



# **Sacred Heart Academy**

Pupil Premium Strategy

2025 - 2026

## Premium Strategy Statement (2025/26) – Sacred Heart

This statement details our school's use of pupil premium and recovery premium for the 2025 to 2026 academic year 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 Academy |
| Number of pupils in school                                                                                      | 221                           |
| Proportion (%) of pupil premium eligible pupils                                                                 | 13.5%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/25<br>2025/26<br>2026/27 |
| Date this statement was published                                                                               | November 2025                 |
| Date on which it will be reviewed                                                                               | November 2026                 |
| Statement authorised by                                                                                         | Anne-Marie Bell               |
| Pupil premium lead                                                                                              | Miss J Owens                  |
| Governor / Trustee lead                                                                                         | Mr C Heatley                  |

### Funding overview

| Detail                                                                                                                                                                      | Amount                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £53676.74 2025/26<br>£42 880 2024/25 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0                                   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0                                   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £53 676.84<br><br>NA                 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our Pupil Premium strategy is rooted in our Catholic values and our belief that every child is called to become the best version of themselves. We are committed to ensuring that all pupils eligible for Pupil Premium funding benefit directly from this support so they are never disadvantaged compared with their peers. Guided by our Sacred Heart values—Hard Work, Empathy, Attitude, Respect, and Togetherness—we aim to nurture the academic, spiritual, and personal development of every learner.

We recognise the challenges faced by our most vulnerable pupils, including those with low attendance, those with a social worker, and those affected by parental mental health difficulties. With compassion and ambition, we strive for excellence for all, ensuring that every child is valued and supported in line with the teachings of Jesus.

Central to our approach is high-quality teaching, recognising that an effective teacher in every classroom has the greatest impact on disadvantaged pupils. We invest in developing teaching and learning, using assessment, feedback, and targeted intervention to close attainment gaps and promote progress for all.

Our strategy is responsive, evidence-informed, and inclusive. We aim to ensure that:

- Disadvantaged pupils are challenged and supported, with early intervention when needs arise.
- All pupils access enriching opportunities that build cultural capital, identity, and belonging.
- Staff maintain high aspirations for every child, building strong, respectful relationships rooted in our shared values.

In all aspects of this strategy, we commit to ensuring no child is left behind and that every pupil—disadvantaged or not—can thrive academically, socially, and spiritually within a community shaped by faith, dignity, and the values of the Sacred Heart.

## Challenges

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

| Challenge number         | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |                   |                      |        |       |       |     |       |       |       |       |       |      |       |     |    |  |                          |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------|----------------------|--------|-------|-------|-----|-------|-------|-------|-------|-------|------|-------|-----|----|--|--------------------------|
| 1                        | <p><b>Attendance</b></p> <p>Our attendance data shows that there is a greater proportion of pupil premium children who are persistently absent, compared to their non-PP peers. Our assessments and observations indicate that persistent absenteeism has a negative impact on the attainment and progress of our disadvantaged children. As can be seen there is an improvement and as a school we are working towards PP being in-line with whole school data.</p> <table><tr><td><b>School attendance</b></td><td><b>March 2025</b></td><td><b>November 2025</b></td></tr><tr><td>W/sch:</td><td>93.5%</td><td>96.6%</td></tr><tr><td>PP:</td><td>89.2%</td><td>93.1%</td></tr><tr><td>SEND:</td><td>84.3%</td><td>94.2%</td></tr><tr><td>EAL:</td><td>94.4%</td><td>97%</td></tr><tr><td>PA</td><td></td><td>9.7% (National is 15.4%)</td></tr></table> <p>From census Jan 2025: 90.4%<br/>2024 89.4%<br/>2023 92.2%</p> <p><b>FSM/Persistent absence:</b> Jan 2025 30.3% National: 24.4%<br/>Jan 2024 35.7 27.1%<br/>Jan 2023 24.1 29.3%</p> | <b>School attendance</b> | <b>March 2025</b> | <b>November 2025</b> | W/sch: | 93.5% | 96.6% | PP: | 89.2% | 93.1% | SEND: | 84.3% | 94.2% | EAL: | 94.4% | 97% | PA |  | 9.7% (National is 15.4%) |
| <b>School attendance</b> | <b>March 2025</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>November 2025</b>     |                   |                      |        |       |       |     |       |       |       |       |       |      |       |     |    |  |                          |
| W/sch:                   | 93.5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 96.6%                    |                   |                      |        |       |       |     |       |       |       |       |       |      |       |     |    |  |                          |
| PP:                      | 89.2%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 93.1%                    |                   |                      |        |       |       |     |       |       |       |       |       |      |       |     |    |  |                          |
| SEND:                    | 84.3%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 94.2%                    |                   |                      |        |       |       |     |       |       |       |       |       |      |       |     |    |  |                          |
| EAL:                     | 94.4%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 97%                      |                   |                      |        |       |       |     |       |       |       |       |       |      |       |     |    |  |                          |
| PA                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 9.7% (National is 15.4%) |                   |                      |        |       |       |     |       |       |       |       |       |      |       |     |    |  |                          |
| 2                        | <p><b>Attainment</b></p> <p>Assessment data indicates that some disadvantage children remain significantly lower in comparison to their non-PP peers in reading, writing and maths.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |                   |                      |        |       |       |     |       |       |       |       |       |      |       |     |    |  |                          |
| 3                        | <p><b>Maths – PP attainment</b></p> <p>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.</p> <p><b>Maths data (in-year and IDSR)</b></p> <p>IDSR 2024 Maths Data – ‘significantly below’ (11<sup>th</sup> percentile)</p> <p>Y6 2025: 67.9% achieved ARE</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                   |                      |        |       |       |     |       |       |       |       |       |      |       |     |    |  |                          |
| 4                        | <p><b>SEND and PP</b></p> <p>There remains a significant proportion of pupil premium children who are also identified as having special educational needs. Quality first teaching and appropriate adaptations must be in place to remove barriers to learning.</p> <p><b>SEND</b> 22 children<br/><b>PP</b> 30 children<br/><b>PP and SEND</b> 6 children (20% PP are SEND)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |                   |                      |        |       |       |     |       |       |       |       |       |      |       |     |    |  |                          |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <p><b>Academic confidence and resilience</b></p> <p>Many disadvantaged pupils come from families facing financial pressures, limiting their access to enriching experiences outside school. As a result, some children have fewer opportunities to build confidence, regulate their emotions, and work beyond their comfort zone.</p> <p>Assessments show that teachers often need to begin teaching well below typical age-related expectations. Pupils therefore require targeted scaffolding, adaptations, and additional resources, supported by increased adult guidance to build both learning and independence.</p> <p>Social and emotional needs have also risen, with higher levels of anxiety particularly affecting disadvantaged pupils. This highlights the need for continued pastoral support and strategies to strengthen resilience and readiness to learn.</p> |
| 6 | <p><b>Mental Health and well-being</b></p> <p>Through our work with pupils, parents, and families, we know that some disadvantaged children experience mental health and wellbeing challenges. These issues can hinder attendance and progress, meaning these pupils need extra support to help them overcome these barriers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 7 | <p><b>Early reading and phonics progression</b></p> <p>Assessments, observations, and discussions with pupils indicate that disadvantaged children often face greater challenges with phonics than their peers. This is partly linked to reduced speech clarity and limited early language experiences. As a result, their reading development is negatively affected, which in turn impacts learning across all subject areas.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 8 | <p><b>Enrichment</b></p> <p>Disadvantaged children have lower access to enrichment activities and cultural experiences than their non-disadvantaged peers for a range of reasons. This has a negative impact on their development, limiting the experiences they can draw upon and the knowledge they bring to new learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Intended outcomes – 3-year plan

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 and sustain the attendance of pupil premium children who have been identified as being persistently absent. | <ul style="list-style-type: none"> <li>Attendance of PP children is high and is in-line with their non-PP peers.</li> <li>The rate of persistent absenteeism among disadvantaged children is significantly reduced and is at least in-line with their non-PP peers.</li> <li>Regular monitoring from SLT, class teachers and attendance officer to ensure any attendance issues are addressed promptly.</li> <li>Clear and transparent communication with parents when attendance concerns arise – attendance officer / headteacher to meet with parents to problem solve and agree action plans to support improvement.</li> <li>Pupil voice shows that children are happy to attend school and feel safe.</li> </ul> |

|                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To improve reading, writing and maths attainment among disadvantage children; specifically, Maths.                                                          | <ul style="list-style-type: none"> <li>• KS2 maths outcomes show that at least 80% disadvantage children (aside from those with significant SEND that impact this learning) have met the expected standard. Sacred Heart results should be equally to or above national in the coming years.</li> <li>• KS2 reading and writing outcomes to be in line with National or better.</li> <li>• Children receive timely and effective interventions to ensure gaps in knowledge and understanding are closed. A range of strategies are used: keep-up and catch-up interventions, regular readers, booster groups and 1:1 maths tuition.</li> <li>• Children are motivated to learn and are inspired to tackle challenging work.</li> </ul>                                                                                                                                               |
| Where disadvantaged children have SEND, they are supported to achieve their potential by removing barriers effectively.                                     | <ul style="list-style-type: none"> <li>• Early identification and assessment of DA children's needs.</li> <li>• Pupil and parent voice is heard and regularly reviewed to ensure school are working in partnership to meet children's needs.</li> <li>• High quality teaching and carefully selected resources and interventions are planned and take place. These should be timetabled, regular and reviewed to ensure progress towards the desired outcomes are being achieved.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         |
| To ensure all pupil premium children can experience a range of enrichment opportunities during their time at Sacred Heart                                   | <ul style="list-style-type: none"> <li>• A wide range of educational visits, experiences and events are planned within the school calendar.</li> <li>• A range of extra-curricular activities are available during and after the school day – the attendance of disadvantage children at these clubs is high.</li> <li>• Discounts will apply for PP children for all enrichment opportunities to include educational visits, residentials and after school clubs.</li> <li>• Children access music tuition.</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |
| To ensure all pupil premium children have access to support to reduce SEMH barriers to attending school, preventing them from access high quality learning. | <ul style="list-style-type: none"> <li>• Children who experience social, emotional and mental health difficulties are identified quickly.</li> <li>• There are TAs skilled in leading Zones of Regulation and other appropriate interventions.</li> <li>• Children with EBSA (emotional based school avoidance) are offered soft starts with an aim to returning to a universal school beginning as soon as is appropriate.</li> <li>• Regular DSL meetings to discuss and action plan for children with SEMH needs.</li> <li>• Mental health lead trained as a DSL.</li> <li>• All staff are well-trained to support children who are experiencing SEMH difficulties.</li> <li>• Parents are supported by school and external agencies where appropriate.</li> <li>• The school curriculum supports wellbeing, particularly through a carefully planned PSHE curriculum.</li> </ul> |
| Children have greater confidence in their academic ability, recognise their own strengths and areas for development.                                        | <p>Children engage actively with all school activities and;</p> <ul style="list-style-type: none"> <li>• Are responsive when faced with challenges, seeking to find solutions</li> <li>• Speak about their own resilience and recognise when their resilience is low</li> <li>• Have strategies to support them when facing challenges.</li> <li>• Participate regularly in recall and retention activities that promote long term memory.</li> <li>• Learning is low-threat and children learn from mistakes rather than fear them.</li> </ul>                                                                                                                                                                                                                                                                                                                                      |

|                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To ensure the teaching of early reading is high quality and a love of reading is adopted by all children. | <ul style="list-style-type: none"> <li>• Pre-teach and home support are adopted to ensure all children have the best start to reading and limit gaps in attainment forming, particularly for disadvantaged children.</li> <li>• The culture of reading throughout the school is positive and promotes reading as an enjoyable past time.</li> <li>• Teachers model reading for pleasure, talking about books, making recommendations and reading aloud with enjoyment to the whole class.</li> <li>• Throughout school, children are monitored (particularly DA) to ensure they are reading books of an appropriate level and this encourages a strong desire amongst children to read beyond school.</li> <li>• Where gaps are identified, children receive interventions to help narrow the gap.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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: £6000

| Activity                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Teachers receive high quality CPD (Doug Lemov, Tom Sherrington, Mary Myatt) to ensure high quality teaching through effective implementation strategies. | <ul style="list-style-type: none"> <li>• The EEF 'Guide to Pupil Premium' states that having an effective teacher is in front of every class and supporting these teachers to continue to improve their practice will have the greatest impact on pupil progress, particularly for disadvantaged children.</li> </ul>                                                                                    | 2, 3, 4                       |
| TAs to deliver high quality 'keep up' and 'catch up' interventions in reading (including phonics) and maths.                                             | <ul style="list-style-type: none"> <li>• High quality and consistent implementation of the curriculum alongside timely interventions, delivered by well-trained staff, is proven to have the greatest impact on closing the disadvantage attainment gap.</li> <li>• The EEF 'TA Interventions' report found that well-evidenced interventions can be effective in closing the attainment gap.</li> </ul> | 2, 3, 4                       |
| OPAL is introduced during lunch times: this is well-resourced and staff at all levels receive                                                            | <ul style="list-style-type: none"> <li>• Frost (2022) notes that in one generation, outdoor play has decreased by 71%. Research shows that this correlates to an increase in poor mental and physical health amongst young people.</li> </ul>                                                                                                                                                            | 2, 3, 5, 6                    |

|                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| CPD to ensure it is implemented effectively.                                                                                                                                                             | <ul style="list-style-type: none"> <li>Research shows that high quality provision for outdoor play leads to better learning outcomes and improved attainment.</li> <li>Research is clear that outdoor play helps promote positive mental health and wellbeing.</li> </ul>                                                                                                                                                                                                                                                             |      |
| SEND research and training on adaptive teaching strategies to ensure teachers and teaching assistants plan and prepare teaching and learning opportunities that best meet individual children's needs.   | <ul style="list-style-type: none"> <li>The EEF emphasises the importance of differentiation, scaffolding, frequent feedback, and a high-quality, inclusive approach to teaching. By using these strategies in a thoughtful and personalised manner, teachers can help SEND students overcome barriers to learning and thrive in the classroom.</li> <li>Regular assessment and feedback, along with a supportive environment, will ensure that SEND students feel engaged, motivated, and capable of achieving their best.</li> </ul> | 4, 7 |
| <b>Early reading CPD</b><br>Maintain phonics CPD/ coaching and develop reading programme and monitoring further, with a strong focus on KS2 – those who did not achieve highly in the phonics screening. | <b>EEF:</b> 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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <ul style="list-style-type: none"> <li></li> </ul>                                  | 2,7  |

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

Budgeted cost: £ 17 676

| Activity                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Maths tuition (1:1 across KS2) and small group reading comprehension – breaking down the barriers to reading comprehension. | One to one:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br><br>Small groups:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>      | 2, 3, 5                       |
| Additional phonics sessions targeted at disadvantaged pupils who require further catch-up support.                          | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted interventions have been shown to be more effective when delivered as regular sessions over a 12-week period.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> | 2, 7                          |

|                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                             |         |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils | Continue to develop the feedback process within school to ensure it has the greatest impact, especially for our most vulnerable learners.<br><br><a href="https://educationendowmentfoundation.org.uk/news/eef-scales-up-feedback-programme">https://educationendowmentfoundation.org.uk/news/eef-scales-up-feedback-programme</a>                                                                          | 2, 5, 6 |
| Use TAs to help pupils develop independent learning skills and manage their own learning                                               | In class and targeted support across all year groups. This support is additional to teacher support and not used to replace QfT and adaptive teaching approaches / strategies.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> | 2, 4, 5 |

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

Budgeted cost: £ 30 000

| Activity                                                                                                                                                            | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| To offer Forest School Provision.                                                                                                                                   | Outdoor Adventure Learning will provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.<br><br>The application of these non-cognitive skills in the classroom are likely to, in turn, have a positive effect on academic outcomes.<br><br>Children look forward to the forest school sessions and we aim for this to promote good attendance.<br><br><a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</a> | 1, 4, 5, 6, 8                 |
| Embed principles of good practice set out in the DfE's Improving School Attendance advice, particularly targeting families with persistent attendance and lateness. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. This school practice will be used to help lower our rate of persistent absence.<br><br><b>Local work and support:</b><br><br>Office staff monitor attendance and punctuality closely. Reasons for absence are logged and home visits are undertaken when there is no contact with parents.<br><br>In contact with colleagues from Nottingham City (PEIA - Priority Education Investment Area) for attendance CPD – good practise adopted to improve attendance.                                                                                                                                                                                                                           | 1                             |
| ELSA provision – ELSA out of                                                                                                                                        | ELSA offers emotional, literacy support to vulnerable children. This specialist support is open to supporting any child in need, but                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 5, 6                          |

|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p>class a day a week</p> <p>Pupil well-being and emotional health drop-in sessions</p> | <p>disadvantaged are monitored closely and receive intervention as required. EEF mentions more specialised programmes, like ELSA, which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |
| <p>Aspirations and enrichment opportunities</p>                                         | <p>We aim to raise aspirations to incentivise improved attainment through enrichment, including:</p> <ul style="list-style-type: none"> <li>- interventions that focus on parents and families;</li> <li>- interventions that focus on teaching practice; and</li> <li>- out-of-school interventions or extra-curricular activities,</li> </ul> <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> | <p>1, 6, 8</p> |

**Total budgeted cost: £ 53 676**

# 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 2024 to 2025 academic year.

Although academic outcomes showed only limited and in some cases no improvement, teaching strategies were developed throughout the year and it is anticipated that outcome will improve, going forwards.

Attendance began to strengthen toward the end of the 2024–25 academic year. Moving forward, we aim to secure significant improvement in academic engagement and the quality of teaching and learning, while continuing to provide enrichment opportunities for pupils who require financial support.

## 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 |
|-----------|----------|
|           |          |
|           |          |

