

Pupil Premium Funding for Disadvantaged Students

The Pupil Premium Grant (PPG) was introduced in 2011 and is additional funding that the government gives to schools in order to increase social mobility and reduce the gap in performance between pupils from disadvantaged backgrounds and their peers.

Schools receive funding for each disadvantaged pupil.

The PPG per pupil for 2018 to 2019 is as follows;

Disadvantaged students	PP per child
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.	£2,300
Service Children	
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence.	£300

It is for the school to determine how our PPG is spent, since we are best placed to evaluate what additional provision is required for individual pupils.

Why is PPG provided?

Poverty or low income is the single most important factor in predicting a young person's life chances. The performance gap between pupils from more or less disadvantaged backgrounds in England is one of the largest among OECD countries (OECD 2014).

The PPG is the best way to address the underlying inequalities and at The Holmesdale School we work tirelessly to ensure inclusion for all learners. We are committed to ensuring that disadvantaged students are provided with opportunities to enable maximum progress.

Impact of Spend 2017 – 2018

Total number of pupils	630
Total number of eligible for PP	168
% of those eligible for PP	27%
Total Spend	£156,145

Outcomes Year 11 2018

	2018 Results		2017 Results	
	PP	Non PP	PP	Non PP
Progress 8	-1.26	-0.77	-1.07	-0.55
Attainment 8	27.04	36.29	32.37	38.05
P8 % 0.0+	9	26	20	39
4+ Eng Maths Threshold	13	54	40	48
5+ Eng Maths Threshold	3	20	17	22

Attendance 2017- 18

	PP Students	Non PP	All
PA %	39.2%	13.4%	16.3%
Attendance	91.7%	94.4%	93.6%

Overview 2018-19

Total number of students (7-11)	528
Total number of eligible for PPG	154
% of those eligible for PPG	29.2%

Year Group	No. eligible for PPG	% in Year Group
7	24	22%
8	26	33%
9	46	38%
10	32	30%
11	26	23%
Total	154	29.2%
6th Form		
Year 12 (14)	3	
Year 13 (38)	6	

1. Summary information					
School	The Holmesdale School				
Academic Year	2018/19	Total PP budget	£152, 315	Date of most recent PP Review	01/10/18
Total number of students	528	Number of students eligible for PP	154	Date for next internal review of this strategy	Sept 2019

2. Current attainment (Outcomes 2017 - 2018)		
	Students eligible for PP (THS)	Students not eligible for PP (THS)
% achieving 9 – 4 incl. EM	13	54
% achieving 9 - 5 incl. EM	3	20
Progress 8 score average	-1.07	-0.54
Attainment 8 score average	32.07	38.19

3. Barriers to future attainment (for students eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Lack of parental engagement
G.	Attendance rates for PP students are below the attendance for other children reducing their time in school and contributes to them not making expected progress.

4. Objectives of spend		Success criteria
A.	To improve progress, attainment and life chances of all disadvantaged students by removing barriers to learning.	Progress of disadvantaged students in line with peers and National non disadvantaged
B.	To close the existing gaps in outcomes between disadvantaged students and their peers in a context of improving outcomes for all students so they are close to national figures.	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. Progress in all subjects for PP students matches peers and close to national
C.	To ensure regular attendance of disadvantaged students so that they are able to make the most of their educational opportunities.	Number of absences for PP pupils reduces. Overall attendance of PP students improves to close gap with peers and national. PA for disadvantaged students in line with peers and national data
D.	To ensure no disadvantaged students are NEET by providing positive, aspirational onward destinations.	PP students are successful in school and engage well. Attendance rates are high. No NEETS in 18- 19 cohort.

5. Planned expenditure			
Academic year		2018/19	
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 action / approach	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	<ul style="list-style-type: none"> • Departments ensure long-term and mid-term plans are in place that structure learning consistently for students whilst stretching most able. • Use of Knowledge Organisers to support homework and parental engagement. • After school training sessions for parents to help with homework. • Staff training in 'Teach Like a Champion' techniques to ensure consistency and good practice. • Faculty reviews three times per year to ensure compliance. • Improved data systems to inform teacher planning so interventions planned effectively. • Tracking by Head of Department/Senior Leadership Team using 4Matrix. • Use of PiXL initiatives including attendance at Maths conference for disadvantaged students • Improved systems of teacher feedback – use of stickers to improve engagement and use of hot and cold task assessments to improve frequency and quality of feedback 	<p>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)</p> <p>Evidence from observations illustrates the need to address basic teaching practice to ensure all staff are delivering consistently good or better lessons</p> <p>The use of long and mid-term plans ensure teachers provide challenging lessons which stretch all students</p>	<p>After-school revision sessions and resources £7,500</p> <p>Knowledge organisers £2,000</p> <p>Support with faculty reviews from SIP</p> <p>Data Manager £6,000</p> <p>PiXL £3,000</p> <p>4Matrix £1,000</p>
Total budgeted cost			£19,500

ii. Targeted Support			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Breakdown of approximate spending
<p>Improve reading ages to support rapid progress over time</p>	<ul style="list-style-type: none"> • Sixth form reading 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 • Lexi intervention • Use of TTRS for handwriting support 	<p>Improved reading ages can support student progress in all subjects. Ensure students have strategies to support them in their learning journeys</p>	<p>Lexia £250</p> <p>TAs to implement specialist literacy interventions £8,000</p> <p>Reading tests £250</p> <p>TTRS £500</p>
<p>Student outcomes of KS4 PP students improves and the gap from national decreases</p>	<ul style="list-style-type: none"> • Year 11 mentoring programme launched Term 2 with 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 	<p>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</p>	

Appropriate support in place in subject areas to improve access to and engagement in the curriculum	<ul style="list-style-type: none"> • Effective use of TA provision at department level, 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 	<p>Where teaching assistant impact is measured and student progress reviewed frequently, student needs can be met and support progress in lessons</p> <p>TA intervention can have limited impact if not targeted effectively and impact monitored (EEF)</p>	<p>Homework support £5,000</p> <p>SENCo £10,000</p>
Introduce and develop PP funding for interventions at all levels	<ul style="list-style-type: none"> • 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 • Use of alternative provision to avoid exclusion 	<p>All staff are aware of the funding that is available and effective interventions can be implemented and robustly monitored for impact</p> <p>Outdoor learning/cross-curricular activities can engage students within the curriculum</p>	<p>£3,000 for departments to bid for funding</p> <p>£40,000 (3 places)</p>
Total budgeted cost			£67,000
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	<ul style="list-style-type: none"> • Appointment of an Attendance Officer to closely monitor and work directly with students and families with attendance concerns and focus support on improving attendance • Use of WPA to target PP PA students 	<p>Monitoring and intervention of students attendance improves attendance for all students</p> <p>Raised awareness of PP students ensures interventions at community level</p>	<p>Attendance Officer £13,000</p> <p>Contribution to WPA £15,000</p>

	<ul style="list-style-type: none"> • Develop role of SSMs for each community to identify PP students at risk • Develop tutor intervention to monitor and improve student attendance • Introduce bi weekly community leader meetings with tutors with PP on the agenda identifying interventions needed • Prizes for most improved attendance at end of term 	Triangulation of data, attendance and behaviour can inform future interventions and review previous interventions	<p>Student Support Managers £10,000</p> <p>£1,000 attendance prizes</p>
Appropriate support in place to improve access to and engagement with the curriculum	<ul style="list-style-type: none"> • SEND department to oversee and manage work of behaviour interventions offering alternative provision for students before integration into curriculum 	Alternative curriculum can support students outside of mainstream lessons to re-establish behaviour expectations and reduce risk of permanent exclusion	SENCo as funded above
Improve aspirations and engagement	<ul style="list-style-type: none"> • 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 11 PP students receive meeting with Careers Advisor in Term 1 	<p>Afterschool clubs can engage students and encourage attendance at school</p> <p>Tracking provision and attendance will allow school provision of PP students to be monitored and gaps in offerings afterschool identified</p>	<p>Pupil Premium Champion £5,000</p> <p>Careers Advisor £5,000</p>
Improve access to and broaden experiences	<ul style="list-style-type: none"> • Outdoor learning opportunities made available to students in all year groups • Trip procedure available to all staff and training for new staff offered 	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 and Enrichment week £4,000

	<ul style="list-style-type: none"> Inform staff of funding available to ensure all PP students have access to outdoor learning opportunities 		
Improve number of days missed by inclusions and exclusions	<ul style="list-style-type: none"> Inclusion Manager plans preventative intervention to reduce repeat offenders 		Inclusion Manager £10,000
Total budgeted cost			£63,000

Total Cost £149,500

i. Contingency £2,815

