

Pupil premium strategy statement – Holmleigh Park

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-------------------|
| Number of pupils in school | 1359 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2022 – 2025 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Dan Hudson |
| Pupil premium lead | Tommy O’Gallagher |
| Governor / Trustee lead | Nick Cox |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £441,428 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £118,818 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £560,246 |

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | To ensure that the outcomes for students in receipt of PP funding are at least in line with expected progress. |
| 2 | To improve the literacy and numeracy levels of PP students in Key Stage 3 to prepare them for the requirements of Key Stage 4. |
| 3 | To prepare students for FE and ensure that no student is NEET or at risk of NEET through careful IAG. |
| 4 | To ensure that PP students have access to enrichments activities such as music lessons, educational visits, activities' week and cultural opportunities. |
| 5 | To ensure that all PP students in the Primary Phase are fully prepared for the transition to the secondary phase; both socially and in an organisational sense through a range of support mechanisms. |

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 |
|---|------------------|
| PP students will have on average a progress 8 score at least as good as Non PP students | Progress 8 |
| PP students will have an average attainment 8 scores at least as good as non PP students | Attainment 8 |
| At least the same percentage of PP students achieving 5 or more GCSEs grade 9-4 in English and maths | GCSE grades |
| Average attendance for PP students will be at least as good as non PP students | Attendance |
| PP students will on average have the same, if not fewer exclusions and behaviour referrals than non PP students | Behaviour points |

| | |
|--|-------------------|
| Retention of PP students into Sixth Form will be at least as good as non PP students | Sixth Form intake |
|--|-------------------|

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: £ 341,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Year 11s to receive an extra 2 hours of timetabled lessons every day through P0, P5.1 and P6. This is a very significant cost to the school - equivalent to hiring several additional members of staff. | It has been shown that the very best intervention is to maximise the number of hours students spend in front of their teachers [EEF] | 1, 3 |
| Prioritising smaller group sizes in Year 11 to allow more individualised feedback. | EEF research shows that feedback is one of the highest leverage impacts on students | 1, 3 |
| Whole school CPD programme based on Teach Like a Champion 3.0, used in tandem with DDI system to improve teaching and learning | Effectiveness of developmental drop ins has been well established, e.g. Leverage Leadership Use of TLAC/Rosenshine approaches also shown to have significant impact e.g. Research Ed | 1 |
| Staffing of four staff members to deliver Read Write Inc phonics and DI interventions | Engelmann; DI Case Study, EEF study on impact of literacy and numeracy on outcomes | 2 |
| Contribution to the cost of a Raising Standards Leader on SLT, with responsibility of improving outcomes for all students | Providing clear leadership and a single senior leader focused on improving outcomes | 1, 3 |
| Contribution to Literacy Lead Practitioner | EEF study on impact of literacy on outcomes | 2 |

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

Budgeted cost: £ 67,496

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Buying into Direct Instruction programme in place for students with literacy and/or numeracy significantly below expected | Engelman; DI Case Study, EEF study on impact of literacy on outcomes | 2 |
| Online homework platforms (Hegarty, Sparx, Kay Science, Bedrock) | Regular homework is a significant factor in closing disadvantage gap, e.g. EEF | 1, 4 |
| School holiday intervention days for Y11 and Y13 | As above | 1 |
| Subsidising revision guides for all PP Year 11 students | As above. These are a significant cost to PP students (around £30 per student). | 1, 3 |

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

Budgeted cost: £ 151,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| An expanded Pastoral Team (3 Behaviour Officers and 1 ALP teacher) to support students in remaining in lessons (highest referrals amongst PP students) | As above - the more support we can give students to remain in lessons, the more successful they will be | 1, 3 |
| Contribution towards | E.g. national attendance statistics, HP | 1, 3 |

| | | |
|--|---|------|
| cost of additional attendance officer to improve attendance (lowest amongst PP students) | attendance statistics | |
| Contribution towards cost of expanded pastoral team of 2 DDSLs and 1 Early Help Coordinator (referrals highest amongst PP students) | As above | 1, 3 |
| Year 7 Residential (subsidised for PP students) | Ensuring financial barriers don't stop students having the same opportunities at school | 4 |
| Providing uniform for families who cannot afford it | Ensuring financial barriers don't stop students having the same opportunities at school | 1 |
| Subsidising trips for families who cannot afford them | Ensuring financial barriers don't stop students having the same opportunities at school | 1, 4 |
| Subsidising peripatetic music lessons | Ensuring financial barriers don't stop students having the same opportunities at school | 4 |
| Providing planners and equipment to students | Ensuring financial barriers don't stop students having the same opportunities at school | 1 |
| Ensuring PP students have access to reading books for DEAR time | EEF - impact of literacy on achievement | 2 |
| Subsidised coaches to and from away fixtures | Ensuring financial barriers don't stop students having the same opportunities at school | 4 |
| Transport during GCSEs | | 1 |
| Consumables for art and food | Ensuring financial barriers don't stop students having the same opportunities at school | 1 |

Total budgeted cost: £ 560,246

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium students at HP achieve more highly than the national average.

Our Progress 8 score for disadvantaged students in 2023 was -0.24, compared to a national average of -0.56, and an improvement of +0.04 from 2022.

Our gap between disadvantaged and non disadvantaged students was 0.34, compared to a national average of 0.73.

At HP, 29% of disadvantaged students achieved 5s in both English and Maths, compared to 37% of our full cohort. This leaves a gap of 8%. This is lower than the national average gap.

This improvement has been made despite the continued impact of COVID-19 on this year group, which we know hit disadvantaged students the hardest, resulting in an overall widening of the disadvantaged gap at GCSE.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| N/A | N/A |