

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 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	611
Proportion (%) of pupil premium eligible pupils	34.04%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	
Date on which it will be reviewed	November 2025
Statement authorised by	Mr G Prebble
Pupil premium lead	Mrs R Badham
Governor / Trustee lead	Mrs A Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,777
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	£197,777

Part A: Pupil premium strategy plan

Statement of intent

At The Holmesdale School one of our key priorities is to improve the outcomes and attendance of our vulnerable groups.

We ensure all students experience success in a safe and inclusive environment. We place our ECCO values of engagement, character, community and ownership at the heart of everything we do and aim to equip our pupils with lifelong knowledge and skills.

The focus of our pupil premium strategy is to support all pupils to achieve positive outcomes. It incorporates a combination of academic, pastoral and wellbeing support in order to ensure that all pupils can thrive in our school. We have high aspirations for our pupils and encourage them to unlock their potential through a broad and challenging curriculum and out of the classroom learning opportunities

Quality First Teaching is at the heart of our approach. This is proven to have the greatest impact on closing the attainment gap between pupils who are pupil premium and their peers. Implicit in the intended outcomes detailed below, is the intention that attainment of all pupils will be sustained and improved.

The plan will draw upon research to inform practice and funding to fully support these students and build resilience. Our approach is responsive to the challenges and individual needs faced by our local community.

To ensure they are effective we will:

- *Encourage students to attend school regularly through identifying barriers and employing a variety of strategies.*
- *Teach them academically, socially and emotionally, maintaining high expectations and quality first teaching to ensure students make expected progress and achieve outcomes which are at least in line with their prior attainment.*
- *Identify the gaps in students' knowledge and skills, diagnosing the main barriers so students do not fall behind.*
- *Promote positive engagement with parents/carers/family members so that all stakeholders have investment in pupils' outcomes.*

Challenges

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

Challenge number	Detail of challenge
1	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. The gap between achievement of PP versus non-PP students remains.
2	Reading ages of PP students are not at the required level and are lower on average than non-PP students. Some pupils, therefore, struggle to access the curriculum offer.
3	Attendance rates for PP students are on average lower than the attendance for non-PP students, reducing their time in school and contributing to them not making expected progress.
4	A proportion of PP students with SEND have low levels of engagement with the curriculum. This can lead to behaviour issues and lower aspirations in terms of careers and further education. .

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
Pupil premium students will show an improvement in progress and attainment. The gap between PP and non-PP students will close. A greater proportion of PP students will achieve a standard pass in English and Maths.	Narrow the gap between PP and non-PP students. (gap for 2019 was 0.4, 2022 0.62, 2023 0.5, 2024 +0.81)
Pupil premium students will show an improvement in their reading ages, so they are able to access the curriculum.	The lowest 20% of our weakest readers will receive at least 2 NGRT reading tests over the course of the year to track improvement. Weaker readers will be tested more regularly and PP students will be prioritised for this. Year 7 (PP only) NGRT at the end of 2025 will show that 75% of students have improved their reading stanines.
Improve attendance of pupil premium students so that it is inline with national average for PP.	Number of persistent absentees for pupil premium students will reduce. Overall attendance of pupil premium students continues to improve.
To ensure no pupil premium 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 suspensions.	A decrease in the number of suspensions and in line with national average for all pupils.
Improve engagement of parents and carers in the learning process.	Provide greater information to parents regarding revision and assessment.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: 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; as well as individualised CPD through instructional coaching.</p> <p>Use of Mini whiteboards and formative assessment</p> <p>A drive on retrieval practice in the classroom to promote retention</p>	<p>These classroom strategies ensure we prioritise bespoke strategies for our pupil premium</p> <p>Adaptive teaching supports all students in making progress.</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> <p>...Effects [of instructional coaching] on instruction and achievement compare favorably when contrasted with the larger</p>	2,3

	<p>body of literature on teacher PD (Yoon et al., 2007), as well as most other school-based interventions.” Kraft, Blazar and Hogan, 2018</p> <p>The evidence shows that formative classroom assessments are linked to better student learning outcomes (Clarke, 2012a).</p> <p>Students in the Embedding Formative Assessment schools made the equivalent of two months’ additional progress, with attainment measured using Attainment 8 GCSE scores. (EEF, Embedding Formative assessment)</p>	
<p>Teaching assistant support students in lessons.</p> <p>Reading and maths small group and one-to-one interventions - including Lexia</p> <p>English and maths interventions (KS4)</p> <p>Support for our specialist on-site-tutor</p> <p>Development of a Deputy SENCO role</p>	<p>Intervention for students in core subjects to ensure students meet targets</p> <p>Lexia showed a +1 months improvement (EEF Lexia Reading score)</p>	1,2
<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>Repurpose old school and local business laptops/devices for out of school learning</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>	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 93,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NGRT Reading tests administered for KS3 students.</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 and maths interventions</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>In school counsellor</p> <p>Pastoral support</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>	2
<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:</p>	1, 2, 3, 4

	<p>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>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> <ul style="list-style-type: none"> ● Purchasing subject specific kit/equipment ● Transport costs ● University visits ● Trips <p>In school events</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). 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>	3,4
<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: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF suggest +8 months progress for meta-cognition and self-regulation.</p>	3

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

Budgeted cost: £ 74,777

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>Heads of Year appointed for each year group and a raising standards leader</p> <p>Introduction of a breakfast club Breakfast club to improve punctuality and focus of pupils in lessons</p> <p>Councillor supporting pupils with SEMH</p> <p>Additional student support manager employed to provide pastoral support to pupils.</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 <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>Evaluation of breakfast clubs reported improvements in punctuality for some pupils Dfe research report March 2017</p>	<p>3</p>
<p>Appropriate support in place to improve access to and</p>	<p>Alternative curriculum can support students outside of mainstream lessons to re-establish behaviour</p>	<p>1,3, 4</p>

<p>engagement with the curriculum</p> <p>Alternative provision available for some students who cannot access mainstream provision.</p>	<p>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>Improve aspirations and engagement by improving access to experiences beyond the curriculum.</p> <p>Provide careers information and guidance as well as have specific links to careers within the curriculum</p> <p>Reduction in the number of students NEETS.</p>	<p>Programme of extracurricular clubs across the curriculum both after school and lunchtime.</p> <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>“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>	3, 4
<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>	3. 4
<p>Improve number of days missed by inclusions and suspensions</p> <p>Reduce previous year's total of fixed term suspensions.</p> <p>Reduce previous year's total of students who have had at least 1 fixed term suspension 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</p>	4, 5

	<p>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 	
Uniform and equipment	<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> <p>Set up a second hand uniform shop to prevent lack of funds for uniform becoming a barrier to attendance</p>	

Total budgeted cost: £178 796

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

	2022 Results		2023 Results		2024 results	
	PP	Non PP	PP	Non PP	PP	Non PP
Progress 8	-0.43	0.20	-0.40	+0.10	-1.01	-0.17
Attainment 8	37.3	46.37	34.15	41.40	29.90	39.39
P8 % 0.0+	41.67%	51.92%	32.5%	60.0%	30.8%	51.0%
4+ Eng Maths Threshold	41.67%	69.23%	39.5%	55.4%	32.1%	56.6%
5+ Eng Maths Threshold	12.5%	40.38%	18.6%	37.5%	10.7%	26.4%

The above data shows the PP gap has widened in our 2024 outcomes for Progress 8. There has also been a decrease in English and Maths results at the basics threshold for PP students.

National average

2022 PP -0.55 nonPP 0.15 gap 0.7

2023 PP -0.55 nonPP

2024 PP nonPP gap

Teaching and Learning:

- Improvement in quality first teaching evidenced through increased use of adaptive teaching, mini whiteboards and checking for understanding through questioning strategies (PPPB)
- All PP students in Year 11 had 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 are unable to make Parents Evening appointments are contacted in advance to ensure PP students attend
- Reading and maths small group and one-to-one interventions for targeted PP students
- Introduction of digital learning for homework, homework clubs
- PP assembly on digital homework. A digital advice audit identified pupils who were not able to access digital platforms homeworks Homework clubs in place to provide devices before and after school for homework completion.
- Support parents with funding for uniform to ensure PP students attend school

Remote Learning:

- Lesson materials uploaded onto Google Classroom to enable students who are absent from school 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
- Year 8 STEAM day targeted a proportion of pupil premium students
- Subsidised Year 11 Geography field trip to reduce cost for parents
- Year 10 pupils attending STEM event at CCCU, 6 of the 17 students selected as pupil premium
- Lunchtime clubs scheduled to give opportunity for PP students who cannot attend after school to have access to programmes (Science Club, Choir, Various Sports)

Attendance:

Disadvantaged student attendance was not in line with their non-disadvantaged peers. Overall cumulative attendance was 91.9% compared to 86% for 93% for non disadvantaged students. PP data was 86.4% and non-PP attendance was 91.4%.

The Summer Term data below reflects our position at the end of the year compared to Local and National Averages for these vulnerable groups.

	National	South East	Kent	Holmesdale incl 11	Holmesdale excl 11	Yr 11 X coded	Current Students
Cumulative	90.9	90.9	90.9	90.2	92	91.9	92.8
PA	26.7	26.6	27.8	35.1	26.4	28.6	21.1
Summer Term							
FSM	84.3	82.6	83.3	85	87.4	86.2	
PA	45.9	49.7	49.3	54.6	46.1		
Non FSM	92.3	92.1	92.3	91.9	94.5	93	

Behaviour:**Suspensions From School**

No. of Exclusions	T1	T2	T3	T4	T5	T6	Total
2018-2019	15	36	15	20	9	20	115
2019-2020	7	14	12	8	0	0	41
2020-2021	9	6	0	3	8	4	30
2021-2022	5	3	6	6	5	2	27
2022-2023	4	2	4	11	8	8	37
2023-2024	16	22	13	10	13	13	87

		2023/24 Autumn term			
		Suspensions	Suspension (rate)	Permanent exclusions	Permanent exclusions (rate)
Sex	Sex female	126,247	3.08	1,157	0.03
	Sex male	220,032	5.15	3,011	0.07
FSM	FSM eligible	202,112	9.98	2,664	0.13
	FSM not eligible	144,151	2.27	1,501	0.02
SEN provision	SEN support	122,074	11.27	1,725	0.16
	EHC plan	37,894	10.05	404	0.11
	No identified SEN	186,311	2.69	2,039	0.03

- Completed the academic year with a total of 87 suspensions; increase on previous 3 years, however lower than the national average rate given the behavioural climate of schools in the country.
- 46% of suspensions were of pupil premium students.
- Most common reason for suspensions within this group was for Persistent Disruptive Behavior which is in line with national averages. Also in-line with the national average for increases in this group from previous years.

Removal Calls

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	EOY
2020-2021	357	215	0	240	258	180	1250
2021-2022	156	159	0	299	345	248	1207
2022-2023	538	353	269	573	442	384	2559
2023-2024	886	682	454	439	390	490	3341

Groups							
DA	489	371	271	273	246	322	1972
Non-DA	292	311	183	166	144	168	1264

- Pupil premium students made up 59% of removals from lessons in the academic Year 2023/24.
- Increase in % from previous year, however in line with the increase of general pupil premium % between the academic years.

Sixth form:

Of students returning to the Holmesdale Sixth Form in September 2024, 6 students out of 21 in Year 12, 29% are PP. There are 13 out of 31 in current Year 13, 42%

Year 12 2024-2025 PP Students = 6 (out of 21 = 29%)

Year 13 2024-2025 PP Students = 13 (out of 31 = 42%)

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

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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?	