



## Impact of Pupil Premium 2015-2016

### Nature of the Support offered

- At Sacred Heart we never confuse eligibility for the pupil premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Funding is carefully ring-fenced at the beginning of the academic year so that it is spent on a targeted group of students
- We drew upon evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement
- At Sacred Heart Catholic College we ensure that a designated senior leader, an Assistant Headteacher, plus the Headteacher have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils termly.
- Class and subject teachers know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating their progress.
- The projects we have set up are to tackle a range of issues, e.g. attendance, behaviour, factors outside school, effective teaching and learning, strong careers information, advice and guidance, literacy support, targeted support, good facilities for supported self-study, further enrichment.
- Financial support made available to students to provide visits to higher educational establishments
- Year 6 Summer School -The College ran as a Core Summer School. The students took part in a variety of activities to promote engagement and attainment.
- We ran 'PASS' (the Progress and Study Support base) a base for students in receipt of PP, underachieving so that they can receive one to one support.

### Monitoring of Impact

The impacts of our Pupil Premium interventions are shown through the following:

- Pupil attainment monitored regularly via RAP meetings and tracked through Milestone Data
- We thoroughly analyse which pupils are underachieving, particularly in English, Mathematics and Science, and why
- We use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something had worked.
- Actions set and monitored by Inclusion Officers
- Observations of Coaching sessions and lessons
- Work scrutiny

Disadvantaged	2014(36)		2015(36)		2016(35)	
	Sch	Nat	Sch	Nat	Sch	Nat
5+ A*-c En and MA	46	36	22	36	46	
Eng % C+	58	51	56	51	46	
Maths % C+	64	49	31	49	57	

### **Level 4 catch up**

#### **ENGLISH**

82% of the pupils hit level 4 by the end of the year. 100 % of pupils made progress.

#### **MATHS**

75% of the pupils hit level 4 by the end of the year. 87.5 % of pupils made progress.

### **English and Maths at Key Stage 3**

In 2015 100% of disadvantaged pupils achieved a level 5 or above at the end of Key Stage 3 in both subjects.

#### **GCSE Maths**

After a dip in 2015 the % of pupils achieving a grade C or better rose from 31% to 57%. An increase of 16%.

#### **GCSE English**

In 2016 the % of pupils achieving a grade C or more dropped from 56% to 46%.

### **Pupil Premium Summer School**

**‘Summer schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.’ TES. David Linsell. 2012**

The Summer School ran from followed the same format as previous years. The programme was designed to engage pupils in a number of activities within English, Maths, Art, PE and Science. Another key focus was to help pupils settle into their new surroundings and promote teamwork and a sense of community. It was an enjoyable learning experience which helped the pupils makes the transition process from Primary School to Secondary School as easy as possible.

Each day followed the pattern of the school day with morning reflection, lessons, breaks and lunch. Activities were based at Lower Site and pupils had the opportunity to participate in a series of water sport activities based at the ‘Crosby Lakeside Adventure Centre’ (CLAC).

If you have any questions about the Pupil Premium, or you need information about applying for free school meals, please contact Mrs C Campbell, Assistant Headteacher, at the school or by email: [campbellc@sacredheart.sefton.sch.uk](mailto:campbellc@sacredheart.sefton.sch.uk)

