

# SACRED HEART OF MARY GIRLS' SCHOOL



## PUPIL PREMIUM POLICY/ STRATEGY STATEMENT

|                                    |                       |                            |
|------------------------------------|-----------------------|----------------------------|
| <b>Policy adopted</b>              | <b>September 2022</b> |                            |
| <b>Pupil Premium Coordinator</b>   | <b>Joy Dosoo</b>      |                            |
| <b>SLT Member Responsible</b>      | <b>Mrs O Munday</b>   |                            |
| <b>Pupil Premium Link Governor</b> | <b>Tracey Knight</b>  |                            |
| <b>To be reviewed</b>              | <b>Annually</b>       |                            |
| <b>Date of next review</b>         | <b>September 2023</b> |                            |
| <b>Headteacher</b>                 | <b>Ms V Qurrey</b>    | <b>Date: December 2022</b> |

**Pupil Premium Strategy Statement**

## School Overview

| <b>Detail</b>   | <b>Data</b>  |
|---|--|
| School name   | Sacred Heart of Mary Girls School                    |
| Number of pupils in school  | 835 (years 7 - 13)                                   |
| Proportion (%) of pupil premium eligible pupils   | 8.5% of years 7 - 11<br>(52 pupils in year 7 - 11)   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 – 2024/2025                                |
| Date this statement was published   | December 2021  |
| Date on which it will be reviewed   | September 2022,<br>September 2023,<br>September 2024 |
| Statement authorised by   | Vivienne Qurrey,<br>Headteacher                      |
| Pupil premium lead  | Joy Dosoo, Pupil Premium Coordinator and SENCo       |
| Governor/Trustee lead   | Tracey Knight  |

## Funding Overview

| <b>Detail</b>   | <b>Amount</b> |
|---|---------------|
| Pupil premium funding allocation this academic year       | £56000        |
| Pupil Premium funding carried forward from previous years | £35,908       |
| Total budget for this academic year                       | £ 91,908      |

## Part A: Pupil Premium Strategy Plan

The Pupil Premium grant was introduced in April 2011 by the coalition Government to address issues which adversely affect students' achievement in school that have been shown to be linked to disadvantage and deprivation. The grant is based on the number of children registered for Free School Meals at any point in the last six years, children who have been looked after continuously for more than six months and children of service personnel.

The DfE has given schools the freedom to use Pupil Premium funding as they see fit, based upon knowledge of the students' needs. It is for schools to decide how the Pupil Premium (allocated to schools per FSM pupil) is spent, since professionals are best placed to assess what additional provision should be made for the individual pupils they are responsible for. Despite having broad guidelines for expenditure, situations will be considered on a case-by-case basis and decisions taken will focus on what is perceived to be the most appropriate action to support both academic and pastoral development of pupils. However, schools remain accountable for the use of this additional funding.

Criteria Parents can register their child for Free School Meals if they are in receipt of any of the following benefits:

- Income Support
- Income Based Jobseekers Allowance
- Income Related Employment and Support Allowance
- Support from NASS (National Asylum Support Service) under part 6 of the Immigration and Asylum Act 1999
- Guaranteed Element of State Pension Credit
- Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190
- Working Tax Credit run-on- paid for four weeks after you stop qualifying for Working Tax Credit
- Universal Credit

If a child qualifies for free school meals, it's important that parents notify the school even if they take a packed lunch as this enables the school to claim Pupil Premium funding which is used to provide further support. It benefits the school when parents register eligibility. Parents can find further details about eligibility and apply on-line by clicking on this link to the London Borough of Havering's website: <https://www.havering.gov.uk/Pages/Services/Free-SchoolMeals.aspx>

## **Statement of Intent**

Irrespective of a students' background, it is our underlying belief that students eligible for Pupil Premium should be attaining in line with their peers.

We are fully committed to 'excellence for all' by ensuring that the Pupil Premium funding is used to aid all our students to achieve their full potential during their time with us. At Sacred Heart of Mary Girls' School, we aim to achieve this through setting high expectations, an ethos of achievement, high quality teaching, high quality interventions and a culture and philosophy where learning flourishes and every student matters.

Attainment progress and attendance of all pupils entitled to Pupil Premium funding is tracked, monitored and analysed on a regular basis. This helps to identify specific areas that require support and to target interventions. Subject specific staff are also aware of the progress of pupils on the pupil premium register and can also request additional support or resources to further narrow the gap between those entitled to pupil premium funding and their peers. Individual and group meetings are held during the academic year to celebrate student success, identify potential barriers to learning and to discuss creative ideas to support pupils. The meetings provide opportunities to raise student opinions so that they can positively contribute to their overall progress and innovative interventions can be implemented to best meet their needs.

**Teaching and Learning** – Quality First Teaching is at the heart of our approach to support disadvantaged children. Part of the pupil premium budget is allocated to support and enhance access to the curriculum/examination specification and overall achievement, both academically and emotionally. This includes:

- Providing additional support for students in lessons.
- Interventions run by specialists outside of lessons in core curriculum areas.
- Deployment of Learning Support Assistants to provide small group interventions and 1-1 sessions.
- Teachers and Learning Support Assistants are supported adequately with training and raising awareness about potential barriers to learning and suggested support methods.
- A learning mentor will also work with targeted pupils to ensure that they are supported to reach their full potential.
- Online learning Resources

**Enrichment Opportunities** - designed to boost school engagement and general pastoral development in which the majority of a group or year is participating. This enables girls to take part in a variety of extra-curricular activities. In the past this has included:

- The Duke of Edinburgh Award scheme

- Trips to the theatre
- Poetry live
- The Brilliant Club
- Music and dance lessons
- Learning Performance (Self-esteem, study skills and revision workshops)
- Enrichment days and social skills groups.
- University Visits and workshop
- France and Italy
- Belgium Battlefields School visit
- Catholic Retreat
- London Zoo
- Kidzania

Enrichment opportunities are also available for targeted parents to support further home-school liaison links. A learning mentor also plays an integral part in supporting pupils and ensuring that the school community is inclusive and equal.

**Additional Support Materials** - materials and resources are purchased to boost success in relation to assessment and the curriculum to ensure girls are supported in their learning whilst at school and at home. Resources include: ●  
Revision guides,

- Equipment (pens, folders, pencil cases),
- Tesco gift cards for Food Technology practical lesson resources.
- School uniform in times of extreme financial hardship
- Training
- Electronic Intervention programmes
- Morning Maths Breakfast Clubs
- Daily homework club
- Afterschool and Morning Lexia Intervention
- Additional Literacy Assessments
- Printers
- Laptops
- Dictionaries

Our approach to the use of pupil premium funding is responsive to both the individual and common needs of pupils at Sacred Heart of Mary Girls' School. The SENCo and Pupil Premium Coordinator ensures that interventions are planned and delivered to targeted pupils based on robust diagnostic assessment. The Pupil Premium Strategy is also integral to the wider school plans for education recovery due to the impact of disrupted education caused by the Covid 19 pandemic, and the National Tutoring Programme continues to complement the support given to the most vulnerable members of our school community; disadvantaged, non-disadvantaged and SEND.

## Challenges

This details the key challenges identified among our disadvantaged pupils.

| <b>Challenge Number</b> | <b>Details of challenge</b>   |
|-------------------------|---|
| 1                       | Although the attainment of disadvantaged children in the school is in line with national averages, it is generally lower than the school cohort maths.  |
| 2                       | Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower reading comprehension scores than their peers on entry to school in year 7.   |
| 3                       | Our observations and discussions with pupils suggest that disadvantaged pupils have less access to cultural capital enriching activities outside of the school environment. There has been a national reduction in the mental health and wellbeing of children and young people.      |
| 4                       | Our observations and discussions with pupils, subject teachers and pastoral staff suggest that disadvantaged pupils lacked resources to sufficiently meet their needs during periods of lockdown and were therefore to a greater extent impacted by school closures than their peers. |
| 5                       | Gap between attendance of disadvantaged and non-disadvantaged pupils.   |

## Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (July 2025).

| <b>Intended Outcome</b>  | <b>Success Criteria</b>   |
|--|---|
| Improved attainment among disadvantaged pupils in GCSE Mathematics.                              | By the end of our current plan in 2024/2025, a greater percentage of pupils will be achieving a strong pass at GCSE Mathematics than the last academic year 2020/21.  |
| Improved attainment among disadvantaged pupils in GCSE English.                                  | By the end of our current plan in 2024/2025, a greater percentage of pupils will be achieving a strong pass in GCSE English than the last academic year 2020/21.  |
| Improved attainment among disadvantaged pupils in Science at GCSE.                               | By the end of our current plan 2024/2025, a greater percentage of pupils will be achieving a strong pass in GCSE Science than the last academic year 2020/21.   |
| Improved reading comprehension scores among disadvantaged pupils by the end of KS3.              | Reading comprehension test scores at the end of KS3 demonstrate improved comprehension skills among disadvantaged pupils and a small disparity between the scores of disadvantaged pupils and their non disadvantaged peers.  |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>● Quantitative data from pupil self-reported Strengths and Difficulties questionnaire.</li> <li>● Qualitative data from student voice, and student and parent surveys.</li> </ul> |
| To achieve and sustain improved attendance or all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>● A reduction in the overall absence rate for disadvantaged pupils.</li> <li>● The gap between attendance of between the disadvantaged pupils and their non disadvantaged peers</li> </ul> |

## **Activities in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2022/2023) to address the four challenges listed above.

### Teaching (CPD, recruitment and retention, specialist testing)

Budgeted Cost: £50,000 approx.

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>The purchased of diagnostic assessments including; GLS Assessments – Progress Test Maths, Progress Test English, Cognitive Abilities Test (CATS), New Group Reading Tests (NGRT) and other tools used to measure attainment and ability.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or quality first teaching:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Introduction   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.glassessment.co.uk">Assessments - GL Assessment (gl assessment.co.uk)</a></p> | <p>1, 2, 3</p>                |
| <p>Enhancement of our mathematics provision at KS3 and GCSE through the purchased of MyMaths which is used at KS3 &amp; KS4 and mathematics revision materials for pupils at KS4.</p>   | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p>   | <p>1, 2, 3</p>                |



|   |  |      |
|---|--|------|
| Improvement of literacy of pupils in all curriculum | Acquiring strong literacy skills is key for pupils as they learn new, more complex concepts in each subject: | 2, 3 |
|---|--|------|

|   |  |  |
|---|--|--|
| <p>areas through morning and afterschool reading interventions, as well as additional training for Learning Support Assistants working with this cohort. Lunchtime homework club is facilitated by LSAs ensuring that pupils who may not have adequate support at home are able to access it during the school day.</p> | <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:<br/> <a href="https://www.oup.com.cn/test/wordgap.pdf">https://www.oup.com.cn/test/wordgap.pdf</a></p> |  |
|---|--|--|

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

**Budgeted Cost: £40,000 approx.**

| <b>Activity</b> | <b>Evidence that supports this approach</b> | <b>Challenge number(s) addressed</b> |
|-----------------|---|--------------------------------------|
|                 |   |                                      |

|  |  |                 |
|--|--|-----------------|
| <p>Specialist literacy Learning Support Assistants recruited to deliver targeted intervention for pupils with the lowest reading comprehension scores.<br/>Comprehension</p> | <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>1, 2, 3,</p> |
|--|--|-----------------|

|  |  |  |
|--|--|--|
| <p>materials, resources and online packages purchased for use in these interventions.<br/>Weekly literacy club (Lexia) facilitated by the SENCo/Pupil Premium Coordinator.</p> |  |  |
|--|--|--|

|  |   |                |
|--|---|----------------|
| <p>Engaging with National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who received tutoring will be disadvantaged, including those who are high attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and small group tuition.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>1, 2, 3</p> |
|--|---|----------------|

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

Budgeted Cost: £20,000 approx.

| <b>Activity</b> | <b>Evidence that supports this approach</b> | <b>Challenge number(s) addressed</b> |
|-----------------|---|--------------------------------------|
|-----------------|---|--------------------------------------|

|   |   |             |
|---|---|-------------|
| <p>Delivery of a range of wellbeing interventions such as: group hypnotherapy, group CBT, exam stress busting techniques groups and individual mentoring.</p>   | <p>Early Intervention Foundation (EIF)'s report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression.</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> | <p>3, 5</p> |
| <p>Embedding principles of good practice set out in DfEs Improving School Attendance advice. The Pupil Premium Coordinator will monitor attendance of disadvantaged pupils and meet with pupils termly to discuss any difficulties.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistence absence levels.</p> <p><a href="#">School attendance: guidance for schools - GOV.UK (www.gov.uk)</a></p>   | <p>5</p>    |
| <p>Contingency fund for acute issues</p>  | <p>Based on the school's experiences and that of other similar schools, we have identified the need to reserve a small contingency fund to respond to the whole school, and individual pupil needs which have yet to be identified.</p>   | <p>All</p>  |

## 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 2021 to 2022 academic year.

In the Academic Year 2021-2022, the Sacred Heart of Mary Girls' School pupil premium budget was £97,800 which included a roll-over of £41,800 from the previous year.

Summer 2022 was the first year of externally marked exams for after two years, due to school disruptions caused by the Covid 19 pandemic. Summer 2021 and Summer 2020 exam results were based on Teacher Assessed Grades, based on internal moderation and assessment.

Below is a comparison chart of KS4 GCSE results for pupil premium and non-pupil premium pupils in the academic years: 2021-22 (externally assessed), 2020-21 (internally assessed), 2019-20 (internally assessed) & 2018-19 (externally assessed). In both mathematics and English, Pupil Premium students achieved a higher average P8BC. Progress at score was also higher in the Pupil Premium Cohort, than in the non-Pupil Premium Cohort, although there was a slight attainment gap as indicated by the Attainment 8 score.

### Mathematics

In the Summer 2022 KS4 GCSE Mathematics exams, the average P8BC for Pupil Premium students was 0.44, which was in 0.22 increase from non pupil premium students (whose average P8BC in Mathematics was 0.22).

### English

In the Summer 2022 KS4 GCSE English Language exams, the average P8BC for Pupil Premium students was 0.67 which was above the non-Pupil Premium average score of 0.379.

|  | <i>Progress 8</i> | <i>Attainment 8</i> | <i>Average English P8BC</i> | <i>Average Maths P8BC</i> |
|--|-------------------|---------------------|-----------------------------|---------------------------|
|  |                   |                     |                             |                           |

|   | All  | PP   | No PP | All   | PP    | No PP | All   | PP   | No PP | All   | PP   | No PP |
|---|------|------|-------|-------|-------|-------|-------|------|-------|-------|------|-------|
| Year 11 (2021-22)<br>Summer 2022<br>Results | 0.73 | 0.95 | 0.71  | 66.17 | 61.75 | 66.66 | 0.379 | 0.67 | 0.34  | 0.244 | 0.44 | 0.22  |
| Year 11 (2020-21)<br>Summer 2021<br>Results | 1.52 | 1.83 | 1.49  | 61.38 | 62.41 | 61.27 | 1.36  | 1.64 | 1.34  | 1.25  | 1.33 | 1.25  |
| Year 11 (2019-20)<br>Summer 2020<br>Results | 1.04 | 0.97 | 1.06  | 62.52 | 58.24 | 63.54 | 0.69  | 0.6  | 0.72  | 0.83  | 0.8  | 0.83  |
| Year 11 (2018-19)<br>Summer 2019<br>Results | 0.65 | 0.06 | 0.76  | 57.05 | 54.55 | 57.51 | 0.54  | 0.05 | 0.63  | 0.29  | 0.28 | 0.4   |