

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sacred Heart Catholic Voluntary Academy
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	October 2024- October 2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 25 October 26 October 27
Statement authorised by	Miss C Hornsby
Pupil premium lead	Miss J Owens
Governor / Trustee lead	Mr C Heatley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42.880
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	£ 42,880

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for **all** pupils attending Sacred Heart Catholic Primary School to have the same opportunities, irrespective of their background or the challenges they face. In everything that we do, our Heart values will be instilled. These values are:

Hardworking,

Enthusiastic

Aspirational

Respectful

Together

Our plan works towards this aim by identifying:

1. Challenges that disadvantaged children who attend Sacred Heart face
2. What we hope to achieve for all our children at the end of each key phase of education within our school
3. How we will use funding to support teaching, targeted academic support and wider strategies including sports, educational visits and residential

High quality teaching is the main focus for our education philosophy, supporting both disadvantaged and non-disadvantaged pupils. We know that this has the greatest impact on closing the disadvantaged gap, whilst benefiting all pupils. Our monitoring programme, ensures that no child is left behind. All children are challenged to do the very best they can and additional support is offered to those who require it. Our holistic approach to all the children's education ensures that:

All pupils will have equality of access to all curriculum and extra-curricular enrichment activities.

Pupil premium pupils will have access to additional support, where needed to meet end of year expectations and beyond.

All staff through quality first teaching and research lead strategies, will support the development, attainment and achievement of disadvantaged pupils.

Governors will make the attainment and progress of all disadvantaged children a priority in their scrutiny and monitoring of school policies, procedures and outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Pupils in receipt of Pupil Premium are not attaining as well as their peers by the end of year 1. The percentage of pupils meeting end of year expectation or above these expectations increases as they progress through the school in reading but not in writing and maths.
2	Maths has been below national expectations for 6 years according to in school data and comparing to national statistics. Pupils whose learning is disadvantaged are less likely to attain above expectations in maths and are more likely to be significantly below expectations in maths.
3	ECT teachers in Foundation 1 and new EYFS lead. These teachers will need support in identifying gaps in pupils learning and ensuring these gaps are diminished in the Early years before pupils are in KS1.
4	Some children as well as those eligible for PP have complex and challenging home lives requiring continual nurture and support
5	Some children as well as those eligible for PP have complex and challenging SEND needs and are progressing at their own rate.
6	Some PP eligible pupils who which to take part in extra educational activities do not have access to transport for out of area sporting events or music lessons.
7	Some PP eligible pupils and their families require access to wrap around care for a wider range of activities.

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 Phonics outcomes for all pupils eligible for PP	<p>Improved Phonics Screening Scores: A measurable increase in the percentage of PP-eligible pupils passing the Year 1 Phonics Screening Check or making significant progress in Year 2 retakes, demonstrating that targeted interventions are effective.</p> <p>Targeted Support and Intervention: All PP-eligible pupils receive tailored phonics interventions based on ongoing assessment data, leading to improvements in their reading and phonics skills over the course of the academic year.</p> <p>Increased Engagement in Phonics Learning: PP-eligible pupils display higher levels of engagement and participation in phonics</p>

	<p>lessons, evidenced by regular attendance, enthusiasm in class, and positive feedback from teachers.</p> <p>Narrowed Attainment Gap: The attainment gap between PP-eligible pupils and non-PP pupils in phonics is significantly reduced, ensuring that all pupils, regardless of socio-economic background, are reaching age-appropriate reading levels.</p>
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<p>To improve the outcomes for PP children in KS1 (RWM Combined)</p>	<p>Increased Percentage of PP Children Achieving Age-Related Expectations (ARE): A measurable improvement in the percentage of PP-eligible pupils meeting or exceeding age-related expectations in reading, writing, and mathematics combined, as evidenced by end-of-KS1 assessments.</p> <p>Effective Use of Targeted Interventions: Implementation of tailored interventions (e.g., small group sessions, 1:1 support) based on individual pupil needs, resulting in measurable progress in reading, writing, and mathematics for PP-eligible children.</p> <p>Narrowing of the Attainment Gap: The attainment gap between PP-eligible children and their non-PP peers in KS1 for RWM combined is significantly reduced, showing equity in educational outcomes and success in closing the gap.</p> <p>Improved Engagement and Confidence in Learning: PP-eligible pupils show increased engagement in lessons, greater confidence in their abilities across reading, writing, and mathematics, and improved attitudes toward learning, as reported by teachers and evidenced in class participation and work outcomes.</p>
<p>To ensure that data at the end of EYFS demonstrates that gaps are beginning to be diminished for pupils who would be eligible for PP.</p>	<p>Increased Percentage of PP Pupils Achieving a Good Level of Development (GLD): A measurable increase in the percentage of PP-eligible pupils achieving the Good Level of Development (GLD) across key areas such as communication, literacy, and mathematics, indicating progress toward closing the attainment gap with their non-PP peers.</p> <p>Effective Early Identification and Intervention: Early identification of learning needs through regular assessments, followed by tailored interventions in areas where gaps are</p>

	<p>present (e.g., language development, social skills), resulting in observable improvements in pupil outcomes by the end of EYFS.</p> <p>Narrowing of Gaps in Key Developmental Areas: Specific gaps in key developmental areas such as communication and language, number, literacy, and personal, social, and emotional development (PSED) are reduced, showing progress in diminishing disparities between PP-eligible and non-PP pupils.</p> <p>Improved Engagement in Learning and Social Development: PP-eligible pupils demonstrate increased engagement in classroom activities, positive social interactions with peers, and growing confidence in key areas of learning, as evidenced by teacher observations and formative assessments.</p>
To ensure that pupils attaining GDS at the end of year 6 in maths is inline with pupils who are not disadvantaged.	<p>Increased Percentage of PP Pupils Achieving GDS in Maths: A measurable increase in the percentage of disadvantaged pupils (those eligible for PP) achieving the Greater Depth Standard in maths, bringing their attainment levels in line with or close to those of non-disadvantaged pupils.</p> <p>Targeted Extension and Challenge Programs: Implementation of effective extension and challenge programs for PP-eligible pupils who show potential for achieving GDS, ensuring these pupils receive the necessary support to develop mastery-level skills in maths.</p> <p>Closing the Attainment Gap in GDS: The attainment gap between disadvantaged and non-disadvantaged pupils achieving GDS in maths is significantly narrowed or eliminated, demonstrating that both groups have equitable access to advanced learning opportunities.</p> <p>Increased Confidence and Mathematical Fluency: PP-eligible pupils show higher levels of mathematical fluency, confidence in problem-solving, and mastery of complex mathematical concepts, as demonstrated through assessments, classroom performance, and pupil feedback.</p>
To ensure all disadvantaged children attend school on a regular basis and at least in line with non-disadvantaged children.	<p>Improved attendance of disadvantaged pupils to National Average.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p>

	<p>The overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 15%.</p> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 4% lower than their peers.</p>
<p>To ensure all disadvantaged children have access to an enriched curriculum including sporting clubs and music lessons.</p>	<p>Increased Participation in Extracurricular Activities: A significant increase in the percentage of disadvantaged pupils regularly participating in extracurricular activities, including sporting clubs and music lessons, ensuring equitable access to enrichment opportunities.</p> <p>Removal of Financial Barriers: Financial barriers that prevent disadvantaged pupils from accessing sporting clubs, music lessons, and other enrichment activities are removed through funding support or subsidised programs, resulting in greater inclusion.</p> <p>Improved Engagement and Skill Development: Disadvantaged pupils demonstrate increased engagement, skill development, and enjoyment in extracurricular activities such as sports and music, evidenced by pupil feedback, improved performance, and attendance records.</p> <p>Positive Impact on Well-Being and Academic Outcomes: Participation in enrichment activities contributes to improved well-being, social development, and confidence for disadvantaged pupils, with knock-on effects in their academic outcomes, classroom behaviour, and overall school engagement.</p>

<p>To ensure all disadvantaged children have access to appropriate support and reduce barriers to learning</p>	<p>Identification and Support for Social and Emotional Needs:</p> <p>Pupils experiencing social and emotional difficulties are promptly identified and receive tailored interventions, such as ELSA support, to improve self-esteem, attitudes toward school, and engagement in learning.</p> <p>Termly Assessment and Targeted Interventions:</p> <p>Termly assessment meetings with the Senior Leadership Team (SLT) ensure that pupils needing additional support are identified, and effective interventions are planned and delivered, leading to measurable improvements in pupil well-being and academic performance.</p> <p>Highly Trained Staff Delivering Quality First Teaching:</p> <p>All staff are well-trained and equipped to provide quality first teaching, ensuring that pupils receive inclusive, high-quality education that addresses individual needs and promotes a positive learning environment.</p> <p>Early Academic and Well-being Interventions:</p> <p>Early academic interventions, including speech and language support, high-quality SEND provision, and phonics, are implemented to address learning needs, alongside nurture and after-school provision to ease transitions and reduce social anxiety, promoting a smoother school experience for vulnerable pupils.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Improved Pupil Well-being Indicators:</p> <p>Measurable improvements in well-being indicators such as emotional resilience, happiness, and a sense of belonging, particularly for disadvantaged pupils, as evidenced through well-being surveys, teacher observations, and pupil feedback.</p> <p>Increased Participation in Well-being and Play Initiatives:</p> <p>High levels of participation from disadvantaged pupils in well-being-focused activities, such as the ELSA (Emotional Literacy Support Assistant) Well-being Club and OPAL (Outdoor Play and Learning) play initiatives, ensuring these pupils are benefiting from structured emotional and social support.</p> <p>Reduction in Behavioural and Emotional Issues:</p> <p>A noticeable reduction in behavioural incidents and emotional difficulties among disadvantaged pupils, indicating the success of well-being interventions like ELSA sessions and the positive impact of active, inclusive play through OPAL.</p>

	<p>Sustained Positive Social Interactions and Relationships: Pupils, particularly those who are disadvantaged, demonstrate improved social skills, stronger peer relationships, and more positive interactions during both structured well-being activities and unstructured playtimes, contributing to a sustained culture of well-being across the school.</p>
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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: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Cover for PP Champion, Phonics and Maths to be out of class equivalent to 1 day per half term to monitor PP Progress, needs, teaching and strategies that are used.</i></p> <p>£185 x 9 = £1665</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Leaders need to ensure that interventions and strategies implemented are ensuring good progress and outcome for pupils.</p> <p>Regular monitoring of the impact of the interventions and QFT ensures that all interventions and strategies are pertinent to the pupil accessing them.</p> <p>Leaders get to know the pupils who they are working with which develops a relationship between them.</p> <p>High impact for low cost based on very extensive evidence</p>	1,2,3,4,5,6,7
<p>ELSA approaches will be embedded into routine educational practices and supported by professional and 2 more ELSA practitioners to be trained.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social and Emotional Learning.pdf</p> <p>Parent and pupil voice have suggested the need for these groups to run in school, to settle children in transitional periods and provide space to work on emotional literacy.</p>	4

Develop the reading books resources to accompany phonics scheme.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>High impact for low cost based on very extensive evidence</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	1,2.5
CPD for staff mathematics – Structure of lesson Adaptation for learners Real life problem solving and reasoning	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics?approach=teaching-problem-solving-skills-for-maths</p>	2
Facilitate CPD, school visits and expose to best practice for EYFS practitioners (Inclusive of SEND apprenticeship)	<p>https://www.teachearlyyears.com/nursery-management/view/visiting-other-nurseries</p> <p>https://www.nurseryworld.co.uk/content/features/discover-what-best-practice-looks-like-in-other-settings/</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-part-2-unlocking-the-role-of-a-key-person-in-early-years</p> <p>Research and articles demonstrate how important it is for practitioners to visit other settings to see outstanding practice in action.</p> <p>Developing staff expertise through the apprenticeship program will identify pupils with SEND needs in the EYFS will enable staff to target the support with greater accuracy supporting the pupils needs.</p>	3, 5

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

Budgeted cost: £ 30,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions Catch up keep up and rapid targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	1,4,5
pupils who require further phonics support.	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
TA directed time in the morning and afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths.	Internal data and data from SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others for RWM particularly boys and disadvantaged. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
1:1 reading support for disadvantaged pupils who aren't being supported at home with reading-particular focus on KS1.	Internal data and SATs results show that for EYFS, KS1 & KS2 pupils there is a gap between those pupils achieving at the expected standard. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,

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

Budgeted cost: £6 850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing nurture group session before school, and during lunchtimes to help pupils with wellbeing and social skills</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	4,5,6,7
<i>Wrap around care subsidy to allow pupils to attend sports, arts and other afterschool activity clubs. Percentage of allocation made from PP funding – topped up by school budget</i>	Pupils who are eligible for PP often do not have access to extra curricular activities. This will allow pupils to have an enriched experience and participate in the arts, sports and well being activities after school. Using pupil premium EEF (educationendowmentfoundation.org.uk)	7,6

<i>Music tuition lessons to those who which to take advantage of the service – group lessons on instrument of choice.</i>	<p>Research has shown that both listening to music and playing a musical instrument stimulate your brain and can increase your memory.</p> <p>The results showed that pre-schoolers who had weekly keyboard lessons improved their spatial-temporal skills 34 percent more than the other children. Not only that, but researchers said that the effect lasted long-term.</p> <p>http://brainconnection.positscience.com/topics/?main=fa/musiceducation2#A1)</p>	6
<i>Subsidised Educational visits, residential and Wrap around care</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	6
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 42, 880

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 in the 2022 to 2023 academic year.

New SSP scheme has been supplemented and rolled out in F1, F2 AND Year 1. Pupils in year 1 had had 2 years of the programme before the phonics check, 93% of pupils passed the check in year 1. 3 out of 4 pupil premium eligible pupils meet the expected standard.

Pupil Premium pupils have received group music lessons and enhanced their experiences by performing with local schools and termly solo performances to parents.

Pupil Premium pupils have had access to, and experienced representing the school in various teams and attended residential visits as well as theatres, museums and art galleries.

Impact in Progress and Attainment

Non Disadvantaged Reading

Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	31.03% (9/29)	68.97% (20/29)	17.24% (5/29)
Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	48.28% (14/29)	51.72% (15/29)	10.34% (3/29)
Summer End of Term Y2	-	33.33% (10/30)	66.67% (20/30)	13.33% (4/30)
Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	31.82% (7/22)	68.18% (15/22)	4.55% (1/22)
Summer End of Term Y2	-	26.09% (6/23)	73.91% (17/23)	4.35% (1/23)
Summer End of Term Y3	-	25.00% (7/28)	75.00% (21/28)	3.57% (1/28)
Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	45.83% (11/24)	54.17% (13/24)	12.50% (3/24)
Summer End of Term Y2	7.69% (2/26)	26.92% (7/26)	65.38% (17/26)	11.54% (3/26)
Summer End of Term Y3	-	34.62% (9/26)	65.38% (17/26)	26.92% (7/26)
Summer End of Term Y4	-	25.81% (8/31)	74.19% (23/31)	19.35% (6/31)
Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	25.00% (6/24)	75.00% (18/24)	20.83% (5/24)
Summer End of Term Y3	-	20.83% (5/24)	79.17% (19/24)	29.17% (7/24)
Summer End of Term Y4	11.11% (3/27)	11.11% (3/27)	77.78% (21/27)	22.22% (6/27)
Summer End of Term Y5	21.43% (6/28)	-	78.57% (22/28)	25.00% (7/28)

Disadvantaged Reading

Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	75.00% (3/4)	25.00% (1/4)	-
Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	33.33% (1/3)	66.67% (2/3)	-
Summer End of Term Y2	-	33.33% (1/3)	66.67% (2/3)	-
Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	-	100.00% (1/1)	-
Summer End of Term Y2	-	-	100.00% (1/1)	-
Summer End of Term Y3	-	-	100.00% (2/2)	-
Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	40.00% (2/5)	60.00% (3/5)	20.00% (1/5)
Summer End of Term Y2	16.67% (1/6)	16.67% (1/6)	66.67% (4/6)	16.67% (1/6)
Summer End of Term Y3	-	33.33% (2/6)	66.67% (4/6)	33.33% (2/6)
Summer End of Term Y4	-	28.57% (2/7)	71.43% (5/7)	28.57% (2/7)
Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	66.67% (4/6)	33.33% (2/6)	-
Summer End of Term Y3	-	66.67% (4/6)	33.33% (2/6)	16.67% (1/6)
Summer End of Term Y4	37.50% (3/8)	25.00% (2/8)	37.50% (3/8)	-
Summer End of Term Y5	62.50% (5/8)	-	37.50% (3/8)	-

Non Disadvantaged Writing

Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	31.03% (9/29)	68.97% (20/29)	-
Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	48.28% (14/29)	51.72% (15/29)	3.45% (1/29)
Summer End of Term Y2	-	43.33% (13/30)	56.67% (17/30)	3.33% (1/30)
Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	31.82% (7/22)	68.18% (15/22)	4.55% (1/22)
Summer End of Term Y2	-	39.13% (9/23)	60.87% (14/23)	-
Summer End of Term Y3	-	42.86% (12/28)	57.14% (16/28)	-
Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	37.50% (9/24)	62.50% (15/24)	4.17% (1/24)
Summer End of Term Y2	7.69% (2/26)	30.77% (8/26)	61.54% (16/26)	3.85% (1/26)
Summer End of Term Y3	-	34.62% (9/26)	65.38% (17/26)	3.85% (1/26)
Summer End of Term Y4	-	38.71% (12/31)	61.29% (19/31)	3.23% (1/31)
Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	41.67% (10/24)	58.33% (14/24)	4.17% (1/24)
Summer End of Term Y3	-	45.83% (11/24)	54.17% (13/24)	8.33% (2/24)
Summer End of Term Y4	7.41% (2/27)	33.33% (9/27)	59.26% (16/27)	3.70% (1/27)
Summer End of Term Y5	3.57% (1/28)	39.29% (11/28)	57.14% (16/28)	14.29% (4/28)

Disadvantaged Writing

Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	75.00% (3/4)	25.00% (1/4)	-
Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	33.33% (1/3)	66.67% (2/3)	-
Summer End of Term Y2	-	33.33% (1/3)	66.67% (2/3)	-
Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	-	100.00% (1/1)	-
Summer End of Term Y2	-	-	100.00% (1/1)	-
Summer End of Term Y3	-	-	100.00% (2/2)	-
Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	20.00% (1/5)	80.00% (4/5)	-
Summer End of Term Y2	16.67% (1/6)	33.33% (2/6)	50.00% (3/6)	-
Summer End of Term Y3	-	33.33% (2/6)	66.67% (4/6)	-
Summer End of Term Y4	-	42.86% (3/7)	57.14% (4/7)	-
Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	83.33% (5/6)	16.67% (1/6)	-
Summer End of Term Y3	-	66.67% (4/6)	33.33% (2/6)	-
Summer End of Term Y4	25.00% (2/8)	50.00% (4/8)	25.00% (2/8)	-
Summer End of Term Y5	12.50% (1/8)	50.00% (4/8)	37.50% (3/8)	-

Non Disadvantaged Maths

Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	27.59% (8/29)	72.41% (21/29)	10.34% (3/29)
Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	31.03% (9/29)	68.97% (20/29)	10.34% (3/29)
Summer End of Term Y2	-	30.00% (9/30)	70.00% (21/30)	6.67% (2/30)
Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	27.27% (6/22)	72.73% (16/22)	4.55% (1/22)
Summer End of Term Y2	-	39.13% (9/23)	60.87% (14/23)	8.70% (2/23)
Summer End of Term Y3	-	32.14% (9/28)	67.86% (19/28)	21.43% (6/28)
Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	41.67% (10/24)	58.33% (14/24)	12.50% (3/24)
Summer End of Term Y2	11.54% (3/26)	30.77% (8/26)	57.69% (15/26)	15.38% (4/26)
Summer End of Term Y3	-	30.77% (8/26)	69.23% (18/26)	19.23% (5/26)
Summer End of Term Y4	-	35.48% (11/31)	64.52% (20/31)	12.90% (4/31)
Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	41.67% (10/24)	58.33% (14/24)	16.67% (4/24)
Summer End of Term Y3	-	37.50% (9/24)	62.50% (15/24)	20.83% (5/24)
Summer End of Term Y4	14.81% (4/27)	14.81% (4/27)	70.37% (19/27)	14.81% (4/27)
Summer End of Term Y5	14.29% (4/28)	14.29% (4/28)	71.43% (20/28)	28.57% (8/28)

Disadvantaged Maths

Year Group 2	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	75.00% (3/4)	25.00% (1/4)	-
Year Group 3	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	33.33% (1/3)	66.67% (2/3)	-
Summer End of Term Y2	-	33.33% (1/3)	66.67% (2/3)	-
Year Group 4	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	-	100.00% (1/1)	-
Summer End of Term Y2	-	-	100.00% (1/1)	-
Summer End of Term Y3	-	-	100.00% (2/2)	-
Year Group 5	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y1	-	20.00% (1/5)	80.00% (4/5)	20.00% (1/5)
Summer End of Term Y2	16.67% (1/6)	33.33% (2/6)	50.00% (3/6)	16.67% (1/6)
Summer End of Term Y3	-	33.33% (2/6)	66.67% (4/6)	16.67% (1/6)
Summer End of Term Y4	-	42.86% (3/7)	57.14% (4/7)	14.29% (1/7)
Year Group 6	Below Target POS	Below	At and Above	Above Only
Summer End of Term Y2	-	66.67% (4/6)	33.33% (2/6)	-
Summer End of Term Y3	-	66.67% (4/6)	33.33% (2/6)	-
Summer End of Term Y4	25.00% (2/8)	25.00% (2/8)	50.00% (4/8)	-
Summer End of Term Y5	25.00% (2/8)	25.00% (2/8)	50.00% (4/8)	-

Teachers and TA access training through the Our Lady of Lourdes Catholic Multi Academy Trust, attend moderation for writing and maths to compare and learn from others.

Engagement in subsidized activities

Activity	Number of PP pupils who could access	Number of PP pupils who did access	% of PP eligible pupils participated
Extra Curricular Music	22	8	
Wrap Around	34	28	
Sports	22	17	
Residentials	5	5	
Educational Visits	34	34	
Community outreach	6	6	
Well Being	22	7	
ELSA	27	12	

Sports

Use of Pupil Premium to subsidize sports trips enabled 22 pupils to access sporting success which included participation in the national finals for girls under 11 football and becoming Nottinghamshire and Midlands regional winners, Nottinghamshire tag rugby championship winners, Gedling athletic winners. Pupil Premium funding enabled the school to offer free transport to pupils so they were able to participate.

Residentials

All pupils in year 6 were able to access the residential for 2 nights at the Briars Centre. The funding for the 5 year 6 pupils enabled the pupils to develop independence, work on self esteem and develop their teamwork skills.

Music

Every pupil in KS2 has played a brass, string, woodwind and percussion instrument. In KS2 every pupil has played tuned and untuned percussion instrument.

Those pupils who joined the choir sang in Latin and English, performed at the cathedral of Nottingham and alongside other schools in other venues.

Pupils who received subsidized instrumental lessons had 3 opportunities to perform to parents across the year developing self confidence and performance skill as well as taking musical gradings.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Star Assessments	Renaissance
White Rose Maths	White Rose Maths Hub
Times Tables Rock Star	Maths Circle Limited
Mathletics	Mathletics
Classroom Secrets	Classroom Secrets
Little Wandle SSP	Collins/ Pearson