

Pupil Premium Funding & impact statement

Academic Year 2020-21

What is the Pupil Premium?

Pupil Premium funding provides additional support for pupils from low income families and children being looked after by their local authority. The extra funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

What difference does Pupil Premium make to our students?

Pupil Premium funding helps our students to increase their opportunities beyond Sacred Heart Catholic High School. For example, there were 31 former Pupil Premium students in the cohort that has just departed after their A Levels. 27 have gone to university. This over double the number of Pupil Premium students who went onto university in 2015. Twelve of those students went to Russell Group universities including Newcastle, Leeds, Liverpool, York and Imperial College. Other destinations included Teesside, Sunderland, Northumbria, Manchester Metropolitan, Newcastle College University Centre, Sheffield Hallam, Bradford, Leeds Trinity, De Montford, Leeds Beckett and Strathclyde universities. Courses chosen included Pharmacy, Radiography, Psychology, Sports Coaching, Childhood Studies, Social Work, Economics, Politics, International Business Management, Fine Art, Archaeology, Mechanical Engineering, Real Estate, Social Policy and Sociology, Clinical Sciences, Law, Sociology, Social Care, Primary Education and Medicine. Two students have started an apprenticeship and two are taking a year out with a view to applying to university in 2021.

What funding does Sacred Heart received?

The Pupil Premium is calculated on an annual basis, based on the total number of qualifying pupils. This year's per pupil allocation is £935. The table below shows the allocations for the last three academic years.

Pupil Premium allocations			
Year	Sept 2018 - Aug 2019	Sept 2019 - Aug. 2020	Sept. 2020 – Aug. 2021
Number of eligible pupils	387	390	390
Total PP allocation	£361,845	£364,650	£364,650* **

*Estimate, this figure will be subject to change during the academic year

** Includes Looked After Children funding

How does Sacred Heart use its Pupil Premium funding?

Sacred Heart focuses funding on 3 key areas:

- **Achievement**
- **Attitude to Learning**
- **Aspiration**

Achievement

A range of strategies are used to raise attainment and ensure that the progress of all students identified as Pupil Premium is as good as their peers. Strategies for 2020-21 include:

English Intervention

- The use of Sora, an online gateway to the best selection of eBooks and audiobooks available to schools, spanning millions of titles from thousands of publishers, encouraging Pupil Premium students to improve and expand their reading. This will be the primary strategy to promote reading in KS3 and 4 until the COVID restrictions are over, when the Accelerated Reader initiative for Key Stage 3 will be restored, which helps students by encouraging reading. Individuals are encouraged to read extensively through competitions and small rewards are given to 'Word Millionaires'.
- When COVID restrictions are lifted, hopefully this academic year we will also look to reintroduce the Corrective Reading programme for those students who have not reached their targeted reading age. Pupils are supported with the basics of reading including phonics. Reading is also encouraged during registration and in between lesson times.
- The use of literacy software such as Starspell and Lexia, provision of exam texts, copies of novels are also given to Pupil Premium students to help their literacy. Prior to COVID restrictions the Pupil [Premium budget supported author visits which also contributed to the suite of support offered to pupils. Now online author talks will be introduced in school to take the place of visits. In terms of Key Stage 3 Pupil Premium students, they have on average the same reading ability as their non-Pupil Premium contemporaries, based on their measured reading age ability. Pupil Premium students on average make the exact level of progress expected of their age groups, so Year 7 students have on average the reading age of an eleven year old, a Year 8 of a twelve year old and so on.

The interventions in English have helped to reduce the progress gap for pupils at KS4.

Maths Intervention

- Mathematics coaching is targeted at individuals and small groups of students at Key Stage 3 and 4. This ensures additional, bespoke support is available to those pupils who are identified by their Maths teacher. This is a long-term strategy to develop successful outcomes for Pupil Premium students. This is currently operating during the pandemic, but with social distancing.

Reducing the attainment gap in Maths for Pupil Premium students remains a key priority for the school. We are confident that the additional teaching time, coaching within school and 1:1 tutoring (to support home/additional learning for targeted pupils) will yield significant results.

Curriculum (Department) resources

All academic departments are allocated additional funding to source the most appropriate additional resources for Pupil Premium students. Typically, this will include textbooks, revision guides, sports equipment, and access to fieldwork & study trips, which have been suspended during the COVID pandemic. These helps students to succeed in Year 7-11 as they do not lack material supplies that help them to achieve, and also helps to engage students in their studies and eliminate areas of cultural deprivation they may face which disadvantage them in their studies. This assistance can be widespread usually, from attending author visits in school and receiving a reading book, to taking part in fieldtrips to places such Keswick. This encourages a love of learning, deepens curiosity about the world and encourages academic



achievement. As soon as possible, these opportunities will be restored, until the current public health crisis passes, alternative learning opportunities will be investigated by academic departments.

One to One Tuition and Revision Support

Until the March 2020 Coronavirus lockdown we employed tutors who coached students in Maths and English by providing 1:1 support. This was done either at school at the end of the day or at home. Year 11 students will also benefit from revision groups aimed at helping them to achieve in their forthcoming examinations. These opportunities will be restored as soon as safely possible. In the meantime, and since the lockdown, pupils have been academically supported through various online platforms and pastoral support through a variety of means.

Pastoral care

Pastoral leaders have the funds available to intervene and support pupils where their needs are outside of the academic curriculum. This helps students to focus on their schoolwork, avoid stigma and participate in all areas of school life. Support can take a variety of forms, from assistance with the cost of uniform and equipment, offering food hampers and other supplies for the students in the hardest economic circumstances and purchasing equipment to help with punctuality and attendance, such as alarm clocks. Throughout the current public health crisis, pastoral staff have supported students through the post, telephone contacts, online messaging, and when in school socially distanced interviews. Throughout the lockdown period our most vulnerable students were educated and cared for in school, by a range of teaching staff.

Attitude to Learning (including attendance/outreach)

Government research published in 2015 stated:

“Pupils with no absence from school were nearly 3 times more likely to achieve 5 A* to C GCSEs, including English and maths, and around 10 times more likely to achieve the English Baccalaureate, than pupils missing 15 to 20% of school across key stage 4”

To ensure good rates of pupil attendance, we employ an Attendance Manager and an Attendance Officer (who carries out home visits and liaises directly with parents when issues of poor attendance or frequent lateness occur). Sacred Heart Catholic High School works hard to ensure that students who miss school catch up as soon as possible. We are currently operating a scheme in Years 7 & 8, where students who have missed school are issued a card with details of the content and lessons they have missed and what is required for them to catch up. This is then signed off when the work is completed by the subject teacher. Loss of learning from absence is therefore minimised.

Aspiration

Pupil Premium Co-ordinator (Achievement Leader)

Our Pupil Premium Co-ordinator, or Achievement Leader, ensures that Teaching and Learning support is delivered to ensure maximum impact at student level. The Achievement Leader, together with our Director of Performance, sets aspirational goals within school to ensure Pupil Premium students are challenged and achieve their potential. The Achievement Leader reviews the impact of strategies and subsequently focuses and pushes agendas with staff to maintain the highest standards and outcomes for Pupil Premium students. The Co-ordinator also manages the Maximising Achievement programme (see page 4).



The promotion of Cultural Capital in improving students' lives is also of SACRED HEART paramount importance to the staff at Sacred Heart High School, and opportunities to learn beyond the classroom and involve learning beyond the curriculum are targeted wherever possible. Pre-pandemic, this included a variety of activities such as visits to the Northern Stage and Theatre Royal, dance trips to London, English and History visits to Beamish OpenAir Museum, sports trips to Wimbledon and the Tour of Britain cycle race and author visits into school. These activities have now been suspended and instead Key Stage 3 pupils learn about a variety of cultural sources through booklets in registration. Special emphasis is also placed on careers and opportunities post 16 with visits to local universities and partnerships with apprenticeship providers and employers such as EY and Cobalt Business Park.

Maximising Achievement Programme

We usually run a voluntary after school study group aimed at maximising the personal and academic potential of students in KS3 and KS4. Students are involved in a variety of activities, chosen to develop their personal (leadership and organisational), interpersonal and presentational skills. The programme was developed using research conducted by the Sutton Trust. Details can be found here: <https://educationendowmentfoundation.org.uk/toolkit/>

Emphasis in the programme is placed on creating a love of learning, a sense of disciplined studied and delayed gratification. The longer-term nature of this work aims to provide students with the tools to progress in any field they wish to enter: be this Higher Education or the world of work. According to the Sutton Trust research, anticipated benefits of such focused intervention can have significant 'catch-up' benefits in terms of progress per year. For example:

- Reading strategies – up to 5 months progress
- Attendance and punctuality - up to 1 month's progress
- Aspirational activities – up to 3 months progress

We will look to recreate this programme as soon as it is safe to do so, when the current health eases.

Bespoke Mentoring

This programme ran prior to lockdown in March 2020 and we will look to reemploy it as soon as possible. Last academic year, a number of students were identified as those who would potentially benefit from being mentored by experienced members of staff. Students met with their mentors once a fortnight and received coaching in both academic and social skills. There were nine mentors who are assisted thirty students. They met on a fortnightly basis for approximately 15-20 minutes and assist students with a range of academic, behavioural and pastoral issues. This improved students' outcomes from academic achievement to levels of attendance.

Educational visits/after school clubs

We allocate funding to enable Pupil Premium students to access a range of educational visits, activities and after school clubs. These are currently suspended due to coronavirus measures but have included: Textiles; Sports; Creative Writing; Science; drama and the Duke of Edinburgh Award scheme. Funded (and part-funded) trips were also arranged to national and local musicals, art and theatre events. UK residential and overseas visits (including opportunities such as skiing, experiencing different cultures abroad and attending world famous sporting events such as Wimbledon) were also made available to Pupil Premium students.



Sacred Heart Catholic High School has also created a trips funding policy to clarify for parents/guardians what type of trips and visits the Pupil Premium will be used for. Overseas and UK non-curriculum residential trips (e.g. overseas school trips that have occurred in recent years to Sri Lanka, Kenya, and the annual ski trip)-No Pupil Premium funds will be made available.

Curriculum linked trip overseas (e.g. The GCSE ‘Battlefields’ History Visit)- Pupil Premium will cover the deposit.

Directly linked to the curriculum residential trips in the UK (e.g. The GCSE Geography fieldwork trip to Keswick) – Pupil Premium will cover the full cost

Curriculum linked trips that are non-residential (e.g. theatre trips, museum visits etc.) -Pupil Premium will cover the full cost of the trip

Feast of the Sacred Heart and Youth Village visits - no PP financial aid unless a request for assistance by a parent/guardian is made

Non-curriculum linked, non-residential trips (e.g. one-off events off site to hear a speaker or take part in a unique event) -judged on a case by case basis.

The support of academic trips and visits is important for Pupil Premium students as it allows them to succeed in all subject areas, helps to improve cultural capital by allowing them to access opportunities that may otherwise not be able to participate in and helps to promote and encourage academic achievement and school attendance. When public health measures are eased in the post COVID era, we hope to reinstitute a range of trips that all students can take part in.

Music enhancement

Pupil Premium students are encouraged to develop their musical skills through peripatetic music lessons. In usual times, students are loaned instruments on an annual basis and have weekly one-to-one lessons. These lessons are now available online in pupils wish to utilise them. Students are also likely to attend educational music trips such as visits to Opera North in the course of an average academic year. Pupil Premium students are heavily involved in music related activities. These included Pupil Premium students being involved in the Christmas Concert, and Pupil Premium students attending performances by the RAF wind orchestra and taking part in ‘Rock School’ gigs at the O2 Academy, alongside taking part in performances to commemorate Holocaust Memorial Day and to see a Setworks performance at the Sage, Gateshead. Twenty Pupil Premium students have also received lessons on drama performance via a LAMDA course.

Allocation of PP Funding for 2020-21

Resource	Approx. Allocation**
Pastoral, Outreach, Trips and Departments	39%
‘Maximising Achievement’ programme fund	15%
Staffing (English, Maths, Literacy, and PP staffing/leadership)	33%
Study Club	3%
Music Enhancement and Tuition	6%
Summer School Activities	3%
Primary School Links	1%

**Figures are subject to review to meet emerging needs, staffing changes and additional priorities

What impact has the Pupil Premium had?

GCSE Results

In 2015-16 the Department for Education changed the summary reporting for schools to reflect the ongoing changes to how school performance is measured through Progress 8 and Attainment 8.

The table below summarises GCSE progress outcomes in the summer of 2020. 91 Pupil Premium students were entered for GCSE examinations. Pupil Premium outcomes were deemed 'Above Average' in the Progress 8 measure. Progress scores were similar (and better than national figures) for English, Ebacc and the 'Open element'. The latter element is important as it can link to opportunities for future career paths. As a school we are confident that the gap between PP and non-PP students can be further narrowed, especially in Maths and the EBacc.

	Progress 8 (Provisional)	English element	Mathematics element	EBacc element	Open element
All pupils	0.35 (Above average)	0.40	-0.46	0.29	0.91
Disadvantaged (Pupil Premium)	0.11 (Above average)	0.21	-0.53	0.0	0.80

Our English element GCSE results ranked us amongst the top secondary schools in the country. It is pleasing to see that our investment in English intervention has had an impact in terms of lowering the achievement gap of Pupil Premium students and their more socio-economically advantaged peers.

In terms of the Mathematics element, the progress of Pupil Premium students was in line with their peer group. We will continue to invest in Maths teaching and coaching, recognising this is an area for greater improvement of all students (particularly high ability students).

Pupil Premium students who took a range of optional or 'open element' subjects performed extremely well, as did those studying Ebacc subjects.

For a more detailed look at Key Stage 4 results at Sacred Heart, please visit the Department for Education website <https://www.compare-school-performance.service.gov.uk/school/137708>

Music lessons/coaching

Pupil Premium students received funding for lessons last year, enabling students to succeed in Music at all Key Stages. Students have carried on having one-to-one lessons with a member of the music support (peripatetic) staff through online provision. This has encouraged students in Years 7 and 8 to take up a musical instrument. Currently two Pupil Premium students in Year 11 are sitting their Music GCSE this summer.

Attendance

Year	Whole school Attendance	PP	Whole school Persistent Absence (>10% absence)	PP Persistent Absence (>10% absence)
2018 - 2019	95.4	93.7	9.4	14.9
2019 - 2020	95.3	93.9	10.9	16.8*

*These figures are for the pre-lockdown partial school year.

In terms of persistent absence (missing more than 10% of sessions) our Pupil Premium figure of 16.8% is much lower than the national figure of 23.0%.

Our evaluation of the Summer School 2019 shows that Pupil Premium students attended and were much more confident to engage with school in the first few days of Year 7 and that families felt much more involved and informed about the work of the school. Confidence was raised, friendships were formed and students understood the ethos and Sacred Heart community. Our introduction an absence card system to focus on catching up specific lessons has helped to ensure that pupils have focussed on the areas of learning they have missed. This system is currently in use in Years 7&8 but may be rolled out incrementally across the school.

Maximising Achievement Programme - Impact

For the last three years twenty-eight targeted students (and more are expected to be recruited when health restrictions allow) have entered a voluntary pre and after school group aimed at maximising their personal and academic potential, through a variety of activities. Most of these students are now Year 11's, 12's and 13's. The activities are chosen to aid progression, as recommended through research conducted by the Sutton Trust. Details can be found here: <https://educationendowmentfoundation.org.uk/toolkit/>

Emphasis in the programme is placed on creating educational impact and promoting academic progress. Each strategy comes with, according to the Sutton Trust, an anticipated educational benefit. For instance, through reading strategies five months of progress may occur, ensuring attendance and punctuality one month, aspirational activities, three months etc. The students involved will be required to lead these activities to help with development of their personal skills such as organisation and leadership.

The impact of this group has been considerable. For students who enrolled in the programme as Year 11's and have just left Sacred Heart after their A Levels, all went on to attend university. Three years ago eleven students who were formerly Pupil Premium went onto study at university. Thanks in part to the Maximising Achieving programme that has increased to twenty- five. Universities that these students are now studying at include York, Newcastle, Leeds and Northumbria. Subjects they are studying include Politics, Law, Economics, Sociology and Medicine.

What happens next?

In addition to the above, staff, especially our Achievement Leader and Pastoral Team are always investigating ways of reducing the barriers to learning for the most disadvantaged students. The 2020-21 academic year will see the implementation of new initiatives already mentioned above, through online pastoral and academic support, particularly encouraging university uptake and higher-level apprenticeships, but also placing students at further education colleges with suitable vocational courses. This has included the targeting of Pupil Premium students who have decided to



pursue non-academic opportunities after their GCSEs, who have benefitted from visits and talks from a variety of apprenticeships providers and employers, prior to the March lockdown. This has meant that our school currently allows all of its former students to achieve. Currently all but three former Year 11 students from the 2019-20 cohort are not classed as NEETs (not in education, employment or training), and they are awaiting confirmation of courses and job interviews. Regardless of their socio-economic background all of our students can be confident in being able to succeed in their chosen field after they have left Sacred Heart Catholic High School.