



Pupil Premium Strategy Statement

Sacred Heart Catholic Primary School

2025/2026

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	Sacred Heart Catholic Primary School
Proportion (%) of pupil premium eligible pupils	18% (65 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs Sarah Norville
Pupil premium lead	Mrs Tanya Bastian
Governor / Trustee lead	Mrs Mel Giltrow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,207
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£97,207



Part A: Pupil premium strategy plan

Statement of intent

Our school's values of Faith, Hope and Love underpin our commitment to equity, inclusion and high expectations for all pupils. We believe that disadvantage should never be a barrier to achievement and are determined that pupils eligible for Pupil Premium (PP) funding make strong academic progress, develop positive wellbeing and leave school well prepared for the next stage of their education.

The ultimate objective of our Pupil Premium strategy is to diminish differences in attainment, progress and wider outcomes between disadvantaged pupils and their peers. This includes improving academic achievement, strengthening attendance and engagement, and supporting pupils' emotional, mental and physical wellbeing.

Our strategy is informed by robust assessment, analysis of internal and external data, and an understanding of the specific barriers faced by our disadvantaged pupils. These barriers may include gaps in prior learning, limited access to enrichment opportunities, and challenges related to wellbeing and self-confidence. High-quality teaching remains the cornerstone of our approach, complemented by carefully targeted interventions and pastoral support.

Pupil Premium funding is allocated through a structured needs analysis, ensuring resources are directed where they will have the greatest impact. Due to finite funding, not all pupils will access every intervention at the same time; however, all support is targeted, time-limited and regularly reviewed to ensure value for money and positive outcomes.

Key principles underpinning our strategy include:

- High expectations and ambition for all disadvantaged pupils
- High-quality teaching as the first response to disadvantage
- Targeted academic and pastoral interventions informed by evidence
- A whole-school commitment to inclusion and personal development
- Regular monitoring and evaluation by leaders and governors

The range of provision used to support pupils eligible for Pupil Premium funding includes, but is not limited to:

- Targeted 1:1 and small-group academic support
- Additional teaching and learning delivered by trained staff
- Wellbeing and therapeutic support, including mental health and art therapy
- Access to specialist learning resources and software
- Financial support to ensure full participation in trips, residential and enrichment activities
- Structured homework and study support
- Opportunities for cultural, sporting and musical enrichment
- Mentoring and aspiration-raising experiences through external partnerships

This provision is responsive and adaptable, evolving in line with ongoing assessment of pupil need.

The impact of the strategy is monitored termly by senior leaders and governors to ensure that funding is used effectively and that disadvantaged pupils are supported to thrive academically, socially and emotionally.



Challenges

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

Challenge number		Detail of challenge			
1	Attendance of PP pupils	<p>We have noticed that some PP pupils have lower attendance than their peers. Irregular attendance is often linked to health issues, family circumstances, or past disengagement from school. Missing school affects their ability to access lessons consistently and follow a learning journey, limits opportunities to build confidence and friendships, and can widen gaps in learning.</p>			
		Year	Non-PP Attendance	PP Attendance	
		2022 – 2023	95%	92%	
		2023 – 2024	95%	94%	
		2024 - 2025	95%	93%	
2	Punctuality of PP pupils	<p>We have identified that some of our PP pupils regularly arrive late to school. This is often due to family routines, transport challenges, or lack of engagement with school routines. Late arrival can disrupt their learning, reduce participation in early lessons and affect social integrations. Lessons missed in the morning are usually core subjects (phonics, English, maths). At Sacred Heart, we understand that punctuality is more than just being on time – it supports pupils’ sense of belonging, confidence, and readiness to learn each day.</p>			
		Year	Non-PP Punctuality	PP Punctuality	
		2022 – 2023	2%	4%	
		2023 – 2024	5%	4%	
		2024 - 2025	5%	5%	
3	Attainment of PP pupils	<p>PP pupils have lower attainment than their peers. This is often linked to gaps in prior learning, limited access to educational resources and enrichment opportunities, and additional social or emotional challenges. As a result, they may not achieve age-related expectations in reading, writing and mathematics, which can affect their long-term educational outcomes and opportunities.</p>			
		Assessment		Non-PP Pupils	PP Pupils
		EYFS Good Level of Development		91%	100%
		Year 1 Phonics Screening Check		88%	58%
		KS2 Reading		96%	43%
		KS2 Writing		96%	57%
KS2 Maths		100%	71%		



4	Developing Oracy & Language Skills	PP pupils have limited vocabulary and fewer opportunities to engage in rich spoken language. This can affect their speaking, listening, and writing across the curriculum. Ensuring that oracy is embedded in all subjects and that all adults model high-quality English is essential to support pupils' communication skills and writing development.
5	Emotional Wellbeing: Growth Mindset & Resilience	The emotional wellbeing of the whole school community is a key priority with a particular focus on growth mindset and resilience. Over 90% of our PP children and their families currently benefit from sustained, targeted support from the School Family Engagement Officer, strengthening relationships between home and school and enabling early intervention where needed. Our whole-school development plan places a strong emphasis on developing a growth mindset and resilience, equipping pupils with the skills to manage challenge, build confidence, and overcome barriers to learning. This approach ensures that Pupil Premium pupils are well supported emotionally, socially, and academically, enabling them to engage positively with school life and achieve their full potential.

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
To improve and sustain attendance for PP pupils.	<ul style="list-style-type: none"> – The attendance of PP pupils closely matches or exceeds non-PP children.
To improve and sustain punctuality for PP pupils.	<ul style="list-style-type: none"> – The punctuality of PP pupils closely matches or exceeds non-PP children.
For all PP pupils to make expected or accelerated progress reducing the gap with non-PP peers over time.	<ul style="list-style-type: none"> – Progress data shows PP pupils are closing the gap with non-PP peers with similar starting points and characteristics (e.g., PP SEND pupils making progress in line with Non-PP SEND pupils). – Regular progress meetings between Class Teachers and the Assessment Lead identify focus pupils, monitor progress, and agree targeted actions to accelerate learning. – Teachers' planning explicitly addresses the needs of PP pupils to ensure progress in all curriculum areas. – CPD focused on effective feedback, adaptive teaching, oracy & vocabulary development, and quality-first teaching supports staff to improve classroom practice and accelerate PP progress.
To improve oracy language skills and vocabulary among PP pupils.	<ul style="list-style-type: none"> – Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment. – All staff demonstrate consistent, high-quality English modelling in lessons.



	<ul style="list-style-type: none"> - Pupil Voice surveys indicate increased confidence in speaking and contributing in class discussions.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Improved emotional wellbeing and resilience of Pupil Premium pupils, evidenced through pupil voice, wellbeing surveys, and reduced emotional or behavioural concerns. - Increased engagement of Pupil Premium families with school support, shown through sustained involvement with the Family Engagement Officer and improved communication between home and school. - Improved attendance, behaviour, and readiness to learn for Pupil Premium pupils compared to previous data. - Pupil Premium pupils demonstrate a positive growth mindset, confidence in tackling challenge, and increased perseverance in learning, as observed in lessons and reflected in progress data. - The Mental Health Lead & Family Engagement Officer will signpost families to the Educational Wellbeing Service (and support families to complete the referral). Support offered include: <ul style="list-style-type: none"> ▪ Stormbreak - an intervention to support primary aged children's mental health and emotional wellbeing through movement; ▪ Worry Ninja Year 6 Transition; ▪ Child Art Psychotherapy; ▪ 1:1 Sessions of Guided Self Help with Parents with an NHS Wellbeing Practitioner; ▪ Regularly signpost themed webinars for parents.
<p>To improve engagement of disadvantaged pupils & families with the school community.</p>	<ul style="list-style-type: none"> - Attendance data shows improved participation of Pupil Premium families at parents' evenings and curriculum or information events. - Communication records demonstrate regular, purposeful contact between school and Pupil Premium families. - Parent feedback indicates increased confidence in engaging with school and supporting their child's learning. - Barriers to engagement are identified early and addressed through targeted support and flexible approaches (eg alternative meeting times, additional guidance).

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: £29,546



Activity	Evidence that supports this approach	Challenge number addressed
<p>Annual Little Wandle membership (£995) to provide ongoing professional development, coaching and resources, ensuring staff deliver phonics with fidelity and consistency for all pupils.</p>	<p>The EEF Effective Professional Development guidance highlights that sustained, high-quality CPD improves teaching quality and pupil outcomes. The DfE Reading Framework (2023) states that fidelity to a validated phonics programme, supported by regular training, is essential to secure strong outcomes for all pupils. Little Wandle is an approved programme aligned to the Reading Framework.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	3 & 4
<p>Clicker subscription (£1,000) to support pupils across the wider curriculum by removing literacy barriers in reading, phonics application, spelling and writing, enabling pupils to access, record and demonstrate learning independently in all subjects.</p>	<p>The EEF Special Educational Needs in Mainstream Schools guidance emphasises the importance of removing barriers so pupils can access learning across the curriculum, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/special-educational-needs-in-mainstream-schools</p> <p>The EEF Using Digital Technology to Improve Learning guidance reports that digital tools can support learning when used to enhance access, scaffolding and independence, rather than replace high-quality teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/using-digital-technology-to-improve-learning</p>	3 & 4
<p>Implement a whole-school standardised assessment approach, with staff training to ensure accurate administration and interpretation.</p> <p>The Assessment and Inclusion Leads will analyse Pupil Premium data and hold termly pupil progress meetings with teachers to inform provision and accelerate progress.</p>	<p>Effective use of standardised assessment supports accurate identification of pupils at risk of falling behind and enables timely, targeted intervention. The EEF emphasises that assessment is most impactful when staff are trained to interpret data consistently and use it to adapt teaching for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/assessment-for-learning</p>	3 & 4
<p>CPD focused on oracy, vocabulary development, feedback, and quality-first teaching.</p> <p>Whole School Focus on vocabulary development using word aware.</p>	<p>High-quality professional development improves teaching practice and pupil outcomes when it focuses on subject knowledge, pedagogy, and classroom application.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	3 & 4



<p>Deliver CPD and mentoring to embed Rosenshine’s Principles of Instruction across the school, with a focus on daily review, modelling, and high-quality instructional support.</p>	<p>Research shows that teachers who provide structured instruction, clear modelling, and regular review help pupils acquire, rehearse, and connect knowledge effectively. Embedding Rosenshine’s evidence-based strategies through CPD improves teaching quality and accelerates pupil progress.</p> <p>Barak Rosenshine, Principles of Instruction, 2012.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>3 & 4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56,925

Activity	Evidence that supports this approach	Challenge number addressed
<p>Specialist Phonics Teacher (0.5 day weekly) to support the teaching of phonics and deliver targeted, bespoke phonics interventions for pupils who are at risk of falling behind.</p>	<p>The EEF Improving Literacy in Early Years and KS1 guidance identifies systematic synthetic phonics as having a high impact (+4 – 5 months), particularly for disadvantaged pupils, when delivered by trained staff and supported by targeted intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>The DfE Reading Framework (2023) emphasises early identification and timely intervention led by skilled staff to prevent gaps widening for disadvantaged pupils.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>3 & 4</p>
<p>Targeted academic interventions delivered by trained staff and reviewed regularly.</p>	<p>Targeted interventions can accelerate progress when delivered by trained staff, aligned with classroom teaching, and closely monitored.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>3</p>
<p>Embed dialogic and language-rich interventions across the curriculum, including Elklan, Neli, Elsa, and Word Aware approaches, to help pupils articulate key ideas, consolidate understanding, and extend vocabulary. Resources will be purchased, and staff will receive ongoing</p>	<p>Research shows that structured talk, language interventions, and vocabulary-focused strategies improve pupils’ oral language, comprehension, and writing outcomes, particularly for disadvantaged pupils. Embedding these approaches consistently across the curriculum maximises impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-primary</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3 & 4</p>



training and release time to ensure consistent implementation.		
Targeted 'Power Hour' homework club for Pupil Premium pupils. Small, year-group-based groups led by TAs or teachers provide support, reinforce classroom learning, and offer a structured space for pupils lacking home support.	Homework is most effective when linked to classroom learning and supported. Supervised sessions at school help disadvantaged pupils overcome barriers related to home environment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3 & 4

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

Budgeted cost: £10,736

Activity	Evidence that supports this approach	Challenge number addressed
Daily monitoring of attendance and punctuality with rapid follow-up	Early identification of attendance issues and targeted support are more effective than universal approaches alone. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/attendance	1 & 2
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1 & 2
Targeted wellbeing support for pupils and families delivered by the Family Engagement Officer including early identification of wellbeing needs and	Sustained, personalised parental engagement improves attendance, behaviour, and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 & 2



referral to Educational Wellbeing Service		
Access to targeted wellbeing interventions (Stormbreak, Worry Ninja, Art Psychotherapy, Guided Self-Help)	Evidence-based wellbeing interventions support emotional regulation, resilience, and positive learning behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5

Total budgeted cost: £97,207



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved Attendance for Pupil Premium Pupils

Attendance for Pupil Premium pupils in 2024/25 remained broadly in line with the previous academic year. Notably, the proportion of unauthorised absences decreased from 25% in 2023/24 to 18% in 2024/25. We continue to work closely with the Attendance Officer, Educational Welfare Officer, Family Engagement Officer, and SLT, targeting key families whose absence patterns contribute disproportionately to low attendance.

Attainment of Pupils

EYFS – Good Level of Development

- 100% of Pupil Premium pupils achieved a Good Level of Development (GLD), compared to 91% of non-Pupil Premium pupils.
- This is significantly above the national average of 69%.

Year 6 – Reading, Writing & Maths (RWM)

- Reading: 43% of PP pupils met the expected standard, compared to 96% of non-PP pupils.
- Writing: 57% of PP pupils met the expected standard, compared to 96% of non-PP pupils.
- Maths: 71% of PP pupils met the expected standard, compared to 100% of non-PP pupils.

It is important to note that a substantial proportion of our Pupil Premium cohort have SEN needs, which impacts overall attainment figures.

Phonics Screening – Year 1

- 58% of Pupil Premium pupils met the expected standard, compared to 88.2% of non-Pupil Premium pupils.
- Phonics remains a priority area for continued support and targeted intervention.

Improved Oral Language Skills

There have been observable improvements in oral language for Pupil Premium pupils. The school has focused on delivering high-quality CPD to all staff, including teachers and teaching assistants, to strengthen skills in Word Aware and Talk for Writing strategies, ensuring pupils receive targeted support to enhance vocabulary and communication skills.

Emotional Wellbeing

Our Family Engagement Officer has worked closely with targeted Pupil Premium families requiring emotional and social support. Collaboration with the Early Help Support Co-ordinator has further strengthened support for these families. This targeted approach has helped pupils maintain engagement, develop resilience, and access learning more effectively.



Extra-Curricular Opportunities

- All Pupil Premium pupils were offered access to extra-curricular activities, including Power Hour homework support.
- 62% of Pupil Premium pupils attended enrichment activities at Kings College Wimbledon or Wimbledon High School.
- Additional support was provided to enable all Pupil Premium pupils to attend residential trips, ensuring no pupil missed out due to financial constraints.

Holiday and Family Support (HAF, Food Hampers, Vouchers)

- 100% of Pupil Premium families were invited to access childcare support through the HAF scheme during school holidays.
- The Inclusion Lead and Family Engagement Officer liaised with the HAF scheme manager to maximise attendance and participation.
- Families received food hampers, including at Christmas, and support with special events such as Christmas dinners, organised in partnership with Sacred Heart Parish Church.

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
Little Wandle Phonics	Little Wandle Letters & Sounds
Times Tables Rockstars	Times Tables Rockstars
Numbots	Times Tables Rockstars
White Rose Maths Premium Resources including catch up programme.	White Rose Maths
Rocksteady	Rocksteady Music School
After school sports clubs including Boccia	Sean McInness Sports Coaching
Individual Mentoring Support	Fulham Football Club Foundation
Thrive, Strive & Shine Project for Year 4, 5 & 6	Wimbledon High School
Spanish Lessons & Enrichment opportunities	Kings College School