1. Summary information

School	The Holmesdale School					
Academic Year	2017/18	**Total PP budget**		£156,145	**Date of most recent PP Review**	Aug 2017
Total number of students	630	**Number of students eligible for PP**		168	**Date for next internal review of this strategy**	Jan 2018

2. Current attainment (Outcomes 2016 - 2017)

	Students eligible for PP (THS)	Students not eligible for PP (National)
% achieving 9 – 4 incl. EM	**38.89%**	62%
Progress 8 score average	**-1.07**	0.71
Attainment 8 score average	**32.07**	52.72

3. Barriers to future attainment (for students eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	The quality of teaching and learning in the school currently does not provide consistently 'good' or better teaching in all subject areas
B.	PP students do not take advantages of opportunities outside of school hours to promote, extend or consolidate their learning
C.	PP students do not make progress in line with others in Maths and English due to initial starting points with low literacy and numeracy rates
D.	Lack of engagement through aspiration and opportunity
E.	Proportion of students with SEMH issues leading to behaviour issues

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Lack of parental engagement

F.	Attendance rates for PP students are below the attendance for other children (PP 90.28% vs. NPP 93.78% (-3.50% difference) reducing their time in school and contributes to them not making expected LOP.

4. Desired outcomes *(desired outcomes and how they will be measured)*	Success criteria
A. Ensure PP outcomes (including English and Maths) are in line or better than non-PP outcomes	PP students achieving 5+ GCSEs including English and Maths increased from 36.11%
B. Pupil Premium students make improved levels of expected progress across all year groups	Rates of progress in Maths and English in KS3 and KS4 for PP students in line or better than other student groups or the gap is closing rapidly.
C. Attendance rates for PP students increased	Number of absences for PP pupils reduces. Overall attendance of PP students improves from 90.28% (2016-2017) to 96% or higher closing the gap with 'other' pupils.
D. Secure early pastoral intervention to reduce barriers to learning	PP students are successful in school and engage well. Attendance rates are high will gap narrowed between PP and NPP.

THE HOLMESDALE SCHOOL

5. Planned expenditure	
Academic year	**2017/18**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Teaching, Learning and Assessment

Desired outcome	Chosen actions / approaches	What is the evidence and rationale for this choice?	Breakdown of approximate spending
Improved teaching, learning and assessment across the school supports improved progress and outcomes so the gaps close so PP student attainment is in line with national	• Each department to have Department Assessment Policy (DAP) • SL carry out monitoring and evaluation strategies to improve T&L at department level (SL Termly QA reports) • Use of SPOT sessions to develop pedagogy for T&L • Subject Reviews to monitor and set targets for departments • Availability of CPD to develop T&L practice and assessment • PP review to monitor current position and inform strategies to improve T&L and outcomes for this student group • Work scrutiny termly by SLs and SLT • Use of data to inform teacher planning so staff are aware of groups and interventions are in place for underperformance	Evidence suggests high quality feedback is an effective way to improve attainment and it is suitable as an approach that can be embedded across the school. (EEF and Sutton Trust Docs) Evidence from QA1 illustrates the need to address basic teaching practice to ensure all staff are delivering consistently good or better lessons The use of data in planning lessons will ensure teachers provide challenging lessons which stretch all students	Marking, feedback and collaborative learning £16,000 Development of Meta Cognition Approaches £7000 Afterschool revision session and resources £7500
		Total budgeted cost	£30,500

	ii.	Targeted Support		

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Breakdown of approximate spending
Improve reading ages to support rapid progress over time	- KS3 accelerated reader programme using 6th form as ready buddies - Introduction of reading tests for all students across all year groups - Use of reading ages by teachers to inform planning - Form time activities includes opportunities for silent reading and literacy activities such as spelling tests - Lexia intervention	Improved reading ages can support student progress in all subjects. Ensure students have strategies to support them in their learning journeys.	Accelerated Reader £2,348 Lexia £253 TAs to implement specialist literacy interventions £8,806
Student outcomes of KS4 PP students improves and the gap from national decreases	- Year 11 mentoring programme launched Term 2 with staff as mentors for PP students - Use academic progress as basis on mentoring conversations to ensure all PP students have information on revision sessions and appropriate interventions are in place to support attainment, attendance and positive behaviour.	Mentoring is an intervention, which has supported schools to improve student outcomes and help to overcome barriers such as attendance and lack of confidence in exam practice. EEF provides evidence for this strategy	PiXL £3200 Data Manager £6314 4Matrix £960
Appropriate support in place in subject areas to improve access to and engagement in the curriculum	- Effective use of TA provision at department level which termly reviews of timetabled support - Behaviour interventions to be integrated into SEND provision - SEN interventions for targeted students - PP SLT champion to work with SENCO to ensure provision for PP is mapped and	Where teaching assistant impact is measured and student progress reviewed frequently, student needs can be met and support progress in lessons. TA intervention can have limited impact is not targeted effectively and impact monitored (EEF)	Subject Intervention – Maths and English £26,000 Homework support £2333 SENCO £11,517 Alternative Provision £4000

Introduce and develop PP funding for interventions at all levels	• Department bid for resources and funding to directly support progress and attainment of students • Intended impact sheet to be submitted with any purchase order so impact can be measured directly • Introduce more trip and outdoor learning activities to engage students	All staff are aware of the funding that is available and effective interventions can be implemented and robustly monitored for impact Outdoor learning/ cross curricular activities can engage students within the curriculum	£10,000 for departments to bid for funding
		Total budgeted cost	£74,731

iii. Personal Development

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Breakdown of approximate spending
To improve attendance % for PP students and reduce the number of PAs	• Appointment of an Attendance Officer to closely monitor and work directly with students and families with attendance concerns and focus support on improving attendance. • • Develop role of SSMs for each community to identify PP students at risk • PP Student of the week to raise awareness of students in communities • Develop tutor intervention to monitor and improve student attendance • Introduce weekly community leader meetings with tutors with PP on the agenda identifying interventions needed	Monitoring and intervention of students attendance improves attendance for all students Raised awareness of PP students ensures interventions at community level Triangulation of data, attendance and behaviour can inform future interventions and review previous interventions	Attendance Office £15,307 Student Support Managers £12,511

Appropriate support in place to improve access to and engagement with the curriculum	• SEND department to oversee and manage work of behaviour interventions offering alternative provision for students before integration into curriculum • Targeted 'at risk' student group to work under behaviour centre to provide curriculum and interventions to reduce risk of exclusion	Alternative curriculum can support students outside of mainstream lessons to re-establish behaviour expectations and reduce risk of permanent exclusion	SENCO as funded above Alternative Provision £4000 Behaviour support assistant £4948
Improve aspirations and engagement	• Range of afterschool clubs and activities offered • Registers of student attendance at all afterschool clubs and revision to be recorded by teachers • Timetable of extra-curricular activities published to parents and students • Registers set up and sent to PP champion to map student attendance and provision of opportunities • Develop trip opportunities • Ensure all Year 11PP students receive meeting with careers advisor in Term 1	Afterschool clubs can engage students and encourage attendance at school Tracking provision and attendance will allow school provision of PP students to be monitored and gaps in offerings afterschool identified	Pupil Premium Champion £5,000 Careers Advisor £5105
Improve access to and broaden experiences	• Outdoor learning opportunities made available to students in all year groups • Trip procedure available to all staff and training for new staff offered • Inform staff of funding available to ensure all PP students have access to outdoor learning opportunities	Outdoor learning can engage students and in some cases raise student aspirations, develop a culture of teamwork as well as improve progress	Funding for trips £4000
Total budgeted cost			**£ 50,871**