

The Sacred Heart Language College

Pupil Premium Strategy



This statement details The Sacred Heart Language College's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Sacred Heart Language College
Number of pupils in school	842
Proportion (%) of pupil premium eligible pupils	15.9% (134 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	G.Higgins
Pupil premium lead	A.Burgess
Governor / Trustee lead	M.Barratt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,970.00
Recovery premium funding allocation this academic year	£20,590.00 £17,212.50 tutoring
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Covid Catch Up Carried Forward (Tutoring money)	£62,282.17
Total budget for this academic year	£228,054.67

Part A: Pupil premium strategy plan

Statement of intent

At The Sacred Heart Language College we are committed to ensuring that all girls can grow and flourish in a secure and challenging learning environment. At the centre of our ethos is the underlying principle of **the uniqueness and the value of the individual**. We believe that every person is a unique individual, created in God's image and loved by Him. Accordingly, we are committed to treating every person with equality of esteem and the respect and dignity due to a child of God. We are committed to **the education of the whole person and the search for excellence**. We aim to ensure that all are given every opportunity to develop their talents; academic/personal/social/spiritual and physical, to the full.

This belief ensures that we look at the needs of the individual. Equality of opportunity is integral to our adherence to the Gospel values of fairness, justice and respect for all. It is with this in mind that we evaluate and review the performance and engagement of all our students to ensure that no barriers to their success exist. Our approach in living out our mission is that no individual should be disadvantaged, where we are always mindful to ensure that every pupil performs to the best of their ability and that our resources are appropriately allocated to make this a reality.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues, reduced cultural capital opportunities and a lack of space or support with learning at home. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

Aims of Pupil Premium Funding

- To ensure, looked after children, disadvantaged children and those who are eligible for free school meals, make outstanding progress.
- Outcomes for these pupils are comparable nationally, dependent on their starting point.
- These pupils are motivated to succeed and are engaged in their learning.
- To increasingly address and remove the barriers faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.
- To ensure positive self-esteem and levels of confidence.
- To equip pupils with the necessary skills and academic foundation to progress to challenging courses post-16.
- To ensure pupils stay in education or appropriate training after their GCSEs.
- That PP funding is leveraged to benefit as many students as possible, including non-PP students.

At The Sacred Heart Language College, Pupil Premium funding has been allocated with the specific needs of our students in mind, together with an understanding of what research, such as the Sutton Trust – Education Endowment Fund Toolkit, indicates has the most impact on improving outcomes for learners. EEF places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies which we have built into our strategic plan. This additional funding is used to help further support our work in three areas: improving **aspiration** (motivation, self-belief, guidance and advice), **access** (engagement, opportunity and participation) and **achievement** (progress, experience of success and attainment).

Achievement and access are of little value or use without **aspiration** to succeed and to take advantage of opportunities, students need to identify with a belief that they can succeed. Mindful of this, at The Sacred Heart Language College we have invested in additional staffing to provide learning mentors and counselling support where appropriate. We also make it a priority to celebrate success particularly progress of pupils. This is seen at department level as well as

across a year level in the form of pupils of the month, celebration assemblies termly and regular house point celebrations. This seeks to inspire pupils, raise the profile of key values such as attendance, ATL (Attitude to learning), ATH (attitude to Homework) and celebrate pupils when progress and achievement occurs.

Enabling **access** to curricular opportunities includes the work done to improve students' engagement in learning, their participation in extra-curricular opportunities and removing barriers to learning. The additional funding provided is used to monitor attendance, subsidise school trips and learning resources has enabled our PP students to participate more fully in learning and wider school life. To support the students' **achievement**, especially in English and Mathematics, additional tuition, revision sessions and learning resources have been provided. The Catch up Funding has been used to support pupils who were disadvantaged during lockdown in literacy and numeracy through quality tutoring sessions by experienced Sacred Heart Teachers. However, our core principle in improvement and ensuring outstanding achievement in all pupils especially those from disadvantaged backgrounds is a quality classroom experience through quality teaching. Therefore, a priority for our is to ensure quality CPD and resources to support teachers in developing literacy, numeracy, retention, metacognition skills and engagement in the classroom. This is well supported by the EEF research that indicated the most effective interventions take place by the classroom teacher in the classroom.

A core principle at The Sacred Heart is that every child is known and able to thrive. To enable this especially for our disadvantaged pupils (in LAC and Post LAC pupil), we have a quality pastoral system led by our Directors of Study. This includes careers support for pupils, wellbeing support, quality teaching and learning in pastoral curriculum time (PCT), counselling, mentoring, and specialist team to support vulnerable pupils.

The outcomes for these pupils is monitored through termly progress reports, school tracking and evaluation and end of year performance to ensure that their needs are being met and this additional funding is having a positive impact. Our robust monitoring systems are focused on outcomes that enable departments and Directors of Study to identify barriers and effectively inform and evaluate interventions. All interventions are specific to individual pupils based on pupils needs. Departments also evaluate pupil premium progress and strategies and feedback to the SLT lead.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Please note these are general challenges are not applicable to all our Pupil Premium students.

Challenge number	Detail of challenge
1	PP students' attendance is lower than their peers and below the expected 95%.
2	Low levels of literacy from some PP pupils, with limited models of language at home and often limited value placed on reading
3	Low aspirations or engagement (Attitude to Learning) from some parents and pupils
4	Lower Attitude to homework is seen for some PP pupils - not completing their homework as frequently as non PP pupils
5	The environment that the children experience at home is often not conducive for learning (e.g. lack of space)

6	PP pupils on average have reduced social capital experiences at home
7	The impacts of Covid19 and Lockdown have had a disproportionate effect on PP students compared to their peers
8	Some lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.
9	Some PP pupils lack the same resources as their peers which enables and supports home learning and independent study.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensuring quality of teaching and learning with “quality first teaching” in all classrooms	<p>Department Reviews, Teaching and Learning monitoring by Departments and SLT (learning walks, book checks and pupil voice) which identifies that all students experience lessons that enable at least good progress to be made.</p> <p>Internal Data tracking PP to make good – outstanding progress by 2024 in GCSE outcomes</p> <p>All students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.</p>
Outstanding student outcomes at GCSE	<p>PP Progress 8 score reflecting outstanding progress</p> <p>Strong English and Maths attainment.</p> <p>PP Pupils GCSE enabling improved access to further education post KS4.</p>
Improve attendance of PP students	Attendance for PP in line with peers by 2024 and school expectations of 95%
Improve PP students’ attitude to learning homework.	<p>PP not receiving ‘flags’ for ATL/ATH on reports.</p> <p>Internal data reflecting G’s/E’s for ATL/ATH for PP pupils</p>
PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers	<p>An effective system of tracking of participation is put in place</p> <p>Levels of engagement for PP students is in line with Non-PP pupils by 2024</p>

Provide high quality CEIAG provision to all PP students	Years 9-11 pupils to have experienced at least one 'Futures First' talk per year. Ensure all PP students provided with at least two meaningful encounters with a career's adviser Post 16 destination pathway in line with pupils' ability and aspirational for future choices.
Improve the literacy of PP students	GSCE English outcomes especially standard pass rate to be in line with non-PP pupils by 2024 Reading ages to be in line with pupils age by end of KS3 2024.
Increase PP engagement in wider curriculum activities eg music, clubs, leadership roles	Attendance of PP pupils in clubs inline with peers by 2024. At least proportional representation of PP pupils in leadership roles across whole school by 2024.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates (ATH) across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

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

Teaching

Budgeted cost: £ 50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional teaching for literacy and numeracy support/intervention (Graduate Interns)	Quality Teaching in the classroom can be supported by additional staffing to ensure pupils can all access the work and remain challenged. This will particularly support pupils who's literacy and numeracy is well below the expected level for their age.	2, 7, 8

	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching Assistant Intervention Toolkit Strand EEF</p>	
Use of standardised diagnostic assessments. Reading, Spelling and CATS. Training so departments can effectively use this information to inform T & L or interventions needed	<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 teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Developing meta-cognitive and self-regulation skills in all pupils.</p> <p>This will involve on-going teacher training, pupil training and resources.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF (+7 months impact)</p>	8
Developing pupils literacy across all curriculum areas through quality CDP with a literacy focus.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2
<p>Regular Quality CPD and resources that equips staffs to plan and deliver quality lessons for all pupils – being able to address the learning needs of pupils</p> <p>For example PiXL Resources</p>	<p>Quality first teaching is what the EEF recommend as the key intervention. Therefore it is essential to equip staff so they can confident address the needs of all pupils and deliver quality first teaching.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF (+7 months impact)</p> <p>Feedback Toolkit Strand EEF (+6 months impact)</p> <p>Reading Comprehension strategies Toolkit Strand EEF (+6 months impact)</p> <p>Oral Language Interventions Toolkit Strand EEF (+6 months impact)</p>	2, 8, 9

Targeted academic support

Budgeted cost: £99,007.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch Up Funding Tutoring Programme – Inhouse programme. Employment of a Maths and English teacher to deliver the programme. (£79,494.67)</p>	<p>Small Group Tuition Toolkit Strand EEF (+4 months impact) School Let Tutoring Guidance DFE (+4 months impact) Mastery Learning Toolkit Strand EEF (+4 months impact)</p> <p>Link to TSHLC Covid Catch Funding Documents Catch Up Funding Tutoring programme 2021-2022 Catch Up Funding Tutoring programme 2020-2021</p>	<p>2,3,8</p>
<p>Revision sessions and attendance at our Saturday SWOT shop and exam board courses</p>	<p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF (+7 months impact) Extending the School Day Toolkit Strand EEF (+3 months impact)</p>	<p>1, 5, 8, 9</p>
<p>Course materials and resources where needed</p>	<p>This is essential for disadvantaged student to have the resources they need to narrow the gap. They can learn independently, complete homework without the appropriate resources to do so. How Schools are Spending the Funding Pupil Premium DFE Ofsted</p>	<p>3, 5, 7, 9</p>
<p>School based access to ICT facilities/ personal laptops and printing to support learning.</p>	<p>Covid has highlighted the gap that a lack of ICT facilities has on pupils learning and ability to work independently.</p>	<p>3, 5, 7, 9</p>

Wider strategies

Budgeted cost: £79,047.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of learning mentors to support effective engagement with learning.	Mentoring Toolkit Strand EEF (+2 months impact)	3, 4, 8
Additional careers advice where appropriate.	Aspiration Intervention Toolkit Strand EEF Making the most of everyone's skills and talents Careers strategy DFE	3, 6
Funding for: school trips, additional learning materials, books, music lessons where appropriate.	Arts Involvement Toolkit Strand EEF (+3 months impact) Physical Activity Toolkit Strand EEF "think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education."	3, 6
Rewards and motivation	Aspiration Intervention Toolkit Strand EEF	3, 4
Breakfast Club	This supports pupils punctuality and provides schools with an approach place for additional revision. DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. "Overall absence had a statistically negative link to attainment."	1, 5, 9
Increased parental engagement through regular contact by form tutors.	Parental Engagement Toolkit Strand EEF (+4 months impact)	3, 5
Development of House competitions to encourage extra-curricular engagement.	Research by 'A New Direction' shows the importance of cultural and arts opportunities to support wider learning of PP students. Arts Involvement Toolkit Strand EEF (+3 months impact) "think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education."	6, 3

<p>Designated Attendance Officer to closely monitor all PP students' attendance, build relationships with families and implement strategies where needed.</p>	<p>DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.”</p>	<p>1</p>
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Total budgeted cost: £ 228,054.67

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to the fact that no external examinations took place during the summer series in June 2020 there is no government data for students for 2019-20. However, our internal analysis of the final 'Teacher Assessed Grades' show that the achievement of disadvantaged pupils is a significant+ in 2020 compared with the national figure placing us above average nationally. There was 17% of this year 11 cohort who were considered disadvantaged, which is below the national figure of 26%. Our internal value-added progress score is 0.11 which is considered outstanding. There was a gap between pupil premium (PP) pupils and non -PP pupils of (0.46). The progress made in English Language, English Literature and Maths for PP pupils was outstanding and good in the case of Maths. However, there is a gap between PP and non-PP students in all three subjects with the largest being in Maths. English language and English Literature both had an outstanding value-added progress score of 0.00 and 0.41 for pupil premium pupils, however English Language did have a gap of 0.75 between PP and non-PP pupils. In terms of attainment in English and Maths all but 1 pupil (94%) achieved a standard pass in both English and Maths. 13 pupils (52%) achieved a strong pass in both English and Maths (above the National benchmark 45%)

Year 7

- Outstanding value-added score of 0.32 and no gap between PP students and the rest of the cohort.
- In English and Maths, the PP value was higher than the rest of the cohort. English = +0.39, Maths = +0.08.

Year 8

- Outstanding value-added score of -0.63 for the cohort
- PP pupils have a higher value-added progress score than the rest of the cohort = -0.49
- In English and Science, the PP value was higher than the rest of the cohort. English = +0.38, Science = +0.13.

Year 9

- Outstanding valued added progress score for the year group (-0.38) and PP although there is a gap of -0.23.
- English has outstanding progress and Maths has good progress for PP pupils. Gaps between PP and rest of the cohort. English = -0.55, Maths = -0.80

Year 10

- Good valued added progress score for the year group (-1.65) and there is no gap between PP and the rest of the cohort

- Sciences, Spanish, Art, Classical Civilisation, Food, Design technology, Computing have the strongest progress for PP pupils against the cohort.
- RE and PE have the lowest progress for PP against the cohort.
- There is a gap of -1.15 and -0.41 in English Language and Maths.

Successes during lockdown work of

- the Inclusion room on TEAMS, with regular input from SEND dept members
- Pastoral care by the form tutors and directors of Study. Departments were feeding attendance information and the pastoral team were making regular phone calls to chase lack of engagement.
- Engagement reports went out once every three weeks to inform parents about pupils' engagement with online learning and lessons.
- input very significant in terms of identifying struggling pupils
- Vulnerable and disadvantaged pupils were in school and monitored/supported with their learning
- Paper resources, laptop and internet sources (dongles) were given to pupils in need. An ICT survey was conducted before lockdown with pupils and parents to identify needs.
- Catch Up Intervention then ran across various year groups and the outcomes and plan can be seen in the linked document.

These results indicate that we are closing the gap between PP and Non-PP is occurring across all year groups especially seen in the lower school and Year 10. This is due to the increase in ATL and motivation of pupils and engagement by staff. Our staff know the pupils in their lessons and have been able to assess their learning needs and responsible accordingly to ensure all PP pupils can thrive. Particularly the efforts during lockdown and post lockdown to maintain engagement and learning of PP pupils can be attributed to the progress made by students. In addition to this, PP funding has impacted on attendance rates which are above national averages; improved levels of literacy; higher proportion of learners completing their homework; increased confidence to apply for jobs. There is more support in dealing with family issues and developing relationships; pupils have strategies for dealing with personal challenges and have increased attention and focus, resulting in calmer behaviour.

We still have work to do in these areas to further the progress of pupils particularly in year 10 and year 9.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PiXL Subscription	PiXL

References

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