

SACRED HEART OF MARY GIRLS' SCHOOL



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HEART OF MARY

PUPIL PREMIUM POLICY/ STRATEGY STATEMENT

Policy adopted	September 2026	
Pupil Premium Coordinator/Lead	Joy Dosoo	
SLT Member Responsible	Ms B McConville	
Pupil Premium Link Governor	Laura Coyle	
To be reviewed	Annually	
Date of next review	September 2027	
Headteacher	Ms V Qurrey	Date: September 2026

Pupil Premium Strategy Statement

School Overview

Detail	Data
School name	Sacred Heart of Mary Girls' School
Number of pupils in school	834 (Years 7 - 13) 617 (Years 7 - 11) Year 7 - 124 Year 8 - 125 Year 9 - 125 Year 10 - 125 Year 11 - 118
Number of pupils in <u>Years 7 - 11</u> eligible for Deprivation Pupil Premium - 2026/27	101 (16.37 % of cohort)
Targeted Free School Meals	66 = 10.70%
Expanded Free School Meals	29 = 4.70%
LAC	4 = 0.65%
Post LAC	2 = 0.32%
Service Children	0 = 0%
Total Number of pupils eligible for Pupil Premium funding	101 (16.37% 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 2026
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 Lead & SENCo
Governor/Trustee lead	Laura Coyle

Funding Overview 2026-27

Detail	Amount
Deprivation Pupil Premium Allocation (£) 2026/27 (<i>funding allocation based on October 2024 census</i>)	£ 95,700
Pupil Premium funding carried forward from previous years	£
Total budget for this academic year	£

DfE Pupil Premium Funding Allocation for Sacred Heart of Mary Girls' School 2026/27 (<i>based on October 2025 census</i>)	
No. of pupils on-roll (Yr 7 - 11) (<i>based on October 2025 census</i>)	606.5
No of pupils eligible for the Deprivation Pupil Premium (2025/26)	87
Percentage of pupils eligible for the Deprivation Pupil Premium (%)	14.3%
Deprivation Pupil Premium allocation (funding allocation based on October 2025 census)	£95,700

Historic Pupil Premium Data				
YEAR	2025/26	2024/25	2023/24	2022/23
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 2025 census. The grant allocated to the school is based on the number of eligible pupils recorded on-roll in the October 2025 census. Those eligible in 2026/27 are pupils in year 7 -11, who are:

- Recorded as being eligible for free school meals or have been recorded as eligible for free school meals in the last 6 years.
- Children who are looked after by the local authority (subject to the agreement of their local authority).
- Children who have previously been looked after by the local authority (and have left care through adoption, special guardianship 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, have been registered as a Service Child in the past six years, or have a parent who died whilst serving in the armed forces.

From the start of the 2026 to 2027 academic year, DfE is delivering an expansion to FSM eligibility to include all pupils from households in receipt of Universal Credit (UC). There will then be two categories of free school meals:

- 'Targeted FSM', which continues to be based on the existing £7,400 income threshold; and
- 'Expanded FSM', which will apply to meals only, covering pupils who do not qualify for Targeted FSM, but who are in households receiving Universal Credit.

Pupil Premium benefits linked to free school meal eligibility, including pupil premium, will only be available to the Targeted FSM cohort. For the purpose of these conditions of grant, references to "free school meals" does therefore not include pupils which are only eligible for free school meals through the new expanded FSM entitlement.

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
- 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

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
- Lego Land
- Disney Land Paris
- Bletchley Park

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: • 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: • A reduction in the overall absence rate for disadvantaged pupils. • The gap between attendance of between the disadvantaged pupils and their non disadvantaged peers
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Activities in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2026/2027) to address the four challenges listed above.

Teaching (CPD, recruitment and retention, specialist testing)

Budgeted Cost: £40,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Continued funding of Pupil Premium Coordinator	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: Introduction EEF (educationendowmentfoundation.org.uk) Assessments - GL Assessment (glassessment.co.uk)	1, 2, 3

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. 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. Continued funding of Pupil Premium Learning Support Assistant and Lead Learning Mentor	Acquiring strong literacy skills is key for pupils as they learn new, more complex concepts in each subject. 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	2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost: £35,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistants delivering targeted intervention for pupils with the lowest reading comprehension scores. Literacy interventions and Lexia Learning. Literacy training for staff and the delivery of literary workshop for	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3,

parents. “How to support your child’s literacy at home.” Additional Revision materials and resources purchased for eligible pupils for GCSE Subjects.		
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
Small group targeted tutoring to provide additional Mathematics and English support to Pupil Premium and other disadvantaged pupils. Financial contribution towards Sparks Maths and Sparks reader.	Small group tutoring with specialist LSA 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: £35,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 DfE's 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.	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
Gift Bags for Pupil Premium pupils containing: stationary items and toiletries.		

Part B:

Review of outcomes in the previous academic year (2025-26)

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 2025-2026, the Sacred Heart of Mary Girls' School pupil premium budget was £79550 which included a roll-over of £21,537 from the previous year.

Summer 2026 was the fifth 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:

- 2025-26 (5th year of post-covid externally assessed exams)
- 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 2026 GCSE Results Data

	% of Pupils Exceeding Target			Attainment 8			% of pupils Achieving Target			APS & Average Grade		
	All	PP	No PP	All	PP	No PP	All	PP	No PP	All	PP	No PP
Year 11 (2025-26) Summer 2026	19.32 %	24.69 %	18.88 %	59.26	42.32	60.98	46.77%	54.85%	46.35%	5.85 6	4.82 5	5.93 6

Historic 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 (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 2026 GCSE/KS4 Data Analysis

Successes

The cohort of students achieving their target in the Summer 2026 was comparatively strong, with 51.85% of the Pupil Premium cohort achieving their target. This is slightly above the Non-Pupil Premium cohort in which 46.35% achieved their target.

Exceeding target results were also positive with 24.69% of the Pupil Premium cohort exceeding their target, which was again higher than the Non-Pupil Premium cohort of 18.88%.

English and maths buckets are close to the Non-Pupil Premium cohort:

English

Pupil Premium	=	9.91
Non Pupil Premium	=	12.73

Maths

Pupil Premium	=	7.64
Non-Pupil Premium	=	11.48

Issues raised

Attainment 8 was lower for the Pupil Premium cohort who achieved 42.32 compared with 60.98 for the Non-Pupil Premium cohort.

APS was lower in the Pupil Premium cohort at 4.82, which was below the Non-Pupil Premium cohort at 5.93.

The Average Grade for the Pupil Premium cohort is 5, which is lower than for the Non-Pupil Premium cohort 6.

Measure	All	PP	Non PP	Difference
Cohort Size	119	11	108	-97
English Bucket	12.47	9.91	12.73	-2.82
Maths Bucket	11.13	7.64	11.48	-3.84
EBacc Bucket	17.74	12	18.32	-6.32
Other Bucket	17.92	12.77	18.45	-5.68
Attainment 8	59.26	42.32	60.98	-18.66
APS	5.85	4.82	5.93	-1.11
Avg Grade	6	5	6	-1
Average PTT	-0.53	-0.25	-0.56	0.31
Exceeding Target	19.32%	24.69%	18.88%	5.81
Achieving Target	46.77%	51.85%	46.35%	5.5
Below Target	53.23%	48.15%	53.65%	-5.50 pp