



# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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	469
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	17/12/2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr G Prebble
Pupil premium lead	Mr L Downey
Governor / Trustee lead	Mr N Shorthouse

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 157,715.00
Recovery premium funding allocation this academic year	£ 23,748
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Proportion of recovery funding to be deployed for PP students	(£10,000)
<b>Total budget for this academic year</b>	<b>£ 181, 463</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# 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.

We recognise that this is even more important following the Covid-19 pandemic and resulting school closures, and we are committed to closing any existing gaps between Pupil Premium pupils and their peers.

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 others 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 other children reducing their time in school and contributes to them not making expected progress.
5	Proportion of 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
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, using FFT 20 to set student targets
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  Reduce current gap of 0.4
To improve reading ages of all disadvantaged students, so that they can read fluently and independently	Students reading ages are within 6 months of their actual age and the weakest readers are receiving intervention in order to improve.  75% of targeted students will have made progress with their reading ages.  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.
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
To ensure no disadvantaged students are NEET by providing positive, aspirational onward destinations.	Increase the number of PP students continuing at THS 6 <sup>th</sup> Form.  PP students are successful in school and engage well. Attendance rates are high. No NEETS in 21-22 cohort.

To decrease the number of exclusions and behaviour incidents.	<p>A decrease in the number of exclusions and in line with national average for all pupils.</p> <p>A reduced number of behaviour incidents.</p>
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of long and mid-term plans ensure teachers provide challenging lessons which stretch all students</p> <p>All subjects conducted a thorough review of their schemes of work to ensure that they are effectively sequenced and have been adapted to counter any missed learning due to Covid-19. The evaluation of the curriculum is an ongoing process and changes are made in year if gaps are identified.</p> <p>Teachers will receive CPD on the schools identified teaching and learning priorities; Questioning (the use of Pose, Pause, Pounce, Bounce) and Adaptive teaching. These will be ongoing, with trust reviews built into the</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

school's calendar to check progress and impact of the strategies.		
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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>MLs complete reading and extended writing audits to specify where literacy elements are planned for in curriculum</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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></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>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</p>	1, 2

	backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF Teacher Toolkit Mentoring	
Employ a one-to-one tutor for targeted PP students for English and/or Maths  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 if not targeted effectively and impact monitored (EEF)  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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. (EEF 2020)	1, 2, 3, 4, 5
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:  <ul style="list-style-type: none"> <li>• Purchasing subject specific kit/equipment</li> <li>• Transport costs</li> <li>• University visits</li> <li>• Trips</li> </ul> In school events	Outdoor learning/cross-curricular activities can engage students within the curriculum  “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 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	1,4,5



<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><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF suggest +8 months progress for meta-cognition and self-regulation.</p>	<p>2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 Learning leaders appointed for Year 7 &amp; 8, Year 9 &amp; 10 and Year 11, with a key focus on attendance.</p> <p>Monitoring and intervention of student's attendance improves attendance for all students</p> <p>Ensure all identified PP students with poor attendance have regular contact from pastoral team.</p> <p>SLT to support with poorest attenders, each allocated year groups to support learning leaders.</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>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p>4</p>

	<p>that missed 10-15% of all sessions</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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>TA's support students in lesson.</p> <p>Literacy intervention and library manager to be appointed to further support both in school intervention and out of hours learning.</p> <p>Tutors to be appointed to assist with covid catch up plans</p>	<p>Alternative curriculum can support students outside of mainstream lessons to re-establish behaviour expectations and reduce risk of permanent exclusion</p> <p>Intervention for students in core subjects to ensure students meet targets</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>	1, 2, 4, 5
<p>Improve aspirations and engagement</p>	<p>Afterschool clubs can engage students and encourage attendance at school</p> <p>Tracking provision and</p>	4, 5

	attendance will allow school provision of PP students to be monitored and gaps in offerings afterschool identified	
Improve access to and broaden experiences	Learning outside the classroom can engage students and in some cases raise student aspirations, develop a culture of teamwork as well as improve progress	4, 5
<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>Reduce previous year's total the % of students who have had at least 1 Inclusion to below 18%.</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"> <li>• 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</li> <li>• 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</li> </ul>	4, 5

**Total budgeted cost: £ 166,500**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Below are the TAGs for 2020-21

	2021 Results	
	PP	Non PP
<b>Progress 8</b>	<b>-0.65</b>	<b>-0.15</b>
<b>Attainment 8</b>	<b>32.54</b>	<b>41.52</b>
<b>P8 % 0.0+</b>	<b>17.5%</b>	<b>51%</b>
<b>4+ Eng Maths Threshold</b>	<b>33%</b>	<b>56%</b>
<b>5+ Eng Maths Threshold</b>	<b>5%</b>	<b>33%</b>

Teacher assessed grades were submitted, after moderation from subject leaders, and leaders across the SAT. This process was conducted with additional moderation protocols in place. After grades were submitted to the Assistant Headteacher, these were then checked against the previous grade distribution in each subject.

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

As well as impact in outcomes, there were other areas of positive impact from the 2020-21 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 post cards 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:**

- Digital poverty: All PP students provided with a device. This meant all PP pupils had access to remote education and engagement was high during lockdowns and any instances when students were absent with Covid-19.
- All PP students were contacted by SSMs if they were not attending remote lessons to offer support and in turn this increased engagement

#### **Learning out of the classroom:**

- Year 7 and 8 Zoo Trip – accessible to all PP students with part funded and fully funded tickets for some PP students that required support
- Previously part funded sporting trips to Disneyland Paris to ensure PP students had the opportunity to attend if they were part of a sports team

- 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?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*