

SACRED HEART OF MARY GIRLS' SCHOOL



PUPIL PREMIUM POLICY/ STRATEGY STATEMENT

Policy adopted	September 2024	
Pupil Premium Coordinator	Joy Dosoo	
SLT Member Responsible	Ms B McConville	
Pupil Premium Link Governor	Tracey Knight	
To be reviewed	Annually	
Date of next review	September 2025	
Headteacher	Ms V Qurrey	Date: September 2024

Pupil Premium Strategy Statement

School Overview

Detail	Data
School name	Sacred Heart of Mary Girls' School
Number of pupils in school	824 (Years 7 - 13) 601 (Years 7 - 11) Year 7 - 123 Year 8 - 121 Year 9 - 117 Year 10 - 120 Year 11 - 120
Number of pupils in <u>year 7 - 11</u> eligible for Deprivation Pupil Premium - 2024/25	71 (11.8 % of cohort)
Number of pupils in <u>year 7 - 11</u> eligible for LAC and Post LAC Pupil Premium +	3 (0.5 % of cohort)
Number of pupils in year <u>7 - 11</u> eligible for Service Childrens' Pupil Premium	0
Total Number of pupils eligible for Pupil Premium funding	74 (12.3%)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	December 2021
Dates which it will be reviewed	September 2022 September 2023 September 2024
Statement authorised by	Vivienne Qurrey, Headteacher
Pupil Premium Lead	Joy Dosoo, Pupil Premium Coordinator and SENCo
Governor/Trustee lead	Tracey Knight

Funding Overview 2024-25

Detail	Amount
Deprivation Pupil Premium Allocation (£) 2024/25 (<i>funding allocation based on October 2023 census</i>)	£71,400
Pupil Premium funding carried forward from previous years	£4,032.98
Total budget for this academic year	£75,432.98

2023/24 Pupil Premium Data (based on October 2022 census data)	
No. of pupils on-roll (Yr 7 - 11)	601
No of pupils eligible for the Deprivation Pupil Premium (2023/24)	68
Percentage of pupils eligible for the Deprivation Pupil Premium (%)	11.3%
Deprivation Pupil Premium allocation (based on October 2022 Census)	£50,622

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. Schools are allocated funding based on the number of eligible pupils recorded on their roll in the October 2023 census. The grant allocated to the school is based on the number of eligible pupils recorded on-roll in the October 2023 census. Those eligible in 2024/25 are:

- Pupils recorded as being eligible for free school meals or have been recorded as eligible for free school meals in the last 6 years (including families with no recourse to pupil funds (NRPF)).
- Children who are looked after by the local authority.
- Children who have previously been looked after by the local authority (and have left care through adoption or similar formal route).
- A reduced rate Service Childrens' Pupil Premium is available to pupils who have parents currently serving in the Armed Forces.

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 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 Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Guaranteed Element of State Pension Credit
- Child Tax Credit (but with no Working Tax Credit) and have an with an annual income of less no more than £16,190
- Working Tax Credit (run-on- paid for four weeks after you stop qualifying for Working Tax Credit)
- Universal Credit - (your household income must be less than £7,400 a year (after tax and not

including any benefits you receive)

- Eligible children of families with no recourse to public funds (NRPF)

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. 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/freeschoolmeals>

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.

Provisions provided for student eligible for Pupil Premium funding

Additional Support Materials - materials and resources are purchased and distributed to eligible pupils 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 and textbooks
- Dictionary
- Stationary Equipment (Folders & binders, fully stocked pencil case including: calculator, pens & pencils, sharpener & rubber etc)
- Tesco gift cards for Food Technology practical lesson resources.
- School uniform in times of extreme financial hardship
- Printers (available upon request if required)
- Laptop provided for all Pupil Premium students (year 7 - 11)
- Toiletries gift bag (including sanitary products, deodorant, shower gel, shampoo, wipes etc)

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 targeted 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 (or) 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 Lead Learning Mentor will also work with targeted pupils to ensure that they are supported to reach their full potential.
- Online Learning Resources
- Additional training for Teacher and Learning Support Assistant
- Training for staff
- Electronic Intervention programmes
- Morning Maths Breakfast Clubs
- Daily homework club
- Afterschool and Morning Lexia Intervention
- Additional Literacy Assessments

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 events
- 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 school trips
- 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.

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.

Challenge Number	Details of challenge
1	Although the attainment of disadvantaged children in the school is in line with national averages, it is generally lower than the school cohort mathematics.
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).

Intended Outcome	Success Criteria
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 in previous years.
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 in previous years.
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 in previous years.
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"> ● Quantitative data from pupil self-reported, Strengths and Difficulties questionnaire. ● Qualitative data from student voice, and student and parent surveys.
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"> ● A reduction in the overall absence rate for disadvantaged pupils. ● The gap between attendance of between the disadvantaged pupils and their non disadvantaged peers

Activities in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2024/2025) to address the four challenges listed above.

Teaching (CPD, recruitment and retention, specialist testing)

Budgeted Cost: £30,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The purchase 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, Ability and Speech and Language Needs.</p> <p>Continued funding of Pupil Premium Coordinator</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>Introduction EEF (educationendowmentfoundation.org.uk)</p> <p>Assessments - GL Assessment (glassessment.co.uk)</p>	<p>1, 2, 3</p>
<p>Improvement of literacy of pupils in all curriculum areas through morning and afterschool reading interventions, as well as additional training for Learning Support Assistants working with this cohort.</p> <p>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>Continued funding of Pupil</p>	<p>Acquiring strong literacy skills is key for pupils as they learn new, more complex concepts in each subject.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in mathematics and English:</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p>	<p>2, 3</p>

Premium Learning Support Assistant and Lead Learning Mentor		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost: £25,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Support Assistants delivering targeted intervention for pupils with the lowest reading comprehension scores.</p> <p>Literacy interventions and Lexia Learning.</p> <p>Literacy training for staff and the delivery of literary workshop for parents. “How to support your child’s literacy at home.”</p> <p>Additional Revision materials and resources purchased for eligible pupils for GCSE Subjects.</p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3,

<p>Enhancement of our mathematics provision at KS3 and GCSE through the purchase of Sparxs and White Rose Maths programmes which will be used at KS3 & KS4. 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>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3</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</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>

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

Budgeted Cost: £25,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>3, 5</p>
<p>Embedding principles of good practice set out in DfEs Improving School Attendance advice. The Pupil Premium Co-Ordinator 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>School attendance: guidance for schools - GOV.UK (www.gov.uk)</p>	<p>5</p>
<p>Contingency fund for acute issues such as new school uniforms or school shoes etc.</p> <p>Gift Bags for Pupil Premium students containing: stationary items and toiletries.</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 (2023-24)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In the Academic Year 2023-2024, the Sacred Heart of Mary Girls' School pupil premium budget was £54,397 which included a roll-over of £3,775 from the previous year.

Summer 2024 was the Third year of externally marked exams since the 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:

- 2023-24 (3rd year of post-Covid externally assessed exams)
- 2022-23 (2nd year of post-Covid externally assessed exams)
- 2021-22 (1st year of post-Covid externally assessed exams)
- 2020-21 (internally assessed)
- 2019-20 (internally assessed)
- 2018-19 (externally assessed)

Mathematics

In the Summer 2024 KS4 GCSE Mathematics exams, the average P8BC for Pupil Premium students was 0.54, which exceeded the Non-Pupil Premium cohort (0.46) with an attainment gap of +0.08. This is an improvement from the previous academic year.

English Language

In the Summer 2024 KS4 GCSE English Language exams, the average P8BC for Pupil Premium students was 0.41 which exceeded the Non-Pupil Premium cohort score of 0.33, with an attainment gap of +0.8.

The table below highlights the performance of Pupil Premium students at Sacred Heart of Mary Girls' School compared with the Non-Pupil Premium students in the school.

Summer 2023 GCSE Results Data

	Progress 8			Attainment 8			Average English P8BC			Average Maths P8BC		
	All	PP	No PP	All	PP	No PP	All	PP	No PP	All	PP	No PP
Year 11 (2023-24) Summer 2024 Results	0.8	0.91	0.79	62.7	61.63	62.82	0.34	0.41	0.33	0.47	0.54	0.46
Year 11 (2022-23) Summer 2023 Results	0.65	0.45	0.68	57.58	54.86	57.94	0.31	0.15	0.33	0.33	0.08	0.36
Year 11 (2021-22) Summer 2022 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) Summer 2021 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) Summer 2020 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) Summer 2019 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

Summer 2024 GCSE/KS4 Data Analysis

Progress 8

In the Summer 2024 GCSEs Non-Pupil Premium students at Sacred Heart of Mary Girls' School achieved a Progress 8 score of 0.79, whilst Pupil Premium students exceeded this with an average Progress 8 score of 0.91. As outlined in the previous table, this is an improvement on the previous years scores of 0.45 in Summer 2023 and 0.06 in Summer 2019. This demonstrates the importance and impact of the targeted support and interventions delivered for Pupil Premium students which has helped to close the gap between the two groups. The table below shows a detailed analysis of the Progress 8 Performance of Pupil Premium students at the school compared to both the school Non-Pupil Premium cohort and national averages.

	SHOM All	SHOM Non-PP	SHOM PP	National Non-PP	National PP
Progress 8 Summer 2023	0.8	0.79	0.91	Data not yet released.	Data not yet released.
		(↑) Gap 0.12			
Progress 8 Summer 2022	0.65	0.68	0.45	0.17	-0.57
		(↓) Gap -0.23			
Progress 8 Summer 2019	0.68	0.76	0.06	0.13	-0.45
		(↓) Gap -0.7			

When examining historic national data, we note that whilst both cohorts of students (Pupil Premium and Non-Pupil Premium) have made above average progress during their time at Sacred Heart of Mary Girls' School, the Progress 8 scores of Pupil Premium students at the school has exceeded the national Pupil Premium in both Summer 2022 (National P8 = -0.57) and Summer 2019 (National P8 = -0.45).

Additionally, Progress 8 scores for Pupil Premium students at the school exceeded the National Non-Pupil Premium score of 0.17 in Summer 2023. *Data for Summer 2024 will be inserted when the official figures are released later in the Autumn.*

Attainment 8

In terms of Attainment 8, the measure of student's average achievement across eight subjects including Mathematics and English, Pupil Premium students at Sacred Heart of Mary Girls' School achieved an Attainment 8 score of 61.63 in Summer 2024, which was an increase from the previous year (Summer 2023 A8 = 57.4).

When compared to the school Non-Pupil Premium Attainment 8 score of 62.82 we note a slight attainment gap of -1.19. Which is a narrowing of the gap in attainment between the two cohorts when compared to the Summer 2023 results which saw a greater attainment gap of -2.54. This demonstrates that although Non-Pupil Premium students achieved a higher Attainment 8 score than the Non-Pupil Premium cohort, both cohorts of pupils performed similarly well in terms of overall attainment.

Overall, the Summer 2024 GCSE results indicate that Pupil Premium and Non Pupil Premium students have achieved similar levels of progress and attainment in their secondary school education. Both groups have shown consistent performance over the years with a noted improvement in the attainment of Pupil Premium students in the school.