



## Pupil Premium strategy statement for Sacred Heart Catholic High School

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 High School, Fenham Hall Drive, Newcastle upon Tyne, NE4 9YH |
| Number of students in school  | 1391 (including Sixth Form)  |
| Proportion (%) of pupil premium eligible students   | 38%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2022-23 to 2025-26   |
| Date this statement was published   | December 2024  |
| Date on which it will be reviewed   | December 2025  |
| Statement authorised by   | Suzanne Howell, Headteacher  |
| Pupil premium lead  | James Kerr, Achievement Leader   |
| Governor / Trustee lead   | Bronwyn Payne  |

### Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil Premium funding allocation this academic year                                    | £399,000 |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | £0       |

## Part A: Pupil premium strategy plan

### Statement of intent

Sacred Heart Catholic High School intends that all students, irrespective of their socio-economic background or the challenges they face, make outstanding progress and achieve high attainment across the curriculum.



The focus of our Pupil Premium strategy is to support socio-economically disadvantaged students so they can achieve academically and develop to fulfil their individual potential; from students with complex SEND needs, those requiring pastoral support or guidance to progress to high tariff universities if they are high academic attainers. We will support and nurture disadvantaged students by negating the potential barriers they face in their academic progress, from facing material disadvantage (a lack of the equipment, uniform, school meals and other basic items students need to succeed at school), cultural deprivation (a lack of opportunity to build up the knowledge and skills needed to succeed in education) and look to cultivate their cultural capital (the wider skills and knowledge that will help students succeed in education) at every opportunity.

To complement this, staff are empowered to seek opportunities to boost the aspiration of disadvantaged students, from careers guidance to music and the arts, so they realise that their educational potential can be rewarded with new opportunities. A major focus is increasing the uptake of former Pupil Premium students who leave our Sixth Form to attend high tariff universities and courses. We have a wide array of pastoral support for the challenges faced by our most vulnerable students, such as those in Local Authority Care, or with complex and difficult situations at home. Teaching staff, including a dedicated pastoral team, SEND staff, school counsellors, chaplain, attendance monitoring team and senior leaders look to support their needs, regardless of their problems. This applies to non-disadvantaged students as well.

High quality inclusive teaching is at the heart of our mission to help students succeed and the main way our disadvantaged students are supported, demonstrated by our consistently reduced disadvantage attainment gap. At the same time other students can take part in some of the activities to benefit their education too, for example through our after-school Study Club provision where dedicated, subject specific after school sessions allow students to receive subject specialist help from staff if they need support. At Sacred Heart Catholic High School our ethos follows the example of the founder of the Sacred Heart schools, St. Madeleine Sophie Barat, who taught that schools should aim to help every student regardless of their needs or ability or circumstance. We strive to ensure that disadvantaged students' attainment will be improved and sustained by their education with us, and that they progress as much as possible to the level of their 'other' peers.

Our approach will respond to anticipated and emerging challenges that we observe and foresee in the next academic year. This includes a robust examination of data to see if Pupil Premium students are noticeably struggling with pastoral problems, such as attendance, behaviour and safeguarding needs, also academically, through our assessment systems including the SISRA data system, and culturally by monitoring engagement. Teaching and support staff, whether recently employed by the school or longstanding members of our team, are regularly briefed and updated on the importance and need to focus on the issues surrounding all students at Sacred Heart, in particular those from disadvantaged backgrounds.

We will:

- Ensure disadvantaged students are supported and challenged in the academic subjects they study and have the same opportunity to succeed as their non-disadvantaged peers. If gaps are noticed they will be supported by opportunities tailored to improve their attainment



- Intervene through pastoral and teaching staff support to ensure they are encouraged to succeed in their education, from attendance monitoring to mentoring programmes
- Adopt a whole school approach to ensure that all staff seek ways to support Pupil Premium students and look for creative provision to help disadvantaged students' academic success and build aspiration wherever possible.

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>Increasing the academic achievement of Pupil Premium students</b></p> <p>The Attainment and Achievement of Disadvantaged students is exceptional in three regards:</p> <ol style="list-style-type: none"> <li>1. The Attainment score of our Disadvantaged cohort is equivalent and often exceeds the National Mean Attainment (2023 24: 51.9 and 46.3)</li> <li>2. The Progress 8 measure has been statistically indistinguishable from the school P8 score for several years (their confidence limits consistently overlap)</li> <li>3. The Progress made by Disadvantaged students at Sacred Heart is always significantly better than the National Disadvantaged Progress and often better than the National Median Progress scores (SHHS +0.40, National All Students 0.01, National Disadvantaged Students -0.43)</li> </ol> <p>We do notice a greater variance in the Progress and Attainment of Disadvantaged students. Some of our most deprived students, approximately 15% to 20%, experience significant disruption to their studies and are disproportionately affected by external events, whether pastoral or social, at key moments in their educational journey. Through careful use of the Pupil Premium, our expanded Pastoral and Academic Intervention teams seek to mitigate the worst effects of life's challenges for these students. Without this important work, the Progress and Attainment of the Disadvantaged cohort would be much lower.</p> <p>By the end of the academic year 2023/24, the gap between the reading age of an average Year 7 Pupil Premium student and that of their non-disadvantaged peer, had been reduced from 8 months to 5 months. We support the reading skills of all students but make sure that Pupil Premium students are not disadvantaged in either access or materially.</p> <p>They can expect:</p> <ul style="list-style-type: none"> <li>• 1:1 reading sessions with English teachers and librarians in their Library lessons in KS3</li> <li>• Accountable Talk in Library lessons to develop oracy skills</li> <li>• Expectation that all students read every day for 20 minutes</li> <li>• Support from the Academic Mentor focused on developing targeted students' reading skills</li> <li>• In KS3, students will read (as a minimum) twice a week with their form group</li> <li>• A Festival of Reading every June</li> </ul> <p>In addition, support programmes such as Lexia, Fresh Start, Accelerated Reader, Paired Reading and various reading clubs encourage a love of reading, especially reading for pleasure and emphasise the importance of Literacy.</p> |

| Challenge number | Detail of challenge  |
|------------------|--|
|                  | <p>Nationally it has been reported, using evidence based on teacher observations, assessment scores, behavioural reports and attendance figures, that Pupil Premium students experienced the greatest impact on their learning due to the disruption of the pandemic and face major knowledge gaps across the curriculum. We continue to address the shortfalls in their education and to recover the skills and content they need to succeed.</p>   |
| 2                | <p><b>Improving the Attitude to Learning of Pupil Premium students after post- pandemic disruption to their education</b></p> <p>Our assessments, discussions with students and parents and observations as staff suggest that the pandemic has affected our Pupil Premium students’ education more than their peers, and they face a variety of issues in recovering their education and succeeding in their studies. As outlined above, this is partly to do with knowledge gaps due to lost classroom time, but there are also significant other issues that these students face. These include an array of pastoral issues such as increased levels of economic deprivation at home and mental health problems such as anxiety, low self-esteem and motivation.</p> <p>Sacred Heart continues to address these issues with after school Study Club sessions and many new strategies to boost super curricular opportunities in school. Due to the markedly increased levels of socioeconomically disadvantaged Pupil Premium students attending Sacred Heart (currently 425 students), referral for pastoral support has increased.</p> <p>Our school counsellors are now meeting with an average of 50 students a week, around 40% of which are disadvantaged students. We increased our capacity to support student mental health by adding counselling capacity within school, to one full-time and one part -time counsellor (3 days a week).</p> <p>Attendance is a national focus for all schools. Using two key indicators of Attendance and Persistent Absence, pre-pandemic figures did dip here, however both were above national and local indicative averages.</p> |
| 3                | <p><b>Improving the aspiration of Pupil Premium students to academically succeed</b></p> <p>Younger Pupil Premium students often lack an awareness of the variety of opportunities that education can bring. We seek to address this in years 7-9 through a range of inputs. Pupil Premium students are targeted to receive greater opportunities to discover the possibilities they may have missed out in their formative years due to the pandemic, with enrichment opportunities and basic skills such as problem solving, language skills, wider curriculum activities including trips and visits by guest speakers.</p>  |

### 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  |
|--|---|
| Increasing the academic progress measure of Pupil Premium students | By the end of our current plan in 2025-26 our Pupil Premium students will achieve a progress score within 0.15 of their cohort at |

| Intended outcome   | Success criteria   |
|--|--|
|  | <p>Mathematics GCSE (using internal comparative proxy scores). As a comparison, in 2019-20 the gap was wider, at 0.35.</p> <p>In terms of literacy, we aim that the reading scores will reflect the age of the student's reading age, and that there will be no gap in reading ability between Pupil Premium students and non-Pupil Premium students.</p> <p>We hope that by the end of our three-year plan, any residual effects of the pandemic in terms of gaps in pupil knowledge will have been addressed and operating at levels in school as happened pre-pandemic.</p>   |
| <p>Improving the Attitude to Learning of Pupil Premium students after recent disruption to their education</p> | <p>Over the next three academic years a dual approach between academic and pastoral support will provide the best possible offer of opportunities to allow Pupil Premium students to succeed. This will include the targeting of specific students with attendance, mental health and behavioural issues, tackling any barrier to learning that socio-economically deprived students face through material hardship, and a broad provision of enrichment opportunities from trips and visits to music lessons.</p> <p>We intend that at the end of 2025-26 academic year Pupil Premium attendance figures will be closer to pre-pandemic figures, referrals to the school counsellor and other mental health provision will be closer to pre-pandemic levels and all Pupil Premium students will actively take part in a voluntary school enrichment activity during the year.</p> |
| <p>Improving the aspiration of Pupil Premium students to academically succeed</p>                              | <p>At Sacred Heart we aim to enrich the opportunities of students' aspirations by teaching a broad curriculum and looking to teach beyond the syllabus wherever possible. This is a central part of our ethos and at the heart of our Pupil Premium provision. This aspirational approach to education has meant that we have seen the number of our Pupil Premium students who go to university and undertake high tariff courses increase in number.</p> <p>In the next three years we aim to ensure that our Sixth Form will contain the same ratio of students who were Pupil Premium as the rest of our school population (38% for Years 7-11) and that one third of them will attend high tariff university courses. We will expand extra-</p>   |



| Intended outcome | Success criteria   |
|------------------|--|
|                  | curricular opportunities in school to fulfil this aim. Last year 19% of the Year 13 students who left were former Pupil Premium students, of which 16% of former Pupil Premium students went onto to study on high tariff courses as well as Dental Nurse Apprenticeships and Degree Apprenticeships with Accenture in Digital Innovation. |



## 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

Budgeted cost: £85,000

| Activity           | Evidence that supports this approach  | Challenge number(s) addressed |
|--------------------|---|-------------------------------|
| Mathematics coach  | <p>Targeted support for individuals and small groups of students at KS3 and 4, this member of staff provides additional, bespoke subject support to those students identified as needing extra input by their Maths teacher. This intervention aims to reduce the attainment gap in Maths, a priority for Sacred Heart. One to one and small group tutoring is a proven way to increase educational achievement.</p> <p><a href="https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Impact-of-Mathematics-Coaching-on-Teachers-and-Students/">https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Impact-of-Mathematics-Coaching-on-Teachers-and-Students/</a></p>   | 1, 2                          |
| Achievement Leader | <p>The Achievement Leader, together with our Director of Achievement, sets aspirational goals within school to ensure Pupil Premium students are challenged and achieve their potential. The Achievement Leader reviews the impact of strategies and subsequently focuses and pushes agendas with staff to maintain the highest standards and outcomes for Pupil Premium students. The Achievement Leader also manages the Maximising Achievement programme. The participants this year will be selected using the SISRA data platform, based on the most recent assessment data.</p> <p>The Achievement Leader targets the promotion of Cultural Capital in improving students' lives which is of paramount importance to ensuring the academic success of Pupil Premium students. It is a priority for the staff at Sacred Heart Catholic High School and they look for opportunities to learn beyond the classroom, learning beyond the curriculum is targeted wherever possible. All students learn about a variety of cultural opportunities from theatre to music. Special emphasis is also placed on careers and opportunities or where possible visits to local universities and partnerships with apprenticeship providers.</p> <p><a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p> | 1, 2, 3                       |
| Whole staff CPD    | <p>Staff CPD has a focus on evidence-based teaching and learning strategies with Rosenshine's principles at the core of whole school curriculum implementation. These strategies support the theory as to how students can know more and remember more. The 'Walkthrus' book series has been purchased for all staff, and the Twilight CPD programme uses the books as the basis for the development of classroom practice through 'Quality First Teaching'. The aim is for all students to improve their key knowledge and</p>   | 1                             |

| Activity | Evidence that supports this approach   | Challenge number(s) addressed |
|----------|--|-------------------------------|
|          | <p>retain it. The SENCO continues to lead whole school CPD and brief all staff on best practice strategies and initiatives within school, keeping a focus on the most effective strategies in helping all students.</p> <p><a href="https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331">https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331</a></p> |                               |

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

Budgeted cost: £ 79,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of Library e-platform, an online gateway to thousands of eBooks and audiobooks. | <p>This resource improves student engagement with literacy and encourages Pupil Premium students, who often have limited opportunity to read, to improve and expand their reading. This will be the main strategy to promote reading at KS3 and KS4. This resource will be complemented by an Accelerated Reader programme at KS3 which helps students to read extensively by rewarding 'Word Millionaires'.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>   | 1, 2, 3                       |
| Corrective Reading Programme   | <p>The programme is aimed at KS3 students who have not reached their targeted reading age. Students are supported on the basics of reading including phonics. Reading is also encouraged during registration and between lesson times. Group reading will accompany this, where Year 8 and 9 students will be paired with staff and Sixth Formers to develop their reading skills. Author visits also take place and Pupil Premium students receive a copy of the book being discussed at any event they attend with their year group.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> | 1, 2, 3                       |
| Attendance Monitoring  | <p>To ensure good rates of student attendance, we employ an Attendance Manager and an Attendance Officer. The Attendance Officer carries out home visits and liaises directly with parents when issues of poor attendance or frequent lateness occur. Sacred Heart Catholic High School works hard to ensure that students who miss school catch up as soon as possible. We are currently operating a scheme in Year 7 where students who have missed school are issued with a yellow report card with details of the content and lessons they have missed and what is required for them to catch up. This is then signed off when the work is completed by the subject teacher.</p>  | 1, 2                          |



| Activity                        | Evidence that supports this approach  | Challenge number(s) addressed |
|---------------------------------|---|-------------------------------|
|                                 | <p>Loss of learning from absence is therefore minimised. Attendance is tracked weekly by Heads of Year and shared with Form Tutors at the start of each week. Students have positive intervention conversations about their attendance during form time. There are attendance rewards given three times per year, alongside attendance competitions for both high attenders, but also those with the biggest improvements to their attendance. Attendance is reported on formally five times per year to the Senior Leadership Team where PP attendance is broken down by year group and compared to non-PP attendance, as well as other focus groups (e.g. SEND). Individual support and intervention are also discussed.</p> <p><a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a></p> |                               |
| Testing for all Year 7 students | <p>Testing at the start of Year 7 helps us to support students with tailored intervention throughout their time at Sacred Heart, particularly in core subjects. It also acts as a benchmark to monitor their progress in later years.</p> <p><a href="https://www.researchgate.net/publication/328355159_Importance_of_Testing_in_Teaching_and_Learning">https://www.researchgate.net/publication/328355159_Importance_of_Testing_in_Teaching_and_Learning</a></p>  | 1, 2                          |

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

Budgeted cost: £ 235,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Use of Literacy software such as Lexia, Fresh Start synthetic phonics, exam texts and novels provided for Pupil Premium students to improve their literacy. | <p>Pre-pandemic, KS3 students who were Pupil Premium had on average the same reading ability as their non-Pupil Premium counterparts and made the exact expected level of progress for their age group. A major reason for this was the extensive use of this range of strategies. Books purchased will also drive engagement in school for all students as authors chosen will include those from a BAME background, with disabilities etc, helping to boost inclusion and diversity. Literature and a love of reading is for all. Some of these texts will be read as a class set so that teachers can advise on new vocabulary/terms and pronunciation, developing language skills and cultural capital. The many reading interventions and literacy support offered at Sacred Heart means that by the end of the academic year 2023/24, Year 7 Pupil Premium students were just 5 months adrift of their contemporaries' average reading age. Sacred Heart Catholic High School is committed to returning reading to pre-pandemic levels.</p> <p><a href="https://www.edutopia.org/blog/literacy-instruction-across-curriculum-importance">https://www.edutopia.org/blog/literacy-instruction-across-curriculum-importance</a></p> | 1, 2                          |

| Activity                         | Evidence that supports this approach  | Challenge number(s) addressed |
|----------------------------------|---|-------------------------------|
| Department curriculum resources  | <p>All academic departments are allocated additional funding to source the most appropriate additional resources for Pupil Premium students. Typically, this will include textbooks, revision guides, sports equipment, and access to fieldwork &amp; study trips. These help students to succeed in Years 7-11 as they do not lack material supplies that help them to achieve. It also helps to engage students in their studies and eliminate areas of cultural deprivation which disadvantage them in their studies. This assistance can be widespread, from attending author visits in school and receiving a reading book, to taking part in fieldtrips. This encourages a love of learning, deepens curiosity about the world and encourages academic achievement. All staff can now effectively monitor the performance of all PP students in their classes through the purchase of the SISRA data system that allows student academic performance to be monitored.</p> <p><a href="https://www.tandfonline.com/doi/full/10.1080/19415257.2021.1879230">https://www.tandfonline.com/doi/full/10.1080/19415257.2021.1879230</a></p>  | 1, 2, 3                       |
| Pastoral Care                    | <p>We strengthened our Pastoral team with additional roles (Head of Upper and Head of Lower School and an Inclusion Manager) to support all students.</p> <p>Pastoral leaders have the funds available to intervene and support students where their needs are outside of the academic curriculum. This helps students to focus on their schoolwork, avoid stigma and participate in all areas of school life. Support can take a variety of forms, from assistance with the cost of uniform and equipment, offering food hampers and other supplies for the students in the hardest economic circumstances and purchasing equipment to help with punctuality and attendance, such as alarm clocks.</p> <p>Memberships to 'Newcastle West Community Grocery' have also been gifted to families in need. Christmas Hampers are donated by staff each year to ensure families have access to support families over the holiday period. 'Period poverty' is also being addressed with all students from Year 7 to 13, with period products always available to students at no cost.</p> <p><a href="https://freedomtoteach.collins.co.uk/effective-pastoral-care/">https://freedomtoteach.collins.co.uk/effective-pastoral-care/</a></p> | 1, 2, 3                       |
| Maximising Achievement Programme | <p>Sacred Heart runs a voluntary after school study group aimed at maximising the personal and academic potential of students in KS3. Students are involved in a variety of activities, chosen to develop their personal (leadership and organisational), interpersonal and presentational skills. The programme was developed using research conducted by the Sutton Trust. Emphasis is placed on creating a love of learning, a sense of disciplined study and delayed gratification. The longer-term nature of this work aims to provide students with the tools to progress in any field they wish to enter, be this Higher Education or the world of work. According to the Sutton Trust research, anticipated benefits of such focused intervention can have significant 'catch-up' benefits in terms of progress per year. For example: Reading strategies – up to 5 months progress, attendance</p>   |                               |

| Activity                                      | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
|   | <p>and punctuality - up to 1 month's progress, aspirational activities – up to 3 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>   |                               |
| Educational visits and extra-curricular clubs | <p>We allocate funding to enable Pupil Premium students to access a range of educational visits, activities and after school clubs. The support of academic trips and visits is important for Pupil Premium students as it allows them to succeed in all subject areas, helps to improve cultural capital by allowing them to access opportunities they otherwise may not be able to participate in and helps to promote and encourage academic achievement and school attendance.</p> <p><a href="https://www.interesting-articles.co.uk/why-are-school-trips-important/">https://www.interesting-articles.co.uk/why-are-school-trips-important/</a></p>  | 1, 2, 3                       |
| Music and Drama enhancement                   | <p>Pupil Premium students are encouraged to develop their musical skills through peripatetic music lessons. Students are loaned instruments on an annual basis and have weekly paired or one-to-one lessons. This increases engagement with school and activities also include Junior and Senior Choir, Senior Orchestra, and Rock School. It has also contributed to more Pupil Premium students studying Music at GCSE level.</p> <p>Some Pupil Premium students in Year 7 also receive lessons on drama performance via a LAMDA course, boosting their confidence and teaching them a variety of skills such as public speaking.</p> <p><a href="https://educationbusinessuk.net/features/recognising-importance-music-and-drama">https://educationbusinessuk.net/features/recognising-importance-music-and-drama</a></p> | 2,3                           |
| Summer School                                 | <p>Sacred Heart runs an annual Summer School to prepare the incoming Year 7's for transition from primary to secondary school. A variety of educational activities take place. Our evaluation of the Summer Schools 2023 shows that Pupil Premium students who attend are much more confident to engage with school in the first few days of Year 7 and families feel much more involved and informed about the work of the school. Confidence is raised, friendships formed, and students understand the ethos of our Sacred Heart community. <a href="https://gabbitas.com/benefits-summer-school/">https://gabbitas.com/benefits-summer-school/</a></p>   | 2                             |
| The 'Cashless Shop'                           | <p>Pupil Premium students can now access free stationery without stigma through the 'Cashless Shop' in the Student Office. This allows them to fully engage in all lessons and reduces pastoral and behavioural issues.</p> <p><a href="https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=2230&amp;context=honorsthesis">https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=2230&amp;context=honorsthesis</a></p>   | 1, 2                          |
| Revision guides, internet and                 | <p>All Pupil Premium students have access to online learning and a suitable device. This is a legacy from the move to online learning during the pandemic, when schools were closed. It allows all Pupil Premium students the same access to learning as their more socio-</p>   | 1, 2, 3                       |

| Activity                              | Evidence that supports this approach   | Challenge number(s) addressed |
|---------------------------------------|--|-------------------------------|
| ICT provision at home                 | <p>economically advantaged peers. Older students are provided with revision guides from departments to increase engagement at home, boost exam skills and reinforce the curriculum, improve attainment.</p> <p><a href="https://hallmark-public-school.medium.com/importance-of-lesson-revision-b75091eca09b#:~:text=Revision%20is%20an%20important%20part%20of%20the%20learning%20process.,about%20the%20craft%20of%20writing.">https://hallmark-public-school.medium.com/importance-of-lesson-revision-b75091eca09b#:~:text=Revision%20is%20an%20important%20part%20of%20the%20learning%20process.,about%20the%20craft%20of%20writing.</a></p>   |                               |
| Writer in Residence Programme         | <p>Sacred Heart has a Writer in Residence who works within English lessons in KS3 and in a lunchtime club. The programme introduces students, including those with limited access to books, to the building blocks of storytelling and how to improve their creative writing skills. It also makes them aware of new genres and improves their literacy and vocabulary.</p> <p><a href="https://www.mynewsdesk.com/story-wars-punkt-net/blog_posts/the-importance-of-creative-writing-in-the-youth-89803">https://www.mynewsdesk.com/story-wars-punkt-net/blog_posts/the-importance-of-creative-writing-in-the-youth-89803</a></p>   | 1, 2, 3                       |
| Reading Challenge programme           | <p>Since the summer of 2021, all students have been invited to take part in a reading challenge every year during the summer holidays. Reading lists are curated from our e-platform, Year 7 and 8 take part in a competition for the quizzing they do in relation to these books, whilst Year 9 and 10 write book reviews.</p> <p>To kick start their summer reading, in the summer of 2024, all Pupil Premium students received a copy of the book being discussed at the author visit they attended during the Festival of Reading week.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4#:~:text=Recommendation%201,-Prioritise%20%E2%80%8B'disciplinary&amp;text=Literacy%20is%20key%20to%20learning,importance%20of%20subject%20specific%20support.">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4#:~:text=Recommendation%201,-Prioritise%20%E2%80%8B'disciplinary&amp;text=Literacy%20is%20key%20to%20learning,importance%20of%20subject%20specific%20support.</a></p> | 1, 2, 3                       |
| Purchase of online learning platforms | <p>Sacred Heart has invested in a variety of online learning platforms to allow all students, including Pupil Premium students, the opportunity to learn in their own time, via any electronic device. These include Seneca, Brainscape, Kaboodle, Maths Watch and Sparx. This reinforces classroom learning and allows students a flexible and engaging approach to visit the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning">https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning</a></p>  | 1, 2, 3                       |
| Mental Health Support                 | <p>Pastoral teaching staff and parental engagement has seen an increasing focus on mental health in school since the pandemic. Sacred Heart has invested in two school counsellors, one full time and one part time, to support students to engage in school and succeed.</p> <p>Students and their parents also have a personal account with 'The Wellbeing Hub' which offers tailored support to a variety of target</p>   | 2, 3                          |

| Activity                             | Evidence that supports this approach  | Challenge number(s) addressed |
|--------------------------------------|---|-------------------------------|
|                                      | <p>audiences and is easily accessible at all times. Student access is supported through PSHCE lessons and regular year group input. A School Nurse has also been arranged to deliver a 'drop-in' session once per week. Assemblies have also been delivered on external mental health support agencies such as Kooth, Qwell, Childline and PROPS. Assemblies on mental health and anxiety are delivered annually by the school counsellors and a parent anxiety support guide has also been developed and published.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a></p> |                               |
| <p>Study Club/After School Study</p> | <p>All students at Sacred Heart are offered the opportunity to attend a voluntary after school study club with staff on hand to support and coach students. This helps students to gain specific tuition from subject specialist staff, extend their current knowledge and revisit missed learning.</p> <p>PP students who aren't achieving their expected outcomes are mentored to support their attendance and monitor the impact of interventions.</p> <p><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></p>  | <p>1, 2, 3</p>                |

**Total budgeted cost: £399,000**

## 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 students in the 2023 to 2024 academic year.

Reviewing the 2023-24 academic year for Pupil Premium provision, emphasis was placed on the routines and discipline of school, plugging knowledge gaps and creating an atmosphere of student achievement and attainment. The usual pupil provision, such as the Study Club was reinforced, as were external extra-curricular opportunities like school visits, guest speakers and trips. Teaching and support staff were unwavering in their support of Pupil Premium students and continued to maintain the highest of expectations throughout this academic year. As a result, Pupil Premium students continued to thrive at the school at all levels.

Year 11 students delivered an excellent performance. In overall attainment they achieved an A8 score of 56.3. Progress was +0.54, adding another year to Sacred Heart's two-decade long achievement of significantly positive value-added scores. The progress gap between Pupil Premium and the whole school cohort was statistically insignificant and lower than the gap seen nationally between these two cohorts. The progress and attainment that Disadvantaged students made in all subjects reflected the wider school picture.



Pupil Premium student attendance varied throughout the academic year depending on a variety of factors such as pastoral issues, mental health and changes to family situations. Pupil Premium attendance did fall because of covid but was still well above the national and local averages, and is now rising close to pre-pandemic levels, with a similar picture for Persistent Absence. Like all schools, attendance is an important focus for our school.

Since the pandemic, pastoral staff report a wider diversity of social and health issues being reported to them requiring increased commitments to support all students. The impact was particularly acute for Pupil Premium students. We are using our funding to provide support in these areas and target interventions where required. These have been factored into existing plans. Pupil Premium provision at Sacred Heart, as outlined above, aims to rebuild the provision the school had prior to the pandemic and with initiatives such as Study Club and the 'Cashless Shop', the damage to students' education during the pandemic has and will continue to be repaired as much as possible.

Sacred Heart's Pupil Premium provision is ingrained in the ethos of the school and all staff support the idea that every student should be offered the best opportunity to succeed according to their talents. Material and cultural deprivation is eliminated where possible and cultural capital created. This success was in evidence in 2023-24, when 16 former Pupil Premium students left our Sixth Form to attend university. A wide range of subjects and destinations were chosen by them, including high tariff courses and universities including Cambridge, York, Nottingham, Edinburgh, Durham and Newcastle. Others have moved onto high level apprenticeships in Accountancy and Dental Nursing. We aim to continue this success in 2024-25 and beyond.