

# Pupil premium strategy statement 2025-2028.

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
Name of School	Sacred Heart Catholic Primary School
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	3 years with an annual review
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	John Lane Executive Headteacher
Governor / Trustee lead	Teresa Nunn Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£332,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£336,563

# Part A: Pupil premium strategy plan

## Statement of intent

### School context:

The school is located in Islington, inner London.

Islington is the most deprived local authority in London for children Based on 2019 Income Deprivation Affecting Children Index (IDACI) – 27.5% children living in income deprivation. This inequality for children is visible in rates of educational and health outcomes, rates of SEND, exclusions, persistent absence and NEETS and interwoven with the wider inequalities associated with ethnicity and gender.

In Islington, there are persistent achievement gaps for children entitled to FSM, those who have been known to social care and children for some ethnic groups particularly Black Caribbean and Turkish/Turkish Cypriot pupils. Both persistent absence and suspension rates are well above national averages.

Domestic violence and parental mental health are the highest causes of social care contacts for children under 11, parental and child mental health the highest reasons for social care contact at secondary age with gangs and criminal exploitation the main reasons for social care involvement with those in the 16+ age group.

Islington schools now have the second highest proportion of pupils eligible for Free School Meals in the country Islington had the largest % increase since the start of the pandemic in England.

The school is situated in central Islington in the Holloway/Laycock wards. The school is two forms of entry including a two form of entry Nursery. The school is situated on two sites – the main building and SMMA (Y5&6).

The school runs childcare provision in term time from 7:45am to 6.00pm. The school works in partnership with its sister school, Christ the King Catholic Primary School, with whom it has been in a federation with since 2014. There are 5 staff that work jointly across both schools.

**Deprivation** - The school serves a community which reflects social and economic challenges. 56% of children eligible for free school meals (ever 6) – well above the national figure. 16% of families supported historically or currently by Social Care, which is a nationally exceptional figure (CIN figure 6.17%). Diversity – 59% of children are from minority ethnic families, 51% speak English as an additional language.

**Start Points** – Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for most children. The achievement of disadvantaged pupils at the end of the EYFS was in line with others in the school and better than similar pupils nationally. Over the past three years, your actual GLD outcomes (64.8%) have slightly exceeded your contextual GLD (63.4%), marking an improvement on the previous period when

outcomes (61.5%) were below the contextual benchmark. This demonstrates a positive upward trend in early attainment, with current performance now in line with predictions.

**SEND** – 20% of children have Special Educational Needs which is above average. 7% of children have an EHCP which is well above the national average and increasing. A rapidly increasing number of children in the school have complex needs and/or EHCPs which has resulted in the provision of specialist resource bases called St Margaret and St George.

You may want to include information on:

**What are your ultimate objectives for your disadvantaged pupils?**

- To ensure high levels of achievement for pupils, but particularly disadvantaged
- To maintain the attainment of all pupils from entering Early Years to the GLD, particularly for disadvantaged pupils
- To support pupil wellbeing through a range of support and intervention to improve outcomes
- To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural opportunities and enrichment provision which support improved outcomes

**How does your current pupil premium strategy plan work towards achieving those objectives?**

- Support for attendance/punctuality
- Support in small groups, 1 to 1, and whole class teaching
- Small group planned interventions/programmes to address gaps in learning, e.g. Little Wandle Phonics
- Support for pupils social, emotional and mental health needs, through Place 2 Be, CAMHS, school based ELSA and behaviour and pastoral support
- Support for access to cultural opportunities, trips and enrichment clubs
- CPD for staff on adaptive teaching, language development, and learning gaps (linked to school's LIP)
- Resourcing for the various catch-up initiatives/books etc
- Tutoring in small groups or 1 to 1
- Resourcing reading across the school- librarian, high quality texts, library

**What are the key principles of your strategy plan?**

- Equality of opportunity, and access
- Resourcing reading across the school - librarian, high quality texts, library
- Additional support which closing gaps for those identified, including those who may not be 'disadvantaged' under national criteria, but are vulnerable
- Additional resources for pupils who are not on track to meet their individual targets (this may include all pupil groups)

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years. Data shows that 40% of disadvantaged pupils were at age related expectations on entry to Nursery in Language/Communication. GLD in 2024 was the same for disadvantaged (68%) and non-disadvantaged (68%). This was an improvement from 2023 when GLD was 56% for disadvantaged and 65% for non-disadvantaged.
2	Poor language and communication skills - Communication and language from starting points in Nursery for shows that fewer than 40% of pupils, disproportionately more disadvantaged pupils, were at age related expectations.
3	To make improvements with attendance and punctuality, particularly with persistent absenteeism
4	Closing the gap for all pupils, but particularly for disadvantaged.
5	Varying level of parental support for pupils means that some pupils do not have opportunities to extend learning at home, or work 1 to 1 or in small groups with adults supporting learning
6	Mental health and socio-economic challenges have, and will continue to limit pupil access to cultural and enrichment activities which offer a broad education for pupils. This has anecdotally impacted disadvantaged pupils to a greater degree. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many 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
<p>1. Maintain the attainment of all pupils from entering Early Years to the GLD, but particularly for disadvantaged pupils</p>	<p>Maintain high attainment from Early Years entry to GLD by ensuring all pupils - and particularly disadvantaged pupils - make strong progress through high-quality teaching, early intervention, and equitable access to a rich early-years curriculum in readiness for KS1.</p>
<p>2. Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Disadvantaged pupils consistently demonstrate improved oral language skills, evidenced through active participation in lessons, high-quality spoken contributions, and progress seen across ongoing assessments and work samples.</p>
<p>3. To achieve and sustain improved attendance for all pupils, particularly persistent absentees and disadvantaged pupils.</p>	<p>By 2025/26, overall absence will be no more than 5.5%, with the attendance gap between disadvantaged and non-disadvantaged pupils reduced and the proportion of persistently absent disadvantaged pupils matching that of their non-disadvantaged peers.</p>
<p>4. To ensure high levels of achievement for pupils, but particularly disadvantaged</p>	<p>Disadvantaged pupils achieve positive outcomes, with increasing proportions reaching the expected standard at KS2. This is supported by strong identification, tracking and targeted planning through Pupil Progress Review meetings, which ensure pupils make at least expected progress.</p>
<p>5. To ensure high levels of achievement pupils but particularly disadvantaged, through group support or 1 to 1 bespoke intervention</p>	<p>Success for disadvantaged pupils will be demonstrated through sustained or improving KS2 outcomes, supported by sharply focused, data-informed guided group provision and strong staff curriculum knowledge. Robust monitoring will ensure consistently high-quality teaching, with swift action taken to address any underperformance so that disadvantaged pupils continue to make strong or accelerated progress.</p>
<p>6. To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural, wellbeing opportunities and enrichment provision which support improved outcomes</p>	<p>We will improve outcomes for disadvantaged pupils by strengthening wellbeing and ensuring all pupils access rich cultural and pastoral experiences - such as FOSH cultural passports, educational visits and Place2Be - with regular reports to Governors to show impact and address any gaps.</p>

## 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: £270,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
For 2025/26 resourcing for as many LSAs as possible, taking into account class and cohort needs particularly focused on disadvantaged. £87,000	The level of support staff allow the school to run a targeted programme of guided groups and support with our disadvantaged pupils. Deployment is planned for through data analysis and PPR meetings. High level of support staff, ensures that pupils are regularly getting feedback on their learning, a high impact, low-cost strategy from the Education Endowment Foundation (EEF) toolkit.	1, 2, 4 & 5
Speech and Language Therapist £20,624	Weak communication and language skills on entry to nursery and a high percentage of pupils on the SALT caseload. One day per week SALT Service Level Agreement purchased in addition to the regular SALT sessions for pupils who have ECHPs.	1, 2 & 4
Place 2 Be Mental Health Charity £39,000	The school employs a project manager from Place 2 Be who works in school for three days per week. Their work is focused on pupils and families whose behaviour is a cause for concern and linked to concerns about wellbeing and mental health. The project manager runs 10-week family group sessions to support children and families in school. She attends and/or contributes to Team around the Child (TAC) and Team around the Family (TAF) meetings. He also provides consultation for teachers.	4, 5 & 6
EP additional days £8,329	13 additional days of EP support to assess and complete reports to go alongside the application process for	1, 2 & 6

	EHCPs for several pupils in Early Years with Autism.	
Staff CPD £240 x 30 days £7,200	High quality staff CPD is essential to follow EEF principles. CPD calendar is planned linked to the priorities set out in the School Improvement Plan. Focus for INSET day training linked to School improvement plan. Staff are released to attend LA network meetings when in new year groups. We are part of the Maamulaha Network which also provides high quality CPD opportunities for staff. Subject leaders are released termly to lead effectively and carry out whole school monitoring.	1, 2, 4, 5 & 6
Reading support Librarian, books to support library and home reading Librarian £8,580 Books £5,000	Embedded synthetic phonics scheme has been fully implemented and reading for pleasure is a huge focus across the school. School funds, home readers and updates to library offer. Update to range of texts to engage pupils in reading and establishing a Reading for Pleasure initiative across the school. Our librarian supports children to make adventurous book choices and supports the school to encourage a lifelong love of reading.	2, 4 & 6
Resources for teaching high quality lessons £7,830	Education Library service The ELS provides each class teacher with topic boxes every half term, to enhance the learning experience for our children. The boxes have a range of topic books and artefacts that engage children's interest in the topic.	1, 2, 4 & 6
Learning Support Assistants (LSAs) Interventions £87,000	LSAs employed to support running guided groups linked to catch up programme and to release members of staff to work alongside pupils in their classes to deliver targeted teaching and guided groups.	1, 2, 4 & 6

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted leadership support to close the gap in year groups where there is less additional resource and larger PP gap	Booster classes arranged for Y6 pupils in English and Maths led by senior and middle leaders. Small group tuition has proven to be an effective way of closing the gap in pupils' knowledge. Data is analysed from ongoing assessments to target support to those groups that needed it most.	2, 4 & 6

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

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support £36,000	Attendance figures have proven challenging since the return to school after the Covid pandemic. Rigorous follow up of absences by AHT and AA. Systematic tracking of Persistent Absentees with liaison with the Local Authority. Fining for unauthorised absences.	3, 4, 5 & 6
Behaviour and learning mentor support £25,000	The Learning Mentor works across both schools in the federation. He understands when to spot triggers which will affect learning. He works closely with LSAs who further support pupils to ensure they do not become dysregulated.	4, 5 & 6
Trauma Informed Practice Training £5,000	AHT to facilitate training through LA iTIPS to equip all staff to support pupils in belonging, self-regulated behaviours etc.	5 & 6

**Total budgeted cost: £336,563**

## Part B: Review of the previous academic year

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on the pupils in the 2024 to 2025 academic year.

Pupil performance showed:						
	2025 School Expected Outcomes		2025 Schools GDS Outcomes		2025 Progress	
	All	Dis	All	Dis	All	Dis
EYFS – GLD	60%	67%	N/A		N/A	
Y1 Phonics	78%	70%	N/A		N/A	
Y4 MTC (Av Score)	17.9	16.9	N/A		N/A	
Y4 MTC (% Full Marks)	16%	16%	N/A		N/A	
Y6 Reading	71%	69%	31%	36%	N/A	
Y6 Writing	71%	66%	12%	10%	N/A	
Y6 Maths	78%	69%	24%	16%	N/A	
Y6 Science	83%	81%	N/A	N/A	N/A	
Y6 RWM	63%	56%	8%	7%	N/A	

## Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

## **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.*

<b>Programme</b>	<b>Provider</b>
Educational Psychotherapist	Hannah Parnes
New River College (NRC) Outreach	Hannah Wright
Education library service	LBI Islington Council Service
Place 2 Be	Jonathan Emeruwa, Project Manager
Children's Mental Health Charity	Sarah Sivers, Educational Psychologist
Adverse Childhood Experiences (ACEs)	Alex Fernandez-Madden, Deputy Headteacher