

Sacred Heart of Mary Girls' School

Pupil Premium Policy 2017/18

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 2016-2017, Sacred Heart of Mary Girls' School received £65,450.00 of Pupil Premium funding. A total of £78,600 is expected to be available for the 2017-18 Academic Year with 76 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 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-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 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 2017-18 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 small additional support for students in lessons and interventions run by specialists outside of lessons in core curriculum areas, for example Mathematics. Deployment of Teaching Assistants to provide small group interventions and 1-1 sessions will also be utilised 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 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 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), and 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,

Pupil Premium Breakdown Figures (as at October 2017)

Total number of girls entitled to Pupil Premium funding	76
Total number of girls (Year 7-11)	611
% number of Pupil Premium girls	12.44

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	122	15	12.30%
8	124	13	10.48%
9	120	21	17.50%
10	123	16	13.01%
11	122	11	9.02%

Predicted expenditure 2017-18

Proposed Pupil Premium expenditure 2017-18

A total of £78,600 will be available for the 2017-18 academic year with 76 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 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.

Purchase of online Literacy and Numeracy support resources	<p>Provide interactive numeracy resources to further consolidate learning and support the department's syllabus. These resources can then be utilised by pupils in school and at home.</p> <p>Online resources and support material to support access to the English syllabus.</p>
Guest speakers	<p>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.</p>
Teaching and Learning	<p>Training for staff to ensure they are supported adequately and have the required knowledge when delivering interventions and provisions to further support pupils.</p>
Learning Performance	<p>A partnership with Learning Performance, using scientific based evidence to help raise achievement and inspire a love of learning amongst pupils. Targeted study skill workshops delivered across a year to ensure that principles are instilled for pupils, staff and parents to raise aspirations to ensure that all children can achieve, no matter what their social economic background is.</p>
ABC Success	<p>Inspiration, skills and values imbedded into pupils lives, such as accountability, attitude, belief, behavior, choice and chance. An inspirational guest speaker delivering to Year 11 pupils and parents in addition to a training workshop for staff. This will be followed up by mentoring for 20 identified pupils and continuity for the whole year group through motivational videos and a work booklet to challenge them and provide reflection time.</p>
Inclusion Administrator	<p>To ensure effective implementation of school policy and practice with regard to Pupil Premium funds. Provide an intensive, targeted and personalised support to all Pupil Premium students including those who are underachieving/experiencing a barrier to successful engagement in their education. Liaising with staff, pupils and their families to ensure students achieve their full potential.</p>
Educational Psychologist	<p>The identification of potential barriers to learning be recognised using observations, parental liaison, staff feedback and assessments. This will enable recommendations to be received and effectively implemented to meet</p>

	different learning needs.
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 identified 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 identified Gifted and Talented pupils to develop their 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 2016-17

Total Pupil Premium funding received- £65,450.00

Pupil Premium Breakdown Figures (as of September 2016)

Total number of girls entitled to Pupil Premium funding	63
Total number of girls (Year 7-11)	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%

Support and Intervention 2016-17

Our budget of £65,450.00 for Pupil Premium funding in 2016-17 was used to support the following activities and provisions:

Intervention	Impact/Rationale
Homework Club	Provided additional support for pupils 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, textbooks, iPads and Food Technology Tesco vouchers.
After school 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.

After school mentoring sessions	After school 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, InnerDrive	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 pupils interventions and their progress.
Year 7 start-up costs	Resources were purchased/provided to help Year 7 pupils access the curriculum and aid their transition to Secondary school. Resources included access to Ericom and participation in a team building form 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	Supported identified Gifted and Talented pupils to develop their 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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Impact of support and intervention 2016-17

Achievements for Year 11 KS4 Examination Results (Summer 2017)

(Provisional school results as of September 2017)

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 Provisional results as of October 2017
Students attaining 5+ standard passes (including English and Maths)	83.3%	92.2%	90.9%	Not Available
Students achieving 5+ standard passes or equivalent	100%	96.5%	95%	Not Available
Students attaining the English Baccalaureate with strong passes in English and Maths	50%	62.6%	61.9%	19.5%
Students attaining the English Baccalaureate with standard passes in English and Maths	50%	67.8%	66.9%	21.7%
Students attaining a strong pass in	83.3%	93%	92.6%	48%

English				
Students attaining a standard pass in English	100%	98.3%	97.5%	64%
Students attaining a strong pass in Maths	83.3%	79.1%	79.3%	45%
Students attaining a standard pass in Maths	83.3%	93.91%	93.39%	64%
Students attaining a standard pass in two Sciences	83.3%	85.9%	85.8%	Not Available
Students attaining a standard pass in a language	100%	95.5%	95.7%	32%
Students attaining a strong pass in English and Maths	83.3%	78.3%	78.5%	39.1%
Students attaining a standard pass in English and Maths	83.3%	92.2%	93.4%	58.5%
Progress 8 Score	0.15	0.39	0.37	0.00 A progress 8 score above 0 means that the school is making above average progress.
Estimated attainment 8 average	53.52	58.51	58.26	Not Available
Attainment 8 Average Score (per pupil)	55	62.41	61.94	44.2

Impact of support and intervention 2016-2017

As part of reforms to the GCSE process a new grading structure of 1-9 was introduced in 2017 to replace the old A-G grading system. This will be phased in over time with the initial change being reflected in Mathematics and English. As a result, the comparison of performance for Pupil Premium pupils over the previous year and with local and national statistics over the same period will be more complicated this year due partly to this change in examination assessment grades for English and Mathematics. From 2017, the previous headline measure of the percentage achieving A-C in Maths and English has been replaced by the proportion of pupils achieving a pass of Grade 5 or above. Similarly, the percentage achieving the English Baccalaureate has changed to the proportion of pupils achieving the Ebacc which includes a Grade 5 in Maths and English and Grade C or above in unreformed subjects.

The process will be further hampered by the fact that the number of Year 11 (Key Stage 4 pupils) eligible for Pupil Premium funding was only 6 individuals. This was a significant decrease on the previous year's figure of 17. As a result, the sample group of 6 for Key Stage 4 is extremely small and results are liable to fluctuate significantly. The figure is obviously also extremely small when comparing results both Nationally and by Local Authority. Caution should therefore be exercised when scrutinising and comparing the performance and attainment of this group.

Having said that, the provisional data shows that there is reason for optimism regarding the progress made by the Pupil Premium pupils at Key Stage 4 for the years 2016-2017 with the Pupil Premium student's results exceeding both the National and Havering Local Authority average for the performance measures detailed in the table above.

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

Building on the success of the academic Year 2016- 2017, we will continue with our aims to support students in catching up with their peers, diminishing the gap between key groups and reducing barriers to success and achievement for Pupil Premium and specific disadvantaged groups though:

- 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-esteem and wellbeing