

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

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	426
Proportion (%) of pupil premium eligible pupils	28% (119)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Chris Beazeley
Pupil premium lead	Mike Smith
Governor / Trustee lead	Danielle O'Neill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,705.00
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>	£220,705.00

Part A: Pupil premium strategy plan

Statement of intent

Sacred Heart School is a fully inclusive school with the highest expectations and aspirations for all our pupils. We pride ourselves on our warm, welcoming Catholic ethos. Our school's Mission Statement is at the heart of all we do – "Love of God, Love of one another, Love of our world, Love of learning".

At Sacred Heart Catholic Primary School and Nursery, we believe that all children should be able to achieve and reach their full potential no matter their background or starting point. It is essential to ensure that disadvantaged children make sustained progress over time with the overarching goal of closing the gap between their non-disadvantaged peers.

As a school it is our duty to ensure that children have a rich learning environment, access to exciting and engaging learning experiences, along with quality first teaching and targeted intervention, to enable all children to reach their full potential.

Our Pupil Premium Strategy Plan aims to address the main barriers faced by our children and ensure that additional support is carefully targeted, as a result of rigorous tracking, in order that all children have access and opportunity to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children start Sacred Heart with low oral language. The children's vocabulary is often more limited than their peers; this can result in emotional and behavioural difficulties as well as academic.
2	Current data and assessments show that the Pupil Premium attainment gap is large in a number of year groups.
3	Disadvantaged children at Sacred Heart have lower attainment in reading, writing and maths.
4	A high proportion of disadvantaged children are on the SEND register. Disadvantaged pupils account for 38% (25/65) of the SEN register.
5	Low aspirations have a detrimental impact on some of our disadvantaged children. A lack of experiences, positive role models and parental engagement results in some of our disadvantaged children undervaluing education.

6	Many disadvantaged children have lower attendance figures than their non-disadvantaged peers. 48% of children highlighted as persistently absent or severely absent are disadvantaged children.
7	Disadvantaged children have struggled with early reading. Many disadvantaged children do not pass their end of Year 1 phonic test.

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
Disadvantaged pupils will have improved communication and language skills.	Observations and assessment of disadvantaged pupils in communication and language will show improvement.
Disadvantaged pupils to improve their reading attainment by the end of KS2	Pupils make accelerated progress in reading so that the gap for reading is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the National Benchmark.
Disadvantaged pupils to improve their writing attainment by the end of KS2.	Pupils make accelerated progress in writing so that the gap for reading is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the National Benchmark.
Disadvantaged pupils to improve their maths attainment at the end of KS2.	Pupils make accelerated progress in maths so that the gap for reading is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the National Benchmark.
Disadvantaged pupils' attendance will have improved, promoting increased attainment and better progress.	Reduction in the number of persistent absentees among disadvantaged children. The gap is reduced between disadvantaged and non-disadvantaged children.
Disadvantaged pupils in KS1 to be able to access reading successfully through the application of synthetic phonics.	More disadvantaged pupils to reach the expected book band level in Year 1 and Year 2. A higher proportion of disadvantaged children passing phonics screening.
Children and parents to have increased engagement in learning, through a broad curriculum offer and use of social media to keep parents informed.	Children have access to a breadth of experiences and opportunities to enrich their learning. Parents feel they are well informed and able to effectively support their learning in school.
Children's social and emotional needs are met resulting in an improvement in their well-being and chances of academic success.	Children's needs are identified, and appropriate support is put in place to overcome social and emotional barriers to learning.

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: £110,352.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers across the curriculum and pedagogy- AFL (quality first teaching)	<p>Focus on all teachers delivering high quality first teaching. Focus on the Sacred Heart Love of Learning List.</p> <p>Purchase of, 'Teaching Walkthrus- five-step guide to instructional coaching' by Tom Sherrington for all teachers.</p> <p>RWI training for all staff.</p> <p>Sutton Trust- quality first teaching has direct impact on children's outcomes (potential gain of 1.5 years compared with 0.5 years with a poorly performing teacher).</p>	2,3,4
<p>Termly Pupil Progress Meetings.</p> <p>Teacher, DHT and AHT/SENCO, discuss each child's progress and any barriers. Strategies put in place, adapted and subsequently monitored.</p> <p>Issues or strategies that affect the whole school are raised in termly SLT pupil progress meetings.</p>	<p>Close monitoring of children's progress and potential barriers to learning to ensure appropriate support is put in place.</p> <p>Mentoring and Coaching for teachers.</p>	2,3,4
<p>Introduction of further English support with the use of Grammarsaurus. CPD in staff meetings to use resources effectively.</p>	<p>This was previously Literacy Shed plus and Spelling Shed. The school have moved with Grammarsaurus with a view to embed fundamental skills in writing.</p> <p>The EEF states that "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving</p>	1,3,7

	the best outcomes for all pupils, particularly the most disadvantaged among them.”	
Continued implementation, development and close monitoring of Read Write Inc. across KS1 to develop phonics and reading in KS1.	<p>Successful implementation of phonics across year 1 and beyond gives our children a good foundation for reading and learning.</p> <p>Additional training for staff will empower adults to deliver high quality phonic support.</p> <p>The EEF states that “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p>	1,3,7
Allocated time for the English lead to monitor progress and support staff to ensure high quality teaching of phonics through in house CPD or external CPD.	EEF states that for successful phonic implementation there needs to be regular monitoring. “Carefully monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary.”	1,2,3,7
Allocated time for English lead to closely monitor writing through observations, learning walks etc. to ensure that there is consistency of approach and strategies are being used effectively	The EEF project said “The approach had a strong positive effect on the writing outcomes of low attaining pupils at the transition from primary to secondary school among a sample of pupils in State schools in the West Yorkshire area.”	2,3
Additional CPD for LSAs to support staff to be able to lead quality interventions including maths, reading, times tables, arithmetic and Precision Teaching.	<p>Staff to have training so that intervention is of high quality. EEF states that for teaching assistants to be successful in intervention training is needed. “Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes”</p> <p>EEF toolkit: Teaching assistant interventions +4 months</p>	2,3,4
The purchase of fluency materials in Maths to support teaching during SMART Maths time across the whole school to enable improved confidence in Maths for pupils including those that are disadvantaged.	To ensure that children have a basic grasp on mathematical skills and close gaps in knowledge through repetition. This will support children in ensuring knowledge is kept over time.	2,3,4

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

Budgeted cost: £55,176.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for pupils with low multiplication skills through group multiplication intervention or one to one precision teaching	EEF toolkit: Small group tuition focussing on a small group of learners +4 months Whole school approach to teaching times tables as well as intervention sessions to move away from reciting and into a more dynamic and deeper understanding of the times table facts.	2,3
Targeted intervention for maths (focus on arithmetic) using teachers, HLTAs and LSA's.	EEF toolkit: Small group tuition focussing on a small group of learners +4 months	2,3
Targeted intervention for reading using teachers, HLTAs and LSA's.	EEF toolkit: Small group tuition focussing on a small group of learners +4 months Reading comprehension strategies +6 months Research demonstrates that reading is the key to academic success. Disadvantaged children often do not read regularly at home or do not have	1,2,3
Targeted intervention for Phonics to close the gap for Year 1 and 2 pupils.	EEF Toolkit: Phonics +5 months Interventions focussed on closing gaps in phonics have been successful for all children and those that are disadvantaged. The EEF states that targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	2,3,7
Targeted intervention for Year 6 Maths through morning maths group (boosters) focussing on children who are working just below EXS.	The EEF states that small group tuition can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	2,3

	EEF toolkit: Small group tuition focussing on a small group of learners +4 months	
--	---	--

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

Budgeted cost: £55,176.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to review and develop the curriculum to ensure rich learning experiences, subsidised for those for whom monetary contributions would be a barrier, for all children.	EEF Toolkit: Arts participation +3 months Outdoor adventure learning The children at Sacred Heart have limited experiences outside school and this has an effect on their language acquisition and English skills. The EEF states that enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	1,5
To work with the Southend City Council and a high-quality training provider to develop the use of Relational Practice and Trauma informed Practice throughout the school.	At Sacred Heart we have begun on our journey to adopting Relational Practice as an approach to behaviour management, in line with our caring ethos, across the school. We will work with additional agencies to support specific behaviour needs. EEF states that according to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. Therefore, the importance of behaviour interventions and support is vital to ensure children are accessing learning.	1,4
Pupil Premium Plus children are provided with additional tutoring	One to one and small group tuition EEF toolkit Small group tuition +4 months	2,3
The school buys into the services of a dedicated play therapist	Pupils referred who require additional support/play therapy to have a focussed one-to-one support package put in place. The positive impact of play therapy has been evident in the success of previous cases undertaken.	1,4

The school buys into attendance services provided by the city in order to monitor attendance and support hard-to-reach families.	<p>Inclusion team to build up profiles of pupils and their families to better understand their strengths, interests & potential barriers to learning.</p> <p>EEF toolkit: Parental Engagement +4 months</p>	6
--	---	---

Total budgeted cost: £220,705

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023 End of Key Stage 2 Pupil Premium Data

Subject	Percentage of pupils achieving the expected standard: Sacred Heart Catholic Primary School and Nursery GDS in brackets	Percentage of pupils achieving the expected standard: Nationally	Percentage of pupil premium pupils (35% of all pupils) achieving the expected standard: Sacred Heart Catholic Primary School and Nursery GDS in brackets	Percentage of disadvantaged pupils (30% of pupils) achieving the expected standard: Nationally
English Reading	76% (27%)	73%	57% (14%)	60%
English Writing (teacher assessment)	77% (77%)	71%	58% (10%)	58%
Mathematics	85% (85%)	73%	67% (29%)	59%
English grammar, punctuation and spelling	78% (29%)	72%	57% (19%)	/
Combined (reading, writing and maths)	68% (7%)	59% (8%)	50% (5%)	44% (3%)

2024 End of Key Stage 2 Pupil Premium Data

Subject	Percentage of pupils achieving the expected standard: Sacred Heart Catholic Primary School and Nursery GDS in brackets	Percentage of pupils achieving the expected standard: Nationally	Percentage of pupil premium pupils (35% of all pupils) achieving the expected standard: Sacred Heart Catholic Primary School and Nursery GDS in brackets	Percentage of disadvantaged pupils (30% of pupils) achieving the expected standard: Nationally
English Reading	71% (26%)	74%	68% (9%)	62%
English Writing (teacher assessment)	78% (16%)	71%	64% (5%)	58%
Mathematics	65% (18%)	73%	50% (18%)	59%
English grammar, punctuation and spelling	69% (37%)	72%	73% (18%)	/
Combined (reading, writing and maths)	49% (8%)	67% (10%)	26% (1%)	45% (3%)

Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



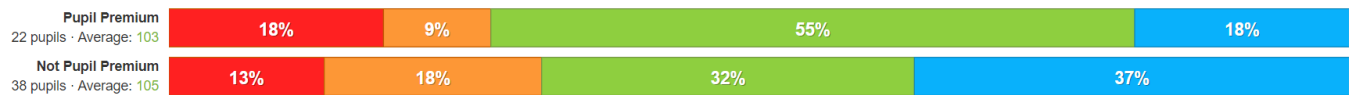
Maths

Legend Well below Just below Expected Above No data



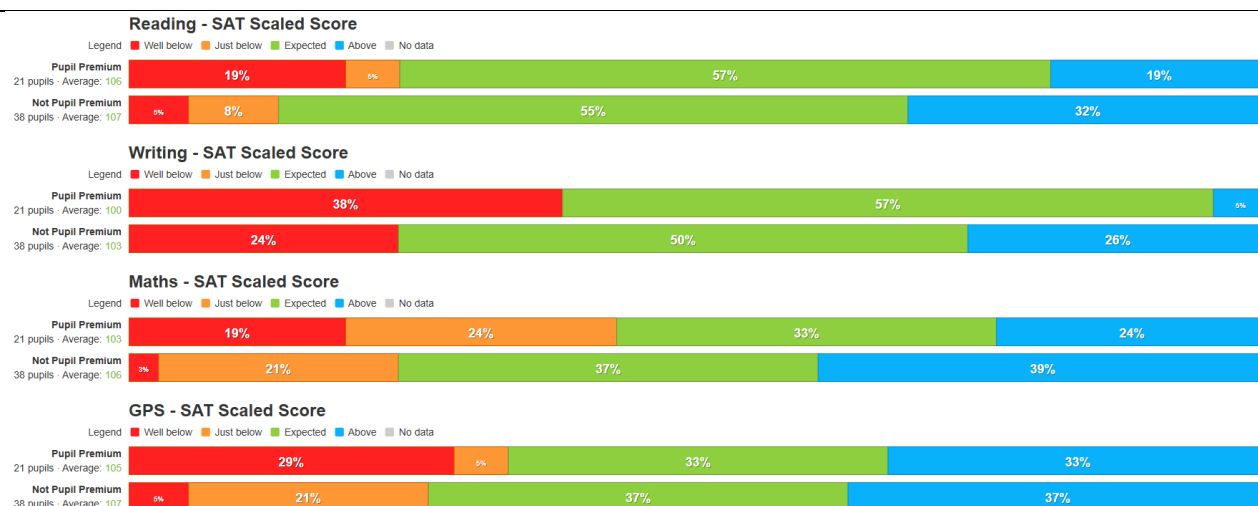
GPS

Legend Well below Just below Expected Above No data



2025 End of Key Stage 2 Pupil Premium Data

Subject	Percentage of pupils achieving the expected standard: Sacred Heart Catholic Primary School and Nursery GDS in brackets	Percentage of pupils achieving the expected standard: Nationally	Percentage of pupil premium pupils (35% of all pupils) achieving the expected standard: Sacred Heart Catholic Primary School and Nursery GDS in brackets	Percentage of disadvantaged pupils (30% of pupils) achieving the expected standard: Nationally
English Reading	83% (27%)	74.5% (32.9%)	76% (14%)	75%
English Writing (teacher assessment)	72% (19%)	72.3% (12.3%)	62% (5%)	72%
Mathematics	70% (34%)	73.3% (25.6)	62% (5%)	74%
English grammar, punctuation and spelling	72% (36%)	72% (28.9%)	64%(33%)	73%
Combined (reading, writing and maths)	61%(12%)	61.8%(8.1%)	52%(0%)	62% (8%)



Over the past three years, the attainment of Pupil Premium (PP) pupils at the end of Key Stage 2 has shown mixed progress across subjects. While there have been notable improvements in some areas, significant gaps remain when compared to non-Pupil Premium peers.

Reading has been a clear success story for PP pupils. Attainment rose from 57% in 2023 to 76% in 2025, narrowing the gap with non-PP pupils from nearly 30 percentage points to around 11 points. This sustained improvement suggests that targeted reading interventions have been effective and should continue.

In Writing, progress has been modest. PP attainment increased slightly from 58% in 2023 to 62% in 2025, but the gap remains the largest of all subjects at over 15 percentage points. This indicates that writing should remain a priority focus, with strategies aimed at improving extended writing and grammar skills for disadvantaged learners.

Mathematics performance for PP pupils dipped sharply in 2024 (50%) before recovering to 62% in 2025. Although the gap with non-PP peers has reduced from 28 points in 2023 to 12 points in 2025, further work is needed to consolidate this improvement and ensure consistency year-on-year.

Grammar, punctuation and spelling (GPS) showed volatility. PP pupils outperformed non-PP peers in 2024 (73%), but fell back to 64% in 2025, creating a gap of around 12 points. This fluctuation suggests a need to review teaching approaches and ensure sustained progress in language mechanics.

The combined measure (reading, writing and maths) remains a concern. PP attainment dropped significantly in 2024 (26%) before recovering to 52% in 2025, slightly above the 2023 level (50%). This highlights the importance of integrated strategies that address multiple subjects simultaneously.

Key Priorities:

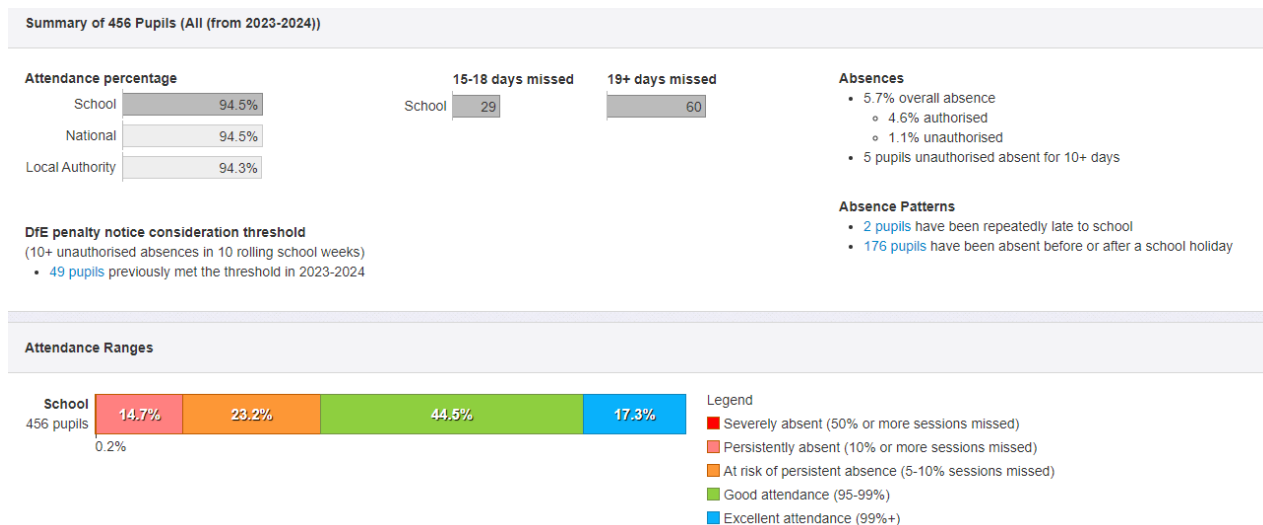
Writing: Largest and most persistent gap; targeted interventions required.

Maths: Continue recovery efforts and embed consistent support.

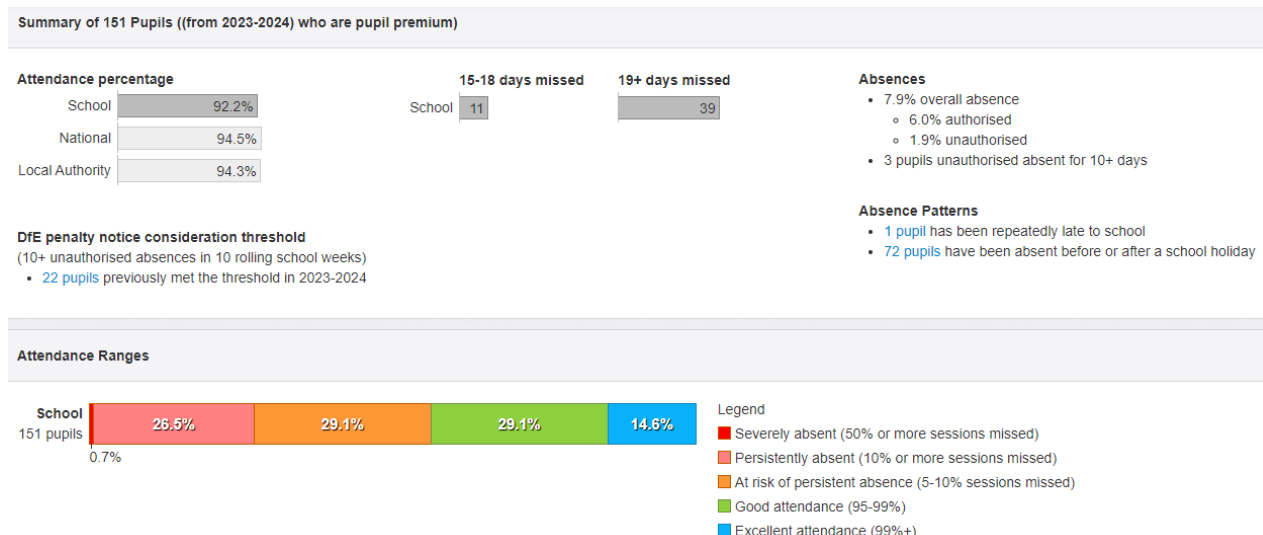
GPS: Investigate causes of volatility and strengthen teaching approaches.

Reading: Maintain successful strategies that have driven strong improvement.

Attendance Data 2023-2024:

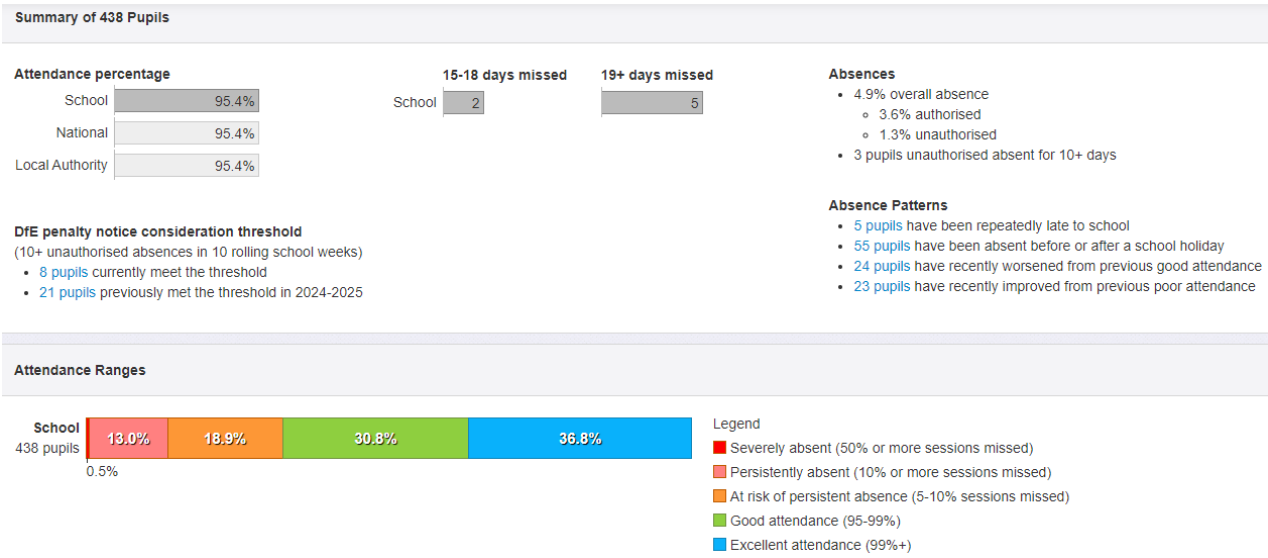


Pupil Premium Data:

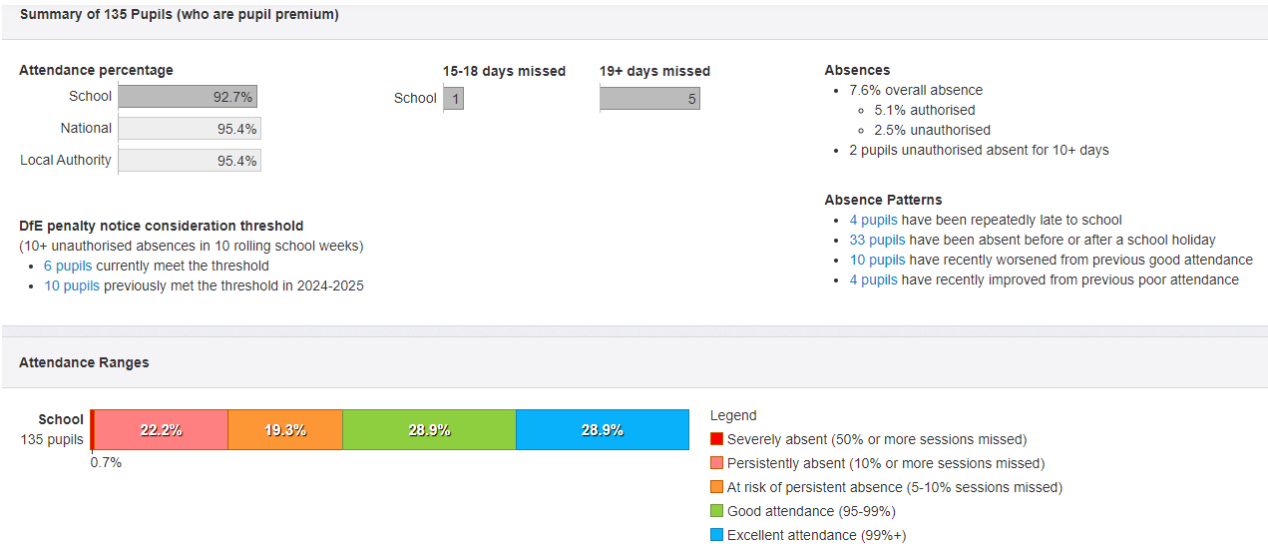


Analysis of attendance data shows that a higher proportion of pupil premium children 29.1% were classed as persistently absent last year and severely absent 26.5%.

Attendance Data 2024-2025:



Pupil Premium Data:



Pupil Premium children continue to have a higher percentage of children persistently absent 19.3% and severely absent 22.2%. However, that gap has narrowed from a gap of 5.9% to 0.4% for children persistently absent. And 11.8% to 9% for children severely absent.

Attendance Data 2024-2025:

Summary of 444 Pupils (All (from 2024-2025))

Attendance percentage	
School	94.5%
National	94.8%
Local Authority	94.7%

15-18 days missed	19+ days missed
School 34	50

Absences

- 5.5% overall absence
 - 4.1% authorised
 - 1.4% unauthorised
- 14.0% persistent absence
- 10 pupils unauthorised absent for 10+ days

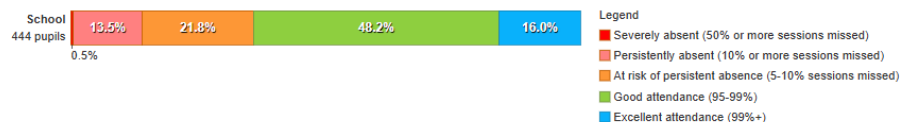
DFE penalty notice consideration threshold

- (10+ unauthorised absences in 10 rolling school weeks)
- 50 pupils previously met the threshold between 02/09/2024 and 23/07/2025

Absence Patterns

- 34 pupils have been repeatedly late or absent on the same day
- 183 pupils have been absent before or after a school holiday

Attendance Ranges



Pupil Premium Data:

Summary of 130 Pupils ((from 2024-2025) who are pupil premium)

Attendance percentage	
School	91.3%
National	94.8%
Local Authority	94.7%

15-18 days missed	19+ days missed
School 14	35

Absences

- 8.7% overall absence
 - 5.9% authorised
 - 2.8% unauthorised
- 30.8% persistent absence
- 7 pupils unauthorised absent for 10+ days

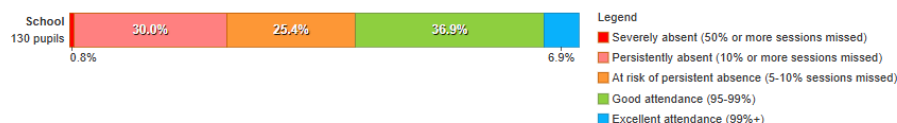
DFE penalty notice consideration threshold

- (10+ unauthorised absences in 10 rolling school weeks)
- 31 pupils previously met the threshold between 02/09/2024 and 23/07/2025

Absence Patterns

- 20 pupils have been repeatedly late or absent on the same day
- 70 pupils have been absent before or after a school holiday

Attendance Ranges



At present, Pupil Premium children continue to have a higher percentage of children persistently absent 25.4% and severely absent 30%. However, this reflects an increase of persistently absent children in the school as a whole and is still less than in 2023-2024. The school will use the 'DFE Similar Schools Comparison Report' to highlight areas for improvement, particularly for children from disadvantaged backgrounds.

We are on target to achieve the following outcomes:

- *Disadvantaged pupils will have improved communication and language skills.*
- *Disadvantaged pupils to improve their reading attainment by the end of KS2*
- *Disadvantaged pupils to improve their writing attainment by the end of KS2.*
- *Disadvantaged pupils to improve their maths attainment at the end of KS2.*
- *Disadvantaged pupils in KS1 to be able to access reading successfully through the application of synthetic phonics.*
- *Children and parents to have increased engagement in learning, through a broad curriculum offer and use of social media to keep parents informed.*

We continue to work towards achieving the following outcome:

- *Children's social and emotional needs are met resulting in an improvement in their well-being and chances of academic success.*
- *Disadvantaged pupils' attendance will have improved, promoting increased attainment and better progress.*

Further information (optional)

Pupil Premium children do not engage in as many extra-curricular clubs as non-pupil premium peers. One of our targets is to improve the engagement of pupil premium children in extra-curricular activities. 33 more children attend extra-curricular clubs since Spring 2024. We predict that this will continue to increase in Autumn 2024.

Club analysis Spring 2024:

Club	Students	PP	%	SEN E	SEN K	LAC	EAL
MONDAY INDOOR BOARD GAMES SPRING 24	10	2	20	2	1	0	3
MONDAY NETBALL SPRING 24	21	6	26	0	2	1	10
MONDAY ART AND CRAFT SPRING 24	20	2	10	0	3	0	7
MONDAY MULTI SPORTS	18	5	27	0	3	0	5
MONDAY MORNING GYMNASTICS SPRING 24	11	0	0	0	1	0	1
TUESDAY CHOIR SPRING 24	31	8	26	0	6	0	9
TUESDAY DANCE CLUB SPRING 24	15	4	26	0	2	0	5
SEWING CLUB SPRING 24	8	0	0	0	0	0	5
PLAY LEGO CLUB SPRING 24	19	5	26	1	3	0	3
KIDS CLUB SPRING 24	19	2	11	2	1	0	12
Girls Football Tuesday Morning Spring 24	18	3	16	0	1	0	7
WEDNESDAY TAG RUGBY SPRING 24	16	3	19	1	0	0	8
WEDNESDAY BOOK CLUB SPRING 24	14	2	14	0	1	0	6
WEDNESDAY BALLET CLUB SPRING 24	15	5	33	0	4	0	4
WEDNESDAY COLOUR CHAT SPRING 24	19	9	47	1	1	0	10
Cheerleading Wednesday Morning Spring 24	11	0	0	0	2	0	1
Boys Football Wednesday Morning Spring 24	18	2	10	0	2	0	9
THURSDAY FRENCH CLUB SPRING 24	5	0	0	0	0	0	3
THURSDAY STORYTELLING SPRING 24	19	3	16	0	2	1	11
Badminton Club Spring 24	16	2	13	0	1	0	9
Play lego club Spring 24	19	3	16	0	3	0	3
Jump rope Thursday Morning Spring 24	14	3	21	1	0	0	7
FRIDAY LEGO CLUB SPRING 24	21	8	38	0	2	0	12
Multi Sports Spring 24	19	4	21	0	3	0	11
Drawing Technique Spring 24	12	4	33	1	1	0	3
Running Club Friday Morning Spring 24	18	1	5	0	1	0	9

86 PP Children taking part in clubs across the week

Club Analysis Summer 2024

Summer Club Analysis 2024

Club	Students	PP	%	SEN E	SEN K	LAC	EAL
INDOOR BOARD GAMES MONDAY	8	1	12.5	1	1	0	3
ART AND CRAFT MONDAY YR4/5/6	8	1	12.5	0	0	0	4
NETBALL MONDAY YR4/5/6	21	6	29		3	1	9
COOKERY CLUB YR1/2 MONDAY	6	1	17	0	0	0	1
ATHLETICS MONDAY MORNING	21	3	14	0	3	0	4
BADMINTON MONDAY MORNING	20	6	30	0	4	0	6
MULTI SPORTS MONDAY YR1/2/3	18	2	11	1	2	0	8
GET ACTIVE TUESDAY MORNING	18	3	17	0	3	0	5
CRICKET TUESDAY MORNING	17	3	18	0	5	0	5
CHOIR TUESDAY SUMMER 24	38	12	32	1	3	0	10
ATHLETICS TUESDAY SUMMER 24	12	6	50	0	2	0	2
PLAY/LEGO CLUB REC/1/2 TUESDAY	18	8	44	0	3	0	4
KIDZ CLUB TUESDAY SUMMER 24	15	2	13	3	2	0	6
GET ACTIVE WEDNESDAY SUMMER 24	32	7	22	0	6	0	13
ROUNDERS WEDNESDAY SUMMER 24	7	1	14	0	0	0	1
LEGO CLUB YR1/2/3 WEDNESDAY SUMMER 24	10	2	20	1	2	0	5
DODGEBALL WEDNESDAY YR4/5/6 SUMMER 24	30	8	27	1	3	0	14
COLOUR/CHAT/CREATE WEDNESDAY SUMMER 24	18	8	44	0	1	0	7
BENCH BALL THURSDAY MORNING YR4/5/6	16	5	31	0	4	0	6
KS1 RUNNING CLUB THURSDAY MORNING	19	4	21	0	2	0	5
ATHLETICS THURSDAY YR3/4/5/6	28	7	25	0	4	1	14
STORYTELLING/Writing YR1-6	15	4	27	1	0	0	7
PLAY CLUB THURSDAY REC/1/2	18	8	44	1	4	0	4
DT MASK MAKING YR5/6	8	1	13	0	2	0	2
GYMNASTICS REC/1/2 FRIDAY	16	8	50	0	1	0	6
KWIK CRICKET FRIDAY YR4/5/6	9	1	11	0	1	0	3
BOOK CLUB FRIDAY YR4/5/6	8	1	13	0	0	0	3

119

119 PP Children taking part in clubs across the week