

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Holmesdale School
Number of pupils in school	509
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	
Date on which it will be reviewed	September 2023
Statement authorised by	Mr L Downey
Pupil premium lead	Mrs L Harris
Governor / Trustee lead	Mrs A Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169 396
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Proportion of recovery funding to be deployed for PP students	N/A
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 169 396

Part A: Pupil premium strategy plan

Statement of intent

The Holmesdale School is committed to providing an ambitious curriculum that is broad, balanced, challenging and fosters a lifelong love of learning. We match our curriculum to the abilities and ambitions of our students, to give every child the opportunity to strive for personal excellence. Our curriculum aims to open doors for every student, and we therefore value the contribution that creative, practical and vocational learning brings to a child's development alongside the traditional subjects. Our hope is that every child who leaves The Holmesdale School has the skills and knowledge to achieve the desired qualifications, as well as equipping them with a solution focused, growth mindset.

The Holmesdale School we are committed to supporting disadvantaged (DA) pupils both academically and pastorally.

Our aim is to ensure that all DA pupils are supported in reaching high aspirational targets and that their mental wellbeing is also supported.

Our Pupil Premium Strategy incorporates a combination of academic, pastoral and wellbeing support in order to ensure that DA pupils can thrive in our school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The quality of teaching and learning in the school currently does not provide consistently 'good' or better teaching in all subject areas
2	PP students do not make progress in line with non-PP students in Maths and English due to initial starting points with low literacy and numeracy rates
3	Reading ages of PP students are not at the required level, and therefore some students struggle to access the curriculum offer
4	Attendance rates for PP students are below the attendance for non-PP students, reducing their time in school and contributes to them not making expected progress.
5	Proportion of disadvantaged students with SEMH issues leading to behaviour issues and ensuring all SEND students have quality progression routes when leaving the school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged students will show an improvement in progress and attainment.	Narrow the gap between disadvantaged and non-disadvantaged students. (gap for 2019 was 0.4, 2022 0.62)
Disadvantage student's reading ability improves in line with their prior attainment so that they can access the curriculum.	Students will receive at least 2 NGRT reading tests over the course of the year to track improvement. Weaker readers will be tested more regularly. Year 7 NGRT at the end of 2023 show that 75% of students have improved their reading ages by 6 months or more.
Improve attendance of disadvantaged students so that it is inline with national average for DA.	Number of persistent absentees for disadvantaged students will reduce. . Overall attendance of PP students improves.
To ensure no disadvantaged students are NEET by providing positive, aspirational onward destinations.	Early identification of potential NEET students to provide additional support Increase the number of PP students continuing at THS 6 th Form.
To decrease the number of exclusions and behaviour incidents.	A decrease in the number of exclusions and in line with national average for all pupils. A reduced number of behaviour incidents.
Improve engagement of parents and carers in the learning process	Parents attendance for disadvantaged students will improve by providing face-to-face and alternative parents evening opportunities

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ and retain additional teacher in English	According to the EEF toolkit, as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils - resulting in approximately three months additional progress for pupils, on average	1, 2
<p>Classroom strategies - seating plans, class profiles, effective questioning, feedback and assessment</p> <p>Teachers will receive ongoing CPD on the schools identified teaching and learning priorities; Effective questioning, adaptive teaching.</p>	<p>These classroom strategies ensure we prioritise bespoke strategies for our disadvantaged students.</p> <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>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	1, 2, 3
<p>TA's support students in lessons.</p> <p>Literacy intervention and library manager appointed to further support both in school intervention and out of hours learning.</p>	Intervention for students in core subjects to ensure students meet targets	1,2,3

<p>Digital learning homework strategy with a focus on retrieval</p> <p>Homework club to provide technology and a safe, quiet working environment for completing homework.</p>	<p>Effective homework can add ~6 months of extra progress per student, per year (EEF, 2021).</p> <p>Spaced retrieval practice is highly effective (Dunlosky, 2013).</p> <p>Retrieval practice has ~2.5x the impact of how students normally study (Rowland, 2014).</p> <p>Digital apps can be both efficient and more effective for homework (EEF, 2021).</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ **83,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NGRT Reading tests administered for all year groups.</p> <p>Timely identification of students who require tier 2 or tier 3 intervention with an evaluation of intervention impact. Wider reading brochure created for reading for learning.</p> <p>Literacy Intervention and Library Manager position created to facilitate strategies</p>	<p>Improved reading ages can support student progress in all subjects. Ensure students have strategies to support them in their learning journeys</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Improving Literacy guidance report (2019), recommendation 7, is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>	3
<p>Summer School to support the transition of students from KS2 to KS3</p>	<p>"Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that</p>	4,5

	<p>extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.</p>	
<p>Mentoring programme for students</p>	<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.</p> <p>“Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF Teacher Toolkit Mentoring</p>	<p>1, 2</p>
<p>Employ a one-to-one tutor for targeted PP students for English and/or Maths</p>	<p>TA intervention can have limited impact if not targeted effectively and impact monitored (EEF)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. (EEF 2020)</p>	<p>1, 2, 3, 4, 5</p>
<p>Funding is available for all departments in addition to their budgets. This can be used in a variety of ways to accelerate PP progress, give more opportunities for learning outside of the classroom, raising aspirations. Examples such as:</p>	<p>Outdoor learning/cross-curricular activities can engage students within the curriculum</p> <p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).</p>	<p>1,4,5</p>

<ul style="list-style-type: none"> ● Purchasing subject specific kit/equipment ● Transport costs ● University visits ● Trips <p>In school events</p>	<p>We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.”</p> <p>Social Mobility Commission research</p>	
<p>All revision guides are provided for all PP students</p>	<p>To facilitate independent study and engage parental support.</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF suggest +8 months progress for meta-cognition and self-regulation.</p>	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working with families to improve attendance. The attendance team works alongside SEAAS to meet with families and challenge poor attendance.</p> <p>Identified PP students with poor attendance have regular contact from the pastoral team.</p> <p>3 Learning leaders appointed for Year 7 & 8, Year 9 & 10 and Year 11, with a key focus on attendance.</p> <p>Associate learning leader appointed with a key focus</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	4

<p>on PP</p> <p>Councillor supporting pupils with SEMH</p>	<p>Raised awareness of PP students ensures interventions are in put in place by the pastoral team, managed by the Learning Leader</p> <p>Triangulation of data, attendance and behaviour can inform future interventions and review previous interventions</p> <p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.” Behaviour interventions strategy from the EEF teacher toolkit.</p>	
<p>Appropriate support in place to improve access to and engagement with the curriculum</p> <p>Alternative provision available for some students who cannot access mainstream provision.</p>	<p>Alternative curriculum can support students outside of mainstream lessons to re-establish behaviour expectations and reduce risk of permanent exclusion</p> <p>PP students are 4 times more likely to be excluded (Peter Humphries, Senior HMI, Sec Ed Pupil Premium Conference: 23/3/2018)</p>	<p>1, 2, 4, 5</p>
<p>Improve aspirations and engagement</p>	<p>Afterschool clubs can engage students and encourage attendance at school</p> <p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). Analysis found that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.</p> <p>Tracking provision and attendance will allow school provision of PP students to be monitored and gaps in offerings afterschool identified</p>	<p>4, 5</p>

<p>Improve access to and broaden experiences</p>	<p>Learning outside the classroom can engage students and in some cases raise student aspirations, develop a culture of teamwork as well as improve progress.</p>	<p>4, 5</p>
<p>Improve number of days missed by inclusions and exclusions</p> <p>Reduce previous year's total FPE's by 25%.</p> <p>Reduce previous year's total of students who have had at least 1 FPE to below 5%.</p>	<p>Increased attendance will naturally increase access to quality first teaching and in turn, positively impact upon student outcomes.</p> <p>PP students are 4 times more likely to be excluded (Peter Humphries, Senior HMI, Sec Ed Pupil Premium Conference: 23/3/2018)</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <ul style="list-style-type: none"> • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	<p>4, 5</p>
<p>Uniform and equipment</p>	<p>Many PP parents experience material poverty in terms of resources and equipment, so providing equipment and resources allows PP students to fully access the curriculum and school community.</p>	

Total budgeted cost: £169 396

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Below are the results for 2021-22

	2022 Results	
	PP	Non PP
Progress 8	-0.43	_0.20
Attainment 8	37.3	46.37
P8 % 0.0+	41.67%	51.92%
4+ Eng Maths Threshold	41.67%	69.23%
5+ Eng Maths Threshold	12.5%	40.38%

The above data shows the PP gap has widened in comparison with the 2019 outcomes. Although this is in line with national data, there will be significant focus on the strategies in order to close this gap.

National average 2019 PP -0.45 nonPP 0.13 2022 PP-0.55 nonPP 0.15

As well as impact in outcomes, there were other areas of positive impact from the 2021-22 PP funding.

Teaching and Learning:

- Improvement in quality first teaching lead to improved outcomes
- All PP students in Year 11 have revision guides purchased for them to ensure they have equal opportunities when it comes to revision
- Improved quality of feedback from teachers for PP students with better understanding of PP student's knowledge and memory.
- Positive phone calls and postcards to PP students to improve parental engagement and improve student confidence
- Parents who do not make Parents Evening appointments are contacted to ensure PP student attend
- Support parents with funding for uniform to ensure PP students attend school

Remote Learning:

- Lesson materials uploaded onto SMH to enable isolating students to access the curriculum remotely

Learning out of the classroom:

- Year 7 Zoo Trip – accessible to all PP students with part funded and fully funded tickets for some PP students that required support
 - Year 10 Thorpe Park Trip with part funded tickets for some students
 - Extra curricular clubs tracked the attendance of PP students to increase participation
- Lunchtime clubs scheduled to give opportunity for PP students who cannot attend after school to have access to programmes (Science Club, Choir, Various Sports)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

