Pupil premium strategy statement – Sacred Heart School

This statement details our school's use of pupil premium (and recovery 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	188
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Lynsie Tuplin
Pupil premium lead	Lynsie Tuplin
Governor / Trustee lead	Uche Egiliga

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41850
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*	£41850

Part A: Pupil premium strategy plan Statement of intent

Sacred Heart is a school at the heart of its Catholic community, whilst fully embracing the richness and diversity of our local community in Hillsborough, Sheffield. Guided by our mission statement, “Love one another as I have loved you,” we place children at the centre of everything we do. Our experienced and long-established staff are hardworking, enthusiastic and deeply committed to securing the very best outcomes for every child.

We are a smaller-than-average, one-form entry primary school serving families from a wide range of socio-economic backgrounds, including areas of significant deprivation alongside some of the most affluent parts of the city. Thirty-five percent of our pupils speak English as an Additional Language, with Malayalam being the most common additional language. The majority of our children enter school with low starting points in speech, language and communication.

We recognise that disadvantage can present barriers to academic success, wellbeing and aspiration. Our Pupil Premium strategy is therefore designed to remove those barriers and ensure that all pupils, irrespective of background or challenge, make strong progress and achieve highly across all subject areas — including those who are already high attainers.

The school uses the tiered approach to Pupil Premium spending from the EEF report.

Teaching - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Target academic support - Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching. Where possible, a TA is linked to each class so that the teacher can work with them to deliver target support to address gaps in learning. CPD is provided for TAs to enable them to deliver effective targeted support.

Wider strategies - Considering how non-academic barriers to success in school, including attendance, behaviour and social & emotional development can be supported. We do this by having a Learning Mentor who monitors and supports attendance, punctuality and behaviour. The whole school are Trauma Informed Schools (TIS) trained.

Language is the gateway to learning, confidence and opportunity. Given our context — including higher than national levels of EAL and low starting points — language development is the central pillar of our strategy.

We are prioritising:

Explicit and systematic vocabulary instruction across the curriculum

High-quality oracy opportunities that develop structured talk and academic language

A strong culture of reading for pleasure and reading for knowledge

Early identification of speech and language needs

Carefully designed and evaluated targeted interventions

Through sustained, evidence-informed practice, we are determined to close these gaps. We believe our curriculum is our children's opportunity: by equipping them with rich vocabulary, secure reading skills and confident communication, we create a level playing field and improve life chances.

Pastoral Support

Our strong ethos of inclusion is underpinned by a trauma-informed approach to supporting pupils and families. We understand the impact that disadvantage, adverse experiences and financial hardship can have on readiness to learn.

Our pastoral provision ensures:

Robust monitoring and improvement of attendance

Early help for families through strong home–school relationships

Emotional wellbeing and mental health support

Equitable access to enrichment, trips and wider opportunities

Consistent, relational behaviour systems

There is a collective understanding across staff of the impact of disadvantage on learning. All staff share high ambition for every pupil and understand the role they play in addressing educational inequality.

High-Quality Teaching

At the heart of our Pupil Premium strategy is the belief that high-quality teaching has the greatest impact on closing attainment gaps. Our focus on curriculum design, adaptive teaching, assessment and professional development ensures that disadvantaged pupils benefit from consistently strong classroom practice.

Through strong leadership capacity, we maintain a sharp focus on the quality of pupils' learning experiences. Our leadership team plays a significant role in evaluating provision through ongoing, supportive monitoring and quality assurance.

Leaders dedicate time to:

Collaborative planning

Instructional coaching and modelling

Professional development focused on evidence-informed practice

Feedback that strengthens teaching and accelerates pupil progress

Our intention is clear: all pupils at Sacred Heart, regardless of background, will flourish academically, socially and spiritually. Through our commitment to language development, inclusive pastoral care and high quality teaching, we strive not simply to narrow gaps, but to eliminate them — living out our mission in both word and action.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 68% of YR were below expected for listening, attention and understanding in on entry 2025 including 75% of the disadvantaged pupils and 36% were below expected for speaking including 50% of the disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties achieving ARE than their peers. 11% of Y2 disadvantaged pupils achieved ARE in reading, writing and maths in 2026. 100% of Y6 disadvantaged pupils achieved combined ARE in 2026. 100% of reception disadvantaged pupils achieved GLD 80% of Y1 pupils achieved the required standard in Phonics.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 20 pupils (15 of whom are disadvantaged) currently require additional support with social and emotional needs, including small group interventions. 3 disadvantaged children currently require 1:1 support throughout the day to access learning.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 1 - 2% lower than for non-disadvantaged pupils. Of the 12 persistently absent pupils last year, 7 were disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress as this is more likely to be sporadic days of absence for these 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
Improved attainment for disadvantaged pupils at the end of each key stage	Outcomes show that the majority of disadvantaged pupils meet the expected standard. Measured via end of key stage assessment points.
Improved oral language skills and vocabulary among disadvantaged pupils.	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 scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in referrals for SEMH support • a reduced number of negative incidents • an increase in participation in enrichment activities
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils	Pupils' attendance is at least 96% and no gap in attendance for our disadvantaged pupils

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: £22,144

Activity	Evidence that supports this approach
We will partially fund the deputy head's out of class role and provide regular opportunities for internal skills sharing and modelling/ coaching/ collaboration/ monitoring/feedback. Embed high-quality adult/child interactions in the early years and across school Develop language rich learning environments Introduce well-targeted professional development to enhance inclusive practice and participation for all in lessons – questioning, vocabulary, clear explanations, scaffolding, modelling Fund teacher release time for CPD activities including training, coaching and moderation Improve the quality of social and emotional provision through CPD	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit There is strong evidence that the rate at which children develop language is sensitive to the amount of input t the adults and peers around them. The number and quality of conversations children have with adults and pe day in a language rich environment is crucial. https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-inform promote-high-quality-interactions-with-young-children https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Developmen There is extensive evidence associating childhood social and emotional skills with improved outcom in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoti

Zones of Regulation will be embedded into routine educational practices and supported by professional development and training for staff Early Language Development CPD for staff via the English Hub	

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

Budgeted cost: £36,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs deliver targeted interventions based on the guidance opposite Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions) Reading lead provides coaching and training for staff at all levels – release time to enable this to take place External training for reading tutors	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Oral language interventions | EEF (educationendowmentfoundation.org.uk) Phonics | EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2

Targeted speech and language interventions (LEAP, NIP, VIP) delivered Maths Same Day Intervention Fine and Gross Motor Skills intervention Reading intervention (fluency and comprehension) Lexia		

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

Budgeted cost: £7,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
The learning mentor supports improvements in attendance, punctuality and behaviour by monitoring and providing targeted intervention, including Social & Emotional support for pupils and their families	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3, 4

Provide high quality in-school support for pupils through emotionally available adults Embed Trauma Informed and Zones of Regulation approaches in school Provide ongoing CPD for staff Embed the principles of good practice set out in DfE's Improving School Attendance guidance Mental Health Support Team work with staff, children and parents	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	

Total budgeted cost: £66,353 (of which £41,850 is funded)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS (4 pupils) = 100% achieved Good Level of Development (80% all SH pupils) Y1 (5 Pupils) = 80% passed their phonics screening check (97% all SH pupils) KS1 (9 pupils) = Reading 44% (59% all SH pupils) Writing 33% (56% all SH pupils) Maths 22% (56% all SH pupils) achieving the expected standard KS2 (2 pupils) = Reading 100% (94% all SH pupils) Writing 100% (94% all SH pupils) Maths 100% (97% all SH pupils) Attendance = 94.9% (all SH pupils 96.1%)

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
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
n/a
The impact of that spending on service pupil premium eligible pupils