

SACRED HEART OF MARY GIRLS' SCHOOL



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HEART OF MARY

PUPIL PREMIUM POLICY/ STRATEGY STATEMENT

Policy adopted	September 2025	
Pupil Premium Coordinator	Joy Dosoo	
SLT Member Responsible	Ms B McConville	
Pupil Premium Link Governor	Laura Coyle	
To be reviewed	Annually	
Date of next review	September 2026	
Headteacher	Ms V Qurrey	Date: September 2025

Pupil Premium Strategy Statement

School Overview

Detail	Data
School name	Sacred Heart of Mary Girls' School
Number of pupils in school	849 (Years 7 - 13) 606 (Years 7 - 11) Year 7 - 120 Year 8 - 122 Year 9 - 121 Year 10 - 122 Year 11 - 121
Number of pupils in <u>Years 7 - 11</u> eligible for Deprivation Pupil Premium - 2024/25	92 (15.12 % of cohort)
Number of pupils in <u>Years 7 - 11</u> eligible for Service Children's Pupil Premium	0
Total Number of pupils eligible for Pupil Premium funding	92 (15.12% of Years 7 - 11)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 – 2027/2028
Date this statement was published	December 2025
Dates which it will be reviewed	September 2026 September 2027 September 2028
Statement authorised by	Vivienne Qurrey, Headteacher
Pupil Premium Lead	Joy Dosoo, Pupil Premium Coordinator & SENCo
Governor/Trustee lead	Laura Coyle

Funding Overview 2025-26

Detail	Amount
Deprivation Pupil Premium Allocation (£) 2025/26 (<i>funding allocation based on October 2023 census</i>)	£ 79,550
Pupil Premium funding carried forward from previous years	£ 21, 537
Total budget for this academic year	£101,087

2024/25 Pupil Premium Data	
No. of pupils on-roll (Yr 7 - 11)	601
No of pupils eligible for the Deprivation Pupil Premium (2024/25)	71
Percentage of pupils eligible for the Deprivation Pupil Premium (%)	11.8%
Deprivation Pupil Premium allocation (funding allocation based on October 2023 census)	£71,400

Historic Pupil Premium Data				
YEAR	2025/24	2024/23	2023/22	2022-21
No of pupils eligible for the Deprivation Pupil Premium	92	71	68	52
Percentage of pupils eligible for the Deprivation Pupil Premium	15.12%	11.8%	11.3%	8.5%
Deprivation Pupil Premium allocation	£79,550	£71,400	£50,622	56,000

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 pupils' 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 2024 census. The grant allocated to the school is based on the number of eligible pupils recorded on-roll in the October 2024 census. Those eligible in 2025/26 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 Children's Pupil Premium is available to pupils who have parents currently serving in the Armed Forces or a parent who died whilst 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 pupils' 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:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have

an annual gross income of no more than £16,190)

- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit
- 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 pupil's background, it is our underlying belief that pupils 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 pupils 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 pupils (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 pupils 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	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 2028).

Intended Outcome	Success Criteria
Improved attainment among disadvantaged pupils in GCSE Mathematics.	By the end of our current plan in July 2028, 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 July 2028, 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 July 2028, 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 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 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** (2025/2029) 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>	1, 2, 3
<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 Premium Learning Support Assistant and Lead Learning Mentor</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: https://www.oup.com.cn/test/word_gap.pdf</p>	2, 3

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>	<p>1, 2, 3,</p>

Enhancement of our mathematics provision at KS3 and GCSE through the purchase of Sparx and White Rose Maths programmes which will be used at KS3 & KS4. Mathematics revision materials for pupils at KS4.	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: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)	1, 2, 3
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	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. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted Cost: £25,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Delivery of a range of wellbeing interventions such as: group hypnotherapy, group CBT, exam stress busting techniques groups and individual mentoring.	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. Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	3, 5
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.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistence absence levels. School attendance: guidance for schools - GOV.UK (www.gov.uk)	5
Contingency fund for acute issues such as new school uniforms or school shoes etc. Gift Bags for Pupil Premium pupils containing: stationary items and toiletries.	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.	All

Part B:

Review of outcomes in the previous academic year (2024-25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

In the Academic Year 2024-2025, the Sacred Heart of Mary Girls' School pupil premium budget was £75,432.98 which included a roll-over of £4,032.98 from the previous year.

Summer 2025 was the Fourth 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:

- 2024-25 (4th year of post-covid externally assessed exams)
- 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)

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

Summer 2025 GCSE Results Data

	Progress 8	Attainment 8	Average English P8BC	Average Maths P8BC

	<i>All</i>	<i>PP</i>	<i>No PP</i>	<i>All</i>	<i>PP</i>	<i>No PP</i>	<i>All</i>	<i>PP</i>	<i>No PP</i>	<i>All</i>	<i>PP</i>	<i>No PP</i>
Year 11 (2024-25 Summer 2025)				62.15	49.82	63.4						
Year 11 (2023-24) Summer 2024	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	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	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	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	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	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 2025 GCSE/KS4 Data Analysis

Attainment 8

In terms of Attainment 8, the measure of student's average achievement across

eight subjects including Mathematics and English, Pupil Premium pupils at Sacred Heart of Mary Girls' School achieved an Attainment 8 score of 49.82 in Summer 2025, which was a decrease from the previous year (Summer 2024 A8 = 61.63).

When compared to the school Non-Pupil Premium Attainment 8 score of 63.4 we note an attainment gap of -13.58. Which is an increase of the gap in attainment between the two cohorts when compared to the Summer 2024 results which saw a lower attainment gap of -1.19.

Overall, the Summer 2025 GCSE results indicate a noted difference in the attainment gap between Pupil Premium and Non Pupil Premium pupils, which is in contrast to previous years. The Pupil Premium Lead will be working closer with pupils and subject leads this academic year to work towards reducing the attainment gap between the two cohorts.