

The Sacred Heart Language College

Pupil Premium Strategy



This statement details The Sacred Heart Language College's planned use of pupil premium funding (for the 2024 to 2025 academic year) 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	786
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	G.Higgins
Pupil premium lead	S. Opoku-Gyamfi
Governor / Trustee lead	M. Pal

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£ 132,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 132,300

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.
10	Some PP pupils have recently had further challenges around mental health, anxiety and wellbeing which is causing further challenges for them.

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 high quality teaching and learning 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 2025 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 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 2025 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	An effective system of tracking of participation is put in place. Levels of engagement for PP students is in line with Non-PP pupils by 2025

Provide high quality CEIAG provision to all PP students	<p>Years 9-11 pupils to have experienced at least one 'Futures First' talk per year.</p> <p>Ensure all PP students provided with at least two meaningful encounters with a career's adviser</p> <p>Post 16 destination pathway in line with pupils' ability and aspirational for future choices.</p>
Improve the literacy of PP students	<p>GSCE English outcomes especially standard pass rate to be in line with non-PP pupils by 2025</p> <p>Reading ages to be in line with pupils age by end of KS3 2025.</p>
Increase PP engagement in wider curriculum activities eg music, clubs, leadership roles	<p>Attendance of PP pupils in clubs in line with peers by 2025.</p> <p>At least proportional representation of PP pupils in leadership roles across whole school by 2025.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>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.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2025 demonstrated by:</p> <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 funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Literacy and Numeracy lead and additional teaching staff for literacy and numeracy to offer support/intervention (Graduate Interns)</p>	<p>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 as well as pupils for whom English is an additional language.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching Assistant Intervention Toolkit Strand EEF</p>	2, 7, 8
<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>	<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 metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing 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
<p>Developing pupils' literacy across all curriculum areas through quality CDP with a literacy focus.</p>	<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

Regular Quality CPD and resources that equips staff to plan and deliver quality lessons for all pupils – being able to address the learning needs of pupils	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. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF (+7 months impact) Feedback Toolkit Strand EEF (+6 months impact) Reading Comprehension strategies Toolkit Strand EEF (+6 months impact) Oral Language Interventions Toolkit Strand EEF (+6 months impact)	2, 8, 9
-------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

Targeted academic support

Budgeted cost: £43,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inhouse programme. Employment of a Maths and English teacher to deliver the programme.	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) Link to TSHLC Covid Catch Funding Documents Catch Up Funding Tutoring programme 2021-2022 Catch Up Funding Tutoring programme 2020-2021	2,3,8
Exam Revision sessions and exam board courses	Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF (+7 months impact) Extending the School Day Toolkit Strand EEF (+3 months impact)	1, 5, 8, 9

Course materials and resources where needed	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	3, 5, 7, 9
School based access to ICT facilities/ personal laptops and printing to support learning.	Covid has highlighted the gap that a lack of ICT facilities has on pupils learning and ability to work independently.	3, 5, 7, 9

Wider strategies

Budgeted cost: £65,000.00

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 "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	<p>This supports pupils' punctuality and provides schools with an approach place for additional revision.</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>	1, 5, 9
Increased parental engagement through regular contact by Form Tutors, Attendance Officer, Directors of Study as well as all teachers.	<p>Parental Engagement Toolkit Strand EEF (+4 months impact)</p>	3, 5
Development of House competitions to encourage extra-curricular engagement.	<p>Research by ‘A New Direction’ shows the importance of cultural and arts opportunities to support wider learning of PP students.</p> <p>Arts Involvement Toolkit Strand EEF (+3 months impact)</p> <p>“enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”</p>	6, 3
Designated Attendance Officer to closely monitor all PP students’ attendance, build relationships with families and implement strategies where needed.	<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>	1

Total budgeted cost: £ 159,416

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 2023 to 2024 academic year.

KS4 Year 11 GCSE Outcomes:

2024 Results	PP (School)	National PP (2024)	Whole Cohort	National All (2024)
Maths and English 5+	24%	25.8%	64.6%	45.9
Average Attainment 8	40.8	34.5	59.6	45.9
Progress 8	-0.64	-0.57	0.57	

13.8% of the year 11 cohort were considered disadvantage, which is below the overall national average of 26.5% And the local average of 19.33%. Average GCSE value added score for Pupil Premium pupils was -1.41 . The average gap between Pupil Premium (PP) and Non-Pupil Premium pupils based on their GCSE results was -1.18 . The progress made in Computing, PE and Health and Social Care was good. However, the gap between PP and non-PP was greater in English Language, Maths, Combined Science, RE, Art, History and Classics.

The progress 8 score for our PP pupils was -0.64 which was slightly below the National average of -0.57 .

In terms of attainment, 24% of PP pupils achieved Grade 5 or above in both English and Maths. This is slightly lower than the National average of 25.8% for similar disadvantaged pupils.

The Attainment 8 score for our PP pupils was 40.8 compared to the national PP average of 34.5. This highlights the strong attainment outcomes achieved by our pupils compared to their peers nationally.

While there is a gap between PP and non-PP outcomes, these results provide clear evidence that our Pupil Premium strategy is having a significant positive impact on individual pupils. Our disadvantaged pupils are making better progress and attaining more highly than similar peers nationally due to the effective PP interventions and support in place.

On the whole PP outcomes are considered good in comparison to outstanding for non-PP pupils. Contributing factors to the gap are:

- Poor attendance due to mental health issues, illnesses, and lack of motivation.
- Lack of parental engagement in some cases.
- 7/25 PP pupils were also on our SEND register which posed challenges at GCSE.

KS3

Year 7

- A good performance with value-added (VA) score of -0.85 for PP pupils compared to 0.20 for the cohort and 0.52 for non-PP pupils.
- All subjects have a good VA for PP pupils except Science, Art, Music and Food Technology which have a good VA.
- Although PP pupils made progress, their non-PP peers made better progress in more subjects than they did.

Year 8

- Outstanding value-added score of -0.25 for the PP pupils compared to -0.37 for the cohort and -0.39 for non-PP pupils.
- PP pupils have a higher value-added progress score than their non-PP peers in Mathematics, French, Art, 3D Design, Fashion Textiles, Music and PE.
- In Mathematics, Science, Geography, French, Art, 3D Design, Fashion Textiles, Food Technology, Music and PE, the PP value added was higher than the rest of the cohort.

Year 9

- PP pupils made good progress with valued added of -0.34 compared to -0.23 for non-PP pupils and -0.26 for the cohort.
- PP pupils performed better in Computing, 3D Design, Fashion Textiles, Food Technology and PE than non-PP pupils.
- English, Spanish, French, Geography, and RE have the largest negative gaps between PP and non-PP pupils.

Year 10

- PP pupils made good progress in some subjects than others with an overall gap of -1.33 between them and their non-PP peers.
- In Biology, Chemistry, Physics, Geography, Classics, Computing and design and Technology, PP pupils performed better than their non-PP peers.
- There were significant gaps between PP and non-PP pupils in Spanish, History, Languages, Art, PE and English Language and Literature where non-PP pupils made better progress than PP pupils.

Some of the exam success can be attributed to the targeted interventions for the disadvantaged students. In Year 11, all disadvantaged students attended at least one and, in most cases, more subject interventions where attendance was monitored closely. They all had access to highly subsidised trips and revision resources. Students mentioned the revision resources were very helpful and made significant difference. All staff also received CPD on inclusive classroom practice to enable them to continue to meet the needs of all learners and support the progress of our disadvantage students.

The results indicate varying success in closing the gaps across each year group. The biggest concern in gaps is in the current year 11. Continued focus must be placed on staff knowing the pupils in their lessons and assessing their learning needs and respond accordingly to ensure all PP pupils can thrive. Some pupils will need to be mentored and monitored as part of the subject and Director of Studies interventions to help motivation and provide the guidance needed for some pupils. We have increased our communication with parents regarding ways we, they and the local area can provide support for pupils. This is particularly important as there is an increased need for support and pupils suffering from different challenges which external agencies may be able to provide help for the young person.

The school recognises that pupil well-being and mental health continue to be impacted due to the after-effects of the COVID-19 pandemic, with this impact particularly acute amongst disadvantaged pupils. The school continues to provide wellbeing and pastoral support to all pupils, with targeted interventions and external referrals utilised where required. The school will continue to allocate funding to this due to its importance in supporting young people's academic outcomes.

The school's attendance for the 2023-24 academic year was 89.83% compared to 74.16 % for Pupil Premium pupils and 80.03 for non-Pupil Premium pupils. The gap in attendance between Pupil Premium pupils, non-Pupil Premium pupils and the whole school continues to decrease but will remain a focus of the school's strategy to ensure this reduces further.

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
Flash Academy	Flash Academy
Twinkl subscription	Twinkl
New Group Reading Test (Testwise)	GL Assessment

References

Coleman, V. (2021). *Digital Divide in UK education during COVID-10 pandemic: Literature review*. Cambridge: Cambridge Assessment.

Department for Education. (2010). *Review of best practice in parental engagement*. London: Department for Education.

Department for Education. (2021). *School Led Tutoring Guidance*. London: Department for Education.

Education Endowment Foundation. (2021, November). *Teaching and Learning Toolkit*. Retrieved from Education Endowment Foundation:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Education Endowment Foundation. (2021, November). *Improving Literacy In Secondary Schools*. Retrieved from Education Endowment Foundation:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy>
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>

Department for Education (2017). *Careers strategy: making the most of everyone's skills and talents*. London: Department for Education.

Hattie, J. (2016). *250+ influences on Student Achievement*. Retrieved from Visible Learning Plus: <https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattieranking-DEC-2017.pdf>

Lemov, D. (2015). *Teach like a champion 2.0*. San Francisco: Joessey-Bass Inc Pub.

Ofsted. (2013). *The Pupil Premium. How schools are spending the funding successfully to maximise achievement*. London: Ofsted.

Oxford University Press. *Why Closing the Word Gap Matters: Oxford Language Report*. UK
<https://www.oup.com.cn/test/word-gap.pdf>

Sharples, J., Albers, B., & Fraser, S. (2018). *Putting evidence to work: a school's guide to implementation*. London: Education Endowment Foundation.

Sherrington, T. (2019). *Rosenshine's Principles in Action*. Melton, Woodbridge: John Carr Educational Ltd.