



Pupil Premium Strategy Statement

PP Intent at Sacred Heart:

PP are premium pupils- made in the image and likeness of God

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school.

Catholic School Inspection in December 2024 our school has been judged to be Outstanding across all 3 areas – Catholic Life and Mission, Religious Education and Collective Worship '*Pupils are proud of their school and feel happy, safe, and valued. They have a well-developed understanding of the many ways their school 'mirrors the love of Jesus' through kindness, charity, and practical support for those in need. Pupils are known and loved, reflecting this in their respect towards others. They confidently explain how they value individual differences*'- Lead CSI Inspector

OFSTED Inspection in May 2025 our school has been judged Outstanding in 4 areas and Good in 1 area.

'Sacred Heart is a school where everybody matters. Leaders are dedicated to doing their best for the pupils and families they serve. They have developed a team that is equally committed to doing so. School improvement priorities are carefully considered and well matched to the development needs of the school.'

School Overview

Detail	Information
School name	Sacred Heart Catholic Primary School
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	13.1% (59 Pupils)
Academic year the current pupil premium strategy plan covers (strategic plan coverage)	September 25 – July 26
Date this statement was published	December 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Paul Madia (Executive Principal)
Pupil Premium lead	Rachel Ellis
Governor / Trustee lead	Matthew Daniel

Context of the Sacred Heart:

Sacred Heart is a wonderfully warm and welcoming school with a strong Catholic character. The ethos of the school is nurturing and spiritual with excellent relationships between staff, pupils, parents, governors and the parish community.

Pupils:

- We are a very diverse school:
 - There are currently 453 pupils on roll of whom 87.2% (392/454 are baptised Catholic)
 - 13.1% of pupils are pupil premium – below the national average (24.6%)
 - 71.2% of pupils are pupils from minority ethnic groups- significantly above the national average (36.1%)
 - 39.2% of the pupils do not have English as their first language – significantly above the national average (20.8%)
 - 18.4% of pupils are SEND – in line with the national average (18.4%)

Area:

- Sacred Heart School serves the Sacred Heart Parish, a community that is economically diverse.
- Geographical area: North East of Coventry (West Midlands), covering areas of Wyken and Stoke
- The school's deprivation indicator is above the national average at 0.3. (National 0.2). 92 pupils are in the most deprived category.
- Successfully secured a new Nursery (2018) and this has improved transition into Reception

Staff:

- The school is fully staffed.
- The leadership team of the school consists of: Executive Principal, Principal and two Assistant Principals.
- There are three middle leaders in school: EYFS and Year 1 Leader of Learning, Year 2 to 4 Leader of Learning and UKS2 Leader of Learning. The school also has a SENCO that forms part of our leadership team.
- On 1st August 2015 we converted to Academy status as part of The Romero Multi Academy Company
- Sacred Heart was designated as a National Teaching School (2014 – 2022)
- Our school had its Ofsted Inspection in May 2025 and was judged to be Outstanding in 4 areas and good in 1 area.

Governance: The LGB exercise their responsibilities with clarity, purpose and accountability and are fully invested in the wider life of the school.

- Increased from 1.5FTE to 2.0FTE in 2012 (extension and refurbishment internally).
- No planned building work (not including on-going repairs and maintenance as per estates plan).
- Full-time Pastoral Lead and Mental Health First Aider (Collette Ryan) to support children, parents.
- Joint Family Support Worker and Attendance Officer (Paige Wheatley) - (shared across the Romero Academy schools).
- Sacred Heart Catholic Primary School serves the Sacred Heart Parish, a community that is economically diverse.

Funding overview

Detail	Amount
	PP Pupils Standard Funding £1515 x 59 £89,385
Pupil Premium funding allocation this academic year	Looked after pupil funding £2630 x 10 £26,300



Recovery Premium funding allocation this academic year	Only applicable during and directly after COVID-19
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£115,685
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium Strategy Plan

PP Intent at Sacred Heart: PP are premium pupils- made in the image and likeness of God

The aim of the Romero MAC and ours as Sacred Heart, is to provide an innovative yet academically rigorous curriculum that inspires, empowers, and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.

Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential and that this starts from a very early age (see Word exposure graph). Even more worrying, is the sustained impact that COVID has had on making disadvantaged children even more disadvantaged. The national KS2 SATS Disadvantaged Gap Index was 3.12 in 2024. This remains 0.2 points greater than pre-pandemic levels. Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:

For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Commented [WA1]: If your school has specific things that underpin PP include these in the statement. Examples might include:

Appreciated nature for forest schools.
Embracing personal development through sport
Building leadership through eco clubs, etc

Email me if unsure of ideas or wording.

Commented [WA2R1]: Your IDSR will highlight PP Flags from statutory data. This is worth checking. Principals have access to this and I do as well so please shout if unsure.



Implementation Statement

The structure for aligning our action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders' and the Education Endowment Fund's 'Guide to Pupil Premium'. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.

Commented [WA3]: This can be removed- it isn't on the Government example. However, there is a growing body of EEF work that says this is the key step. It is something that I think holds weight though,



High quality teaching

Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.

Targeted academic support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy.

Wider strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.

The tiered model provides a useful starting point for you to think about how to target your Pupil Premium funding. Many strategies within the tiered model will overlap and the balance between the three categories will vary from year to year as your school's priorities change.

<https://www.educationendowmentfoundation.org.uk>

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment. High-quality teaching continues to be at the heart of our approach, with ensuring that our disadvantaged children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. We are finding a growing number of children with both Pupil Premium and SEN barriers to their development. We are mindful of this overlap and place increased emphasis on supporting this in teaching and learning. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter and ensuring that the most disadvantaged children have the most access and opportunity to fulfil the elements of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past five years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the Academy Improvement Plan

Commented [WA4]: If not using this this year delete this. It is worth doing. Learning mentors are usually a good link in with this too.

Challenge number	Detail of Challenges	
	Focus Area	How Need Was Identified
1	Mental Health and/or lack of self Confidence/Self Esteem	Barriers to learning assessments, Learning Mentor and Mental Health Lead discussion, Staff Professional Conversations
2	Limited/restricted vocabulary	My Neli Early Years assessment, EYFS data measures, KS1 Language Link assessment, Barriers to Learning document
3	Reducing PP gaps in Reading, Maths and Writing	Termly data report, on-going teacher assessments, Pupil Progress Meetings, deep dives, book looks, new Maths Curriculum
4	Lack of enrichment opportunities	Barriers to learning assessments, One to one discussion with pupils, parents
5	Lack of engagement with and/or issues within family	Barriers to learning assessments, Learning Mentor Discussion/ SENCO/ Pastoral & Mental health Lead.
6	Persistent lates and associated lost learning	Attendance report, feedback from Romero Attendance Officer, Pupil Progress meetings

Commented [WA5]: Don't just pick these randomly. Consider what is on the SIP and what is happening across school as this needs to be a whole school thing and not based on just certain year groups. Please discuss this with SLT so that priorities can align.
 EXAMPLES INCLUDE (BUT ARE NOT LIMITED TO):
 Early reading (particularly phonics) skills, understanding and application.
 Reading comprehension and enjoyment
 Lack of enrichment and low aspirations
 Parental engagement in learning
 Punctuality and associated lost learning

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2025-2026	
Intended outcome	Success criteria
Quick assessment and targeted intervention for pupils with mental health needs/low confidence/self esteem	<p>Referral, assessment and intervention pathway in place</p> <p>Mental Health in Schools Practitioner used effectively to support children most in need.</p> <p>Pupil voice shows children feel supported</p>
Wider opportunities for Pupil Leadership to support self-esteem and personal development	<p>Barriers to learning assessment directly links into Pupil premium intervention Tracker</p> <p>All of Y6 PP have a Leadership Role. New leadership roles developed to give all children an opportunity.</p> <p>Pupil Voice shows impact of Leadership role</p>
Increased Enrichment opportunities	<p>All pupil premium children attended residential trips.</p> <p>All pupil premium children have a yearly external trip and school visitor</p> <p>All pupil premium children attend a club</p> <p>All pupil premium children represent the school in competition by Y6.</p> <p>Tracking of pupil premium children using Romero Child Charter half termly by phase leaders</p>
Reduction in number of lates	<ul style="list-style-type: none"> - Improved punctuality - Reduction in number of pupil premium who are persistently late
Embed a reading culture across the school	<p>Evidence of rapid, targeted intervention for bottom 20% of readers</p> <p>Improved end of year outcomes</p> <p>Pupil voice shows enjoyment of reading</p>
Improved family engagement with learning	<p>Increased attendance for PP parents at parent evenings and curriculum events</p> <p>Parent survey demonstrates impact of curriculum events</p>
Improved oracy and vocabulary learning	<p>Phonics tracker shows rapid progress in Reception for PP children</p> <p>Reduced gap for Y1 phonics Assessment</p> <p>My Neli Intervention in Reception enables all children to move from 'red' by end of year</p> <p>Vocabulary mapped across the curriculum</p> <p>Voice 21 School: whole school approach to oracy implemented and oracy curriculum developed</p>
Embed a Trauma Informed Approach to Behaviour	<p>Pupil voice shows that all children have a trusted adult in school</p> <p>A relational approach to behaviour management is embedded across the school</p> <p>Reduction in number of low level behaviour incidents</p>

Commented [WA6]: Where possible these should link to challenging the barriers mentioned previously.

There may be some others within that but making sure the main barriers are covered is the priority.

Commented [WA7R6]: Example: improve direct reading ability.

Commented [WA8]: There needs to be a measurable outcome. If this isn't possible, consider metrics or things to make this more tangible.

Achieve at least 0 in KS2 progress.
Pp Children completing more of the Romero Charter (if you do a pre and post check).

Strategic Period (Sep 2023 – Jul 2026)	
Intended outcome	Success criteria
Ensuring every pupil premium child has the best possible start to Early Reading	<p>Achieving 100% pass rate in Phonics Screening Check.</p> <p>All children leave KS2 able to read fluently</p> <p>Pupil voice shows a strong reading culture</p>
Ensure a wide enrichment offer is available to every pupil premium child	<p>All PP children to attend at least one extra-curricular club</p> <p>All PP children to represent the school in competition by the end of Y6</p> <p>All children (including PP) learn to play a musical instrument by end of KS2</p> <p>Maintain the Platinum status in OPAL and use it to provide extensive opportunities for outdoor learning and learning behaviours.</p>
Pupil Premium children make rapid gains in their oracy and vocabulary development	<ul style="list-style-type: none"> -Triangulation (book looks, pupil voice and lesson observations) to show PP children applying language skills and using ambitious and subject-specific vocabulary correctly. -Children receiving Sp&L intervention to make rapid progress. -Vocabulary development embedded in every subject -Curriculum knowledge checkers demonstrate PP children have secure knowledge of curriculum key vocabulary -Writing moderation shows evidence of higher-level vocabulary in PP children's writing
Provide a broad, balanced and enriching curriculum offer	<ul style="list-style-type: none"> -PP children have the opportunity to fulfil every aspect of the Romero Charter. Pupils are tracked from their entry into school -PP pupil voice and low stakes assessment shows that children are enjoying, learning and retaining more across a wide range of curriculum subjects. -Strong evidence in PP books etc to support wide curriculum offer
Ensure first quality teaching of maths closes the gap between PP and non-PP	<ul style="list-style-type: none"> - KS2 children achieve at least 0 progress scores for maths. -Increase in percentage of PP children achieving ARE in every year group. -Bottom 10% across year groups receive pre-teaching and early intervention to aid rapid progress.
Raise Self-confidence, self-esteem and learning behaviours to ensure children are able to fully engage in learning and succeed through embedding a Trauma Informed Behaviour Strategy	<ul style="list-style-type: none"> Decrease in behaviour incidents involving PP children Pupil voice articulates increased self confidence and self-esteem High resilience and excellent behaviour for learning is evident in the classroom

Commented [WA9]: This is a chance to look at bigger projects and things that take longer to impact.

This should be overview things the school has been focusing on for a number of year now.

Again, start with barriers and then add other priorities. It is worth speaking to your Principal to see if anything is on the horizon. Behaviour programmes, SEMH work could be one for this.

Commented [WA10]: If you are looking to start a new strategic period please let me know and we can talk this through in more detail.

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 (e.g. CPD)

Budgeted cost: £59,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed & ROMERO fundamentals	Hannah Gibson (MAC lead for SEND) Each school to have a Lead of Trauma informed, CPD over the academic year. (4 sessions) Trauma Informed Introduction - September 2024 training day Trauma Informed Short Term Managed Intervention Centres - pilot EEF	1,2,4
My Happy Mind CPD and implementation	Staff all trained in My Happy Mind	1,2,4
Voice 21- CPD & implementation	Voice 21 membership and training for all staff to embed in quality first teaching (Membership costs, training costs per school) Oral language interventions EEF	1,2
Phonics training- ongoing phonics top up for all trained staff	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	2, 3
Drawing and Talking Therapy	Mental Health lead has is now fully trained in this area Drawing and Talking - Home page Arts participation EEF	1,2, 4
<i>Team Teach model for Phonics and Maths</i>	Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-	2, 3

Commented [WA11]: Keep this direct and simple

Phonics training

Commented [WA12]: Everything needs to be research informed. EEF either reports or EEF toolkit evaluation are the best go-to resources.

Use Romero sessions as a research base.

Let me know if you need support with this as I have a bank of research overviews.

Commented [WA13]: This must be done!

Do the things link back to the barriers identified? If not, what is the point and purpose of them?

OR

Are your barriers correct?



	<p>quality teaching on pupil attainment. On going professional development for all teaching staff and access to a coach will promote and sustain high quality teaching.</p> <p>'Putting Staff First' (Tomsett and Uttley 2020)</p>	
Literacy Gold investment	<p>Staff time outside of school to implement intervention</p> <p>Literacy Gold - Beyond Phonics</p>	1,2,4
<i>Fresh start Training</i> - top up for all trained staff	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<i>Rosenshine's Principles of Instruction</i>	<p>Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment. On going professional development for all teaching staff and access to a coach will promote and sustain high quality teaching.</p> <p>'Putting Staff First' (Tomsett and Uttley 2020)</p> <p>Rosenshine offers 10 key principals on instruction based on research into cognitive science, classroom practise and cognitive supports.</p>	1,3

Targeted academic support

Budgeted cost: £ 40,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted phonics groups	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	2, 3
Literacy Gold investment	For identified pupils- suite of programs designed to help children learn to read and spell. The program progresses systematically with structured, small, and cumulative steps, empowering pupils with essential reading and spelling skills. It goes beyond phonics to reach pupils that phonics leaves behind, providing personalised intervention to meet specific learning needs Literacy Development EEF	1,2,3
Intervention for bottom 20% of readers Phonics 1:1 Freshstart	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition EEF (educationendowmentfoundation.org.uk) Dream box to this- PP reading intervention for PP Yr 6 readers (trial at this stage)	2,3
<i>My Neli Language Link-diagnostic tool and intervention</i>	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,3
<i>Additional Intervention therapy support</i>	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
<i>Speech and Language TA and Peppa Therapist</i>	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Communication and language approaches EEF	2,3
<i>Polish Language Speaking</i>	On hand in school if and when needed to for communication and breaking down barriers.	2,3



Teaching Assistant	Small group tuition EEF (educationendowmentfoundation.org.uk)
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Wider strategies

Budgeted cost: £ 18944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sense of Belonging-Building up community	All members of the school community know and can articulate the meaning of the school's Mission Statement; 'Pray, Reflect, Learn and Grow, to mirror the Love of Jesus', expressing what it means to them and how they live it out. The mission statement is highly valued by all and is visible across all areas of the school; leaders and staff ensure that the Mission statement, along with the distinctive Catholic identity of our school, is regularly discussed during celebrations	3,4,5,
Made in the image and likeness of God-Respect for the individual	Leaders have worked to create a culture where every member of our school community feels deeply valued, knowing they are made in the image and likeness of God. Individuals' unique God-given gifts and talents are celebrated, and pupils are supported to use these in the service of God and the community. The strong and consistent outpouring of compassion and love from the whole school is testament to how the school's ethos permeates the community and is a place where love is shown to one another. 2. Build a culture of community and belonging for pupils EEF	1-5
Speech and Language-Voice 21	Build confidence in class, articulacy within the curriculum Oral language interventions EEF	1,2,3,
Relax kids	Children's mental Health Programme, led by our Mental Health/Pastoral Lead-used by some LAC PP children. Home - Relax Kids - Official Website	1,4
Romero Sign of the Week	Communication, Romero fundamentals, shared with every pupil in assembly. Children are encouraged to add sign to their vocabulary.	2
Cultural Capital	Club Tracker, 1-1 discussions regarding interests (AT2) Education Endowment Foundation EEF	1,2,4,5
Learning Behaviour-No opt Out	Staff and students role models, consistent expectations communicated to pupils and parents	1-5
Parental Engagement	Parental engagement EEF	1,3,4,5,6

Leadership Roles within school	Leadership and planning EEF	1, 6
Creative Rich Curriculum	Why teaching for creativity should be central to the curriculum ACE	1-6
Drawing and Talking Therapy	Collette is now a trained practitioner and delivers to some PP children Arts participation EEF	1-5
School Mental Health Lead & Pastoral Lead now a combined role	Evidence shows that both universal support for all pupils and targeted work for specific groups and individuals can be very effective, and connected school systems lead to sustained positive impacts. Shows the importance of Mental Health in every day life of the school. PPIW-Report-Promoting-Emotional-Health-Well-being-and-Resilience-in-Primary-Schools-Final.pdf (wcpp.org.uk)	1,5
Boomerang Intervention	Evidence shows that both universal support for all pupils and targeted work for specific groups and individuals can be very effective, and connected school systems lead to sustained positive impacts. PPIW-Report-Promoting-Emotional-Health-Well-being-and-Resilience-in-Primary-Schools-Final.pdf (wcpp.org.uk)	1,5
Learning Mentor Family Support	There is an established link between the home learning environment at all ages and children's performance at school EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1usb.cloudfront.net)	1,5,6
Breakfast Club offer	As we are ineligible for specific offer, evidence base is underpinning our move to introduce a free breakfast club for PP. Magic Breakfast EEF (educationendowmentfoundation.org.uk)	1,5,6
Parental workshops	Working with parents is proven to be high impact low cost strategy for closing the gap. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1usb.cloudfront.net)	5
Extra-Curricular club funding	As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs. Physical activity EEF (educationendowmentfoundation.org.uk)	4
OPAL	Sport England research corroborates many other findings that OPAL is beneficial in making children more active, increasing their problem-solving skills, self-confidence and social emotional regulation. Research and Evidence - Outdoor Play And Learning play - a report by the all-party parliamentary group on fit and healthy childhood corrected 1.pdf (outdoorplayandlearning.org.uk)	1,4



Total budgeted cost: £ 115,685

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.

Aim	Actions Delivered	Outcome Data	Summary
All children have access to mental health support where required. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> - Mental Health Lead/ Pastoral lead appointed - Bid made to have a Mental Health practitioner linked with school - RISE Parent Workshops delivered - RISE staff CPD - Boomerang CPD - Rainbows CPD 	Pupil voice metrics and qualitative data shows variable results.	With the inconsistency of results the key is to develop our PSHE curriculum and mental health support offer further and to unpick specific areas of concern.
Every child accesses high quality teaching for Maths and maths fluency every day.	<ul style="list-style-type: none"> -Fluency progression document mapped out -Fluency CPD -NCTEM Materials used to support fluency. -Regular Teach teaching with ECTs -Performance management linked to maths through inquiry questions 	<p>KS2 expected results 2025 for disadvantaged pupils are on average for RWM combined and for maths. 46% PP Age Related in Maths</p> <p>Disadvantaged pupils have also made above average progress in maths in 2025 end of key stage tests.</p> <p>More children achieving 20/25 in Year 4 MTC</p>	<p>There has been a lot of success in overall improvement in teaching standards, particularly around fluency. This is evidenced in learning walk and team teach feedback.</p> <p>KS2 results show an upward trend.</p> <p>More focus needed on targeted specific PP children with preteach</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> -CPD for all staff on vocabulary development - My Neli baseline and intervention is Reception. - Language Link used in KS1 -Sp&L TA targeted specific children -Sp&L TA supported with 1:1 phonics to help pupils make rapid progress. 	<p>KS2 2025 disadvantaged pupils reaching the expected standard is above national for reading.</p> <p>Disadvantaged pupils have also made above average progress in reading for the last two</p>	<p>There has been huge progress in vocabulary teaching however Reception baseline and My Neli assessments show that children are entering Reception with poor language and communication skills so this continues to be an important focus.</p>

	Vocabulary spines developed across the curriculum and key vocabulary taught every lesson	years in end of key stage 2 tests.	
Provide a broad, balanced and rich curriculum for all children.	<ul style="list-style-type: none"> -Subject leader investment – all subject leaders receive time to drive their subjects and have had CPD -CPD for computing, Art, DT to develop staff subject knowledge and pedagogy -Romero Child Charter used to ensure all children having broad range of cultural opportunities. -Curriculum quizzes used to assess progress 	<ul style="list-style-type: none"> - Internal monitoring of books, subject coverage and enrichment shows PP development. 	Improvements made but still an area to focus upon improving and ensuring a real breadth of experiences mapped against Charter.
Further Reflections			
<p>The Year 6 data for Pupil Premium children is particularly pleasing this year and shows the academic rigour and progress. The cohort are articulate, confident learners, who are prepared for their transition to KS3. Explicit links have been made with Cardinal Wiseman to ensure a smooth programme of transition for academic, spiritual and pastoral care.</p> <p>Throughout school, we have a strong system for curriculum for all and academic rigour. We focus on the importance of reading and this threads throughout the curriculum. Last year, we had an added provision using our school reading dog 2024- 2025</p> <p>There has been a development in the Maths provision and as a school we have changes to a hybrid/ white rose approach. HA (Maths Lead) has created a bespoke curriculum that has been implemented from Sept 24. (School Priority 3- A Maths mastery curriculum, rooted in metacognition, fluency and reasoning)</p> <p>We are in our second year as a Voice 21 School to ensure children's oracy, language and communication skills. (School Priority 2- An inclusive, knowledge rich and skills based, high quality, Romero Catholic Curriculum offer for all, incorporating the explicit teaching of oracy)</p> <p>Continue to monitor the provision through child charter and after school club provisions.</p> <p>We are seeing increased mental health needs for some of our Pupil Premium children as well as an overlap with SEN and high levels of family support. This is reflected in the Pupil Premium Report for 2025-2026 Links with Catholic Life and Mission where every child is loved, made in the image of God and the mission of the school is lived out by all stakeholders. (School Priority 1)</p> <p>Next Steps: Collate PP Voice for pupils regarding wellbeing/ feelings and emotions/ behaviour for learning. Collate PP for Parent voice Analyse and define areas for improvement</p>			



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Monitoring, Evaluating and Continuous Improvement

We place the EEF guidance on Pupil Premium at the forefront of our work, thinking and approaches. The guide signposts the need for correct identification of needs, using evidence and research to support our actions and then developing a strategy. The implementation element of our strategy draw on the wider EEF implementation model that we use in our wider school improvement practice. Step 5 has become a key step this year as we enter the second year of our strategic period. Here we have carefully and forensically monitored and evaluated the previous year and the path ahead. This has highlighted many successes, key learning points and where adjustments have been required. A significant action this year has been sharing this with the other schools within the Romero MAC and other schools in and around Coventry and North Warwickshire.

Our five point plan can help you plan, implement, monitor, and sustain an effective Pupil Premium strategy.

Step 1	Diagnose your pupils' needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Implement your strategy
Step 5	Monitor and evaluate your strategy

<https://www.educationendowmentfoundation.org.uk>