

SACRED HEART HIGH SCHOOL



PUPIL PREMIUM POLICY

DECEMBER 2023

To be reviewed December 2025

*This Policy should be read in conjunction with
all other Sacred Heart High School Policies*

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1 AIMS

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium. These pupils are:

- recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6). This includes eligible children of families who have no recourse to public funds (NRPF)
- previously looked-after children (PLAC): pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). From 1 April 2023, PP grant eligibility for pupils who have been adopted from care or have left care will include children adopted from state care or equivalent from outside England and Wales
- children of service personnel

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish the amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

2 LEGISLATION & GUIDANCE

This policy is based on the [pupil premium conditions of grant guidance \(2023-2024\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#). In addition, this policy refers to the DfE's information on [what academies should publish online](#), and complies with our funding agreement and articles of association.

3 PURPOSE OF THE GRANT

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4 USE OF THE GRANT

4.1 How we will make decisions regarding the use of the pupil premium

In making decisions on the use of the Pupil Premium we will:

- ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- use the latest evidence based research guide published by the Education Endowment Foundation (EEF) on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Use other evidence such as learning from what works in our school to inform our decisions on pupil premium spending.
- Address a wide range of needs, and take group and individual needs into account
- be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Pupil Premium.
- Engage with parents to take their views on the needs of their child into account.
- be mindful of the fact that eligibility and take up of Pupil Premium does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- recognise the fact that Pupil Premium pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

Our use of the pupil premium will be balanced and suited to our context and evidence of what works with pupils. It will focus on:

- high-quality teaching
- targeted academic support

- wider strategies

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Focusing on ensuring and supporting quality teaching first in the classroom
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs or GCSEs)
- Funding educational trips and visits
- Funding English classes for children who speak another language

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online and using the templates on GOV.UK.

Our pupil premium strategy is available here: [Sacred Heart High School Hammersmith - Policies and Reports](#)

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.

Information on how the school uses the pupil premium is available through the link above

5 ELIGIBLE PUPILS

The pupil premium is allocated to the school based on the number of eligible pupils in . As a percentage of the school population years 7-11 this is 20%

Year Group 2022-2023	Percentage of year group eligible for Pupil Premium
7	21%
8	21%
9	21%
10	17%
11	18%
Total Students	193

Eligible pupils fall into the categories explained below.

5.1 Recorded as eligible for Free School Meals (FSM) & Ever 6 Free School Meals

Pupils recorded in the most recent October school census who are recorded as eligible for free school meals (FSM) or known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked After Children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Previously Looked After Children

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 Service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6 ROLES AND RESPONSIBILITIES

6.1 Headteacher and senior leadership team

The headteacher, associate headteacher and leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis

- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

7 MONITORING ARRANGEMENTS

This policy will be reviewed every two years by the Associate Headteacher. At every review, the policy will be shared with the governing board.

8 LINKS WITH OTHER POLICIES

This policy is linked to the school's

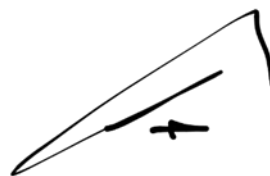
- Assessment Policy
- Curriculum Policy
- Curriculum Access (SEND) Policy

9 RATIFICATION

This Policy has been approved by the Headteacher and Curriculum Committee in Nov 2023 and ratified by the Full Governing body in Dec 2023.

A handwritten signature in black ink, appearing to read 'S O'Donovan'.

Mrs S O'Donovan, Headteacher

A stylized handwritten signature in black ink, consisting of a large upward-sloping stroke and a smaller horizontal stroke below it.

Mr Glen Hodgson, Chair of
Governors