Pupil premium strategy statement Sacred Heart High School 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	997
Proportion (%) of pupil premium eligible pupils	185 18.6%
Academic year/years that our current pupil premium strategy plan covers	New Plan September 2024 to September 2027 Second year of new plan
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	S O'Donovan Head Teacher
Pupil premium lead	Ms F Vitija - Assistant Head Teacher
Governor / Trustee lead	Mr Hodgson Chair of Governors

Funding overview

Pupil Premium Funding is from April to March and does not follow the academic year.

Detail	Amount
Pupil premium funding allocation this academic year	£203,175
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	Zero
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*	£203,175

Part A: Pupil premium strategy plan

Statement of intent

As a community of faith and learning based on the Gospel of Jesus Christ, his values and teachings, we seek constantly to improve everything we do so that we can make a difference for the young people who will shape the society of the future. Our ultimate objective which is aligned with the school ethos and values, is that all pupils, irrespective of their background or the challenges they face, and with a clear focus on diversity and inclusion, make excellent progress and achieve high attainment across the curriculum. Our strategy is responsive to common and individual needs, rooted in robust diagnostic assessment, and delivered through a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We explicitly align activities to the DfE 'menu of approaches' across three tiers: High-quality teaching; Targeted academic support; and Wider strategies. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, family help, CAMHS, an ECHP or are young carers at home. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The school has, once again, been accredited as a "High Performance Learning" school; this pedagogy, which is now embedded in the school, is central to our strategy.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective the key principles of the strategy will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Context of Data

- The best data to use for this is the external, objective and validated things like KS2 and KS4 performance indicators. It is also the best data to use in any long to medium term strategy as it is easy to track year on year.
- After this, attendance data, achievement points data and 'Pupil Attitudes' survey data is reliable and therefore useful and indicative.

- Finally, internal data on Pupil Progress, particularly at KS3 may reveal something but must be treated with caution as it is the most unreliable. There is uncertainty as to the alignment between English and Maths in terms of standardisation within and between the subjects.

Summary of Data 2024-25

- PP students arrive with lower levels of attainment, which are broadly the same in both in Reading/English and Maths
- At the end of KS4, this gap is still present but has not increased in size.
  However, in some subject, PP students outperformed non-PP students
- Comparing gaps in scaled scores with gaps in KS4 performance tables is problematic but it could be argued that at SHHS the gap does not increase between KS2 and KS4.
- Other data points to a trend that PP students dip further below their non-PP peers towards the end of KS3, but that gap is then narrowed in KS4.

Challenges

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

Challenge number	Detail of challenge
1	GCSE Curriculum, teaching and learning, interventions To date the gap is closing. The attainment 8 score for disadvantaged pupils at SHHS is 50.8 compared to 60.83 for the whole cohort and which is outstanding and significantly higher than national average. • 68% of PP students achieved grade 5+ in English language compared to 88% of non-PP students achieves grade 5+ • 53% of PP students achieved grade 5+ in Maths compared to 71% of non-PP students Attainment at the Top End (% Grade 9+): Internal data indicates a gap remains for the most able disadvantaged students. - English Language: 11.1% of All students achieved Grade 9+, compared to 5.9% of PP students. - Maths: 7.3% of All students achieved Grade 9+, compared to 2.9% of PP students. ***Strategic Action**:* Focus stretch-and-challenge interventions in Core subjects for high-attaining PP students. Continue interventions with targeted students grade 4/5
2	Low levels of literacy and numeracy entering Year 7

	Historic and current transitional data and diagnostic assessment of Year 7 pupils in English and Maths suggests that disadvantaged pupils arrive below age related expectations. Key Stage 2 data – current Year 7 • In both Reading and Maths scaled scores, PP students' scores are lower than non-PP students. This gap is broadly the same in both Reading and Maths. Key Stage 3 data English and Maths progress data – current Year 7, 8 and 9 students • This is internal data, drawn from Pupil Progress • It suggests that in Maths, PP students are matching the progress of their non-PP peers more than they are in English, except in Year 8 where this is reversed.
3	**Attendance and punctuality** Our attendance data for the whole school from sept 2025 to Dec 2025 was: 95.2% which is + 2.7% above the national average. Our attendance data for our disadvantaged students was: 92.9% which is lower than non-disadvantaged students this year but significantly higher than national average for Pp (+ 5.6) Refining the data further showed that attendance for disadvantaged students varied across year groups; Key Stage 3 were significantly above national average, with Year 11 and 10 bucking the trend. Year 7 + 2.3% Year 8 + 0.61 Year 9 +1.18 Year 10 - 1.79 Year 11 - 1.46 We will examine the cross-over with SEN and EHCP students who are also disadvantaged. Attendance for the whole school SEN students was 90.8% which is a significant increase from last year (+ 3.9) and higher than national average (+4.3%). (Persistent absence continues to be a national issue.) Attendance data – current on-roll students • Shows PP students' attendance is lower than non-PP students, in all years. The gap is greatest in Year 8 We will examine punctuality and consider adapting the late detention policy.
4	Pupil voice surveys and PASS results (GL assessment) suggest disadvantaged students, feel low 'self-regard as a learner', 'response to curriculum demands' and 'general work ethic' which suggest targeted interventions are needed to build academic confidence, resilience and engagement through strategies such as metacognitive approaches, structured feedback and curriculum scaffolding. However, they are positive about 'feeling about school' indicating that they perceive school as a safe and supportive environment and 'preparedness to learning' suggesting a willingness to engage and make progress which can be leveraged by reinforcing high expectations and providing structured opportunities for success. We will seek to build on this positive mindset

	through strategies such as collaborative learning, targeted feedback, and metacognitive approaches to ensure 'disadvantaged students translate their readiness into sustained academic achievement'. HOYs monitor the whole-school rewards and sanctions programme. Current data indicates disadvantaged students receive more Behaviour points and fewer Achievement points than their peers. The strategy continues with the introduction of a 'Star of the Week' reward system and a new initiative to promote participation in enrichment activities across the school. Enhanced counselling provision and the development of the Janet Erskine Stuart Centre are progressing to create an inclusive environment that supports all students, with particular emphasis on those who are disadvantaged'
5	The school recognises that some disadvantaged students may have limited access to suitable study spaces and resources at home, which can impact homework completion. This is evidenced through behaviour tracking related to homework. To mitigate this barrier, we provide additional support, including access to laptops in certain cases, ensuring students can engage effectively with learning beyond the classroom as well as access to homework club.
6	Lack of engagement • Achievement points – current on-roll students • Broadly mirrors the trend in attendance data. PP students have fewer achievement points on average than non-PP students in all years. The gap is greatest in Year 9. Pupil attitudes to self and school – current Year 7, 8 and 9 students • The higher the score, the more satisfied students are across all the aspects covered by the survey, including attitudes towards themselves as learners, teachers, the curriculum, school life etc. • The survey only covers Years 7 to 9 • PP students are less satisfied than non-PP students in all years. The gap is greatest in Year 9 especially in the 'response to curriculum demands' criteria, however, both PP and non-PP students have a very positive score towards 'feeling about school'.

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
GCSE Results Continued improved attainment among disadvantaged pupils across the curriculum at the	By the end of our current plan in 2024/25, Progress 8 was 0.5, with 60% or more of

end of KS4, using Progress 8 and Attainment 8 scores. Where Progress 8 data is not available, consider Attainment 8 and destinations. (An additional focus on EBacc subjects will show an aspirational curriculum.)	disadvantaged pupils achieve a level five plus in English Baccalaureate (EBacc). The average for the last three years in 30%. EBACC 5+ for 2022 was achieved by 44% of disadvantaged students EBACC 5+ for 2023 was achieved by 16% of disadvantaged students EBACC 5+ for 2024 was achieved by 30% of disadvantaged students 2024/25 KS4 outcomes forecast that disadvantaged pupils will achieve an average Attainment 8 score of 42.8 compared with 47.5 for all pupils. Outcomes 2024/25: Ebacc APS score per disadvantaged pupil: 5.19 Ebacc APS score per non-disadvantaged pupil: 6.21 Actual outcomes for 2024/25 surpassed predictions: The attainment 8 score for disadvantaged pupils at SHHS is 50.8 compared to 60.83 for the whole cohort and (No Progress 8 data in 2025 as no KS2 data)
Improved attainment, on target attainment at KS3	Use GL assessments. Internal Pupil Progress Data Summary HPL requires students to be able to self-regulate. Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding it supported by homework completion rates across all classes and subjects.
Improved metacognitive and self-regulatory skills among disadvantaged students	HPL teaching; lesson observations and learning walks. Teacher reports could suggest students are able to monitor their own learning and strategically plan their work.
To achieve and sustain improved attendance for all, particularly disadvantaged pupils	Qualitative data from punctuality and attendance Sustained attendance is demonstrated by:

	Attendance gap between disadvantaged and non-disadvantaged. Persistent absence data - reduced
To achieve and sustain improved well-being for all students; offer learning facilities within school and outside school hours; intervention programmes and new trips strategy	**Enrichment and Cultural Capital Development** We are committed to increasing participation in enrichment and extra-curricular activities as a key driver for improving engagement, wellbeing, and attainment among disadvantaged students. Monitoring will be embedded through student voice forums, health and wellbeing surveys, tracking participation rates and targeted feedback from both students and parents to ensure accessibility and impact. Successes will be celebrated in line with our ethos, drawing inspiration from Janet Erskine Stuart's vision of holistic education, and highlighted through assemblies, newsletters, and social media. A structured school trip strategy will further enhance cultural capital by aligning experiences with curriculum goals and personal development priorities, with participation tracked and evaluated through post-event reflections and surveys.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	External Providers NPQs	
Recruitment	Teachers, LSAs, PSM	
Retention	Pay Awards and pay Rises	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Department Led in house interventions	Termly Intervention Timetable	1
GCSE Easter Revision	Easter Revision Invitations and Attendance	1
KS3 Team Up	Targeted English and Maths	2
Homework Club	After school attendance	12,4,5,6
Library	Lunch-time attendance	1,2,4,5,6
Star of the Week	Weekly prizes = 2 per year group	4,5,6
Enrichment	Termly Activities	4,5,6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Attendance Strategy	FFT Data – 2nd highest attendance in the LBHF	3

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Key Stage 2 data – current Year 7
- In both Reading and Maths scaled scores, PP students' scores are lower than non-PP students. This gap is broadly the same in both Reading and Maths.
- Key Stage 4 Performance indictors – last year's Year 11

An analysis of the 2025 Year 11 results highlights the following performance gaps and successes:

The attainment 8 score for disadvantaged pupils is 50.8 compared to 60.83 for the whole cohort and 45.9 nationally (source: unvalidated data from DfE which will be published in February).

Attainment at the Top End (% Grade 9+):

Internal data indicates a gap remains for the most able disadvantaged students.

- **English Language:** 11.1% of All students achieved Grade 9+, compared to **5.9% of PP students**.
- **Maths:** 7.3% of All students achieved Grade 9+, compared to **2.9% of PP students**.
- *Strategic Action:* Focus stretch-and-challenge interventions in Core subjects for high-attaining PP students.

- **Subject Specific Progress:**
  - **Science & Humanities:** There are positive outliers. For example, in Geography, some PP students exceeded their target grades demonstrating the impact of targeted revision support.
  - **Core Subjects (English & Maths):** Gaps persist. Data shows several PP students missing targets by 1-2 grades (e.g. in English Literature and Maths). Continued funding for small-group tuition (Team Up) is recommended to close this gap.
- **Attendance & Pastoral Factors:**

Whole school attendance has improved steadily and significantly since last year as a result of a robust attendance strategy that combines early intervention, consistent communication with families, and targeted support for vulnerable groups. This includes daily monitoring, rapid follow-up on absences, and the use of pastoral and academic mentoring to address barriers to attendance. Additionally, positive reinforcement through recognition systems and the integration of wellbeing initiatives have contributed to sustained improvement.
Attendance data will continue to be cross-referenced to ensure PP students with lower attendance are prioritised for "Wider Strategies" funding (e.g. breakfast clubs, interventions …)

- Attendance data – current on-roll students
- Shows PP students' attendance is lower than non-PP students. The gap is greatest in Year 9
- Achievement points – current on-roll students
- Broadly mirrors the trend in attendance data. PP students have fewer achievement points on average than non-PP students in all years. The gap is greatest in Year 8
- Pupil attitudes to self and school – current Year 7, 8 and 9 students
- The higher the score, the more satisfied students are across all the aspects covered by the survey, including attitudes towards themselves as learners, teachers, the curriculum, school life etc.
- The survey only covers Years 7 to 9

- PP students are less satisfied than non-PP students in all years. The gap is greatest in Year 9.
- English and Maths progress data – current Year 7, 8 and 9 students
- This is internal data, drawn from Pupil Progress
- It suggests that in Maths, PP students are matching the progress of their non-PP peers more than they are in English, except in Year 8 where this is reversed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	**Provider**
KS3 English & Maths	Team Up
Exam Busters whole day	Positively You
Boxing 10 sessions	Sweet Science Foundation

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Extract summary from previous report
The impact of that spending on service pupil premium eligible pupils
GCSE Attainment 8 = 50.8

Further information (optional)

Significant financial input from PTFA Investment in the learning environment in Erskine and Stuart centres; outdoor awnings above table tennis; seating in chapel; prayer garden Sound Fund support for trips and activities for students who cannot financial afford activities eg Debate trip to Durham