

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sacred Heart
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alison James/Marie Sexton
Pupil premium lead	Marie Sexton
Governor / Trustee lead	Caroline Pinto

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,189.93
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	£102,189.93

Part A: Pupil premium strategy plan

Statement of intent

Sacred Heart is a vibrant and diverse primary school situated in the heart of Highfields, Leicester. As a larger than average school, we serve families that reflect the community's rich multicultural makeup. Currently, 68.4% of our pupils speak English as an additional language, a demographic that presents both opportunities and challenges in fostering an inclusive learning environment.

21.7% of our pupils are classified as disadvantaged. However, this figure is not indicative of the socio-economic challenges faced by many families in our school. A considerable number of households experience low income but do not qualify for benefits, while others face restrictions in recourse to public funds. This reality necessitates a tailored approach to support and intervention as it creates hidden poverty in our community. A number of children live in multi- generational families in housing which is not suited for this. According to recent research, our area has a higher rate of income deprivation affecting children (IDACI) than most neighbourhoods in England.



LE53HH is part of **Leicester 017C**. This is a small area called a Lower-layer Super Output Area (LSOA) in Leicester.

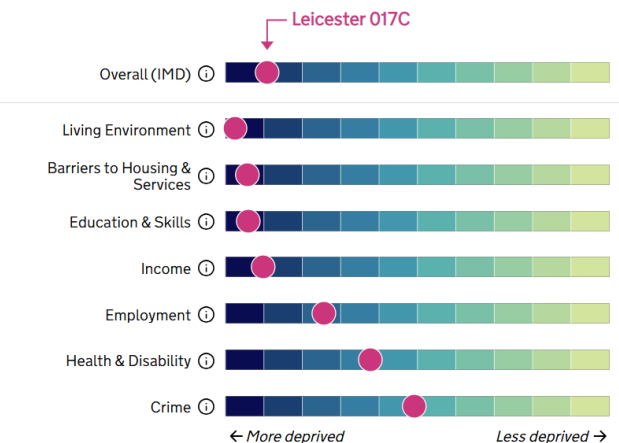
LSOAs – referred to here as 'neighbourhoods' – have an average population of 1,600 people.

The latest available data, released in 2025, shows that:

Leicester 017C is more deprived than most neighbourhoods in England

89% of neighbourhoods in England are less deprived (ranked 3,661 out of 33,755 neighbourhoods).

The neighbourhood you selected is most deprived in relation to living environment. Only 2% of neighbourhoods in England are more deprived.



Many of our children commence their educational journey with low baseline attainment, limited proficiency in English, and minimal school readiness skills. However, we have high aspirations for all of our pupils irrespective of their background or the challenges they face. We expect them all to make good progress and our aim is for them to achieve across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Our decisions on how funding is spent is based on sound research alongside our knowledge and understanding of our own children's needs.

As a school we are aware of that many of the key interventions and approaches adopted on a whole school level are not only restricted to pupils eligible for the Pupil Premium; they incorporate children who are disadvantaged or vulnerable in other ways, for example looked after children, children that are open to early help and those that have or have had a social worker. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We know from EEF research that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' so ensuring that teaching is of a consistently high standard across all subjects is a key priority.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital.

We continually look at various sources of data to ensure that support is directed effectively. All targeted interventions are monitored closely. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings.

Our analysis of attendance data highlighted areas where action was needed and funding has been targeted to address punctuality and attendance. Tackling attendance remains a priority. From analysis of our own data we recognise that a number of our disadvantaged children also have some social and emotional needs, some SEND needs are being supported by Early Help or social services.

We are committed to working effectively with other professionals and parents to ensure the best outcomes for our children. We carefully plan the allocation of all of our staff to ensure that appropriate support is in place for our children.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language – limited vocabulary and language acquisition
2	Literacy – reading, specifically comprehension, inference and deduction
3	Maths – poor vocabulary & language skills hinder progress in reasoning
4	Attendance
5	Low baseline on entry
6	SEMH needs

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
Children's vocabulary and language skills are improved in a way that increases their confidence, improves their reading and writing, attainment and progress, whilst helping to develop their oracy. Measured by: Attainment and progress data Lesson monitoring and book scrutiny (if applicable) End of KS data Tracking data from baseline	Number of PP children making expected progress will be at least in line with non PP children. Reduce the gap in attainment between PP children and non-PP children. Improved teacher confidence in developing vocabulary skills. Opportunities provided in class to develop oracy.
For all children PP & non PP to make at least expected progress in R, W & M, based on their starting point. Measured by: Arbor Book looks Lesson visits Clear Provision Maps for classes Pupil Progress meetings	Arbor shows that all children have made at least expected progress. Book looks and lesson visits show that work is being planned to enable children to meet their end points. Children had risk have been identified and targeted interventions have been put in place.
To ensure that the attendance of PP children is in line with school targets and reduce episodes of lateness. Measured by: Attendance figures	Increased overall attendance, good attendance identified as 96%. Attendance of PP and non PP children are in line. Able to track support offered to families to increase attendance.

Attendance tracker updated and monitored regularly.	Positive relationship developed with the EWO.
For all pupils to display learning behaviours that will allow them to be successful Measured by: Pupil engagement in lessons Behaviour tracking on Arbor Behaviour curriculum followed by children	Less children receiving behaviour sanctions. Weekly Star Pupil awards sent to parents through Arbor
Parents are enabled to support their children in their learning and that they know where to access support if needed. Measured by: Interactions through Arbor email Attendance at parent information sessions Attendance at parent teacher meetings Dual language support for parents	All parents signed up to ClassDojo Sessions held within school to support in key areas eg. Phonics, maths

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: £46,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
To accelerate the language development of children in EYFS. CPD £ 445	EEF research in the UK shows that quality oral language support in Early Years Foundation Stage (EYFS) is crucial for children's development, with a strong emphasis on the role of the adult in creating high-quality interaction.	2,3,5
To add extra support into KS2 £30,250	EEF research shows that if you can reduce a class size to 15 this can have a significant impact children's progress.	1, 2, 3, 5
Accurate Assessment GAPs analysis on all assessments to Identify any common areas. Continuous assessment through lessons. Use of questioning to establish if the gaps are due to extended absence or material not fully understood.	Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning. Assessment covers: The ways teachers support and assess children's learning and monitor progress and identify next steps in learning. We need to know the children's starting points so that we can ensure they are on track to meet their curriculum end points. All of these elements will support the children in their oracy which in turn supports them across the whole curriculum.	1 2 3 5

All children in KS2 to complete the STAR reading assessment. All children in Yr1 & 2 to complete a phonics assessment. Reading Through accurate assessment identify those children who are at risk of not making at least expected progress Continue to prioritise early reading and a love of reading across the whole school. Writing Through accurate assessment identify those children who are at risk of not making at least expected progress Phonics Through accurate assessment identify those children who are struggling with their early reading skills. Maths- to extinguish the gaps between the previous year and this. Allow all children to access their current year's curriculum. £8077		
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Targeted academic support (for example, one-to-one support structured interventions)

Budgeted cost: included in salary budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group interventions throughout the day in KS1 & KS2	EEF defines small group tuition as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus	1 2 3 5

	exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	
Lexia used for children who are in the bottom 20% for reading. £4,725.00 (36 month subscription)	Lexia Reading Core5® (Lexia) aims to improve reading skills and is developed by Lexia Learning Systems LLC. It consists of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide teacher instruction where needed. Teachers can use it to target struggling readers, as a whole class or whole school intervention, or as a home use supplement to teaching.	1 2 3 4 5 6

Communication and language approaches adapted from external agencies, SALT, LCI and SENCo. In school TA CPD in the use of Colourful Semantics from EYFS to Year 6. To develop resilient, confident, independent and creative learners.	EEF Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression. Inclusive practice is proven to make a difference in the following ways: Confidence: children have the freedom, time and space to learn and demonstrate independence. ... Knowledge and understanding: the children develop an interest in the natural surroundings and respect for the environment. All of these elements will support the children in their oracy which in turn supports them across the whole curriculum.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,392.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer support to children and families. £21,469 (contribution YG/MG)	There is a significant demand for enhanced support at Sacred Heart, addressing the emotional, financial, and welfare needs of both children and their families. This includes essential assistance for families receiving Pupil Premium, as well as those facing disadvantages within our school community.	6
Wraparound Provision £4676.93 £6972	Children to have access to afterschool provision when needed. To provide children with access to a free breakfast facility (up to 65 children). Greggs Foundation pays for the food, so this cost is purely staffing.	4 5
All children to have a successful lunchtime which then enables them to access the afternoon lessons. To provide breaktime/lunchtime	Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them.	

support for those who struggle with friendships.		1 4 5 6
Playground zones £1000 (play equipment)	The benefits of a breaktime and lunchtime club include improving social skills, increasing friendship groups and networks, promoting peer social acceptance, creating feelings of happiness for all, removing the triggers often associated with completely undirected time.	
Provide afterschool club-choir £3,900	Widening of cultural capital with the opportunity of singing at Leicester Cathedral, DeMonfort University as well as taking a prominent part in Leicester MusicFest.	1 4 6

For all children to wear the correct school uniform. Sell uniform at a vastly reduced price. Have a stock of uniform available within school. £3,000	Whilst wearing the correct uniform on its own, does not have a direct impact on a child's attainment, it can help in developing a positive school ethos. There is some evidence to say that in areas of high poverty supporting with uniform can improve attendance.	6
For all children to be able to access trips and visits. Subsidise the cost of trips for PP children. £4,300	School trips and educational visits are powerful, positive teaching tools that help enhance the social, personal and emotional development of all students (and teachers!). No child would ever be excluded from a trip, however by partially funding we are able to offer a greater range of experiences.	1 4 6
For our school library to be a place that all of the children want to visit. To ensure that we are able to buy books that engage the children. To include the subscription for Accelerated Reader. £4198	Many of our children do not have access to a range of books at home. It is vital that we have an inviting space that is full of books that engage all readers regardless of interest or ability. Numerous studies have shown a link between good school libraries and pupil attainment. In the UK context, the work by the National Literacy Trust (Clark, 2010) has found a strong relationship between reading attainment and school library use. Children and young people with a reading age at or above their expected level were nearly three times as	1 2 5

	likely to be school library users as their peers with reading levels below that of their expected age. Accelerated Reader (AR) is a whole-group reading management and monitoring programme that aims to foster the habit of independent reading among primary and early secondary age pupils. The internet-based software initially screens pupils according to their reading levels, and suggests books that match their reading age and reading interest.	
To increase the children's 'Cultural Capital' by providing opportunities for them to perform. Menphys Ukulele Lessons Year 2 £735.00	There's a wealth of research that proves the benefits of singing and performing on health and wellbeing across the lifespan. It can have a positive impact on our children's psychological, social, physiological and behavioural need. Also, by providing the children with a wide variety of musical genres we will be introducing them to different cultures, times in history and a rich variety of vocabulary.	1 4 5 6
Memorable Experiences £1500- accommodation £1,400- travel	Experience plays an essential role in building brain architecture after birth. Evidence is clear that deprivation can lead to a host of both short- and long-term consequences, including psychological and behavioural impairments.	1 2 3 4 5 6
Attendance Monthly monitoring of lateness and attendance figures and deployment of the Education Welfare Officer (EWO) where appropriate. Working with external agencies. Attendance Cup for classes	Young people who regularly miss school without good reason are more likely to become isolated from their friends, to underachieve in examinations and/or become involved in anti-social behaviour. Low literacy skills, poor attendance, and social, emotional and mental health (SEMH) and wellbeing needs are the most frequently cited barriers to attainment for socio-economically disadvantaged pupils, according to a new analysis of schools' Pupil Premium statements⁽	1 2 4 6
School liaise with LCH (Leicester Children's Holidays) and families are signposted to the charity on a regular basis.	LCH Charity works with disadvantaged children across the East Midlands. As a school we have promoted the 7 programmes that aim to make a difference to a young person's life and to bridge the gap between those that have and those that haven't.	1 5 6

Working collaboratively with the City Early Intervention Psychology (CEIPS) team in their delivery of the Calm Children and Young People Programme.	A 30-minute intervention, for 5 weeks, run in school offering brief therapeutic interventions with a CEIPS Assistant Psychologist for children who are experiencing mental health difficulties such as low mood, anxiety, poor self-esteem, emotional regulation or school transition worries. A safe confidential space is provided to discuss worries and anxieties the child is experiencing. In turn they are provided with the practical tools/techniques and strategies to better manage their worries. The school as well as the CEIPS team work cohesively and collaboratively with the parents/guardians and children to create consistency in support across all environments.	4 6
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Total budgeted cost: £94,271

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 pupils academic year 2023/2024 and 2024/2025.

		Sacred Heart (Validated) 2024		Sacred Heart 2025	
GLD		59.9%		57.1%	
67					
Phonics		57.5%		75%	
MTC		16.8 (mean average)		17 (mean average)	
KS2 SATs	Reading	Exp 78.0%	GD 39.0%	Exp 77.2%	GD 49.1%
	Writing	76.7%	15.3%	70.2%	10.5%
	Maths	88.1%	37.3%	80.7%	43.8%
	Grammar	76.3%	23.7%	71.9%	35.0%
	Combined	71.2%	10.0%	64.9%	17.5%
	RE	71.7%	21.7%	64.9%	8.8%
Average Scaled Scores:					
		Reading	Maths	GAPS	
2024		106.2	107.0	104.3	
2025		104.53	105.30	103.93	

SEND and Pupil Premium breakdown — 2024–2025

Year Group (No. of pupils)	% SEND Total 88 (28.2%)	% PP Total 65 (20.8%)	% SEND & PP Total 28 (43.1% of PP)
Year 6 (57)	22.8	26.3	56
Year 5 (54)	37	33	66
Year 4 (59)	32.2	22	56
Year 3 (47)	38.3	25.5	63
Year 2 (43)	32.6	23.3	20.9
Year 1 (40)	22.5	17.5	12.5
F2 (35)	20	20	17
F1 (10)	20	0	0

Attendance Statistics Comparison Oct 2023 and Oct 2025

Demographics	Present R/C: Marks (%) 2023	Persistent Absentees 2023	Present R/C: Marks (%)2025	Persistent Absentees 2025
Compulsory School Age (5 - 15)	92.69%	27.06%	95.29%	12.03%
Disadvantaged	88.09%	47.06%	92.46%	26.47%
EAL	93.3%	23.12%	96.16%	8.86%
Female	93.33%	22.52%	94.54%	15.63%
Looked After (In Care)			95.18%	0%
Male	91.22%	34.29%	95.41%	12.42%
SEN	91.44%	40.54%	93.61%	18.6%