge for pupils in lessons (including Teaching for Mastery training).</p>		
<p>Embedding dialogic activities across the school curriculum including EKLAN, NELI and ELSA. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Support for Word Aware training to be embedded across the school.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as EKLAN, NELI and ELSA and high quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3 and 4.</p>
<p>Annual membership of DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. (Annual membership to access planning, resources including online books and assessment tools).</p> <p>Continue to implement Little Wandle (revised) Letters and Sounds Systematic Synthetic Phonics Approach</p> <p>Ongoing of training for staff CPD (to include catch up programme).</p> <p>Purchase books, flashcards, resources and make them available for staff as they participate in training and when teaching.</p> <p>Employ experienced phonics teacher 1 day weekly to deliver targeted support to those below ARE in phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for pupil premium pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Recent research shows, in the typical Year 2 classroom, there will be three very low attaining pupils for reading, compared to one before the pandemic. An additional and significant challenge identified by the report is that the attainment gap between socioeconomically pupil premium pupils and their peers has widened since before the pandemic and has remained at a similar level since spring 2021.</p> <p>Report tell us that supporting reading development in younger pupils should continue to be an area of focus.</p>	<p>3</p>



<p>Employed dedicated phonics Teaching Assistant to provide consistent support for reading with targeted catch-up support in Lower Key Stage 2 (LKS2).</p> <p>An experienced phonics teacher is employed one day a week to assess, provide catch-up support, and guide class teachers for children at risk of falling behind in phonics.</p> <p>1 x TA employed after school 5 afternoons a week to support pupils phonics / spelling.</p>	<p>EEF report – November 22 – socioeconomic attainment gap.</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning using the Jigsaw approach.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Ongoing training and supervision of ELSAs.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4 and 5</p>

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

Budgeted cost: **£55,728** – 14.5% of TA salaries



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent challenge and high expectations set for pupil premium pupils with additional in class support to meet these challenges.</p> <p>Assistant Head responsible for teaching and learning (supported by SLT) will monitor quality first teaching.</p>	<p>NFER research found that schools which are more successful in promoting high attainment do the following:</p> <ul style="list-style-type: none"> • Whole school ethos of attainment for all • Address behaviour and attendance • High quality teaching for all • Meeting individual learners' needs • Deploy staff effectively • Data driven and respond to evidence • Clear, responsive leadership <p>Supporting the attainment of disadvantaged pupils</p>	<p>1, 2, 3, and 4</p>
<p>EKLAN, NELI, Attention Bucket, Talking Tins and ELSA sessions to improve listening, narrative and vocabulary skills for pupil premium pupils who have relatively low spoken language skills and social interaction skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, and 4</p>
<p>Additional phonics sessions targeted at pupil premium pupils who require further phonics support. This will be delivered with guidance from the Phonics Lead.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from pupil premium backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 and 3</p>
<p>Encourage and develop the enjoyment of reading across the curriculum.</p> <p>To develop reading comprehension skills of existing pupils and in-year admissions.</p>	<p>All pupil premium pupils will have access to reading support in school and express an enjoyment of reading.</p> <p>In each classroom, you will find a well-stocked book corner and our library boasts an extensive collection of both fiction and non-fiction books for pupil premium children to explore.</p>	<p>2, 3, 4 and 5.</p>



	<p>Every pupil premium pupil is presented with a book as a gift from the school on a termly basis.</p> <p>All pupil premium pupils not making expected progress with phonics in KS1 and pupils who have not passed phonics screening in LKS2 will have additional support.</p> <p>DfE Research evidence for reading for Pleasure.</p>	
<p>Booster Phonics Groups for KS1 pupils provided by Phonics Lead</p>	<p>Tuition targeted at gaps in phonics knowledge can be an effective method to support those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Booster Groups for Upper Key Stage 2 pupils provided by trained teaching assistants and qualified teachers.</p>	<p>Tuition 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 and 4</p>
<p>In-house translators (e.g.Tamil; Cantonese; Korean; Ukrainian; Polish; Spanish; Portuguese) support CTs, pupils and families.</p>	<p>Translation and/or translators will be provided for families to inform them of school routines and expectations.</p> <p>All pupil premium pupils with early acquisition level of English will be offered support in class</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4 and 5.</p>



<p>1:1 and small group intervention that target gaps for pupil premium pupils.</p> <p>Interventions will happen during the school day.</p> <p>Focus phonics, comprehension, writing and maths.</p>	<p>At least 1 x weekly adult to read 1:1 with pupil premium children in KS2 and at least 3 times weekly in EYFS and KS1. Pupils with additional needs will be heard read more frequently.</p> <p>Tuition 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4 and 5.</p>
<p>Power Hour</p> <p>Homework club for pupil premium pupils.</p> <p>Groups are small and year group based so targeted support can be given.</p> <p>Groups led by TA and/or CT.</p>	<p>Research suggests homework has a positive impact on average (+ 5 months).</p> <p>It is important for schools to consider how home learning can be supported for pupils who may not have a quiet space for home learning (e.g. homework club).</p> <p>Homework that is linked to classroom work tends to be more effective.</p> <p>Completing homework at school supports families who may not have the facilities, environment and/or time to support their children at home.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/homework</p>	<p>2, 3, 4 and 5</p>



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

Budgeted cost: **£13,276**

Costs to school for trip contribution for Pupil Premium children:

Year 6 Residential 50% of costs = £2,232

Year 5 Residential 50% of costs = £330

Year 4 Residential 50% of costs = £70

Enrichment clubs: = £10,135 (£6,655 teacher clubs plus £3,480 Sean McInnes clubs)

Class day trips: = £509

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the attendance of pupil premium pupils with attendance <90%. , The EWO, Attendance Officer, Inclusion Lead and Family Liaison Officer will work closely together including referring pupils formally to the EWO.</p> <p>In addition, the expectation is for all teachers to support pupils (and families) to ensure good attendance and punctuality.</p> <p>1:1 support for pupils who are experiencing anxiety attending school.</p>	<p>Research has shown that poor school attendance affects not just a child's educational achievement but their mental health too. Recent research has shown a correlation between poor attendances being a potential indicator of current or future poor mental health. .</p> <p>Cardiff University Research Team</p> <p>Gov.UK Education Statistics The link between absence and attainment at KS2 and KS4</p>	1, 2, 3, 4, 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for phase leaders to monitor and proactively engage with parents to limit the barriers that impact attendance.</p> <p>The Family Liaison Officer will engage with families of persistent absenteeism in particular those children within larger sibling groups.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE research (2012) on improving attendance at school found that:</p> <p>Children with low attendance in EYFS are more likely to come from the poorest backgrounds. If attendance is only monitored until pupil is 5, this may be too late. They may start school already behind their peers, particularly in their acquisition</p>	1 and 2



<p>The Attendance Officer will have regular meetings with the Educational Welfare Officer.</p> <p>Class Teachers will also monitor attendance of the pupils in their class.</p> <p>Monitoring of attendance includes EYFS.</p>	<p>of language and their social development.</p> <p>https://assets.childrenscommissioner.gov.uk/wpuploads/2022/07/cc-new-insights-into-school-absence.pdf</p> <p>The Children’s Commissioner’s report July 2022 shared that children receiving pupil premium were more likely to have higher levels of absence than their peers: Receiving pupil premium is associated with three additional days of absence relative to not receiving pupil premium.</p>	
<p>Enrichment Programme including extracurricular clubs; day trips and school residential.</p> <p>1 free club for children attending our Reception and Key Stage 1 classes and a minimum of 2 free clubs for pupil premium pupils in Key Stage 2. This is offered throughout the year.</p> <p>Liaison with outside groups who can provide enrichment opportunities such as Polka Theatre; RockSteady; Royal Palaces.</p> <p>Pupil premium pupils have the opportunity to participate in enrichment programmes provided by local independent schools. These activities encompass in-school workshops as well as visits to various educational settings.</p>	<p>DfE says that every state funded school must offer a curriculum that is balanced and broadly based, and which:</p> <ul style="list-style-type: none"> • Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society • Prepares pupils at the school for the opportunities, responsibilities and experiences of later life <p>https://webarchive.nationalarchives.gov.uk/ukgwa/20130903160914/http://www.education.gov.uk/schools/teachingandlearning/curriculum/a00199700/spiritual-andmoral</p>	<p>1, 5, 6</p>

Total budgeted cost: £109,942



Part B: Review of outcomes 2023-2024

Pupil premium strategy outcomes

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

1. Improved oral language skills and wider more diverse vocabulary used among pupil premium pupils.

When comparing pre and post teaching understanding of Word Aware topic using the Vocabulary Knowledge Scale, 100% of pupil premium pupils increased their score showing a better understanding of the topic vocabulary and their ability to use the words in context.

All 2023-2024 teaching staff have received refresher training of Word Aware delivered by the Learning Support Team within Merton Local Authority. This has supported staff to focus on improving oral language skills of our pupil premium pupils and encourage the use of a wider diverse vocabulary.

2. Improved reading, writing and maths attainment among pupil premium pupils.

Whole School at Summer 24,

At the end of 2023-2024, whole school data shows that across the core subjects, all pupil premium pupils' progress is good or excellent with a number of pupils having accelerated progress.

2024 Year 6 DATA

Reading: 89% PP ARE (National for all pupils 74%)

Writing: 89% PP ARE (National for all pupils 72%)

Maths: 89% PP ARE (National 73% for all pupils).

3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupil premium pupils.

Participation by pupil premium pupils in after-school clubs has shown significant improvement. However, it must be noted that there appears to always be a dip during the Summer Term. This coincides with school journeys and an increase in day trips as well as better weather. There has been almost a fourfold increase in uptake of free clubs from Autumn 2021 to Autumn 2024 for pupil premium pupils.

4. To achieve and sustain improved attendance for all pupils, particularly our pupil premium pupils.

5 out of the pupil premium pupils in the focus cohort (Year 3 2021-2022 / Year 4 2022-2023 / Year 5 2023 – 2024 / Year 6 2024 - 2025) have attendance over 90%. The one child who has not met this target has health needs that have impacted their attendance at school.

Attendance of this Pupil Premium cohort continues to grow.

The Government target for attendance is at least 95%.

The attendance of our focus cohort aligns with the most recent School Attendance Government data published in May 2024, as outlined in the following link:

<https://researchbriefings.files.parliament.uk/documents/CBP-9710/CBP-9710.pdf>



When we compare Sacred Heart's Pupil Premium data in the focus cohort to the Government's national averages, for 2023-2024, Sacred Heart have 20% fewer children with persistent absence. It is evident that Sacred Heart School's attendance rates among pupil premium pupils surpass the national benchmarks.

Nonetheless, it is important to underscore that Sacred Heart Catholic Primary School remains dedicated to continuous improvement and is far from complacent in this regard. We fully acknowledge the significance of providing robust support to those children and families whose attendance records give rise to concerns, and we are committed to addressing these issues proactively and effectively.

Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle Letters and Sounds
X Times Rockstars	Times Tables Rockstars
Numbots	Times Tables Rockstars
White Rose Maths Premium Resources including catch up programme.	White Rose Maths
Literacy Toolbox	Perceptual Literacy.com
Rocksteady	Rocksteady Music School
After school sports clubs including Boccia;	Sean McInness Sports Coaching
Mentoring Support for individual pupils	Fulham Football Club Foundation
PSHE project – healthy eating, healthy bodies and healthy minds.	Fulham Football Club Foundation
Thrive, Strive and Shine project for Years 4, 5 and 6.	Wimbledon High School
Spanish lessons and enrichment opportunities e.g. art projects.	Kings College School