

Sacred Heart of Mary Girls' School

Pupil Premium Policy 2017/18

Pupil Premium Manager	Joy Dosoo	Pupil Premium Administrator	Jenny Haley
Pupil Premium Link Governor	Veronica Davin	Date of last Pupil Premium Review	10/10/2017

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. 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.

In the Academic Year 2017-2018, Sacred Heart of Mary Girls' School received £78,600.00 of Pupil Premium funding. A total of 86, 597.36 is expected to be available for the 2018-19 Academic Year with 89 students estimated to be eligible for Pupil Premium funding (excluding Pupil Premium Plus funding for Looked After and Previously Looked After Children).

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>

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 philosophy 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.

Focus group meetings will be held in the Academic Year 2018-19 to celebrate student success, identify potential barriers to learning 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/examination specification and overall achievement. This includes:

- Providing additional support for students in lessons
- Interventions run by specialists outside of lessons in core curriculum areas

- Deployment of Teaching Assistants to provide small group interventions and 1-1 sessions
- 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.
- 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. These include:

- The Duke of Edinburgh Award scheme
- Trips to the theatre
- Poetry live
- The Brilliant Club
- Music and dance lessons
- Daily homework club
- Enrichment days 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 the school community is inclusive and equal.

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,
- Equipment (pens, folders, pencil cases),
- Tesco gift cards for Food Technology practical lesson 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.

Attainment progress and attendance of all pupils entitled to Pupil Premium funding is tracked.

Proposed Pupil Premium expenditure 2018-19

A total of £86,597.36 will be available for the 2018-19 academic year with 89 students eligible for Pupil Premium funding. It is predicted that the majority of the Pupil Premium budget will be spent on the following interventions:

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 the 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, 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, music lessons, 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 the 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 to positively support their attainment progress and attendance, in addition to their social and emotional wellbeing.

Sacred Space – To provide a nurturing and safe environment for our most vulnerable pupils, supported by the school Emotional Literacy and Support Assistant (ELSA) and Learning Mentor

Pupil Premium Impact Report 2017 – 18

Key Information			
Pupil Premium Manager	Joy Dosoo	Pupil Premium Administrator	Jenny Haley
Pupil Premium Link Governor	Veronica Davin	Date of last Pupil Premium Review	10/10/2017

Pupil Summary	2018/19		2017/18		2016/17	
Number of Eligible Pupils (Deprivation)	89	11.15% Low	80	13.13% Low	63	10.31% Low

Pupil Premium Breakdown Figures *(as at October 2018)*

Total number of girls entitled to pupil premium funding	80
Total number of girls (year 7-11)	609
% number of Pupil Premium girls	13.13%

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	16	13.33%
8	125	13	10.4%
9	120	22	17.6%
10	122	18	14.75%
11	122	11	9.01%

Total Pupil premium funding received for 2017-18 = **£78,600.00**

Total Pupil premium spend for 2017-2018 = **£74,582.64**

Pupil premium carried over from 2017 – 2018 = **£ 4,017.36**

Predicted expenditure 2018-19

Carried forward from 2017-18 = £ 4, 017.36

Predicted pupil premium funding 2018 - 19 = £82, 580

- 88 pupils @ £935 (Ever 6 Free School Meals) = £82,280
- 1 pupil @ £300 (Ever 6 Service Child or MOD child pension) = £300

Total pupil premium budge 2018 – 19 = £86, 597.36

Pupil Premium Support and Intervention Strategies

2017 – 18

According to the Educational Endowment Fund the average secondary school pupil premium funding allocation is: £167,948, significantly lower than our budget of £78,600.00.

In 2017 – 18 our pupil premium funding allocation was used to support the following activities, interventions, support strategies and provisions:

Intervention	Impact/Rationale
Homework Club	Provided additional support for pupil with homework and revision tasks during lunchtime.
Social skills groups for KS3 pupils	Supported and further developed social interactions, communication skills and raised the self-esteem of targeted pupils in KS3 through structured lunchtime activities.
Additional Numeracy Support	Additional support was provided in numeracy outside of lessons to further consolidate pupils learning, raise confidence within the subject which in turn supported their overall attainment and progress levels.
Enrichment Activities	Additional capacity created to ensure that students participated in activities to further consolidate their learning and provided access to a broad and balanced curriculum. Activities included trips to the theatre and poetry live.
Additional Support resources/equipment	Resources were provided as required to support academic attainment and social interaction, such as revision guides, textbook, iPads and Food Technology Tesco vouchers.
Afterschool revision sessions	Additional capacity provided to a variety of departmental areas to deliver small group interventions to further consolidate learning in line with the curriculum being delivered in lessons. Also provided 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.
Afterschool mentoring sessions	Afterschool mentoring sessions provided on a 1:1 basis for a block period to ensure pupils had access to a key member of staff. The sessions included supporting pupil's organisational skills, revision strategies, social interaction difficulties and guidance relating to their academic progress.
Purchase of online numeracy support resources	Purchased interactive numeracy resources to further consolidate learning, supporting the department's syllabus that could also be utilised both in school and at home.
Guest speakers, for example Inner Drive and Learning Performance	Provided the opportunity for pupils to have motivational speakers to help develop their growth mindset and acquire the key skills needed to perform under pressure. Further support provided 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	Staff were trained to ensure they were adequately supported and had the required knowledge when delivering interventions and provisions to further support pupils. For example, Catch-up Numeracy.
Purchase and development of provision mapping software	Software purchased to help effectively track and monitor pupil's interventions and their progress.
Year 7 start-up costs	Resources were purchased/provided to help year 7 pupils access the curriculum and aid their transitions to Secondary school. Resources included access to Ericom, and participation in a team building retreat.
Exam Concessions	Identified pupils were assessed by an Educational Psychologist to ascertain if they met the threshold to be entitled to access arrangements within examinations.
Brilliant Club	Identified pupils were assessed by an Educational Psychologist to ascertain if they met the threshold to be entitled to access arrangements within examinations.

Impact of support and interventions

2017 – 18

Achievements for Year 11 KS4 Examination Results (Summer 2018)

Indicators	KS4 Disadvantage Pupil Premium Examination Results	KS4 whole school GCSE Examination Results	National KS4 Examination Results- all schools	National KS4 Examination Results for Pupil Premium
Average attainment 8 score (per pupil)	53.05	61.19	44.3	37.01
Progress 8 Score	+ 1.05	+ 0.91	0	-0.41
Ebac average point score: <ul style="list-style-type: none"> • English • Maths • Science • Humanities • Languages 	Average: 5.15 <ul style="list-style-type: none"> • 5.36 • 4.36 • 5.32 • 4.64 • 5.91 	Average: 5.8 <ul style="list-style-type: none"> • 6.16 • 5.59 • 5.98 • 5.21 • 6.18 	<ul style="list-style-type: none"> • 4.60 • 4.21 • 4.23 • 3.41 • 2.28 	Data not yet released
Students attaining a strong pass in English	72.73%	88.52%	53.3	Data not yet released
Students attaining a standard pass in English	100%	93.36%	70.2	Data not yet released
Students attaining a strong pass in Maths	45.45%	68.03%	50.4	Data not yet released
Students attaining a standard pass in Maths	72.73%	91.80%	71.0%	71.0%
Students attaining a standard pass in two Sciences	90.91%	91.74%	55.2%	55.2%
Students attaining a strong pass in English and Maths	45.45%	67.21%	All 43.0% Girls – 39.7% Boys – 46.5%	24.9%
Students attaining a standard pass in English and Maths	72.73%	90.98%	70.2%	