

## **Sacred Heart of Mary Girls' School**

### **Pupil Premium Policy 2016/17**

#### **What is the Pupil Premium?**

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. However, schools are accountable for the use of this additional funding.

In the Academic Year 2015-16, Sacred Heart of Mary Girls' School received £59,840.00 of Pupil Premium funding. A total of £65,450 is expected to be available for the 2016-17 Academic Year with 63 students estimated to be eligible for Pupil Premium 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 your child qualifies for free school meals, it's important that you 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. There is, therefore, a benefit to the school in registering your eligibility even if you do not want your child/children to have a school meal.**

If you think your child may well be entitled to free school meals, forms are available from the School's Main Office or for download by clicking on the link below. Further details can be found on the London Borough of Havering's website:

<https://www.havering.gov.uk/Pages/Services/Free-School-Meals.aspx>

### **Principles regarding the use of Pupil Premium funding**

Irrespective of a student's 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 ethos where learning flourishes and every student matters.

### **Monitoring the Pupil Premium budget**

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. In order to meet pupils' individual needs, scenarios 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 academic and pastoral development.

Focus group meetings will be held in the Academic Year 2016-17 to identify further and to discuss creative ideas to support pupils. The meetings will 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.

### **Pupil Premium Expenditure Priorities**

**Teaching and Learning**- part of the pupil premium budget will be allocated to support and enhance access to the curriculum or exam specification and achievement. This includes: providing small additional support for students in lessons and interventions run by specialists outside of lessons in particular curriculum areas, for example Mathematics. Deployment of Teaching Assistants to provide small group interventions and 1-1 session will also be implemented to support pupils' learning. Teachers and Teaching 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.

**Enrichment Opportunities** - designed to boost school engagement and general pastoral development in which the majority of a group or year level is participating. This enables girls to take part in a variety of extra-curricular activities. These include: the Duke of Edinburgh Award scheme; trips to the theatre; poetry live; the Brilliant Club; daily homework club; enrichment week; and, social skills groups. Enrichment opportunities will also be available for targeted parents to support further home-school liaison links. A learning mentor will also play an integral part in supporting pupils and ensuring that no girl is disadvantaged due to financial constraints.

**Additional Support Materials** - materials and resources will be 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 and Tesco gift cards for Food Technology practical resources. In some instances, items of uniform to support students 'fitting in' and adhering to school regulations, such as pieces of PE kit, will also be purchased.

### **Pupil Premium Breakdown Figures (as at September 2016)**

Total number of girls entitled to Pupil Premium funding	63
Total number of girls (Year 7-13)	611
% number of Pupil Premium girls	10.31%

Year group	Number of pupils in the year group	Number of pupils entitled to Pupil Premium funding	% of girls entitled to Pupil Premium funding within the year group
7	125	8	6.4%
8	120	22	18.33%
9	122	16	13.11%
10	122	11	9.02%

11	122	6	4.92%
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### Predicted expenditure 2016-17

#### Proposed Pupil Premium expenditure 2016-17

A total of £65,450 will be available for the 2016-17 Academic Year with 63 students eligible for Pupil Premium funding. It is predicted that the majority of the Pupil Premium budget will be spent on the following interventions:

#### Planned Pupil Premium Spending

Intervention	Impact/Rationale
Homework Club	To provide additional support for pupils with homework and revision tasks during lunchtime.
Social Skills groups for KS3 pupils	To support and further develop social interactions, communication skills and raise self-esteem of targeted pupils in KS3 through structured lunchtime activities
Additional Numeracy Support	Additional support provided in numeracy outside of lessons to further consolidate pupils' learning and raise confidence within the subject which, in turn, will support attainment and progress levels
Enrichment Activities	Additional capacity to ensure that students participate in activities to further consolidate their learning and provide access to a broad and balanced curriculum. Activities include trips to the theatre, poetry live and the Duke of Edinburgh Award scheme
Additional Support resources/equipment	Provision of resources as required to support academic attainment, such as revision guides, textbooks and Food Technology Tesco vouchers. Discretionary spend to enable increased access to curriculum and removal of barriers to learning
After school revision sessions	To add capacity to a variety of Departmental areas to deliver small group interventions to further consolidate learning in line with the curriculum being delivered in lessons. Provide an opportunity for pupils to understand their preferred learning style and have the confidence to ask questions and further cover concepts in a small group environment

Learning Mentor	Ensuring that targeted pupils have access to a mentor when needed and have regular check-in meetings to further mentor and support their progress
Purchase of online literacy and numeracy support resources	Interactive numeracy resources to further consolidate learning and comprehension, supporting the department's syllabus that can be utilised in school and at home  Online resources and support material to support access to the English syllabus
Guest speakers	Provide the opportunity for pupils to have motivational speakers to help develop a growth mindset and to acquire the key skills needed to perform under pressure. Further support for staff and parents to help pupils improve their mindset, motivation, confidence levels, stress management and focus in preparation for GCSE examinations
Teaching and Learning	Training for staff to ensure that they are supported adequately and have the required knowledge when delivering interventions and provisions to further support pupils
Purchase and development of provision mapping software	Software designed to help track and monitor pupils' interventions and their progress effectively
Year 7 start-up costs	Resources to help Year 7 pupils access the curriculum and aid their transition to Secondary school. Resources include access to Ericom and participation in a team building form retreat
Exam Concessions	Allow pupils to be assessed by an Educational Psychologist to ascertain if they meet the threshold to be entitled to access arrangements within examinations
Brilliant Club	Support pupils to develop the knowledge, skills and ambition to help secure places at highly-selective universities through programmes of university-style tutorials delivered by PhD tutors.

### **Pupil Premium Report 2015-16**

Total Pupil Premium funding received- £59, 840.00

### **Pupil Premium Breakdown Figures (as of January 2016)**

Total number of girls entitled to Pupil Premium funding	76
Total number of girls (Year 7-13)	794
% number of Pupil Premium girls	9.6%

Year group	Number of pupils in the year group	Number of pupils entitled to Pupil Premium funding	% of girls entitled to Pupil Premium funding within the year group
7	120	23	2.9%
8	121	19	2.4%
9	123	11	1.4%
10	122	6	0.8%
11	124	17	2.1%

#### Support and Intervention 2015-16

Intervention	Cost	Impact/Rationale
Homework Club	£12,264.00	To provide additional support for pupils with homework and revision tasks during lunchtime
Social Skills groups for KS3 pupils	£6,130.00	To support and further develop social interactions, communication skills and raise self-esteem of targeted pupils in KS3 through structured lunchtime activities
Additional Numeracy Support	£6,154.99	Additional support provided in numeracy outside of lessons to further consolidate pupils' learning, raise confidence within the subject which, in turn, will support attainment and progress levels
Enrichment Activities	£5,578.40	Additional capacity to ensure that students participate in activities to further consolidate their learning and

		provide access to a broad and balanced curriculum Activities include trips to the theatre and poetry live
Additional Support resources/equipment	£2,921.59	Provision of resources as required to support academic attainment and social interaction, such as, revision guides, textbooks, iPads and Food Technology Tesco vouchers.
After school revision sessions	£3,100.00	To add capacity to a variety of Departmental areas to deliver small group interventions to further consolidate learning in line with the curriculum being delivered in lessons. Provide an opportunity for pupils to understand their preferred learning style and have the confidence to ask questions and further cover concepts in a small group environment
After school mentoring sessions	£3,014.22	After school mentoring sessions provided on a 1-1 basis for a block period to ensure pupils have access to a key member of staff. The sessions included supporting pupils' organisational skills, revision strategies, social interaction difficulties and guidance relating to their academic progress
Tutoring	£320.00	Additional support for a 1-1 tutor to further consolidate learning and understanding, particularly in English, Maths and Science
Purchase of online numeracy support resources	£1,119.00	Interactive numeracy resources to further consolidate learning and

		comprehension, thus supporting the department's syllabus that can be utilised in school and at home
Guest speaker- InnerDrive	£1,797.00	Provide the opportunity for pupils to have motivational speakers to help develop a growth mindset and acquire the key skills needed to perform under pressure Further support for staff and parents to help pupils improve their mindset, motivation, confidence levels, stress management and focus in preparation for GCSE examinations
Training, Teaching and Learning	£700.47	Training for staff to ensure that they are supported adequately and have the required knowledge when delivering interventions and provisions to further support pupils. For example, Catch Up Numeracy
Purchase and development of provision mapping software	£987.00	Software to help track and monitor pupils' interventions and their progress effectively
Year 7 start-up costs	£1, 716.00	Resources to help Year 7 pupils access the curriculum and aid their transition to Secondary school  Resources includes access to Ericom and participation in a team building form retreat.
Exam Concessions	£300.00	Allow pupils to be assessed by an Educational Psychologist to ascertain if they meet the threshold to be entitled to access arrangements within examinations.



Brilliant Club	£1,920.00	Support pupils to develop the knowledge, skills and ambition to help secure places at highly-selective universities through programmes of university-style tutorials delivered by PhD tutors.
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**Total expenditure: £48, 022.67**

**Impact of support and intervention 2015-16**

**Achievements for Year 11 KS4 Examination Results (Summer 2016)**

Indicators	KS4 Pupil Premium Examination Results	KS4 Examination Results (excluding Pupil Premium results)	KS4 whole school GCSE Examination Results	National KS4 Examination Results- all schools Results 2015-2016 (provisional)
Students attaining 5+ A*-C or equivalent (including English and Maths)	82.35%	73.83%	75%	52.8%
Students attaining 5+ A*-C or equivalent	88.24%	85.98%	86.29%	64.7%
Students attaining the English Baccalaureate	41.18%	85.98%	84.67%	22.9%
Students attaining A*-C in English	88.24%	83.18%	83.87%	76.4%
Students attaining A*-C in Maths	82.35%	76.64%	77.42%	71.6%
Students attaining A*-C in two	68.75%	76.19%	73.39%	59.6%

Sciences				
Students attaining A*-C in a Language	93.33%	88.46%	85.48%	70.7%
Students attaining A*-C in a Humanities subject	86.67%	80.65%	70.97	47.2%
Students attaining A*-C in English and Maths	82.35%	73.83%	75%	65.4%
Progress 8 Score	0.23	0.64	0.4	A progress 8 score above 0 means that the school is making above average progress
Attainment 8 Average Score (per pupil)	56.77	60.41		48.2%

### Impact of support and intervention 2015-2014

The number of Year 11 (Key Stage 4 pupils) eligible for Pupil Premium funding comprised 17 individuals. Whilst this was an increase of 31% on the previous year, the size of the group is still small compared with national statistics. Caution should, therefore, be exercised when scrutinising and comparing the performance and attainment of this group. Having said that, the progress made by the Pupil Premium pupils at Key Stage 4 was extremely encouraging and no significant gap in performance is evident in the performance of pupil's eligible for the Pupil Premium and those who do not qualify. Their progress was in line or exceeded the rest of the cohort and was, once again, well above the national average.

Student attendance at homework club has been high and consistent for the duration of the year.

There was a 130% increase in the Progress 8 score for pupils eligible for this funding from 0.10 - 0.23. This compared favourably with the cohort which increased by 42% from 0.43 - 0.61. Whilst figures are not available for a whole school comparison, a Progress 8 score above 0 means that the school is making above average progress. This was also reflected in the Attainment 8 average score of 55.88 against an estimated attainment average of 53.63.

The Pupil Premium girls attainment of 5+ A\*-C grades, including Maths and English showed an increase of 5.43% to 82.35% which was significantly above both the cohort which was 75% and the all schools' average of 52.8%. Similarly, the Pupil Premium pupils obtaining 5+ A\*-C grades in any subject showed a significant increase of 11.32% to 88.24%. This was, again, above the cohort which was 86.29% and significantly above the all schools' average of 64.7%.

The Pupil Premium funded results for A\*-C in English increased by 3.62% to 88.24%. This was, again, above the cohort at 83.87% and significantly above the all schools' average at 76.4%. The Maths results showed a small decrease of 2.27% down to 82.35%. However, this again was above the cohort at 77.42% and the all schools' average at 71.6%.

The Pupil Premium girls obtaining A\*-C in two sciences marginally decreased by 0.48% to 68.75%, but this was in line with the cohort. However, this was again significantly above the all schools' average at 59.36%.

The results in Pupil Premium students achieving A\*-C in a language dropped from 100% to 93.33%. This indicates the impact of the small source numbers as just one Pupil Premium student failed to achieve this grade. This still compares favourably with the cohort which achieved 85.48% and again was significantly above the all schools' average of 70.7%.

A significant increase was recorded in the measure of A\*-C grades achieved in Humanities by 23.03% to 86.67%. Again, this was significantly above the cohort which achieved 70.97% and the all schools' average which was 47.2%.

The Pupil Premium students achieving A\*-C in the basic measure of English and Maths also increased by 5.43% to 82.35%. Again, this was above the cohort who achieved 75% and the all schools' average at 65.4%.

In summary, even set against a background of a relatively small Pupil Premium group, the results achieved are extremely encouraging and would suggest that the provisions and interventions have had a positive effect in closing the gap in some areas and exceeding the cohort statistics in the rest.

The overall school attendance figure for 2014-15 was 95.8% against a National average of 94.7%. The Pupil Premium group had an overall attendance of 89.6% against a National average of 70.6%. Whilst the National average figures for 2015-16 are currently unavailable, the overall school attendance figure for 2015-16 dropped to 93.9% whereas Pupil Premium attendance

increased to 93.65%. As a result, the overall gap in attendance was narrowed from 6.2% to just 0.25% showing that the attendance statistics for Pupil Premium pupils have significantly improved during the Year 2015-16.

The breakdown of the figures are as follows: In Year 7, twenty-two pupils were entitled to the Pupil premium funding and their attendance was 96.3%. Nineteen Year 8 pupils were entitled to Pupil Premium funding and their attendance was 99.4%. In Year 9, twelve pupils were in receipt of Pupil Premium funding and their attendance was 100%. In Year 10, six pupils received Pupil Premium funding and their attendance was 95%. All of these pupils entitled to Pupil Premium funding exceeded the overall average attendance figure for the School.

In Year 11, seventeen pupils received Pupil Premium funding and their attendance was 88%. In previous years a subjective allowance has been made for exceptional circumstances. Whilst the figures have not been adapted, the Year 11 result is heavily impacted by individual cases, such as a personalised timetable due to a chronic medical condition and external factors that impacted heavily on attendance.

Building on the success of the Academic Year 2015- 2016, we will continue with our aims to support students in catching up with their peers, narrowing the gap between key groups and reducing barriers to success and achievement for Pupil Premium and specific disadvantaged groups through:

- Delivering Quality First teaching
- Students accessing high quality interventions
- Access to a broad and balanced curriculum
- Opportunities to participate in enrichment activities to further consolidate learning and promote life skills
- Ensuring pupils have the required resources and equipment to access the curriculum
- Promoting positive self -image, positive self-esteem and wellbeing